



2015 Psychology

Intermediate 1

Finalised Marking Instructions

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Part One: General Marking Principles for: Psychology Intermediate 1

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Psychology Intermediate 1

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

1. For each question, answers will be marked according to *both* the **generic requirements** and the **specific content requirements**.
2. The generic requirements apply to all types of questions in all Sections, and appear once, below.
3. Specific content requirements are shown for every question.
4. Mark band descriptors refer to knowledge and understanding (no analysis/evaluation required at Intermediate 1).
5. Where a question demands an answer that will include several points, but specifies no precise number, credit should be awarded for EITHER a small number of points in detail, or more points in lesser detail.
6. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. The candidate may use any study of their choice, as long as it is directly relevant to the given topic. The specific demand of the question will be reflected in the mark allocation. If required to ‘describe’ a study, the candidate should provide: researcher name(s), what was studied (ie psychological process, behaviour, etc) outline of procedure, results; description of participants, apparatus, method, etc can also gain credit. Details such as exact number of participants, or precise results data, will not normally be required. Note that a question on a research study may specify particular aspect(s) of a study, (eg procedure, results), rather than all details of the study.
7. In questions on theories, concepts and applications, research evidence can be credited; this is normally indicated in the question and/or the specific content requirements, but even where it is not indicated in this way, credit may be awarded for reference to research/evidence.

8. For all questions, alternative material may be credited where relevant.
9. Specific content requirements for questions with larger mark allocations are not intended as a 'checklist', but rather, as an indication of the key points expected. Candidates may achieve full credit without necessarily mentioning **all** the points given, if most of them are addressed, and the answer also meets the generic requirements to a high standard. Additional or alternative material may also be credited, if relevant, whether or not it features in the Course Content.
10. Good answers may be characterised by use of appropriate psychological terminology, however full marks can be awarded for correct answers that are clearly expressed, even if no specific terminology is used.

Mark Band & Approximate Grade (for a 16 mark question)	Generic Requirements
14-16 (A1)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding of psychological information, including research evidence. • Knowledge and understanding are accurately applied to given questions/stimulus material. • Integration of knowledge from other relevant areas is demonstrated.
12-13 (A2)	<ul style="list-style-type: none"> • Relevant psychological knowledge is demonstrated. • Response shows clear understanding, in the main, including some reference to research evidence. • Application of knowledge and understanding to given question/stimulus material is accurate in the main. • Some integration of points from other relevant areas is evident, though limited.
10-11 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but may be lacking in detail. • Response shows sound understanding, in the main. • Application of knowledge and understanding to given question/stimulus material is reasonably sound.
8-9 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows some omissions. • There is reasonably sound understanding, although there are some inaccuracies. • Application of knowledge and understanding to given question/stimulus material is evident, though limited.
7 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail, or contains errors, or is irrelevant. • There is little evidence of understanding, due to many inaccuracies and/or omissions.
0-6 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding evident.

Reminder: For each question, answers will be marked according to **both** the **generic requirements** and the **specific content requirements**.

Part Two: Marking Instructions for each Question

Section A

Understanding the Individual

A1 Self-Concept

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	B. Social Identification C. Self-esteem	2	
1.	(b)	C. The kind of person we would like to be	1	
1.	(c)	The rouge test involves putting a red mark on the face of a child/chimpanzee to test if they have developed self-recognition/self-identity/concept of self	2	
1.	(d)	B. A mental representation of things in our world	1	
1.	(e)	Likely studies include: Lewis & Brookes-Gunn (1979) Coopersmith (1979) Other possible studies include: Harter (1982) Lewis & Brookes (1978)	4	

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.	(f)		<p>Media: the images portrayed by the media of young girls and boys can encourage them to want to look like the images. If they don't it may reduce their self-esteem.</p> <p>Peers: children's self-concepts are influenced by their direct experience of acceptance and rejection during peer interaction and how favourably they compare themselves to others.</p> <p>Parents: may affect a child's self-esteem by praising effort, giving accurate feedback and creating a safe, loving home environment eg a child who is never praised by a parent may feel low self-esteem.</p> <p>No more than 3 marks may be gained in any one section of this answer. Full marks cannot be gained by only answering 2 parts of the question.</p> <p>In all questions alternative points may be credited as appropriate.</p>	6	
				Total 16 marks	

A2 – Learning Theories

Question			Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)		A. True	1	
2.	(b)		D. Pavlov	1	
2.	(c)		Feature 1 Punishment Feature 2 Reinforcement	2	
2.	(d)		True In operant conditioning we learn through the consequences of our actions. False Punishment is more effective than reinforcement.	2	
2.	(e)		Likely studies include: Watson & Rayner (1920) Pavlov (1909,1927) Bandura, Ross and Ross (1961) and other years	4	
2.	(f)		Reinforcement: positive or negative reinforcement may be used – both encourage behaviour to be repeated. Example of either would be acceptable. Eg child does homework and is rewarded with 1hr playing Xbox. Punishment: discourages behaviour from being repeated. A child may receive a telling off for running across the road. This is meant to discourage the dangerous behaviour. Negative punishment may also be given eg child misbehaves and has Xbox removed for one week. Social Learning Theory: Observing and imitating behaviour of friends or celebrities may be used. Example may relate to gender/aggression but it does not have to. No more than 3 marks may be gained in any one section of this answer. Full marks cannot be gained by only answering 2 parts of the question. In all questions alternative points may be credited as appropriate.	6	
				Total 16 marks	

Section B

Investigating Behaviour

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	A. True	1	
1.	(b)	C. It involves manipulating the independent variable D. Cause and effect are established	2	
1.	(c)	D. A prediction of the results	1	
1.	(d)	Surveys collect attitudes, opinions and beliefs. They can be written (questionnaire) or oral (interview). Questionnaires can have open or closed questions (explanation can be given). They are a list of questions that are answered by the participant. They can be completed in the street, they can be posted out to participants or done online. Interviews are face to face question sessions – structured, semi-structured and unstructured could be explained.	4	
1.	(e)	(Informed) consent, deception, welfare of participants, confidentiality: any 1 could be named and described. If exact terms are not used but description is clear, full marks may be given.	2	
1.	(f)	All scores added and divided by the number of pieces of data.	2	
1.	(g)	Bar Graph: conditions on x axis and frequency on y axis. Bars separate from each other with equal spacing from y axis. Pie Chart: circle divided into segments. The proportion of the circle each segment has is the same as that category is of the total proportion. % used and frequency often included. If drawing along is given, no more than 1 mark for each drawing. No more than 3 marks may be gained in any one section of this answer. In all questions alternative points may be credited as appropriate.	4	
			Total 16 marks	

Section C

The Individual in the Social Context

C1 – Personality

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)		C. Neurotic	1	
1.	(b)		A. It is driven by the pleasure principle C. It is present at birth	2	
1.	(c)		According to Eysenck's personality theory the E stands for Extroversion and the N stands for Neuroticism.	2	
1.	(d)		A. Reliability	1	
1.	(e)	(i)	MMPS, EPI, Rorschach, OCEAN etc may be named and described as appropriate.	4	
1.	(e)	(ii)	Workplace, recruitment at college/uni, army. A maximum of 3 marks can be gained in either (i) or (ii)		
1.	(f)		Likely studies include: Freud (1909) Adorno (1950) Eysenck (1947) Forer (1949) In all question alternative points may be credited as appropriate.	6	
				Total 16 marks	

C2 – Group Processes

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)		A. Expected ways of behaving in a group	1	
1.	(b)		A. It follows a set of rules D. It is task orientated	2	
1.	(c)		A. True	1	
1.	(d)		A. Doing what everyone else does to fit in	1	
1.	(e)		Any one from Forming, Storming, Norming, Performing or Adjourning	1	
1.	(f)	(i)	<p>Group polarisation Groups will make more extreme decisions than individuals will. These can be more risky or more cautious. The support of others in the group will contribute to risky decisions, fears expressed by some members of the group will contribute to cautious decisions. Credit may be given for examples.</p> <p>Groupthink In a group people can doubt their own views and begin to go along with a dominant leader. This means that all options are not discussed and the group begins to act with one mind. This leads to bad decisions being made. Credit may be given for examples.</p> <p>No more than 3 marks may be gained in any one section of this answer</p>	4	
1.	(g)		<p>Likely studies include: Stoner (1961)</p> <p>Other possible studies include: Sherif (1935) Moscovici & Zavalloni (1969) Asch (1951)</p> <p>In all questions alternative points may be credited as appropriate.</p>	6	
				Total 16 marks	

C3 – Non-verbal communication (NVC)

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	A. Facial expression	1	
1.	(b)	Ok sign is rude in Brazil but acceptable in UK. In UK we point with one finger whereas in Asian countries that would be rude and they use the whole hand. In Hispanic, Asian and Middle Eastern countries, eye contact is thought to be disrespectful.	2	
1.	(c)	Happiness, surprise, disgust, fear etc.	1	
1.	(d)	Pupil dilation may indicate attraction to another person.	1	
1.	(e)	D. Tone of voice	1	
1.	(f)	<p>Men are more likely to initiate touch with other than are women. Women are touched more than men. Also, women are more likely to associate touch with personal warmth and expressiveness.</p> <p>Women usually maintain a gaze longer than do men. However, women are less likely to stare at someone; they break eye contact more frequently than men. This is not a contradiction; men are simply less likely to make the eye contact, but when they do, they may get “locked in” without realising that eye contact is being returned.</p> <p>No more than 3 marks may be gained in any one section of this answer.</p>	4	
1.	(g)	<p>Likely studies include: Ekman (1980) Eibl – Eibesfeldt (1973)</p> <p>In all questions alternative points may be credited as appropriate.</p>	6	
			Total 16 marks	

C4 – Altruism

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)		A. True	1	
1.	(b)		A pro-social behaviour. Helping behaviour that benefits the person receiving it but not the giver. Risk may be involved.	2	
1.	(c)		B. Underground train/Subway	1	
1.	(d)		A. True	1	
1.	(e)		A. A close relative	1	
1.	(f)		<p>Reinforcement – Shaping desired behaviour through rewarding altruistic acts eg praise, social approval or seeing other people rewarded for altruistic acts as in SLT. Research evidence such as Fabes et al 1989 could be credited.</p> <p>Modelling – Examples could include – parents who model helpful behaviour are more successful in encouraging altruistic behaviour in children rather than just telling them how to behave.</p> <p>No more than 3 marks may be gained in any one section of this answer.</p>	4	
1.	(g)		<p>Likely studies include: Darley & Latane (1968) Piliavin, Rodin and Piliavin (1969)</p> <p>Other possible studies include: Sprafkin (1975) Bateson (1981)</p> <p>In all questions alternative points may be credited as appropriate.</p>	6	
				Total 16 marks	

[END OF MARKING INSTRUCTIONS]