

14 March 2008

To: SQA Co-ordinator (secondary schools, FE colleges)
Directors of Education
SCIS
Customer Account Managers

**For the attention of all staff responsible for the
delivery of National Qualifications in Psychology**

Action by Recipient
Response required
✓ Note and pass on
Note — update/information only

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Dear Colleague

National Qualifications in Psychology

The contents of this letter should be passed to the member of staff responsible for National Qualifications in Psychology.

Diet 2008

The update letter of October 2007 informed centres of interim **changes to Course content at all levels of Psychology** which will affect the **2008 external assessment**. These were:

- ◆ In section A of the 2008 external assessment there will now be a third question covering the remaining domain which will give candidates the opportunity to answer two questions from three. **The 2009 question paper** will follow the same pattern.
- ◆ All three questions in Section A of the Higher question paper will have a similar structure — questions will always be two-part and will either be worth 10 marks each or will be worth 12 and 8. There will therefore be no 20 mark essay questions in this section. Please note that this refers to Section A only — there will still be an essay question in Section C. It is important that centres take this into consideration when devising prelims. The Course Assessment Specification has been updated to reflect this change.

Enclosed with this letter are examples of the Section A questions for Higher and Intermediate 2 but because the Intermediate 1 question paper is a write-on exam booklet I am unable to enclose it. You will, however, find all three in the updated

specimen question papers on the NQ Psychology page of SQA's website (www.sqa.org.uk). All have been amended to include these questions.

Also enclosed is the checklist as used by Markers in the marking of the Higher Research Investigation. It is hoped that by circulating this checklist teachers/lecturers will have a clearer picture of how their candidates' scripts are allocated marks for each part of the Research Investigation. This too has been placed on the Psychology page of SQA's website under the Research Investigation heading.

Centres are reminded that all Higher Research Investigations must be submitted to SQA for external assessment. Research Investigations will be uplifted from your centre on **Thursday 24 April 2008**.

The Psychology Review Group convened to look at some longer term changes in the Psychology Courses have been meeting monthly and amendments are now complete. The revised Course will be available for implementation in August 2009 with the first exam diet in June 2010. New documents, including NABs and a new specimen question paper, will be developed and these will be made available at a launch seminar planned for October/November 2008.

I hope that you find the above information useful. If you would like to discuss any matter in more detail, please do not hesitate to telephone me on 0845 213 5502, or e-mail: tom.stannage@sqa.org.uk.

Yours faithfully,



Tom Stannage
Qualifications Manager
NQ Social Sciences and Care

Enc.

Specimen Questions – C212 11 Psychology Intermediate 2

Section A

Understanding The Individual

Answer **two** questions from this Section

A1. Self Concept.	KU	AE
(a) Name one component of self concept.	1	0
(b) Briefly describe Erickson's view of adolescence.	3	0
(c) Describe two influences that can affect the development of self esteem.	4	0
(d) Describe one research study that shows how the concept of self develops.	4	0
(e) Discuss how self concept develops during childhood. Include research evidence in your answer.	4	4
		(20)
A2. Cognition and Learning		
(a) Give an example of how a child at school can change their behaviour through : 1) Reinforcement. 2) Punishment.	4	0
(b) In classical conditioning briefly describe what is meant by a conditioned response, and give an example of a conditioned response from the work of Pavlov or Watson.	4	0
(c) Describe how a school teacher might use Piaget's Theory of cognitive development in the classroom situation.	4	0
(d) Our culture influences our Gender roles. Discuss how boys and girls learn to behave in ways that are appropriate for their gender according to Social Learning Theory. Refer to research evidence in your answer.	4	4
		(20)

A3. Motivation

KU AE

(a) Describe the following concepts that are part of motivation.

1. Self Efficacy.
2. Self Actualisation.

6

(b) How do individual factors affect the need for achievement?

2 0

(c) Give **one** social and **one** cultural factor that would affect our motivation to satisfy **biological** needs.

4 0

(d) Explain how people are motivated to satisfy our biological Needs (e.g. hunger and thirst) you should include social and Cultural factors.

4 4

(20)

(C212 11) Psychology Intermediate 2

Specimen Marking Instructions – Section A Understanding the Individual

	Question A1 Self Concept	Approx Marks weightings: 80% K&U - 20%A&E	
(a)	Name one component of Self concept <i>(a). Self image, Self esteem, Ideal self.</i>	1	0
(b)	Briefly describe Erickson’s view of adolescence <i>According to Erickson’s psychosocial stages of development, “identity versus role confusion” refers to the 5th stage, ie. Adolescence. Their main task is to forge an identity, however they are faced with choices from a large number of occupational or study roles and religious ones, alongside new sexual roles and religious ones. The resulting crisis must be resolved, usually with the help from significant others, eg Peers. Achieving identity is the positive outcome of this particular stage, role confusion is the potential negative outcome. Any relevant Research evidence can be credited.</i>	3	0
(c)	Describe two influences that can affect the development of self esteem. <i>Any two from, peers, parents, teachers, reaction of others, comparison to others, social roles</i>	4	0
(d)	Describe one research study that shows how the concept of self develops <i>Likely studies: Kuhn (1960) – roles; Lewis and Brooks – Gunn (1979); Lemyre and Smith (1985), various studies on body image, or other relevant studies.</i>	4	0
(e)	Discuss how self concept develops during childhood, include research evidence in your answer		

	Me/not me distinction in baby; maturational stages; use of language (I/me/ mine, own name); self recognition in the Rouge test and photos; egocentrism as shown in the three mountains etc; thinking self. If material from (d) is used again, it cannot gain credit here unless Additional points are made.	4	4
		16	4

	Question A2 Cognition and Learning	Approx Marks weightings: 80% K&U - 20%A&E	
(a)	<p>Give an example of how a child at school can change their behaviour through :</p> <p>1) Reinforcement. 2) Punishment.</p> <p><i>1) Reinforcement: the teacher will reinforce good behaviour by constantly praising the children, this is to increase the likelihood that they will behave well in the future.</i></p> <p><i>2) Punishment: the teacher will punish for bad behaviour by scolding the children, to reduce the likelihood of bad behaviour in the future.</i></p>	4	0
(b)	<p>In classical conditioning briefly describe what is meant by a conditioned response, and give an example of a conditioned response from the work of Pavlov or Watson.</p> <p><i>A response/ behaviour that has been learned through association with a new stimulus ie conditioned stimulus (C.R.)</i> <i>Pavlov example: the C.R. is salivation, where the Conditioned Stimulus is the sound of a bell.</i> <i>OR Watson example: the C.R. is fear, where the Conditioned Stimulus is a rabbit or a Rat.</i></p>	4	0
(c)	Describe how a school teacher might use Piaget's Theory		

	<p>of cognitive development in the classroom situation</p> <p><i>The teacher should know which developmental stage each individual child is at, and what kind of learning they are “ready “for; the teacher should provide the environment suitable for activity and “discovery learning” and materials appropriate for their stage of development</i></p>	4	0
(d)	<p>Our culture influences our Gender roles. Discuss how boys and girls learn to behave in ways that are appropriate for their gender according to Social Learning Theory. Refer to research evidence in your answer.</p> <p><i>Answer should include a description of Social Learning Theory (SLT) process, i.e. observational learning, imitation, identification with role models such as parents teachers/media etc. Children learn their gender roles from sex typing by parents/society (research evidence Lloyd et al 1980), and identification with same sex parent/role model; examples of research may be given, eg. Bandura – aggression. Reinforcement for sex-appropriate behaviours may be used. Some gender differences seem to be partly innate, therefore S.L.T. cannot fully explain these.</i></p>	4	4
		(16)	(4)

	Question A3 Motivation	Approx Marks weightings: 80% K&U - 20%A&E	
(a)	<p>Describe the following concepts that are part of motivation.</p> <p>1. Self Efficacy.</p> <p>2. Self Actualisation.</p> <p><i>Self Efficacy – sense of personal confidence, competence, self belief about how good we think we are doing at various tasks; this can effect the amount of time and effort and level of performance at tasks.</i></p>		

	<i>Self Actualisation; the ultimate peak of Maslow's hierarchy of needs, also discussed by Roger's, ie. Humanistic view of motivation. Need for self-actualisation motivates us to fulfil our potential, achieve everything we are capable of.</i>	6	
(b)	<p>How do individual factors affect the need for achievement?</p> <p><i>Definition or brief description of need for achievement/achievement Motivation Measurement of need for achievement, often called "nAch" Shows the level of individual differences. Some people are keener to achieve than others, success is more important to some than others. Level of need for achievement may be affected by parents' behaviour such as expectations of independence, and extent of praise and encouragement.</i></p>	2	0
(c)	<p>Give one social and one cultural factor that would effect our motivation to satisfy biological needs.</p> <p><i>Eating and quenching our thirst is regulated by many interactions of biological and environmental factors. We all prefer to eat familiar foods. Social factors can include that some people may overeat when in either states of stress or depression. Some of us will eat and drink simply because of the social situation we are in, even after we have eaten. Cultural factors have a profound effect on food consumption regarding preferences and patterns of consumption, eg Ramadan and Lent.</i></p>	4	0
(d)	<p>Explain how people are motivated to satisfy our Biological Needs (e.g. hunger and thirst) you should include social and Cultural factors.</p> <p><i>Hunger and thirst are basic biological needs. Several parts of the brain are involved, hypothalamus has a key role in the homeostatic process. There is motivation to start eating, and motivation to stop need (satiation). Evidence has come mainly from work with rats which either starve, or overeat when parts of the hypothalamus are damaged. There maybe a "body weight set point ". Social and cultural factors will also have an</i></p>		

	<i>influence on when we eat, what we eat, social and cultural expectations of body weight and size, the new urgency of healthy eating and “binge “ drinking.</i>	4	4
		(16)	(4)

Specimen Questions – C212 12 Higher Psychology

Section A

Understanding The Individual

Answer **two** questions from this Section

A1. Early Socialisation

	KU	AE
a) Explain the attachment process in human babies.	8	2
b) Analyse child rearing styles and their impact on child development.	4	6
		(20)

A2. Stress

a) Describe two stress reduction strategies and evaluate the effectiveness of such techniques.	4	8
b) What are the effects of stress on an individual?	8	
		(20)

A3. Memory

a) Describe one research study that has investigated a technique for improving memory, and assess the usefulness of this technique in relation to study and exam skills.	4	4
b) Discuss two theories of forgetting, referring to research evidence in your answer.	8	4
		(20)

(C212 12) Psychology Higher

Specimen Marking Instructions – Section A Understanding the Individual

Question A1 Early Socialisation		Approx Marks weightings: 60% K&U - 40%A&E	
(a)	<p>Explain the attachment process in human babies</p> <p><i>A description of the attachment process should be provided including;</i> <i>Stage 1 - a social/pre-attachment</i> <i>Stage 2 – indiscriminate or attachment-in-the-making</i> <i>Stage 3 – specific attachments</i> <i>Stage 4 – multiple attachment phase</i></p> <p><i>AE marks - the work of Bowlby/Ainsworth should be mentioned in relation to the attachment process</i></p>	8	2
(b)	<p>Analyse child rearing styles and their impact on child development</p> <p><i>The effect of parenting styles and the impact on child development should be provided – short/long term consequences of parenting styles, effects on development. The role of parents in encouraging bonds.</i> <i>'Good enough' parenting.</i> <i>Cultural differences may be mentioned.</i> <i>Formal and informal ways of teaching parenting skills.</i> <i>Research might include : Coopersmith (1967), Buri (1988)</i></p>	4	6
		12	8

Question A2 Stress		Approx Marks weightings: 60% K&U - 40%A&E	
(a)	<p>Describe two stress reduction strategies and evaluate the effectiveness of such techniques.</p> <p><i>Two stress reduction strategies such as physical exercise, progressive muscle relation techniques, cognitive strategies, individual coping strategies, social strategies/support and those offered in the workplace.</i></p> <p><i>Evaluation could focus on each specific given or could be broader looking at how use of strategies may not affect the underlying cause of stress. EG social support – strengths include reduce likeliness of illness/death, studies show importance, weaknesses include negative aspects of domineering overprotective family, different kinds of support may be required for each individual.</i></p>	4	8
(b)	<p>What are the effects of stress on an individual?</p> <p><i>Effects:</i></p> <ul style="list-style-type: none"> • <i>Short and Long Term effects on mental physical health. Answer may look at these in detail or could broaden to include:</i> • <i>Physical changes eg GAS or arousal of autonomic nervous system</i> • <i>Fight or flight</i> 	8	
		12	8

Question A3 Memory		Approx Marks weightings: 60% K&U - 40%A&E	
(a)	<p>Describe one research study that has investigated a technique for improving memory, and assess the usefulness of this technique in relation to study and exam skills.</p> <p><i>Any relevant research study may be used. Answer should include name(s) of researcher(s), name of the technique investigated, brief description of method, procedure and results. Evaluation points should refer to usefulness of the technique in the real-life study/exam context, and may include ecological validity, control of variables, limited application for more complex learning, etc.</i></p>	4	4
(b)	<p>Discuss two theories of forgetting, referring to research evidence in your answer.</p> <p><i>Any two theories from;</i></p> <ul style="list-style-type: none"> • <i>Trace decay</i> • <i>Displacement</i> • <i>Interference</i> • <i>Cue-dependant forgetting</i> • <i>Repression/motivated forgetting.</i> <p><i>Each theory should be described and discussed in terms of relevance to STM/LTM, availability/accessibility, support from research evidence, etc</i></p> <p>Alternative points may be credited as appropriate</p>	8	4
		12	8