

[C263/SQP339]

Psychology
Intermediate 2
Course Assessment Pack valid
from session 2009/2010

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Psychology Intermediate 2

The purpose of this document is to provide:

- ◆ details of the structure of the Question Paper in this Course
- ◆ guidance to centres on how to use information gathered from the Question Paper to estimate candidate performance.

PART 1

This part of the Course Assessment Specification details the structure of the Question Paper in this Course.

The Question Paper

- ◆ consists of 3 sections - A, B and C
- ◆ has a mark allocation of 100 and a time allocation of 2 hours
- ◆ will assess approximately 80% knowledge and understanding and 20% analysis and evaluation
- ◆ will assess integration of knowledge and understanding and analysis across the Units and topics within the Units.

Section A – Understanding the Individual – Total marks 40

- ◆ This section consists of two structured questions, one on each of the Unit topics. Candidates should answer **both** questions. Each question is worth 20 marks.
- ◆ Each question in this Section will consist of 4 – 6 restricted response items and will have a mark range of 1 – 6 marks.
- ◆ Each question addresses selected aspect(s) of the relevant topic, rather than the whole topic. Questions address psychological theories, concepts, research evidence and applications relevant to the topic.

Section B – Investigating Behaviour –Total marks 20

- ◆ A research scenario (75 – 150 words) is provided in this section. This may be an experimental *or* a non-experimental study.
- ◆ A structured question, worth 20 marks, will be based on the research scenario. This question will consist of a set of 6-8 related parts, each part being restricted response items with a possible mark range of 1-6 marks.
- ◆ The scenario may be taken from any area of Psychology: candidates are expected to be able to apply their knowledge of research methods in unfamiliar contexts.
- ◆ Candidates are required to answer all parts of this question.
- ◆ Although no numerical calculations will be required in the exam, interpretation of given numerical or graphical data may be required.

Section C – The Individual in the Social Context –Total marks 40

- ◆ Candidates answer two questions, question C1 which is mandatory and one question from C2, C3 or C4.
- ◆ Each question is structured and is worth 20 marks. Questions may be stimulus based.
- ◆ Question C1 is a mandatory question on Personality from the Individual Differences domain.
- ◆ Questions C2, C3, and C4 relate to the topics from the Social Psychology domain. Candidates are required to answer only **one** question C2, C3, **or** C4.
- ◆ Each question within this section will consist of a set of 3-7 restricted response items, each worth 1– 8 marks. However, only one eight mark question will feature in this section, either in question C1 or in each of chosen questions, C2, C3, or C4.
- ◆ Each question addresses selected aspect(s) of the relevant topic, rather than the whole topic. Questions address psychological theories, concepts, research evidence and applications relevant to the topic.

PART 2

This part of the Course Assessment Specification provides guidance on how to use information gathered from the Question Paper to estimate candidate performance.

The Course assessment comprises one component, a Question Paper.

In National Qualifications, cut-off scores are set at approximately 70% for grade A, 50% for grade C, with grade B falling midway. For the total mark range of 0-100, the following table gives an indication of cut-off scores for grades and bands:

Grade	Band	Mark range
A	1	85 – 100
A	2	70 – 84
B	3	65 – 69
B	4	60 – 64
C	5	55 – 59
C	6	50 – 54
D	7	45 – 49
No Award	8	40 – 44
No Award	9	0 – 39

These cut-off scores may be lowered slightly if the Question Paper component turns out to be more demanding, or raised if the Question Paper is less demanding than intended.

Worked example

- ◆ In a centre's own prelim, a candidate scores 61/100.
- ◆ The centre's view is that their prelim is slightly less demanding than the SQA examination.
- ◆ Using the mark range, a realistic estimate may be **band 5** rather than band 4.

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Psychology

Time: 2 hours

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There are **three** Sections in this paper.

Candidates should answer:

two questions from Section A,

all questions from Section B, and

two questions from Section C.

Marks shown for each question are made up of knowledge and understanding (ku) and analysis and evaluation (ae). These marks are shown in the columns on the right of the page.

SECTION A

UNDERSTANDING THE INDIVIDUAL

Answer **both** questions in this Section.

A1. Self-Concept

- | | | |
|---|---|-------------|
| (a) Describe three components of the self-concept. | 6 | |
| (b) Explain what is meant by “egocentrism”. | 2 | |
| (c) Describe and evaluate one study that looks at the development of self-concept. | 4 | 2 |
| (d) In what ways do the media affect development of the self-concept? | 4 | 2 |
| | | (20) |

A2. Learning Theories

- | | | |
|--|---|-------------|
| (a) Describe what Pavlov meant by “classical conditioning”. | 6 | 0 |
| (b) (i) Describe what is meant by reinforcement. | 2 | |
| (ii) Give one example of how children’s behaviour can be changed using reinforcement. | | 2 |
| (c) Describe and evaluate one study on operant conditioning. | 4 | 2 |
| (d) Describe how boys and girls learn gender roles according to the Social Learning Theory. | 4 | 0 |
| | | (20) |
| | | [40] |

[END OF SECTION A]

SECTION B

*Marks
ku ae*

INVESTIGATING BEHAVIOUR

Answer ALL questions in this Section.

B1. With reference to the information given in the research scenario below, answer the questions that follow.

Research scenario

A researcher wished to investigate stress amongst students, and how stress affected their progress at college. She chose a random sample of 100 students from a college, and invited them to take part in an unstructured interview. She told them that the information they gave her would be treated confidentially, and if they felt uncomfortable they could withdraw from the interview at any time. 38 people gave their consent to take part, and the researcher fixed appointments to speak to each participant for an hour, individually, in their own homes. She also obtained the students' assessment marks from their teachers.

Results

To analyse the interview results, the researcher divided the students into those suffering high stress, and those suffering low stress. This graph shows the mean assessment marks achieved by the students.

The bar chart displays the mean assessment marks for two groups: High stress and Low stress. The vertical axis is labeled 'Mean assessment marks %' and ranges from 0 to 70 in increments of 10. The horizontal axis has two categories: 'High stress' and 'Low stress'. The bar for 'High stress' reaches approximately 55 on the scale, and the bar for 'Low stress' reaches approximately 65.

Stress Level	Mean assessment marks %
High stress	55
Low stress	65

- (a) Describe the key features of the **interview** method of research. 4 0

- (b) How do you think the researcher chose the participants for her random sample, in this study? 2 0

- (c) Why is it important for a sample of research participants to be representative? 2 0

- (d) Suggest a hypothesis for this study. 2 0

B1. (continued)	<i>Marks</i>	
	<i>ku</i>	<i>ae</i>
(e) Describe two ways in which the researcher treated the participants ethically, in this study.	4	0
(f) Is this study ecologically valid? Explain your answer.	0	2
(g) How has the researcher calculated the students' mean assessment marks?	2	0
(h) Using the barchart in the research scenario above, what conclusion can be drawn from this study?	0	2
		(20)

[END OF SECTION B]

SECTION C

THE INDIVIDUAL IN THE SOCIAL CONTEXT

Answer **two** questions from this Section — you must answer C1, and either C2, C3 or C4

Answer ALL PARTS of question C1.

C1. Personality

- | | | |
|---|---|------|
| (a) What is meant by personality? | 2 | |
| (b) Describe one type of personality test. | 4 | |
| (c) Describe one of the dimensions that Eysenck suggested in his trait theory. | 2 | |
| (d) According to psychoanalytic theory, the first personality structure to develop is the “id”. Describe the other two structures. | 4 | |
| (e) Describe one research study on personality. Give one strength and one weakness of this study. | 4 | 4 |
| | | (20) |

And EITHER

C2. Group processes

- | | | |
|--|---|------|
| (a) What is meant by the term “group”? | 2 | |
| (b) Describe what is meant by a formal group. | 2 | |
| (c) Describe what is meant by an informal group and give one example. | 2 | 2 |
| (d) Briefly describe two of Tuckman’s stages of group development. | 4 | |
| (e) Describe and evaluate one research study that relates to group processes. | 4 | 2 |
| (f) Describe one factor that can affect group decision making. | 2 | |
| | | (20) |

Answer ALL PARTS of the question you choose.

OR

C3. Non-verbal communication (NVC)

- | | | |
|---|---|-------------|
| (a) Give two examples of facial expressions that are considered universal. | 2 | |
| (b) In NVC what is meant by paralanguage? | 2 | |
| (c) Describe one function of NVC and give an example. | 2 | 2 |
| (d) Describe nature and nurture influences | 6 | |
| (e) Describe and evaluate one research study that has investigated NVC. | 4 | 2 |
| | | (20) |

OR

C4. Altruism

- | | | |
|--|---|-------------|
| (a) What is “altruism”? | 2 | |
| (b) Explain what is meant by “diffusion of responsibility” in an emergency situation? | 2 | 2 |
| (c) Describe one theory of altruistic behaviour. | 4 | |
| (d) Describe two strategies that could be used to encourage altruistic behaviour. | 4 | |
| (e) Describe and evaluate one research study into pro-social behaviour. | 4 | 2 |
| | | (20) |

[END OF SECTION C]

[END OF SPECIMEN QUESTION PAPER]

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PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

SECTION A – Understanding the Individual

A1	SELF-CONCEPT	Approx Marks weightings: 80% ku - 20% ae	
(a)	<p>Describe three components of the self-concept?</p> <p><i>Self Image – the way which we describe ourselves. This also includes our body image and gender. The “categorical self” could also be used eg not only size, age and gender but moods, interpersonal traits etc.</i></p> <p><i>Self Esteem – the extent to which we like and approve ourselves and how worthwhile we think we are (evaluative). Self esteem is a particularly important aspect of self because it can strongly influence our thoughts, moods and behaviour.</i></p> <p><i>Ideal Self – each person has an idea of the kind of person they would like to be.</i></p>	6	
(b)	<p>Explain what is meant by egocentrism.</p> <p><i>Piaget’s pre-operational stage (2-7 years). “Egocentrism” – this means that a child is unable to take someone else’s view. A three year old who is playing “hide and seek” may hide just by covering his eyes.</i></p>	2	
(c)	<p>Describe and evaluate one study that looks at the development of self-concept.</p> <p><i>Studies may include Lewis and Brooks (1978), Lewis and Brooks-Gunn (1979), Guthrie (1938), Coopersmith (1968), Kuhn (1960), Stotland & Zander (1957).</i></p>	4	2
(d)	<p>In what ways do the media affect development of the self-concept?</p> <p><i>The media includes television, radio, films, videos, computers, books and magazines. This could be answered in a number of ways to include how people are stereotyped in terms of gender, looks, behaviour etc. The stereotyping can be positive or negative in the way the person perceives the information. This affects how they develop their own personality. Norm formation could be used for how people have to behave eg the way soap operas present certain characters and characteristics.</i></p>	4	2
		(16)	(4)
		20	

PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

A2	LEARNING THEORIES	Approx Marks weightings: 80% ku - 20% ae	
(a)	<p>Describe what Pavlov meant by “classical conditioning”.</p> <p><i>Pavlov investigated salivation in dogs by conducting the following experiment. For several feedings, each time the dog received its food, a bell was sounded and the amount of saliva produced by the dog was measured. After several such ‘trials’ Pavlov sounded the bell without giving the dog any food and the dog still salivated.</i></p> <p><i>The food is an unconditioned stimulus, a stimulus that gives a response automatically. The salivation to the food is an unconditioned response, that is, a response which is automatically produced. The bell is a conditioned stimulus because it will only set off the reflex action on condition that it’s presented just before the food. Salivation to the bell is a conditioned response, a response to the conditioned stimulus. Classical conditioning therefore involves learning by association – simply learning to associate two events which often occur together.</i></p>	6	
(b)	<p>(i) Describe what is meant by reinforcement.</p> <p><i>A positive reinforcer for a child is anything pleasurable which will increase their positive behaviour. Negative reinforcement could also be explained.</i></p> <p>(ii) Give one example of how children’s behaviour can be changed using reinforcement.</p> <p><i>Examples for children are praise and encouragement, sweets, toys, love and affection. Also there is negative reinforcement – the removal of toys, playing etc.</i></p>	2	2
(c)	<p>Describe one study on Operant Conditioning.</p> <p><i>Studies could include Thorndike (1911), Skinner (Skinner Boxes) (1948).</i></p>	4	2

PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

(d)	<p>Describe how boys and girls learn gender roles according to the Social Learning Theory.</p> <p><i>Children “learn” gender roles by observation, imitation, modelling and identification. Gender roles are the patterns of behaviour considered appropriate for males and females in any society. Sex appropriate behaviour is identified and reinforced through observation and modelling. Girls watch and imitate their mothers, boys watch and imitate their fathers. This is then reinforced by constant socialisation eg the tasks given as children, sex-typed language, the role of the media.</i></p>	4	
		(16)	(4)
		20	

SECTION C – The Individual in the Social Context

Answer **TWO** questions in this section.

Answer question **C1**, and **ONE** other question chosen from questions **C2–C4**.

Answer **ALL PARTS** of the question.

C1	PERSONALITY	Approx Marks weightings: 80% ku - 20% ae	
		ku	ae
(a)	<p>What is meant by personality?</p> <p><i>Set of characteristics, unique to each individual, stable over time</i></p>	2	
(b)	<p>Describe one type of personality test.</p> <p><i>One from: Thematic Apperception Test; Rorschach Test; EPI; MMPI.</i></p> <p><i>See Susan</i></p>	4	
(c)	<p>Describe one of the dimensions that Eysenck suggested in his trait theory.</p> <p><i>Brief descriptions of two from: extraversion/introversion; stability/neuroticism; psychoticism</i></p>	2	
(d)	<p>According to psychoanalytic theory, the first personality structure to develop is the “Id”. Describe the other two structures.</p> <p><i>Ego and superego</i></p> <p><i>See Susan</i></p>	4	
(e)	<p>Describe one research study on personality.</p> <p>Give one strength and one weakness of this study.</p>	4	4
		16	4
		(20)	

PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

C2	GROUP PROCESSES	Approx Marks weightings: 80% ku - 20% ae	
		ku	ae
(a)	<p>What is meant by the term “group”?</p> <p><i>Two from: Two or more individuals who interact, have common goal</i></p>	2	
(b)	<p>Describe what is meant by a formal group.</p> <p><i>Formal – allocated roles, usually work based, structured, task-oriented,</i></p>	2	
(c)	<p>Describe what is meant by an informal group and give one example.</p> <p><i>Informal – spontaneous, based on friendships/interests in common; if in an organisation it may give social rewards and support and make hidden contribution to organisation’s effectiveness. Examples could include friends, colleagues, etc.</i></p>	2	2
(d)	<p>Briefly describe two of Tuckman’s stages of group development.</p> <p><i>Must describe two from Forming, Storming, Norming, Performing, Adjourning In each, brief information on what it means for the group</i></p>	4	
(e)	<p>Describe and evaluate one research study that relates to group processes.</p> <p><i>Any relevant research study may be used. Likely studies: Bales & Slater (1955), Feldman (1984), Stoner (1961), Asch (1955), Tuckman (1965), Belbin (1981), Janis (1972).</i></p>	4	2
(f)	<p>Describe one factor that can affect group decision making.</p> <p><i>This could include group polarisation and groupthink</i></p>	2	
		16	4
		(20)	

PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

C3	NON-VERBAL COMMUNICATION (NVC)	Approx Marks weightings:	
		80% ku	20% ae
		<i>ku</i>	<i>ae</i>
(a)	<p>Give two examples of facial expressions that are considered universal.</p> <p><i>Two from: Happiness (joy), sadness, fear, anger, disgust, surprise</i></p>	2	
(b)	<p>In NVC what is meant by paralanguage?</p> <p><i>Vocalised sounds that are not words, eg grunt, sigh, tut, hmm</i></p>	2	
(c)	<p>State one function of NVC and give an example.</p> <p><i>Supports verbal communication, eg hand gestures used to illustrate a point; can replace verbal communication, eg standard hand signals like thumbs-up; conveys emotions, eg by facial expressions and posture.</i></p>	2	2
(d)	<p>Describe nature and nurture influences on the development of NVC.</p> <p><i>Nature factors: innate basis of facial expressions, evidence that these are universal, from infants and from different cultures; evolutionary basis, eg for fast communication of threat</i></p> <p><i>Nurture factors: learned through experience; signals learned through imitation and reinforcement; rapid development of NVC in infant's first year; posture "mirroring", etc.</i></p> <p><i>Gender differences may be evident of innate or learned factors. Research evidence may be credited.</i></p>	6	
(e)	<p>Describe and evaluate one research study that has investigated NVC.</p> <p><i>Possible studies include: Hess (1963) pupil size; Argyle and Dean (1965) proximity and eye contact; Osgood (1966) facial expressions.</i></p>	4	2
		16	4
		(20)	

PSYCHOLOGY INTERMEDIATE 2 SPECIMEN QUESTION PAPER – MARKING GUIDELINES

C4	ALTRUISM	Approx Marks weightings: 80% ku - 20% ae	
		ku	ae
(a)	<p>What is “altruism”?</p> <p><i>Voluntary helping behaviour where there is no gain, and potential cost, for the helper</i></p>	2	
(b)	<p>Explain what is meant by “diffusion of responsibility” in an emergency situation?</p> <p><i>Reduced feeling of responsibility for helping, due to presence of other bystanders. Results in reduced likelihood of help being given.</i></p>	2	2
(c)	<p>Describe one theory of altruistic behaviour.</p> <p><i>Evolutionary Approaches Learning Approaches Empathy-Altruism Hypothesis Cost-reward analysis.</i></p>	4	
(d)	<p>Describe two strategies that could be used to encourage altruistic behaviour.</p> <p><i>Two from: Rewards for helping Helpful models, eg parents, teachers, pro-social TV programmes Attempts to change social norms Each strategy should include description of process, eg reinforcement, modelling. Research evidence can be credited.</i></p>	4	
(e)	<p>Describe and evaluate one research study into pro-social behaviour.</p> <p><i>One from: Darley and Latané 1968; Piliavin, Rodin and Piliavin 1969</i></p>	4	2
		16	4
		(20)	