



2012 Psychology

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2012

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Generic Marking Information

**Approximate weighting of all questions: Knowledge and understanding – approximately 60% of the mark
Analysis and evaluation – approximately 40% of the mark**

Assessment objective	Generic requirements
Knowledge and understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed psychological knowledge is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate psychological terminology and formal style.
Analysis and evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence etc is shown, and/or • Evaluation is balanced and informed.

Generic Marking Information for 20-mark questions.

To award an answer a mark within a given band, all or most of the Generic Requirements for that band should apply.

Mark Band	Generic Requirements
18-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant and detailed psychological knowledge is demonstrated; there is evidence of thorough understanding. • Response is coherent and logically structured; appropriate examples are provided and points expanded. • Integration of knowledge from other relevant areas is shown. • Analysis of concepts, processes, evidence, etc is thorough, and evaluation is balanced and informed. • Information is communicated effectively using extensive and accurate psychological terminology and formal style, following the conventions of the discipline. • Sentence construction and punctuation are good.
14-17 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate, relevant and detailed in the main; material shows clear understanding. • The information is presented in a coherent manner, with use of examples and some expansion of points. • Integration of points from other relevant areas is shown, though may be slightly limited. • The answer is evaluative/analytical, although the balance of evidence may show minor weaknesses. • Information is communicated effectively using accurate psychological terminology and appropriate style, following the conventions of the discipline. • Sentence construction and punctuation should be good.

<p>12-13 (B)</p>	<ul style="list-style-type: none"> • Knowledge of the topic is relevant; it may be slightly lacking in detail, but there is evidence of understanding. • Information is presented in a coherent manner, with some use of examples; expansion of points may be limited. • Integration of knowledge from other areas is shown, but is limited. • Attempts at evaluation/analysis are evident, although a balance of evidence is not always achieved. • Information is communicated effectively using appropriate terminology, and style mainly follows the conventions of the discipline. • Sentence construction and punctuation are reasonable, though a few errors may be evident.
<p>10-11 (C)</p>	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or misconceptions. • Information is presented in a reasonably coherent manner, though use of examples and expansion of points are limited. • Some weaknesses are evident in analysis/evaluation. • Information is communicated reasonably effectively; however, terminology and/or style may lack clarity. • Sentence construction and punctuation are adequate, but a number of errors may be evident.
<p>9 (D)</p>	<ul style="list-style-type: none"> • Knowledge lacks detail and/or shows errors or omissions. • Information is lacking in coherence, limited or irrelevant examples may be provided and points are not expanded or may demonstrate severe limitations. • Major weaknesses may be evident in analysis/evaluation or none attempted. • Effectiveness of communication of psychological information is limited, terminology is lacking and/or style is inappropriate. • Sentence construction and punctuation are weak.
<p>0-8 (NA)</p>	<ul style="list-style-type: none"> • Little or no psychological knowledge is evident. • No analysis or evaluation is shown, and any evidence provided is irrelevant or anecdotal. • Communication of psychological information is ineffective. • Sentence construction and punctuation show major flaws.

Specific Marking Instructions
Section A – Understanding the Individual

A1 Early Socialisation	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Explain the behaviourist theory of attachment. Refer to research evidence in your answer.</p> <p>Maximum 1 KU mark for definition of attachment.</p> <p><i>Behaviourist theory: classical conditioning (mother as CS); and operant conditioning (mother as secondary reinforcer).</i></p> <p><i>Evaluative comments could include research evidence from, eg Dollard & Miller (1950), Schaffer & Emerson (1964), Harlow & Zimmerman (1959). Behaviourist theory too simplistic. The importance of emotion, contact and sensitivity on part of the caregiver.</i></p>	6	4

(b)	<p>Describe and evaluate one research study relating to separation, deprivation or privation.</p> <p><i>Candidate should state whether study relates to separation, deprivation or privation.</i></p> <p>Maximum 1 KU mark for definition of separation.</p> <p><i>Research studies may include:</i></p> <p><i>Bowlby (1944): Juvenile Thieves (deprivation);</i> <i>Robertson & Robertson (1967): John (separation);</i> <i>Rutter et al (1988): Isle of Wight (deprivation);</i> <i>Curtiss et al (1977): Genie (privation);</i> <i>Goldfarb (1943): Institutionalised infants (privation);</i> <i>Ainsworth's "Strange Situation" could be awarded max 3 KU, 2 AE marks, but only if eg. separation anxiety is explained.</i> <i>Any other relevant study.</i></p> <p><i>Evaluation could include limitations of research methodology: non-experimental, unrepresentative samples, or, for example, lack of clear distinction between deprivation and privation.</i></p> <p><i>Any other relevant evaluative points.</i></p>	6	4
	Alternative points may be credited as appropriate.	12	8

A2 Stress	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Explain one physiological technique for managing stress. Refer to research evidence in your answer.</p> <p>Maximum 1 KU mark for definition of stress.</p> <p><i>Physiological approaches focus on alleviating the emotions associated with stressful situations.</i></p> <p><i>Physiological techniques may include – biofeedback, drug therapy, meditation, yoga, physical exercise etc.</i></p> <p>Biofeedback is a method by which an individual learns to exert voluntary control over involuntary behaviours by being made aware of what is happening in the ANS. It involves four processes – feedback, relaxation, operant conditioning eg heart rate is decreased, this is rewarding. Individuals can transfer the skills learned to the real world.</p> <p>Drugs used to treat anxiety include benzodiazepines (BZs) and beta blockers. BZs slow down the activity of the CNS and imitate the activity of GABA (the body’s form of anxiety relief – thus reducing the arousal of the CNS). Beta blockers reduce the activity of the sympathetic nervous system and reduce undesirable feelings.</p> <p>Meditation and Yoga are meditative techniques which involve two phases. The first phase is to quieten the body and the second phase is to quieten the mind – elimination of external and internal “chatter”. These methods reduce arousal and therefore reduce anxiety.</p> <p>Other “non-physiological” techniques can only be given credit if related to physiology.</p> <p>Possible research evidence may include:</p> <p><i>Miller and De Cara (1967) – Biofeedback;</i> <i>Kahn (1986) – Drug Therapies;</i> <i>Morris et al (1953) – Physical Exercise;</i> <i>Malathi and Damadoran (1999) – Meditation and Yoga;</i> <i>Any other relevant research evidence.</i></p>	6	4

(b)	<p>Describe and evaluate one research study that has investigated the relationship between stress and ill health.</p> <p><i>Possible research studies include:</i></p> <ul style="list-style-type: none"> • <i>Holmes and Rahe (1967) – Life events;</i> • <i>Rahe et al (1970) – Life events;</i> • <i>De Longis (1982) – Hassles and Uplifts;</i> • <i>Friedman and Rosenman (1974) – Type A and Type B;</i> • <i>Brady (1958) – Executive Monkeys;</i> • <i>Riley (1981) – Immune system;</i> • <i>Any other relevant studies.</i> <p><i>Selye – can only be given credit if his research is explained, <u>not</u> simply just the stages of GAS</i> <i>Evaluation could include limitations of research methodology, ethical considerations, anthropomorphism, design considerations, methods, eg correlational.</i></p>	6	4
Alternative points may be credited as appropriate.		12	8

A3 Memory	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Explain factors that affect eye witness testimony. Refer to research evidence in your answer.</p> <p>Maximum 1 KU mark for definition of EWT.</p> <p><i>Factors from:</i></p> <ul style="list-style-type: none"> • <i>Memory for personal characteristics (Kebbel and Wagstaff, 1999);</i> • <i>Anxiety (Deffenbacher et al, 2004) (Christianson and Hubinette, 1993);</i> • <i>The weapon-focus effect (Loftus et al, 1987);</i> • <i>Age (Parker and Carranza, 1989) (Yarmey, 1993) (Memon et al, 2003);</i> • <i>Any other relevant factors.</i> 	6	4
(b)	<p>Describe and evaluate one research study that has investigated forgetting.</p> <p>Maximum 1 KU mark for definition of forgetting.</p> <p><i>Research studies may include:</i></p> <ul style="list-style-type: none"> • <i>Tulving (1962) – Cue dependent;</i> • <i>Godden & Baddeley (1975) – Context;</i> • <i>Bower (1978) – Emotional state;</i> • <i>Freud (1900) – Repression;</i> • <i>Peterson & Peterson (1959) – Trace decay;</i> • <i>Any other relevant studies.</i> <p><i>Loftus & Palmer can be given credit if linked to forgetting</i></p>	6	4
Alternative points may be credited as appropriate.		12	8

Specific Marking Instructions
Section B – Investigating Behaviour

B Investigating behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe how the researchers might have selected their sample in this study.</p> <p>Random sampling:</p> <p><i>The smokers/nonsmokers' names could be taken from the list of the target population by means of computer generated random numbers (or similar). Quota/stratified sampling can be accepted if candidates explain <u>how</u> the sample was selected.</i></p>	2	0
(b)	<p>Describe the interview method used by the researchers in this study.</p> <p><i>The researchers might have used a structured interview, which involves asking pre-determined questions, face-to-face. Semi-structured is also acceptable, but <u>not</u> unstructured.</i></p>	2	0
(c)	<p>Identify one ethical concern which might arise in this study.</p> <p><i>A choice of: eg right to withdraw, consent, confidentiality, debriefing.</i></p>	0	2
(d)	<p>What is meant by qualitative data and quantitative data?</p> <p><i>Qualitative data – concerned with how things are expressed, descriptions in words what it feels like, explanations, eg information gathered from a media interview; not in numerical form.</i></p> <p><i>Quantitative data – concerned with precise measurement. Data is presented in numerical terms, eg the measurement of IQ.</i></p>	4	0

(e)	<p>Another research method used by psychologists is naturalistic observation. Explain two disadvantages of naturalistic observation.</p> <p><i>Two from:</i> <i>Little or no control of variables.</i> <i>Time-consuming.</i> <i>The observer might see what she/he expects to see – observer bias.</i> <i>Alternative points may be credited as appropriate.</i></p>	0	4
(f)	<p>Describe and evaluate one measure of central tendency.</p> <p><i>eg the mean – is obtained by adding all the scores and dividing by the number of scores.</i></p> <p><i>Advantage: all scores are taken into account.</i></p> <p><i>Disadvantage: can be affected by extreme scores.</i></p>	2	2
(g)	<p>What is meant by the term ecological validity?</p> <p><i>Ecological validity is the extent to which the results of the investigation are applicable outside the setting (or similar).</i></p>	2	0
	Alternative points may be credited as appropriate.	12	8

Specific Marking Instructions
Section C – The Individual in the Social Context – Social Psychology

C1 Prejudice	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Describe and evaluate two theories of prejudice with reference to research evidence.</p> <p>In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of prejudice; • a description of two theories of prejudice; • an evaluation of the theories; • any relevant research evidence; • any other relevant points. <p>2 KU marks for intro/definition.</p> <p><i>Personality Theories</i></p> <p><i>These are within the psychodynamic explanations which see prejudice as a result of the individual's own personal conflicts. Adorno (1950) was the main proponent of this way of The Authoritarian Personality Theory.</i></p> <p><i>Research evidence may include:</i></p> <ul style="list-style-type: none"> • <i>Altemeyer (1981);</i> • <i>Pettigrew (1958);</i> • <i>Hyman (1954);</i> • <i>Any other relevant research.</i> <p><i>Social Psychology Theories</i></p> <p><i>The emphasis of these theories is that stereotypes and prejudgement about others are embedded in a particular culture (eg Deep South of USA) and are therefore shared by its members.</i></p>	12	8

	<p>Social Identity Theory</p> <p><i>(Tajfel, 1978) argues that the mere identification with a social group is sufficient to cause hostility towards “outgroups”.</i></p> <p><i>Research evidence may include:</i></p> <ul style="list-style-type: none"> • <i>Locksley (1982);</i> • <i>Haeger (1993);</i> • <i>Brewer (1979);</i> • <i>Any other relevant research.</i> <p>Intergroup Conflict Theory</p> <p><i>(Sherif, 1966) argues that if two groups have the same goal, and if one group is perceived as frustrating the other, then intergroup prejudice and hostility is inevitable.</i></p> <p><i>Research evidence may include:</i></p> <ul style="list-style-type: none"> • <i>Tyerman and Spencer (1983);</i> • <i>Allport (1954);</i> • <i>Any other relevant research.</i> <p>One theory can be awarded max 12 marks.</p> <p><i>Evaluation will depend on the research evidence discussed but could include the methodology, the sampling techniques, ethical issues, etc.</i></p>		
	Alternative points may be credited as appropriate.	12	8

C2 Social relationships	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Explain factors affecting affiliation and attraction in social relationships with reference to research evidence.</p> <p>In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of social relationships; • factors affecting affiliation and attraction; • an evaluation of research evidence; • any other relevant points. <p><i>A social relationship can be defined as an “encounter with another person, or with other people, that endures through time”. A number of factors can affect the formation, maintenance and breakdown of relationships. Social relationships include relationships with family members, friends, romantic relationships and marriage.</i></p> <p>2 KU marks for intro/definition.</p> <p><i>A number of factors influencing affiliation and attraction have been identified by psychologists:</i></p> <ul style="list-style-type: none"> • familiarity; • proximity; • similarity; • complementarity; • physical attractiveness (matching hypothesis). <p>1 KU mark for stating the factor; 1 KU mark for elaborating on it.</p> <p><i>Possible research evidence may include:</i></p> <ul style="list-style-type: none"> • Newcomb (1961) – familiarity; • Hill (1976) – similarity; • Dion (1972) – attractiveness; • Walster (1966) – matching hypothesis; • Winch (1958); • Any other relevant research. 	12	8
	Alternative points may be credited as appropriate.	12	8

C3 Conformity and Obedience	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>With reference to research describe and evaluate the nature of obedience.</p> <p>In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of obedience; • a description of the factors affecting obedience; • an evaluation of research evidence; • any other relevant points. <ul style="list-style-type: none"> • <i>A definition of obedience – obedience is a form of social influence where a person responds to a command from a perceived figure of authority.</i> 2 KU marks for intro/definition. • <i>Factors – eg the degree of personal responsibility, the presence and authority of the person giving orders, the role of buffers, socialisation. Studies could include Milgram (1963), Max 3 KU marks for description of Milgram’s study. Hofling et al (1966), Bickman (1974), Milgram (1974), Rank and Jacobsen (1977). (It should be noted that Milgram (1963) and Milgram (1974) are two quite separate studies – although both studies use the same fundamental task the nature of the investigation is rather different in each experiment.)</i> 1 KU mark for stating the factor; 1 KU mark for elaborating on it. • <i>Evaluation – validity of the study, impact of the study or similar, eg Milgram (1963) – allowed cause and effect to be studied as the laboratory experiment was highly controlled. However, it was unethical in that the participants suffered distress, some having panic attacks. Hofling et al (1966) used a real-life setting – a hospital – so is considered more ecologically valid. However, the task was unrealistic, ie the nurses were told not to discuss the order. Usually nurses would discuss unusual requests with their colleagues.</i> 	12	8
	Alternative points may be credited as appropriate.	12	8

C4 Atypical behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Describe one psychological approach which attempts to explain either depression or eating disorders. Explain this approach and its therapy for treating the same disorder.</p> <p>In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of either depression or eating disorders; • a description of the chosen psychological approach and its therapy; • an evaluation of this approach and its therapy; • any relevant research evidence; • any other relevant points. <p>Candidate may give brief description of the main symptoms of depression or eating disorders. 2 KU marks for intro/definition. The approach can refer to <u>any</u> disorders; the therapy must refer to depression <u>or</u> eating disorders.</p> <p>Depression – a mood disorder causing emotional, motivational, cognitive and somatic problems, eg sadness, feelings of emptiness, loss of interest, sleep disturbance, etc.</p> <p>Eating disorders – two most common – Anorexia Nervosa (AN) and Bulimia Nervosa (BN).</p> <p><i>AN – onset usually in adolescence. Persistent attempt to achieve abnormally low body weight by reducing food intake.</i></p> <p><i>BN – variation of AN but more common and older age of onset. Periods of binge eating followed by purging. BN sufferers tend to maintain normal body weight.</i></p> <p><i>Obesity – mainly cultural causes due to availability of food and pressure to consume (Moghaddam, 2002).</i></p> <p><i>The approach and its therapy should be described from: biological, cognitive, behaviourist, psychodynamic or humanistic approaches; biological, CBT, psychodynamic or humanistic therapies.</i></p>	12	8

Cognitive approach – atypical behaviour arising from negative, distorted, irrational beliefs. Maladaptive thinking. Relevant theory/research could include Beck, (1963); Ellis, (1962); Jaeger et al, (2002). Therapy aims to challenge negative thinking and reframe more positively. Use of questionnaires/diaries/homework tasks. Linked with behaviourist techniques in CBT.

Evaluation – practical and time-focused therapy; ignores other contributing social and biological factors; focus on individual responsibility.

Behaviourist approach – atypical behaviour arising from maladaptive learned responses by classical and/or operant conditioning. Depression as 'learned helplessness' (Seligman, 1975). Eating disorders learned from media (Nasser, 1986; Pike & Rodin, 1991). Therapy: classical and operant conditioning techniques used to learn more adaptive behaviour by association and reward. Linked with cognitive strategies in CBT.

Evaluation – practical and time-focused therapy but the approach does not address origins of the problem; reductionist and simplistic, taking no account of contributing biological factors and minimising the role played by internal processes such as thinking/feeling.

Biological approach – atypical behaviour arising from genetic inheritance/brain dysfunction. Twin studies evidence may be cited, eg McGuffin et al, (1996); Holland et al, (1984); Kendler et al, (1991). Therapy: since the atypical behaviour is viewed as disease or illness, it is treated by physical means such as serotonin-active antidepressant medication (depression and eating disorders), ECT (depression) and psychosurgery.

Evaluation – biochemical changes in the brain may be the consequence rather than the cause of atypical behaviour; concordance rates between MZ twins rarely 100%. Drug treatment shows some evidence-based effectiveness but there are possible side effects of medication and possible dependency; does not address contributing social factors (Behar et al, 2001; Jaeger et al, 2002). ECT reported to be effective for profound depression but concerns expressed over side effects (eg STM loss) and ethical issues (Comer, 2004).

	<p>Psychodynamic approach – atypical behaviour arising from repressed unconscious trauma, unresolved conflict in childhood, according to Freud. Possible studies might include Kendler et al, 1996 (parental loss); Caspi et al, 1996 (personality). Unconscious psychological conflict is treated by psychotherapy: free association, dream interpretation, etc.</p> <p><i>Evaluation</i> – little scientific evidence showing cause and effect; too much focus on childhood sexuality; ignores genetic factors. While defence mechanisms such as repression are widely acknowledged, they are difficult to test scientifically; time-consuming and expensive.</p> <p>OR</p> <p>Humanistic approach – atypical behaviour arising from low self-esteem and lack of unconditional positive regard from significant others, resulting in seeking social approval (Rogers, 1959). Treated often by Person-Centred Therapy: therapist showing client core conditions of empathy, congruence and acceptance. Focus on choice, personal potential and free will.</p> <p>Maximum 12 marks for the approach or for the therapy.</p> <p><i>Evaluation</i> – widely accepted form of therapy but difficult to test scientifically; perhaps a culturally relative theory.</p>		
	<p>Alternative points may be credited as appropriate.</p>	<p>12</p>	<p>8</p>

C5 Intelligence	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Explain factor and information processing theories of intelligence. Refer to research evidence in your answer.</p> <p>In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of intelligence; • a description of the two theories; • an evaluation of these theories; • any relevant research evidence; • any other relevant points. <p><i>A definition of intelligence – the ability to acquire information to think and reason well and adapt to the environment; to grasp the essentials in a situation and respond appropriately.</i> 2 KU marks for intro/definition.</p> <p><i>A description of at least one factor theory and at least one information processing theory – factor theories might include Spearman (1904), Thurstone (1938), Vernon (1950), Cattell (1963):</i></p> <p><i>eg Spearman’s two-factor theory found a positive correlation in mental tests conducted on children so suggested that there was one general mental ability underlying all cognitive performance – the ‘g’ factor.</i> <i>He also suggested that ‘s’ factors – specific factors – explain why we are better at some tasks than others.</i></p> <p><i>Information processing theories might include Sternberg’s Triarchic Theory (1988), Case (1992): Gardner is acceptable.</i></p> <p><i>eg Sternberg’s Triarchic Theory, based on concepts from computer technology, suggested three aspects to intelligence – analytical (the individual’s internal world, eg reasoning), practical (the individual’s external world, eg how we use our intelligence in everyday life) and creative (how an individual’s past experiences link the internal and external world).</i></p> <p>One theory can be awarded maximum 12 marks</p>	12	8

	<p><i>Strengths and weaknesses of each theory – these will vary depending on the theory, eg:</i></p> <p><i>Factor theories (like Spearman’s) produce statistics which can be measured and compared. However, such theories suggest a large part of intelligence is inherited – this is debatable. Also, often the samples used were rather restricted, eg Spearman and Vernon tested schoolchildren.</i></p> <p><i>Information processing theories (like Sternberg’s) address the issue of how we solve problems, not just a description of our abilities. Sternberg’s theory can be applied to training programmes which can provide the strategies to use when dealing with novel tasks/situations. However, it is not clear exactly how the three subtheories relate to each other. Gottfredson (2003) suggests there is no evidence that “practical intelligence” is any different from skills already measured.</i></p>		
	Alternative points may be credited as appropriate.	12	8

[END OF MARKING INSTRUCTIONS]