



2012 Psychology

Intermediate 1

Finalised Marking Instructions

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2012 Psychology Intermediate 1

Approach to Marking

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 open 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 specialist 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 questions/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 questions/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 questions/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 is evident.

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

Specific Content Requirements

Section A: Understanding the Individual

Question A1 – Self-concept

Question No A1	Question and Specific Content Requirement	Marks					
(a)	Identify two components of the self-concept. (Draw a circle around the two answers you think are correct.) A. Selfishness B. Self-efficacy C. Self-esteem D. Selflessness B self-efficacy and C self-esteem	2					
(b)	Indicate if the following statement is True or False (Draw a circle around A or B .) Ideal self is how you would like to be. A. True B. False A True	1					
(c)	Choose one word from the box below to complete the sentence that follows <table border="1" data-bbox="454 1161 1274 1217"><tr><td>extrovert</td><td>egocentric</td><td>shy</td><td>neurotic</td><td>playful</td></tr></table> Children who cannot see things from another's point of view are said to be _____ Children who cannot see things from another's point of view are said to be egocentric.	extrovert	egocentric	shy	neurotic	playful	1
extrovert	egocentric	shy	neurotic	playful			

<p>(d)</p>	<p>Complete the following sentence by writing the correct words in the spaces provided. (The first letter has been given for you)</p> <p>According to a psychologist called E_____ adolescents experience conflict in the i_____ versus role confusion stage of development</p> <p>According to a psychologist called Erikson adolescents experience conflict in the identity versus role confusion stage of development</p>	<p>2</p>
<p>(e)</p>	<p>Describe how peers and parents affect the development of self-concept.</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>Peers: children's self-concepts are influenced by their direct experiences of acceptance and rejection during peer interaction and how favourably they compare themselves to others.</p> <p>Research evidence e.g. Coopersmith (1979) may be credited</p>	<p>4</p>
<p>(f)</p>	<p>Describe one research study that has investigated self-concept. In your answer you should include:</p> <ul style="list-style-type: none"> • Researcher's name(s) • How they carried out the study • What they found out. <p>Likely studies include:</p> <p><i>Lewis & Brookes(1978)</i> <i>Lewis & Brookes-Gunn (1979)</i> <i>Coopersmith (1979)</i> <i>Harter (1982)</i> <i>Piaget & Inhelder (1956) and others</i></p>	<p>6</p>
	<p>.....in all questions alternative points may be credited as appropriate</p>	<p>16</p>

Question A2 – Learning Theories

Question No A2	Question and Specific Content Requirement	Marks
(a)	Indicate if the following statement is True or False . (Draw a circle around A or B .) Bandura carried out research using Bobo dolls. A. True B. False A True	1
(b)	Draw a circle round the one answer you think is correct. A key researcher in operant conditioning was: A. Freud B. Skinner C. Bandura D. Watson B Skinner	1
(c)	Complete the following sentence by finishing the two words that have been started for you. Pavlov conditioned a d _____ to s _____ at the sound of a bell. Pavlov conditioned a dog to salivate at the sound of a bell.	2

<p>(d)</p>	<p>Complete the following sentence by finishing the two words that have been started for you.</p> <p>In Social Learning Theory children may learn their g_____ roles by o_____ and imitating role models.</p> <p>In Social Learning Theory children may learn their gender roles by observing and imitating role models.</p>	<p>2</p>
<p>(e)</p>	<p>Describe a research study carried out into learning theories. In your answer you should include:</p> <ul style="list-style-type: none"> • Researcher's name(s) • How they carried out the study • What they found <p>Likely studies include:</p> <p><i>Watson & Rayner (1920)</i> <i>Pavlov (1909, 1927)</i></p> <p>Bandura, Ross and Ross (1961) and others</p>	<p>6</p>
<p>(f)</p>	<p>Describe ways in which reinforcement and punishment can be used in everyday life.</p> <p>Reinforcement – could be positive eg praise for a particular behaviour or negative reinforcement eg doing homework to avoid a detention. Reinforcement is used to increase likelihood of behaviour being repeated. Examples from media, advertising, education and the workplace could be credited.</p> <p>Punishment – An unpleasant consequence to an action or behaviour in order to reduce the likelihood of the behaviour being repeated. Examples could be a detention for poor behaviour or a jail term for a crime etc.</p>	<p>4</p>
		<p>16</p>

Section B: Investigating Behaviour

Question B1

Question No B1	Question and Specific Content Requirement	Marks
(a)	<p>The case study method uses different ways to collect data. Name two ways that data can be collected in a case study.</p> <p>1. 2.</p> <p>Interviews, experiments, observations, psychometric tests, medical reports, questionnaires etc</p>	2
(b)	<p>From the list below which two are features of the experimental method? (Draw a circle around the two answers you think are correct.)</p> <p>A. Cause and effect are established B. It is a one to one conversation C. It involves manipulating the independent variable D. It involves answering multiple choice questions</p> <p>A Cause and effect are established, C It involves manipulating the independent variable</p>	2
(c)	<p>Indicate if the following statement is True or False. (Draw a circle around A or B.)</p> <p>A random sample uses people you meet in the street.</p> <p>A. True B. False</p> <p>B False</p>	1

<p>(d)</p>	<p>Draw a circle around the one answer you think is correct.</p> <p>The mean value is calculated by:</p> <ul style="list-style-type: none"> A. adding all of the scores together B. adding all of the scores together and dividing by the number of scores in a set of data C. finding the most common value D. finding the middle value <p>B Adding all of the scores together and dividing by the number of scores in a set of data</p>	<p>1</p>
<p>(e)</p>	<p>Draw a circle around the one answer you think is correct.</p> <p>A hypothesis is:</p> <ul style="list-style-type: none"> A. a popular belief B. a manipulation of the facts C. a prediction of the results D. a medical treatment <p>C a prediction of the results</p>	<p>1</p>
<p>(f)</p>	<p>Describe the survey method of research. (In your answer you can include questionnaires and interviews.)</p> <p>Surveys collect attitudes, opinions and beliefs. They can be written (questionnaire) or oral (interview).</p> <p>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-structures and unstructured could be explained.</p>	<p>4</p>

<p>(g)</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><u>Results from a short-term memory experiment</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Condition A</th> <th style="width: 35%;">Condition B</th> </tr> </thead> <tbody> <tr> <td>Mean Memory Score</td> <td>15 words</td> <td>20 words</td> </tr> </tbody> </table> <p>In this study participants in Condition A were given a list of 25 words to remember. In Condition B different participants were given the same 25 words to remember but they were given pictures along with the words.</p> </div> <p>In the results from the study above what type of graph/chart could be used to display the results? You should name the type of graph/chart and describe how it would be drawn.</p> <p>Bar graph most likely answer. Condition A and B on x axis, mean memory score on y axis. 2 bars separated by a space. Credit can be given for a drawing</p>		Condition A	Condition B	Mean Memory Score	15 words	20 words	<p>3</p>
	Condition A	Condition B						
Mean Memory Score	15 words	20 words						
<p>(h)</p>	<p>Complete the following sentences by finishing the two ethical principles that have been started for you.</p> <p>C_____ must be gained from participants before they take part in any research.</p> <p>W_____ of participants must be taken into consideration when asking them to take part in research.</p> <p>Consent must be gained from participants before they take part in any research.</p> <p>Welfare of participants must be taken into consideration when asking them to take part in research.</p>	<p>2</p>						
		<p>16</p>						

Section C: The Individual in the Social Context

Question C1 – Personality

Question No C1	Question and Specific Content Requirement	Marks
(a)	<p>In Freud’s theory of personality what is the superego? (Draw a circle around the one answer you think is correct.)</p> <p>A. The reality principle B. The multi-trait principle C. The educational principle D. The morality principle</p> <p>D The morality principle</p>	1
(b)	<p>From the box below choose the two words that complete the following sentence.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px 0;"> five oral latent three phallic </div> <p>Freud believed that there are _____ psychosexual stages of development, the third of which is the _____ stage</p> <p>Freud believed that there are five psychosexual stages of development, the third of which is the phallic stage.</p>	2
(c)	<p>When a test is measuring what it is supposed to measure it is said to have v_____ (complete this word)</p> <p>When a test is measuring what it is supposed to measure it is said to have validity.</p>	1

(d)	<p>When a test gets the same result every time it is used it is said to have r_____ (complete this word)</p> <p>When a test get the same result every time is it used it is said to have reliability.</p>	1
(e)	<p>Name a personality test that you have studied.</p> <p>TAT, Ink Blot, EPI, MMPI, OCEAN</p>	1
(f)	<p>Name and describe two of Costa and Macrae's Big Five (OCEAN) traits of personality.</p> <p>For full marks 2 traits should be named and at least one characteristic of high scorers on that trait should be given.</p> <p>Openness – creative, curious</p> <p>Conscientiousness – hardworking, ambitious</p> <p>Extraversion – sociable, outgoing</p> <p>Agreeableness – good natured, helpful</p> <p>Neuroticism – anxious, insecure</p>	4

<p>(g)</p>	<p>Describe one research study from the area of personality. In your answer you should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • how they carried out the study • what they found out. <p>Likely studies:</p> <p>Freud (1909) Eysenck (1947)</p> <p>Other studies may include:- Adorno (1950) and Forer (1949)</p>	<p>6</p>
		<p>16</p>

Question C2 – Group Processes

Question No C2	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False. (Draw a circle around A or B.)</p> <p>A group norm is an agreed way of behaving.</p> <p>A. True B. False</p> <p>A True</p>	1
(b)	<p>If a group is cohesive it is said to have (circle the one answer you think is correct)</p> <p>A. a high level of conformity B. a low level of conformity</p> <p>A high level of conformity</p>	1
(c)	<p>Circle two phases associated with an informal group.</p> <p>An informal group:</p> <p>A. follows a set of rules B. is often made up of friends C. has formal roles for all of its members D. is task orientated E. has no formal rules for its members</p> <p>B Is often made up of friends, E Has no formal roles for its members</p>	2

<p>(d)</p>	<p>Complete the following sentence by finishing the word that has been started for you.</p> <p>Group p_____ is when a group makes more extreme decisions than individuals do.</p> <p>Group polarisation is when a group makes more extreme decisions than individuals do.</p>	<p>1</p>
<p>(e)</p>	<p>Draw a circle around the one answer you think is correct.</p> <p>Groupthink is:</p> <ul style="list-style-type: none"> A. the norms of a group B. when a good decision is made C. when a group has an influential leader who does not consider alternative ideas D. when all ideas are considered before a decision is made <p>C When a group has an influential leader who does not consider alternative ideas</p>	<p>1</p>
<p>(f)</p>	<p>Name and describe two of Tuckman's stages of group development.</p> <p>Stage 1: Forming: the initial stage, members are unsure about the task and about each other. Extreme views not often given.</p> <p>Stage 2: Storming: the members are getting to know each other better and are prepared to put forward their views. This leads to conflict between individuals.</p> <p>Stage 3: Norming: members realised the need to co-operate in order to perform the task. The group develops norms of behaviour.</p> <p>Stage 4: Performing: the group is now cohesive and work effectively as a team.</p> <p>Stage 5: Adjourning: the group disbands, either because their task has been accomplished or because members have left.</p>	<p>4</p>

<p>(g)</p>	<p>Describe one research study from the area of group processes. In your answer you should include:</p> <ul style="list-style-type: none"> • Researcher's name(s) • How they carried out the study • What they found <p>Likely studies include:</p> <p>Asch (1951) Sherif (1935) Moscovici & Zavalloni (1967) Stoner (1961) Janis (1971, 1972, 1982)</p>	<p style="text-align: center;">6</p>
	<p>..... in all questions alternative points may be credited as appropriate</p>	<p style="text-align: center;">16</p>

Question C3 – Non-verbal Communication (NVC)

Question No C3	Question and Specific Content Requirement	Marks
(a)	<p>Which of the following is a type of non-verbal communication (NVC)? Draw a circle around the one answer you think is correct.</p> <ul style="list-style-type: none">A. SpeechB. PostureC. SongD. Poetry <p>B Posture</p>	1
(b)	<p>Indicate if the following statement is True or False. (Draw a circle around A or B).</p> <p>Non-verbal communication is often unconscious.</p> <ul style="list-style-type: none">A. TrueB. False <p>A True</p>	1
(c)	<p>Which of the following statements can be used to describe verbal communication? Draw a circle around the one answer you think is correct.</p> <ul style="list-style-type: none">A. It can convey very complex messagesB. It uses the rouge testC. It replaces speechD. It uses hand gestures instead of words <p>A It can convey very complex messages</p>	1

<p>(d)</p>	<p>Complete the following sentence by writing the correct term in the space provided.</p> <p>H_____ is a universal emotion that can be shown in one's facial expression.</p> <p>Happiness is a universal emotion that can be shown in one's facial expression.</p>	<p>1</p>
<p>(e)</p>	<p>Use the words in the box below to complete the sentence that follows.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>pupil student paralanguage jealousy attraction</p> </div> <p>_____dilation may indicate _____to another person.</p> <p>Pupil dilation may indicate attraction to another person. Jealousy will be accepted.</p>	<p>2</p>
<p>(f)</p>	<p>Describe two gender differences in non-verbal communication (NVC)</p> <p>Any two from:</p> <p>Touch: Men are more likely to initiate touch with others than women. Women are touched more than men. Also, women are more likely to associate touch with personal warmth and expressiveness.</p> <p>Facial expressions: Although women use more facial expression, they appear to use fewer and more restrained gestures than men. Women are more skilled at both sending and interpreting facial expression than are men.</p> <p>Eye contact: Women usually maintain a gaze longer than men do. 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 eye contact, but when they do, they may get more "locked in" without realising that eye contact is being returned.</p>	<p>4</p>

<p>(g)</p>	<p>Describe one research study that has investigated non-verbal communication (NVC). In your answer you should include:</p> <ul style="list-style-type: none"> • Researcher's name(s) • How they carried out the study • What they found <p>Likely studies include:</p> <p>Ekman (1980) Eibl-Eibesfeldt (1973)</p>	<p>6</p>
	<p>.....in all questions alternative points may be credited as appropriate</p>	<p>16</p>

Question C4 – Altruism

Question No C4	Question and Specific Content Requirement	Marks
(a)	<p>Indicate if the following statement is True or False. (Draw a circle around A or B.)</p> <p>Diffusion of responsibility states that the more people that are present in an emergency, the less likely someone is to help.</p> <p>A. True B. False</p> <p>A True</p>	1
(b)	<p>Draw a circle around the one answer you think completes the sentence below.</p> <p>The biological approach (kin selection) states that in an emergency we are more likely to help:</p> <p>A. A friend B. A cat C. A close relative D. A stranger</p> <p>C A close relative</p>	1

<p>(c)</p>	<p>Draw a circle around the one answer you think is correct.</p> <p>Piliavin carried out a study in a:</p> <ul style="list-style-type: none"> A. Bus station B. Café C. Airport D. Subway/underground <p>D Subway/underground</p>	<p>1</p>
<p>(d)</p>	<p>Complete the word that has been started for you in the following sentence.</p> <p>Pluralistic I _____ states that if bystanders do not see a situation as an emergency they will not be likely to offer help.</p> <p>Pluralistic ignorance states that if bystanders do not see a situation as an emergency they will not be likely to offer help.</p>	<p>1</p>
<p>(e)</p>	<p>In the cost-rewarding analysis theory, we weigh up costs of helping and rewards of helping. Give an example of</p> <p>A cost of helping _____</p> <p>A reward of helping _____</p> <p>A cost eg Danger, looking foolish, loss of time, get the blame for situation</p> <p>A reward eg praise, money reward, feel good about self, acknowledgement from others</p>	<p>2</p>

<p>(f)</p>	<p>Reinforcement and modelling are strategies that encourage altruism.</p> <p>Describe both of these strategies.</p> <p>Two strategies should be described</p> <p>Reinforcement – Shaping desired behaviour through rewarding altruistic acts eg praise, social approval, or seeing other people being rewarded for altruistic acts 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>Media influence – evidence that pro social television programmes can encourage altruism in children</p> <p>Research evidence could be credited eg Sprafkin 1975 or Rushton and Campbell 1977</p>	<p>4</p>
<p>(g)</p>	<p>Describe a research study that investigates altruism. In your answer you should include:</p> <ul style="list-style-type: none"> • Researcher’s name(s) • How they carried out the study • What they found <p>Likely studies include:</p> <p>Darley and Latane (1968) Piliavin, Rodin and Piliavin (1969) Sprafkin (1975) Bateson (1983)</p>	<p>6</p>
	<p>.....in all questions alternative points may be credited as appropriate</p>	<p>16</p>

[END OF MARKING INSTRUCTIONS]