



2013 Psychology

Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Psychology Higher

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 Higher

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.

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.
12-13 (B)	<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.

10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or miscomprehensions. • 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.
9 (D)	<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.
0-8 (NA)	<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.

Part Two: Marking Instructions for each Question

Section A – Understanding the Individual

Alternative points may be credited as appropriate.

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	1	<p>Answer TWO questions from A1, A2 or A3. Answer ALL parts of your chosen questions.</p> <p>Early Socialisation</p> <p>a Describe and evaluate Bowlby’s contribution to our understanding of attachment. You should refer to research evidence in your answer.</p> <p>Maximum 1KU mark for a definition of attachment.</p> <p>Bowlby’s Theory of Monotropy could be discussed.</p> <p>Attachment as an innate adaptive process, satisfying the infant’s emotional needs. Also providing an internal working model of relationships.</p> <p>Innate social releasers to elicit caregiving.</p> <p>Bowlby suggested a sensitive period of attachment of the first two and a half years of life. Prolonged separation from the primary attachment figure would result in behavioural disorders.</p> <p>A secure base is created, providing a haven of safety.</p> <p>Evaluation should address both his theory and the underpinning research, e.g. reference to the work of Bowlby (1944), Lorenz (1952), Harlow (1959).</p> <p>Later evidence may be cited which suggested that infants tend to form multiple attachments (Schaffer & Emerson, 1964); children can form attachment bonds beyond the sensitive period (Hodges & Tizard, 1989); generalisation from Lorenz’s greylag geese to human babies. Or any other relevant points.</p> <p>A minimum of two correctly explained evaluative points should be given for full AE marks to be awarded.</p> <p>A maximum of 6 marks can be awarded if the response only includes Maternal Deprivation.</p>	8	4
<p>In all questions alternative points may be credited as appropriate</p>				

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	1	b	<p>Describe and evaluate the effects of day care on the cognitive development of young children.</p> <p>A definition or description of day care should be given - the term is not normally applied to informal arrangements within families and friends, nor to 'looked after' children (eg fostered or in a residential children's home).</p> <p>A definition of cognitive development may be given – the changes in a person's mental structures, abilities and processes that occur over his or her life span. A maximum of 2 marks should be awarded for these definitions.</p> <p>The quality of the day care will contribute to possible positive/negative effect. Effects are often moderated by a variety of factors: quality of the day care, number of hours per week, children from low-income families etc.</p> <p>Possible evaluation could include:</p> <p>Children who were in day care before they were 1 year old did better at school. Andersson, (1992).</p> <p>Children who had been in day care and who were tested when they were 8 years of age, performed well on mathematical and verbal ability test. Broberg et al (1997).</p> <p>Children who were in high-quality day care were better and more fluent when expressing their ideas. Kwan et al (1998).</p> <p>Cognitive development of the children was lower if their mother had worked during the children's first year. Baydar & Brooks-Gunn (1991).</p> <p>Three and four year old children tended to have lower verbal ability if their mothers had gone to work prior to the child's first birthday. Ruhm (2000).</p> <p>Negative correlation between a child's educational attainment and the extent the child's mother had been working in the first years of life. Ermisch and Francesconi (2000).</p>	4	4
			In all questions alternative points may be credited as appropriate		
			Totals	12	8

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	2	<p>Memory</p> <p>a Describe and evaluate one model of memory. You should refer to research evidence in your answer.</p> <p>Maximum 1KU mark for a definition of memory.</p> <p>Atkinson and Shiffrin (1968) Multi-Store Model of Memory</p> <p>The model should be fully described. Answers should include a description of: Sensory, STM, LTM and rehearsal. The answer may include capacity, duration and how information is coded and how it is transferred. A diagram may be used to support the answer. A diagram alone without a supporting explanation may be awarded a maximum of 2 KU marks.</p> <p>The answer could include evaluation of the model (Strengths and weaknesses of the model per se) or a comparison with another model of memory .e.g. Working Memory Model, Baddeley & Hitch (1974).</p> <p>Research could include the case study of HM (Scoville and Milner, 1957); Glanzer and Cunitz (1966) and Peterson and Peterson (1959).</p> <p>Baddeley & Hitch's (1974) Working Memory Model</p> <p>The model should be fully described. Proposed by Baddeley and Hitch (1974), it features three components which account for different kinds of processes within STM: central executive, visuospatial sketchpad and phonological loop which includes the phonological store and the articulatory process. Two tasks can be carried out at the same time as long as they use different components. Diagrams should be awarded marks as appropriate but should supplement text, rather than replace it. Examples may gain credit.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Supporting evidence comes mainly from dual-task studies, e.g. Hitch and Baddeley (1976). • The theory counters some weaknesses of the multi-store model, e.g. explains several different types of memory in STM; it also explains the word-length effect (Baddeley, 1975). • Support from studies of individuals with brain damage, e.g. Trojano and Grossi (1995). • A considerable amount of evidence supports the phonological loop and the visuospatial sketchpad but the central executive is under-researched. • The theory has useful practical applications, e.g. helping children with reading difficulties (Gathercole and Baddeley, 1990). 	8	4
In all questions alternative points may be credited as appropriate				

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	2	b	<p>Describe and evaluate one theory of forgetting.</p> <p>Maximum 1KU mark for a definition of forgetting.</p> <p>One theory from eg Trace decay, displacement, interference, cue dependent forgetting. Theories may be from STM or LTM. Evaluation marks can be awarded for discussion/evaluation or relevant research.</p> <p>Eg the more matches rugby players had played in, the more interference. Baddeley and Hitch (1977).</p> <p>Students' recall was better when tested in the room where they learned the material. Abernethy (1940).</p> <p>Divers remembered material they learned when under water better when under water again. Godden and Baddeley (1975).</p> <p>Displacement and decay can explain forgetting in STM. Waugh and Norman (1965).</p>	4	4
			In all questions alternative points may be credited as appropriate		
			Totals	12	8

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	3	<p>Stress</p> <p>a Explain the long-term effects of stress on physical and mental health. You should refer to research evidence in your answer.</p> <p>Maximum 1KU mark for a definition of stress</p> <p>Effects on physical health: involves the hypothalamic-pituitary-adrenal cortex pathway – pituitary gland produces ACTH, which stimulates the adrenal cortex to produce glucocorticoids (eg cortisol). This results in raised heart and breathing rate, inhibited digestive and reproductive systems etc, which if prolonged have negative physical effects. GAS (Selye, 1956) may be referred to (resistance and exhaustion stages must be included, as these relate to the long-term effects). Direct (eg immune suppression, inhibition of production of lymphocytes and endorphins) and indirect effects (eg alcohol and drug abuse, smoking etc) can be outlined. Effects on health include: CHD, strokes, influenza and colds, diabetes mellitus, asthma, rheumatoid arthritis.</p> <p>Effects on mental health include: depression, cognitive deficits, avoidance behaviour (e.g. abuse of alcohol or drugs, suicide), anti-social behaviour.</p> <p>Research can include:</p> <p>Permanent effects on hippocampus of women survivors of abuse, McEwan (1997); inhibition of endorphins, Goetsch & Fuller (1995); effects of psychosocial changes, Parkes (1993); GAS, Selye (1956); personality and CHD, Friedman and Rosenman (1974); executive monkey, Brady (1958).</p> <p>Evaluation can refer to validity, reliability, ecological validity, generalisability, sampling etc. of research evidence or any other valid evaluative point.</p> <p>A maximum of 8 marks can be awarded if the response only includes <u>one</u> type of health ie <u>only</u> physical or only mental health.</p>	8	4
<p>In all questions alternative points may be credited as appropriate</p>				

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A	3	b	<p>Describe and evaluate one strategy which may be used in stress management.</p> <p>Answers may include drug therapy, relaxation and/or biofeedback, and that their aim is to reduce the way the body responds to stress, i.e. to modify the response of the autonomic nervous system and production of stress hormones, so that the ill effects of stress are reduced.</p> <p>Psychological techniques may include: SIT (reducing catastrophic thinking) (Meichenbaum, 1976); Increasing hardiness (Kobasa, 1979, 1982); Coping strategies (Cohen & Lazarus, 1976); Problem- and Emotion-Focused techniques (Lazarus & Folkman, 1984); social support (Brown & Harris, 1978); time management (Rotter, 1966).</p> <p>Evaluation can include - Physiological techniques: in general, physiological methods are easier because they require less cognitive effort. Drugs can only be used in the short-term (due to potential for physical addiction). Some people, e.g. Type A personality type (Friedman and Rosenman, 1967) find relaxation very difficult. Biofeedback is useful for controlling the physical consequences of stress (raised blood pressure and headaches), but not the psychological consequences, such as anxiety, which are often more distressing. Biofeedback also requires access to biofeedback equipment.</p> <p>Psychological techniques: don't produce side-effects associated with drug therapies; don't need special equipment; effectiveness may be due to the attention of therapist, not therapy itself.</p>	4	4
			In all questions alternative points may be credited as appropriate		
			Totals	12	8

Section B – Investigating Behaviour

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae								
		<p>Answer ALL questions in this Section.</p> <p>A psychologist was interested in whether drinking water might have any effect on children’s cognitive abilities. She approached the head teacher of a local primary school and was given permission to conduct an experiment on the two Primary Seven classes which she labelled Class A and Class B. There were 30 pupils in each class. She devised a memory test suitable for that age group. Class A pupils received no bottled water. For a week before the test, each pupil in Class B was provided with a half-litre bottle of water every day. At the end of the week, pupils in both classes sat the memory test.</p> <p>After the test, the psychologist calculated the mean memory test scores for each class, out of a total score of 100.</p> <p>The results are shown in the table below.</p> <table border="1" data-bbox="386 891 1034 1010"> <thead> <tr> <th>Class</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Without water–Class A</td> <td>65</td> </tr> <tr> <td>With water–Class B</td> <td>86</td> </tr> </tbody> </table>		Class	Mean Score	Without water–Class A	65	With water–Class B	86		
Class	Mean Score										
Without water–Class A	65										
With water–Class B	86										
a	<p>State the independent and dependent variables in this study.</p> <p>The IV was water consumption and the DV was the memory test scores.</p>	2	0								
b	<p>Which class was the “control group” in this study?</p> <p>The class which didn’t receive any water – class A.</p>	1	0								
c	<p>Explain one possible extraneous or confounding variable in this study.</p> <p>Eg the children might have been tired; they might have had something else to eat/drink; individual differences between the groups OR similar. Alternative points may be allocated marks.</p>	0	2								
d	<p>Suggest a suitable experimental hypothesis for this study.</p> <p>Either a one-tailed or two-tailed hypothesis is acceptable eg drinking water will improve memory test scores OR drinking water will have an effect on memory test scores.</p>	2	0								
		<p>In all questions alternative points may be credited as appropriate</p>									

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
	e	<p>This study was a field experiment. Give one strength and one weakness of a field experiment.</p> <p>Strength eg it is in a natural environment so is ecologically valid; weakness eg there is a low level of control as many variables might affect the results. Alternative points may be allocated marks.</p>	0	4
	f	<p>Describe how the mean and the mode would be calculated on this data.</p> <p>The mean would be calculated by adding up the scores and dividing by the number of participants, in this case 30. The mode would be calculated by finding the most common score in each class group.</p>	4	0
	g	<p>Name and describe a suitable graph for presenting this data.</p> <p>A bar chart would be appropriate as it is non-continuous data. The IV (water or no water) would be on the x-axis and the DV (test results) would be on the y-axis. The bars should not touch. OR similar.</p>	3	0
	h	<p>Explain one ethical concern when using children in research.</p> <p>Parental consent should be obtained as they are under 16; they should not be caused distress. Alternative points may be allocated marks.</p>	0	2
In all questions alternative points may be credited as appropriate				
Totals			12	8

Section C – The Individual in the Social Context – Social Psychology

Question	Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C 1	<p>Answer ONE question from Social Psychology and ONE question from Psychology of Individual Differences.</p> <p>Social Psychology</p> <p>Answer ONE question from C1, C2 or C3.</p> <p>Prejudice</p> <p>With reference to research, describe and evaluate the nature of prejudice. In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of prejudice; • cognitive, affective and behavioural aspects of prejudice; • evaluation of research evidence; • any other relevant points. <p>A maximum of 2KU marks can be awarded for an introduction</p> <ul style="list-style-type: none"> • A definition of prejudice Prejudice: pre-judging someone without evidence to support the judgement. Prejudice often includes: Stereotyping – fixed and usually simplistic generalisation about a group/class of people Discrimination – behaviours, usually negative, towards members of a group and which are unfair in comparison to other groups. Likely examples: racism, ageism, sexism, heterosexism etc. • Cognitive, affective and behavioural aspects of prejudice The cognitive aspect of prejudice refers to our beliefs about a person or group – often a stereotype. The affective aspect refers to our emotions/what we feel about a person or group – often negative, eg hostility, hatred. The behavioural aspect refers to how we act towards a person or group – often some form of discrimination, ie target group is treated unfavourably. • Evaluation of research evidence Possible research: Racism (La Pièrre, 1934); Racism (Adorno et al, 1950); Racism (Tajfel, 1970); Ageism (Cuddy and Fiske, 2002); Stereotyping based on occupation (Cohen, 1981); Heterosexism (Hegarty, 2002); Sexism (Swim et al, 2001). <p>Evaluative points will depend on particular research evidence but may include social and cultural relativism, the method and design of the research etc.</p>	12	8
In all questions alternative points may be credited as appropriate			

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C	2	<p>Social relationships</p> <p>Describe and evaluate two theories of social relationships with reference to research evidence. In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of social relationships; • an explanation of the two theories; • an evaluation of these theories; • any other relevant points. <p>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.</p> <p>A maximum of 2KU marks can be awarded for an introduction</p> <p>Evolutionary/sociobiological theories propose that people choose partners who will maximise their reproductive success. The notion is presented as social relationships in terms of adaptiveness – only those behaviours which increase an individual’s reproductive success are naturally selected.</p> <p>Research evidence may include:</p> <p>Buss (1989); Smith (2002); Bassett (2001); Duck (1999); Wilson (1986)</p> <p>Economic theories include:</p> <ul style="list-style-type: none"> • Social Exchange Theory (Thibaut and Kelley, 1959) • Social Equity Theory (Walster et al, 1978) <p>All relationships work on the principle of assessing the rewards balanced against the costs.</p> <p>Social Exchange Theory - people compare costs and rewards with what they had expected and with what alternatives are available.</p> <p>Social Equity Theory - introduces investment - goods and qualities a person brings to a relationship, eg money.</p> <p>Research evidence may include Homans (1961); Greenberg and Cohen (1982); Byrne (1971); Murstein(1977)</p> <p>Evaluative points will depend on particular research evidence but may include social and cultural relativism, the method and design of the research etc.</p> <p>A maximum of 12 marks can be awarded if only <u>one</u> theory is included.</p>	12	8
<p>In all questions alternative points may be credited as appropriate</p>				

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C	3	<p>Conformity and Obedience</p> <p>Explain the factors affecting conformity and obedience, referring to research evidence in your answer. In your answer you may wish to include:</p> <ul style="list-style-type: none"> • a definition of both conformity and obedience; • a description of factors affecting conformity and obedience; • evaluation of research evidence; • any other relevant points. <ul style="list-style-type: none"> • A definition of both conformity and obedience – conformity is a form of social influence which results from exposure to the opinions of a majority. This should include compliance and internalisation or normative and informational social influence. Obedience is a form of social influence where a person responds to a command from a perceived authority figure. <p>A maximum of 2 KU marks can be awarded for an introduction.</p> <ul style="list-style-type: none"> • A description of factors affecting conformity e.g. personality and/or size of majority etc. <p>E.g. Personality – Adorno et al (1950) described the “authoritarian personality” – these people are more likely to conform due to their upbringing/way they were socialised.</p> <p>E.g. Size of majority – Asch (1956) found that up to a point, as group size increased, so did the level of conformity</p> <ul style="list-style-type: none"> • A description of factors affecting obedience e.g. socialisation and/or autonomous and agentic levels of behaviour etc <p>Socialisation – If we are brought up to obey those in authority we are likely to obey in situations like Bickman (1974) and Milgram (1963). Adorno (1950) supported this with the “authoritarian personality” who is more likely to obey because of his/her upbringing.</p> <p>Autonomous and agentic levels of behaviour – Milgram (1963) described the “agentic shift” whereby people move from behaving autonomously (taking responsibility for their actions) to behaving agentially (attributing responsibility to someone else). Those behaving agentially are more likely to obey.</p> <ul style="list-style-type: none"> • Evaluative points will depend on particular research evidence but may include social and cultural relativism, the method and design of the research, etc. <p>A maximum of 12 marks can be awarded if only <u>one</u> aspect is covered ie <u>only</u> conformity or <u>only</u> obedience.</p> <p>If the response includes simply definitions then description and/or evaluation of eg Asch/Milgram’s research, then a maximum of 9 marks in total can be awarded.</p>	12	8
<p>In all questions alternative points may be credited as appropriate</p>				

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C	4	<p>Psychology of Individual Differences</p> <p>Answer ONE question from C4 or C5.</p> <p>Atypical Behaviour</p> <p>Describe and evaluate definitions of atypical behaviour. In your answer you may wish to include:</p> <ul style="list-style-type: none"> • definitions of atypical behaviour; • evaluation of the definitions; • research evidence relating to these definitions; • any other relevant points. <p>There is no universal definition of atypical behaviour. At least two definitions should be described from statistical infrequency, deviation from social norms, deviation from ideal mental health, maladaptiveness, failure to function adequately, personal distress.</p> <p>A maximum of 2 KU marks can be awarded for an introduction.</p> <p>Relevant research evidence could include:</p> <ul style="list-style-type: none"> - 48% of Americans surveyed suffering at least one psychological disorder at some point in their lives. Kessler et al (1994). - Afro-Caribbean immigrants between two and seven times more likely to be diagnosed with schizophrenia than white people. Cochrane (1977). - Survey evidence showing conflicting evidence on 'ideal' mental health. Schedler et al (1993). - Support for criteria for ideal mental health. Jahoda (1958). - Mental illness as a means of social control. Szasz (1974). <p>Or any other relevant research study.</p> <p>Evaluation will depend on the research evidence used but might include e.g. cultural relativism, objective/subjective perception of reality, social control, labelling, gender stereotyping, concept of 'abnormal' etc.</p>	12	8
		In all questions alternative points may be credited as appropriate		

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C	5	<p>Intelligence</p> <p>Explain the effects of early deprivation and environmental enrichment on 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 early deprivation and environmental enrichment; • evaluation of the effects; • any other relevant points. <ul style="list-style-type: none"> • A definition of intelligence – e.g. 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 <p>A maximum of 2KU marks can be awarded for an introduction.</p> <ul style="list-style-type: none"> • A description of early deprivation and its effects – deprivation could be described as the lack of emotional care. Studies of institutionalised children might be used e.g. Skeels and Dye (1939), Skeels (1966), Rutter et al (1998). The study of Genie (Curtiss 1973) could also be accepted. • A description of environmental enrichment and its effects – environmental enrichment can refer to intervention programmes such as Headstart (1960s), Abecedarian Project (Ramay and Campbell 1984). It might also include improved living conditions and diet. • Evaluation of the above, and relevant research evidence – evaluation might be provided above when studies are referred to. The nature-nurture debate and the interactionist approach might be referred to. <p>Skeels (1966)/Skeels and Dye (1939) showed that IQ could be changed with an enriched environment. Rutter et al (1998) showed that severely deprived children could improve their IQ when adopted. However, the original IQ of these children was hard to determine.</p> <p>Intervention programmes seem to have a degree of success in terms of IQ gains, however such benefits are not always observed in the long term. Other factors could be involved. The Flynn effect (1987) might also be mentioned.</p> <p>Answers might refer to the difficulty of ascertaining whether it is the environment that has an effect on IQ or simply the genes inherited from the biological parents (nature-nurture debate and the interactionist approach).</p>	12	8
		In all questions alternative points may be credited as appropriate		

[END OF MARKING INSTRUCTIONS]