



**2013 Psychology**

**Intermediate 1**

**Finalised Marking Instructions**

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## Part One: General Marking Principles for Psychology Intermediate 1

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. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (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 Intermediate 1

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.

#### 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 all 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"> <li>• Relevant psychological knowledge is demonstrated.</li> <li>• Response shows clear understanding of psychological information, including research evidence.</li> <li>• Knowledge and understanding are accurately applied to given questions/stimulus material.</li> <li>• Integration of knowledge from other relevant areas is demonstrated.</li> </ul>
12-13 (A2)	<ul style="list-style-type: none"> <li>• Relevant psychological knowledge is demonstrated.</li> <li>• Response shows clear understanding, in the main, including some reference to research evidence.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is accurate in the main.</li> <li>• Some integration of points from other relevant areas is evident, though limited.</li> </ul>
10-11 (B)	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but may be lacking in detail.</li> <li>• Response shows sound understanding, in the main.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is reasonably sound.</li> </ul>
8-9 (C)	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows some omissions.</li> <li>• There is reasonably sound understanding, although there are some inaccuracies.</li> <li>• Application of knowledge and understanding to given questions/stimulus material is evident, though limited.</li> </ul>
7 (D)	<ul style="list-style-type: none"> <li>• Knowledge lacks detail, or contains errors, or is irrelevant.</li> <li>• There is little evidence of understanding, due to many inaccuracies and/or omissions.</li> </ul>
0-6 (NA)	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge or understanding is evident.</li> </ul>

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

**Part Two: Marking Instructions for each Question**

**Section A:  
Understanding the Individual**

**A1 – Self-Concept**

Question		Expected Answer/s	Max Mark					
1	a	<p>Self-esteem is how we value ourselves</p> <p>A. True B. False</p> <p><b>A. True</b></p>	1					
1	b	<p>A. How much we like and value ourselves B. What groups we belong to C. The kind of person we would like to be D. A personality test</p> <p><b>C. The kind of person we would like to be</b></p>	1					
1	c	<p>Use the words in the box below to complete the sentence that follows.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>decentre</td> <td>sing</td> <td>point of view</td> <td>house</td> <td>belong</td> </tr> </table> <p>Individuals who are able to <b>decentre</b> can see things from another persons' <b>point of view</b></p>	decentre	sing	point of view	house	belong	2
decentre	sing	point of view	house	belong				
1	d	<p>A. When a child learns language B. When a child develops social skills C. When a child learns self recognition D. When a child develops muscles</p> <p><b>C. When a child learns self recognition</b></p>	1					
1	e	<p>A. A mental representation of things in our world B. A group identity C. A personality characteristic D. A school</p> <p><b>A. A mental representation of things in our world</b></p>	1					

Question			Expected Answer/s	Max Mark
1	f		<p>In your answer you should include:</p> <ul style="list-style-type: none"> <li>• Researcher's name(s)</li> <li>• How they carried out the study</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Lewis &amp; Brookes-Gunn (1979)</b>  <b>Coopersmith (1979)</b></p> <p><b>Other possible studies include:</b></p> <p><b>Harter (1982)</b>  <b>Lewis &amp; Brookes (1978)</b>  <b>Piaget &amp; Inhelder (1956)</b></p>	4
1	g	i	<p>Media</p> <p><b>Media: may include tv programmes, news reports, celebrities etc. If the media portrays each sex in a particular way (eg slim women) then when adolescents compare themselves to those they see, they may, as a result, have low self-esteem. Media can also contribute to what our ideal self is.</b></p>	
1	g	ii	<p>Peers</p> <p><b>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.</b></p>	
1	g	iii	<p>Parents</p> <p><b>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.</b></p> <p><b>No more than 3 marks may be gained in any one section of this answer. Full marks cannot be gained by only answering 2 parts of the question.</b></p> <p><b>....in all questions alternative points may be credited as appropriate</b></p>	6
				<b>Total 16 marks</b>

Section A

A2 - Learning Theories

Question			Expected Answer/s	Max Mark					
2	a		<p>Skinner conditioned a rat to press a lever for a reward of food</p> <p>A. True B. False</p> <p><b>A. True</b></p>	1					
2	b		<p>A. By writing things down B. Through imitating others C. Through our dreams D. Through salivating</p> <p><b>B. Through imitating others</b></p>	1					
2	c		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Response</td> <td>Hypnosis</td> <td>Talking</td> <td>Stimulus</td> <td>Reading</td> </tr> </table> <p>Feature 1 <b>Response</b>            1 mark Feature 2 <b>Stimulus</b>            1 mark</p>	Response	Hypnosis	Talking	Stimulus	Reading	2
Response	Hypnosis	Talking	Stimulus	Reading					
2	d		<p><b>An example of reinforcement could be anything pleasurable that increases the likelihood that behaviour is repeated eg praise or a treat for doing well in an exam. Negative reinforcement eg doing homework to avoid a detention could also be credited.</b></p>	2					
2	e	i	<p>Aggression</p> <p><b>In SLT we learn behaviour by observation, imitation, modelling and identification. Aggressive behaviour can be learned by copying family members who display aggressive behaviour. Research evidence such as the Bobo doll Study could be used to give examples of modelling aggression or gender roles.</b></p>						

Question			Expected Answer/s	Max Mark
2	e	ii	<p>Our gender roles</p> <p><b>Gender roles are patterns of behaviour appropriate for males and females in any society and for example girls watch and imitate their mothers and boys watch and imitate fathers.</b></p> <p><b>No more than 3 marks may be gained in any one section of this answer.</b></p>	4
2	f		<p>In your answer you should include</p> <ul style="list-style-type: none"> <li>• Researcher's name(s)</li> <li>• How they carried out the study</li> <li>• What they found out</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Watson &amp; Rayner (1920)</b>  <b>Pavlov (1909, 1927)</b>  <b>Bandura, Ross and Ross (1961) and other years</b></p> <p><b>....in all questions alternative points may be credited as appropriate</b></p>	6
				<b>Total 16 marks</b>



## Section B

### Investigating Behaviour

Question		Expected Answer/s	Max Mark	
1	a	A. True B. False  <b>B. False</b>	1	
1	b	A. Hippopotamus B. Hypochondriac C. Hypothesis D. Hypotenuse  <b>C. Hypothesis</b>	1	
1	c	1. <b>Informed Consent</b>  2. <b>Confidentiality</b>  (or any others)	2	
1	d	The score that occurs most often in a set of data is called the <b>Mode</b>	1	
1	e	<b>How true to the real life experience or environment research is. Lab experiments have low ecological validity, Natural experiments have high ecological validity.</b>	2	
1	f	i	<b>Questionnaire</b>	
1	f	ii	<b>Interview</b>	2
1	g	<b>Random Sampling</b>	1	
1	h	Bar graph, Pie chart, Line graph	2	
1	i	<ul style="list-style-type: none"> <li>• Establishes cause and effect</li> <li>• Manipulates IV measures DV</li> <li>• Most scientific method available to psychologists</li> <li>• 3 types – lab, field, natural</li> <li>• Descriptions of some or all of 3 may be given</li> </ul> <p>.... <b>in all questions alternative points may be credited as appropriate</b></p>	4	
			<b>Total 16 marks</b>	

## Section C

### C1 - The Individual in the Social Context

Question		Expected Answer/s	Max Mark
1	a	<p>Personality</p> <p><b>Relatively stable characteristics that make each of us unique. Examples of characteristics may be credited.</b></p>	2
1	b	<p><b>Outgoing, adventurous, risk taker, sociable, etc</b></p>	2
1	c	<p>A. Nervous B. Needy C. Neuroticism D. Naughty</p> <p><b>C. Neuroticism</b></p>	1
1	d	<p>A. Be very untidy B. Chew their pens C. Be very organised and tidy D. Agree with what everyone else said</p> <p><b>B. Chew their pens</b></p>	1
1	e	<p>In your answer you should include:</p> <ul style="list-style-type: none"> <li>• Researcher's name(s)</li> <li>• How they carried out the study</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Freud (1909)</b> <b>Eysenck (1947)</b></p> <p><b>Other possible studies include:</b></p> <p><b>Forer (1949)</b> <b>Adorno (1950)</b></p>	4

Question			Expected Answer/s	Max Mark
1	f	i	<p>Id</p> <p><b>First structure to develop, demands satisfaction, pleasure principle.</b></p>	
		ii	<p>Ego</p> <p><b>Second structure to develop, tries to balance conflict between id and superego, reality principle.</b></p>	
		iii	<p>Superego</p> <p><b>Last structure to develop, tries to control the demanding id, internalised values/morals from parents and society, morality principle.</b></p> <p><b>No more than 3 marks may be gained in any one section of this answer. Full marks cannot be gained by answering only 2 parts of the question.</b></p> <p><b>.....in all questions alternative points may be credited as appropriate</b></p>	6
				<b>Total 16 Marks</b>

**C2 - Group Processes**

Question		Expected Answer/s	Max Mark						
2	a	<p>Group Processes</p> <p>A. A group of people                      B. A list of members in the group                      C. Expected ways of behaving in a group                      D. A record of events available to the group</p> <p><b>C. Expected ways of behaving in a group</b></p>	1						
2	b	<p>A. Making your own decision on how to behave                      B. Doing what everyone else does, to fit in                      C. Obeying strict orders                      D. Misbehaving</p> <p><b>B. Doing what everyone else does, to fit in</b></p>	1						
2	c	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>equal</td> <td>aggressive</td> <td>forgetful</td> <td>loyal</td> <td>rude</td> </tr> </table> <p>A group that is cohesive has members who are <b>loyal</b> to one another and have <b>equal</b> status</p> <p><b>The use of correct words in either space would be accepted.</b></p>	equal	aggressive	forgetful	loyal	rude	2	
equal	aggressive	forgetful	loyal	rude					
2	d	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Strict set of rules and duties</td> <td style="width: 33%;">No set rules</td> <td style="width: 33%;">Everyone has defined roles</td> </tr> <tr> <td></td> <td style="text-align: center;">The group has a clear leader</td> <td style="text-align: center;">Often made up of friends</td> </tr> </table> <p><b>No set rules, often made up of friends</b></p>	Strict set of rules and duties	No set rules	Everyone has defined roles		The group has a clear leader	Often made up of friends	2
Strict set of rules and duties	No set rules	Everyone has defined roles							
	The group has a clear leader	Often made up of friends							
2	e	<p>In your answer you should include:</p> <ul style="list-style-type: none"> <li>• Researcher's name(s)</li> <li>• How they carried out the study</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Stoner (1961)</b></p> <p><b>Other possible studies include:</b></p> <p><b>Sherif (1935)</b>  <b>Moscovici &amp; Zavalloni (1969)</b>  <b>Asch (1951)</b></p>	4						

Question			Expected Answer/s	Max Mark
2	f	i	<p>Group polarisation</p> <p><b>Groups will make more extreme decisions than individuals will. These can be more risky or more cautious. The support of others in the group will contribute to risky decisions, fears expressed by some members of the group will contribute to cautious decisions. Credit may be given for examples.</b></p>	
2	f	ii	<p>Groupthink</p> <p><b>In a group people can doubt their own views and begin to go along with a dominant leader. This means that all options are not discussed and the group begins to act with one mind. This leads to bad decisions being made. Credit may be given for examples.</b></p> <p><b>No more than 4 marks may be gained in any one section of this answer</b></p> <p><b>...in all questions alternative points may be credited as appropriate</b></p>	6
				<b>Total 16 marks</b>

### C3 - Non-verbal communication (NVC)

Question			Expected Answer/s	Max Mark
3	a		<p>A. To convey simple messages            B. To work out the mean score            C. To analyse dreams            D. To raise self-esteem</p> <p><b>A. To convey simple messages</b></p>	1
3	b		Vocal sounds (not words) which convey some meaning. Eg sighs, intonation, hesitation etc.	2
3	c		<p>A. Facial expressions            B. Gestures            C. Posture            D. Speech</p> <p><b>D. Speech</b></p>	1
3	d		<p>1. Happiness/smile            2. Surprise/wide eyes, open mouth</p>	2
3	e		<p>In your answer you should include:</p> <ul style="list-style-type: none"> <li>• Researcher name(s)</li> <li>• How did they conduct the study</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Ekman (1980)</b>  <b>Eibl-Eibesfeldt (1973)</b></p>	4
3	f	i	<p>Cultural differences</p> <p><b>NVC is learned through experience and socialisation. This is supported by the evidence that NVC varies in different cultures. In middle eastern countries people stand much closer than people in Western countries. Symbols like thumbs up or head nodding have different meanings in different cultures.</b></p>	

Question			Expected Answer/s	Max Mark
3	f	ii	<p>Gender differences</p> <p><b>Men are more likely to initiate touch with others than are women. Women are touched more than men. Also, women are more likely to associate touch with personal warmth and expressiveness.</b></p> <p><b>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 “locked in” without realising that eye contact is being returned.</b></p> <p><b>No more than 4 marks may be gained in any one section of this answer</b></p> <p><b>...in all questions alternative points may be credited as appropriate</b></p>	6
				<b>Total 16 marks</b>

**C4 – Altruism**

Question		Expected Answer/s	Max Mark
4	a	<b>A pro-social behaviour. Helping behaviour that benefits person receiving it but not the giver. Risk may be involved</b>	<b>2</b>
4	b	A. True B. False  <b>A. True</b>	<b>1</b>
4	c	<b>Two from empathy-altruism, cost-reward analysis, biological (Kin Selection), Evolutionary Theory, SLT or Cognitive Decision Model</b>	<b>2</b>
4	d	A. True B. False  <b>A. True</b>	<b>1</b>
4	e	In your answer you should include: <ul style="list-style-type: none"> <li>• Researcher name(s)</li> <li>• How they carried out the study</li> </ul> <p><b>Likely studies include:</b></p> <p><b>Darley &amp; Latane (1968)</b> <b>Piliavin, Rodin and Piliavin (1969)</b></p> <p><b>Other possible studies include:</b></p> <p><b>Sprafkin (1975)</b> <b>Batson (1981)</b></p>	<b>4</b>



Question		Expected Answer/s	Max Mark
4	f	<p>Reinforcement</p> <p><b>If altruistic behaviour is reinforced it means that it would be rewarded. Behaviours that are reinforced are encouraged to be repeated. Examples may be given</b></p> <p>Modelling</p> <p><b>If we see someone we admire behaving in an altruistic way we can identify with them and copy that behaviour in the future. Examples may be given</b></p> <p><b>No more than 4 marks may be gained for any one theory in this answer.</b></p> <p><b>.....in all questions alternative points may be credited as appropriate</b></p>	6
			<b>Total 16 marks</b>

[END OF MARKING INSTRUCTIONS]