



2013 Psychology

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for Psychology Intermediate 2

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 Intermediate 2

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 include reference to both knowledge/understanding and analysis/evaluation; in the questions, these are weighted at approximately **80% & 20%** of the available marks, respectively.
5. Where a question requires the candidate to ‘Evaluate’ (research, theory, method, application, etc), a balance of strengths and weaknesses should be provided. However, a bias towards weaknesses/limitations/disadvantages is acceptable.
6. 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.

7. Questions on research studies will normally focus on the topic itself, rather than an aspect of a topic. They may require the candidate to 'describe', or 'discuss', or 'evaluate' a study. 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, including the proportions of knowledge/ understanding and analysis/evaluation required. To 'describe' a study, the candidate should provide: researcher name(s), date (preferably), what was studied (ie psychological process, behaviour, etc) and why (aim), outline of procedure, results; description of participants, apparatus, method, etc can also gain credit. To 'discuss', the answer should include all of those plus conclusions and evaluation. To 'evaluate', strengths and weaknesses (methodological, ethical, theoretical, etc) should be given. 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, or may require the candidate to relate the research findings to a theory, concept, application.
8. 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.
9. For all questions, alternative material may be credited where relevant.
10. 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.

Mark Band & Approximate Grade (for a 20 mark question)	Generic Requirements
18-20 (A1)	<ul style="list-style-type: none"> • Accurate, relevant psychological knowledge is demonstrated. • Response is well structured showing clear understanding; appropriate examples are provided. • Integration of knowledge from other relevant areas is appropriate. • Analysis of psychological processes and behaviours is precise and supported by research evidence. • Evaluation of theories, concepts and evidence is accurate. • Psychological ideas are expressed effectively using accurate terminology.
14-17 (A2)	<ul style="list-style-type: none"> • Knowledge of the topic is accurate and relevant in the main. • The response shows clear understanding and some appropriate examples are used. • Some integration of points from other relevant areas is shown, though may be slightly limited. • The answer is analytical and draws on research evidence, but may show minor weaknesses or omissions. • Evaluation is shown but may be limited. • Expression of psychological ideas is effective with good use of psychological terminology.
12-13 (B)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant but may be slightly lacking in detail. • Response shows good understanding although use of examples and research evidence may be limited. • Analysis and evaluation are evident, although limited. • Psychological ideas are expressed effectively in the main, with some use of psychological terminology.
10-11 (C)	<ul style="list-style-type: none"> • Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies. • There is reasonably clear understanding, although use of examples and research evidence is limited or absent. • Analysis/evaluation is lacking or is inaccurate. • Expression of psychological information is reasonably clear, although use of psychological terminology may be limited.
9 (D)	<ul style="list-style-type: none"> • Knowledge lacks detail and/or contains errors. • There is little evidence of understanding either because of inaccuracies or irrelevant use of examples. • Analysis/evaluation has not been attempted and there is little or no use of research evidence. • Expression of psychological information is unclear, and terminology is lacking.
0-8 (NA)	<ul style="list-style-type: none"> • Little or no psychological knowledge or understanding is evident. • No analysis or evaluation is shown. • Psychological information is very poorly expressed, using little or no appropriate terminology.

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

Specific Content Requirements

Section A

Question 1 – Self-concept

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A1			Describe the following terms:		
A1	a	i	Self-image <i>Self-image is how we describe ourselves (the sort of person we think we are). It is mainly descriptive. It typically includes social roles, personal facts, body image and personality traits.</i>	2	
A1	a	ii	Self-esteem <i>Self-esteem is evaluative. It is based on the extent to which we like or approve of ourselves and how worthwhile we think we are.</i>	2	
A1	b		Describe and evaluate one research study which investigated self-concept. Your answer should include: <ul style="list-style-type: none"> • researcher’s name(s) • aim/what was studied • procedure • results <p>Include either one strength or one weakness of the study.</p> <p><i>Likely studies:</i></p> <p><i>Coopersmith, 1967</i> <i>Lewis and Brooks-Gunn, 1979</i> <i>Piaget and Inhelder, 1956 (three mountains)</i></p>	4	2

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A1	c	<p>Explain two factors that affect the development of the self-concept during adolescence. Give an example of one of these factors.</p> <p><i>Adolescents tend to group with people of the same age, social background, and of equal status. They will share more social and emotional ties with their peers rather than parents. Candidates should give an example eg friends all wearing the same kind of clothes or listening to the same music to show their identity.</i></p>	4	2
A1	d	<p>What did Erikson mean by “identity versus role confusion”?</p> <p><i>This is the conflict that arises during adolescence. The adolescent is seeking to establish an adult self-concept/identity, which would be the positive resolution of the stage. However, s/he is experiencing many demands, and pressures to make choices, from parents, teachers, peers; these demands may conflict, leading to role confusion, a negative outcome of the stage.</i></p>	4	
In all questions alternative points may be credited as appropriate				
Totals			16	4

Question 2 – Learning Theories

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A2			In operant conditioning, describe what the following terms mean:		
A2	a	i	Positive reinforcement <i>Anything pleasurable which increases the probability of a response, eg food, drink, money.</i>	2	
A2	a	ii	Negative reinforcement <i>Removal, avoidance or escape from anything unpleasant, which increases the probability of a response occurring, eg escape from an electric shock.</i>	2	
A2	a	iii	Punishment <i>The removal of something pleasant, or giving something unpleasant, eg pain or humiliation, which decreases the likelihood of a response.</i>	2	
A2	b		Describe and evaluate one research study that has investigated learning. Your answer should include: <ul style="list-style-type: none"> researcher's name(s) aim/what was studied procedure results <p>Include either one strength or one weakness of the study</p> <p><i>Likely studies:</i></p> <p><i>Pavlov (1909)</i> <i>Skinner</i> <i>Watson (1920)</i> <i>Bandura (1961)</i></p>	4	2

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A2	c		<p>What is meant by classical conditioning?</p> <p><i>Learning by association/stimulus-response learning.</i></p>	2	
A2	d	i	<p>What is Social Learning Theory?</p> <p><i>People learn by observing and imitating. People acquire knowledge from watching others, especially whether or not they are rewarded. People are more likely to copy models that are:</i></p> <ul style="list-style-type: none"> • <i>Reinforced</i> • <i>Liked, admired, and respected (parents, media, heroes and heroines). Imitation occurs when people pay attention especially to those models people like.</i> • <i>Similar, especially in terms of sex and age – same sex friends are powerful models.</i> 	4	
A2	d	ii	<p>Provide an example of Social Learning Theory from everyday life.</p> <p><i>Examples can include the acquisition of gender roles and moral behaviour.</i></p>		2
In all questions alternative points may be credited as appropriate					
Totals				16	4

Section B – Investigating Behaviour

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae							
B		<p>A researcher wanted to investigate if colourful pictures would improve the vocabulary of children in Primary 1 during reading lessons. The researcher wanted to use all of the children from the registers of Class A and Class B, totalling 66 children. Each child was given a consent form to take home to their parents/guardians to ask for permission to take part in the study.</p> <p>Children in Class A were shown colourful pictures during their reading lessons for four school weeks. Children in Class B continued with their normal reading lessons during that time.</p> <p>At the end of the four weeks both Class A and Class B were tested to find out the number of new words each class had learned. The graph below shows the results:</p> <div style="text-align: center;"> <p>Effects of Colourful Pictures</p> <table border="1" style="margin: 0 auto;"> <caption>Data from 'Effects of Colourful Pictures' Bar Chart</caption> <thead> <tr> <th>Class Group</th> <th>New Words Learned</th> </tr> </thead> <tbody> <tr> <td>Class A</td> <td>80</td> </tr> <tr> <td>Class B</td> <td>40</td> </tr> </tbody> </table> </div>	Class Group	New Words Learned	Class A	80	Class B	40		
Class Group	New Words Learned									
Class A	80									
Class B	40									
B	a	<p>The method used in the research scenario is a field experiment. Name two other types of experiment.</p> <p><i>Laboratory and natural.</i></p>	2							
B	b	<p>The research scenario appears to have good “ecological validity”. What is meant by this term?</p> <p><i>The findings can be transferred to real life situations as it is conducted in a real life situation, ie in a school.</i></p>	2							

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
B	c	Describe the experimental method of research often used in psychology. <i>An essential feature of an experiment is that it involves deliberate manipulation of the IV and the variable which is likely to be affected, the DV. There is a degree of control depending on which type of experiment is being used. There can be a high degree of replication depending on which type of experiment is being used (eg lab experiment). Lab experiment can show "cause and effect".</i>	4	
B	d	Describe one other method often used in psychology. <i>Three points should be made about any non-experimental method, eg interview, observation.</i>	3	
B	e	Describe two sampling techniques often used in psychology. <i>Two techniques should be described, eg opportunity, random, quota.</i>	4	
B	f	Give one criticism of the sampling technique used by the researcher in this scenario. <i>Opportunity sampling is not likely to be representative of the population. It is not very scientific.</i>		2
B	g	Name the type of graph used in this scenario and explain the results shown. <i>Bar graph. The bar for class A clearly demonstrates that the use of the colourful pictures has had an impact on learning over the children who did not use it, represented in bar B.</i>	1	2
In all questions alternative points may be credited as appropriate				
			Totals	16
				4

Section C

Question C1 – Personality

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C1	a	<p>Describe what Freud meant by id, ego and superego.</p> <p><i>Personality structures. Descriptions may include: pleasure/reality/morality principle; at what stage in development each appears; whether in conscious or unconscious mind; how each affects behaviour.</i></p>	6	
C1	b	<p>Fixation can occur during Freud's psychosexual stages of development. What is meant by fixation?</p> <p><i>Someone remains emotionally "stuck" in an unresolved stage of development.</i></p>	2	
C1	c	<p>Describe one use of personality testing.</p> <p><i>Often used as a means of recruitment and selection, to predict job performance; may be used alongside other psychometric tests, eg IQ, attitudes etc, and with other selection methods such as interviewing. Example of a test may be given, eg (OPQ, Myers-Briggs). Tests increasingly based on 'big five' personality factors. Applicant's profile is derived from testing, and matched with job requirements.</i></p>	2	
C1	d	<p>In personality testing, what is meant by the term reliability?</p> <p><i>The test is reliable if it is consistent over time and place. Eg if someone is an extrovert on one occasion, then they should be on another.</i></p>	2	

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C1	e	<p>Describe and evaluate one research study which has investigated personality. Your answer should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • aim/what was studied • procedure • results <p>Include one strength and one weakness of the study.</p> <p><i>Likely studies could be:</i></p> <p><i>Freud (1909) Little Hans</i> <i>Eysenck (1947) 700 soldiers</i> <i>Kline and Storey (1977) anal-retentive character</i> <i>Forer (1949)</i> <i>Adorno et al (1950) Authoritarian Personality</i></p> <p>4 marks awarded for details relating to name, aim, method(s)/procedure, results. 4 AE marks for a strength and a weakness.</p>	4	4
In all questions alternative points may be credited as appropriate				
Totals			16	4

Question C 2 – Group Processes

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C2	a	<p>In psychology, what is meant by the term “group”?</p> <p><i>Two or more individuals, who interact, and have common goals.</i></p>	2	
C2	b	<p>Give two characteristics of a formal group.</p> <p>Any two from: <i>Often in employment context, sport, college, etc; composition and roles are imposed, structured, task-oriented, particular purpose.</i></p>	2	
C2	c	<p>Give two characteristics of an informal group.</p> <p>Any two from: <i>Spontaneous, based on friendships /interests in common, unwritten rules (norms) give social rewards.</i></p>	2	
C2	d	<p>Describe one reason why group members tend to conform to group norms. Give an everyday example of this.</p> <p><i>In order to stay in favour, be accepted by the group or maintain their identity via membership of the group; to avoid disapproval or isolation. May show compliance or internalisation. Eg someone smoking/drinking because their friends do.</i></p>	2	2

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C2	e	<p>Describe and evaluate one research study into group processes. Your answer should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • aim/what was studied • procedure • results <p>Include either one strength or one weakness of the study.</p> <p><i>Any relevant research study may be used.</i></p> <p><i>Likely studies:</i></p> <p><i>Bales & Slater (1955), Stoner (1961), Asch (1955), Janis (1972)</i></p>	4	2
C2	f	<p>Describe factors that may affect group decision-making.</p> <p>At least two of the following: <i>Conformity processes; risky shift/group polarisation; groupthink.</i></p>	4	
In all questions alternative points may be credited as appropriate				
Totals			16	4

Question C 3 – Non-verbal Communication (NVC)

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C3	a	<p>Name two types of NVC.</p> <p>Any two from: <i>Proximity, para-language, posture, facial expressions, gestures.</i></p>	2	
C3	b	<p>Describe two functions of NVC.</p> <p>Any two fully described from: <i>may convey emotion, convey attitude, emphasise verbal communication, replace verbal communication, indicate type of relationship, eg formal, intimate.</i></p>	4	
C3	c	<p>In NVC give two examples of gestures.</p> <p>Any two from: <i>Waving; thumbs up; fingers crossed; middle finger sticking up; shaking hands; nodding head.</i></p>		2
C3	d	<p>In NVC, explain what is meant by proximity.</p> <p><i>Refers to the amount of space an individual maintains between self and other people; “buffer zone”; varies, eg depending on role and culture.</i></p>	2	

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C3	e	<p>Describe and evaluate one research study into NVC. Your answer should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • aim/what was studied • procedure • results <p>Include either one strength or one weakness of the study.</p> <p><i>Any relevant research can be used.</i></p> <p><i>Likely studies:</i></p> <p><i>Eibl-Eibesfeldt (1970, 1972), Felipe & Sommer (1966), Ekman & Friesen (1971) Hess (1963), Argyle & Dean (1965)</i></p>	4	2
C3	f	<p>Describe nature factors on the development of NVC.</p> <p><i>Some facial expressions of emotion are universal and therefore probably innate. Blind babies start to smile at about the same age as sighted infants, ie maturational/innate. Facial expressions also found in primates, eg chimps, suggesting signals have evolved, and are therefore basically innate.</i></p>	4	
<p>In all questions alternative points may be credited as appropriate</p>				
Totals			16	4

Question C4 – Altruism

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C4	a	<p>Give a definition of altruism.</p> <p><i>Helping behaviour that is intended to benefit others rather than oneself, sometimes at a cost to the helper.</i></p>	2	
C4	b	<p>Give an example of how modelling can be used to encourage altruism in children.</p> <p><i>Role models (eg siblings, parents, celebrities) can encourage altruistic behaviour in children by displaying such behaviour and providing opportunities for it to be observed and imitated.</i></p>		2
C4	c	<p>State two victim characteristics.</p> <p>Two from: <i>drunk/sober, disabled; appearance of blood; attractiveness; ethnicity; similarity. Makes help more, or less, likely, depending on specific characteristics chosen. Research evidence can be credited.</i></p>	2	
C4	d	<p>Describe and evaluate one research study that investigates altruism. Your answer should include:</p> <ul style="list-style-type: none"> • researcher's name(s) • aim/what was studied • procedure • results <p>Include either one strength or one weakness of the study.</p> <p><i>Likely studies:</i></p> <p><i>Latane and Darley (1968, 1970)</i> <i>Latane and Rodin (1969)</i> <i>Piliavin et al (1969)</i> <i>Batson (1981)</i></p>	4	2

Question		Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C4	e	<p>How does kin selection explain altruism?</p> <p>Up to 2 marks for description of kin selection. <i>Kin selection refers to apparent strategies in evolution that favour the reproductive success of an organism's relatives, even at a cost to their own survival and/or reproduction. People are predisposed to help their offspring/relatives in order to further the survival of the shared genes.</i></p>	4	
C4	f	<p>Describe two factors that affect bystander behaviour in an emergency situation, eg when a person collapses in the street.</p> <p>Two from: <i>Situational factors: number of bystanders; the ambiguity of the situation, the location</i> <i>Victim characteristics: appearance; how deserving the person is perceived to be, similarity to potential helper</i> <i>Helper characteristics: gender; personality types</i> <i>Diffusion of responsibility: the greater the number of onlookers the less help is offered</i> <i>Pluralistic ignorance: situation deemed as non-emergency by others and help is less likely.</i></p>	4	
<p>In all questions alternative points may be credited as appropriate</p>				
Totals			16	4

[END OF MARKING INSTRUCTIONS]