2014 Psychology

Intermediate 1

Finalised Marking Instructions

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 <u>always</u> 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.

1. Foe 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 specific terminology is used.

Mark Band & Approximate Grade (for a 16 mark question)	Generic Requirements
14-16 (A1)	• 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)	• 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 question/stimulus material is accurate in the main. • Some integration of points from other relevant areas is evident, though limited.
10-11 (B)	• 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 question/stimulus material is reasonably sound.
8-9 (C)	• 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 question/stimulus material is evident, though limited.
7 (D)	• 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)	• Little or no psychological knowledge or understanding evident.

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	Additional Guidance
1	**(a)**		B.　Ideal self C.　Self image	**2**	
1	**(b)**		A.　True	**1**	
1	**(c)**		B.　Seeing things only from your own point of view.	**1**	
1	**(d)**		The rouge test involves putting a **(red) mark, rouge/dot** on the face of a child to test if they have developed **self recognition/self identity/concept of self**.	**2**	
1	**(e)**		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. 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. Media: seeing celebrities can influence the ideal self through people wishing to copy their behaviour and image. Attitudes toward body shape can also be taken from media images.	**4**	

Question			Expected Answer(s)	Max Mark	Additional Guidance
1	**(f)**		Likely studies include: Lewis & Brookes-Gunn (1979) Coopersmith (1979) Other possible studies include: Harter (1982) Lewis and Brookes (1978) Piaget and Inhelder (1956) **alternative valid points may be credited**	**6**	
				Total 16 marks	

A2 – Learning Theories

Question			Expected Answer(s)	Max Mark	Additional Guidance
2	**(a)**		B False	**1**	
2	**(b)**		C Learning by associating one stimulus with another.	**1**	
2	**(c)**		Skinner trained a **rat/pigeon** to press a lever in order to receive **food/reward/pellet**.	**2**	
2	**(d)**	**(i)**	Feature 1 – Stimulus	**1**	
2	**(d)**	**(ii)**	Feature 2 – Response	**1**	
2	**(e)**		SLT says that we observe the behaviour of others and identify with particular role models. We then go on to imitate this behaviour. Examples can be used from gender, aggression or any other relevant area.	**4**	
2	**(f)**		Likely studies include: Watson & Rayner (1920) Pavlov (1909, 1927) Bandura, Ross and Ross (1961) and other years **alternative valid points may be credited**	**6**	
				Total 16 marks	

Section B

Investigating Behaviour

Question			Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	(i)	Technique 1 – Interviews	1	
1	(a)	(ii)	Technique 2 – Questionnaire	1	
1	(b)		A. Field D. Natural	2	
1	(c)		A. True	1	
1	(d)		Data is looked at to find the most frequently occurring piece of data. This can be a score or an answer or an item. An example using figures or items may be used.	2	
1	(e)		It is a longitudinal in-depth study on an individual or group of people. It is used to investigate unusual conditions/situations. Data is collected using a variety of methods, eg questionnaires, tests, interviews. It can come from a variety of sources, eg the person themselves, family, friends, doctors. Examples of case studies may be used to gain marks.	4	
1	(f)		C. A prediction of the results.	1	
1	(g)	(i)	Bar graph, pie chart, table, line graph.	1	
1	(g)	(ii)	Clear description or drawing would be accepted.	2	
1	(h)		Consent, confidentiality, deception, welfare of participants. **alternative valid points may be credited**	1	
				Total 16 marks	

Section C

The Individual in the Social Context

C1 – Personality

Question			Expected Answer(s)	Max Mark	Additional Guidance
1	(a)		A. The reality principle.	1	
1	(b)		Freud believed that there are **five** psychosexual stages of development, the third of which is the **phallic** stage.	2	
1	(c)	(i)	MMPI, EPI, Rorschach, OCEAN, Cattell 16pf, Myers Briggs, TAT, etc.	1	
1	(c)	(ii)	Described as appropriate.	2	
1	(d)		Likely studies include: Freud (1909) Eysenck (1947) Other possible studies include: Forer (1949) Adorno (1950) Credit may be awarded if results, conclusions or evaluation are given, however full marks cannot be gained without the points in the question having been fully covered.	4	

Question			Expected Answer(s)	Max Mark	Additional Guidance
1	**(e)**		For full marks 3 traits should be named and a characteristic of high scorers on that trait should be given. Credit will be given for traits of those with low scores. Openness – creative, curious Conscientiousness – hardworking, ambitious Extraversion – sociable, outgoing Agreeableness – good natured, helpful Neuroticism – anxious, insecure **alternative valid points may be credited**	**6**	
				Total 16 marks	

C2 – Group Processes

Question			Expected Answer(s)	Max Mark	Additional Guidance
2	**(a)**		A. True	**1**	
2	**(b)**		A cohesive group is said to have a **high** level of conformity.	**1**	
2	**(c)**		A. Conformity within the group.	**1**	
2	**(d)**		Groupthink is a situation where a group has an influential leader who does not consider alternative ideas. It occurs when group members try to minimise conflict and reach a consensus decision without critical evaluation of alternative ideas or viewpoints.	**2**	
2	**(e)**		C. When a group makes more extreme decisions than an individual.	**1**	
2	**(f)**		Stage 1 – Forming: the initial stage, members are unsure about the task and about each other. 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. Stage 3 – Norming: members realise the need to co-operate in order to perform task. The group develops norms of behaviour. Stage 4 – Performing: the group is now cohesive and works effectively as a team. Stage 5 – Adjourning: the group disbands, either because their task has been accomplished or because members have left. One mark should be given for the correct name in each case.	**4**	

Question			Expected Answer(s)	Max Mark	Additional Guidance
2	**(g)**		Likely studies include: Stoner (1961) Other possible studies include: Sherif (1935) Moscovici & Zavalloni (1969) Asch (1951) **alternative valid points may be credited**	**6**	
				Total 16 marks	

C3 – Non-verbal communication (NVC)

Question			Expected Answer(s)	Max Mark	Additional Guidance
3	(a)		B. Gestures	1	
3	(b)		Smiling, frowning, scowling, raised eyebrows. If emotions are given, eg happiness, anger, sadness credit will be given.	2	
3	(c)		B. It uses speech	1	
3	(d)		Any one from: • Touch: men are more likely to initiate touch with others than are women. • Women are touched more than men. • Women are more likely to associate touch with personal warmth and expressiveness. • Facial expressions: women are more skilled at both sending and interpreting facial expression than are men.	2	
3	(e)		Any two from: • Ok sign is rude in Brazil but not in UK. • In UK we point with one finger whereas in Asian countries that would be rude and they use the whole hand. • In Hispanic, Asian and Middle Eastern countries, eye contact is thought to be disrespectful.	4	

Question			Expected Answer(s)	Max Mark	Additional Guidance
3	**(f)**		Likely studies include: Ekman (1980) Eibl – Eibesfeldt (1973) **alternative valid points may be credited**	**6**	
				Total 16 marks	

C4 – Altruism

Question			Expected Answer(s)	Max Mark	Additional Guidance
4	(a)		A. True	1	
4	(b)		B. False	1	
4	(c)		Age, sex, dress, appearance, etc.	2	
4	(d)		Reinforcement, media or modelling can be described. Credit may be given if one or more are used in answer.	2	
4	(e)		Biological – kinship selection, based on theory of evolution and natural selection. Most likely to help those who are related to us. Based on shared genes. Cost-reward analysis – weighing up benefits (social approval, praise, etc) versus investment in terms of time, safety, embarrassment, etc. If reward of helping is greater than the cost, then we will help. Empathy altruism – we help because we understand how someone is feeling. We want to reduce their distress. Similarity will encourage altruism. A maximum of 3 marks can be given for any one theory.	4	

Question			Expected Answer(s)	Max Mark	Additional Guidance
4	**(f)**		Likely studies include: Darley & Latane (1968) Piliavin, Rodin and Piliavin (1969) Other possible studies include: Sprafkin (1975) Batson (1981) **alternative valid points may be credited**	**6**	
				Total 16 marks	

[END OF MARKING INSTRUCTIONS]