2014 Psychology

Intermediate 2

Finalised Marking Instructions

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 <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.

(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)	- 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)	- 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)	- 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)	- 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)	- 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)	- 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

Section A

Question 1 – Self-concept

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A1	**(a)**		Self–efficacy refers to how we see the abilities we have – our self-effectiveness.	**2**	
A1	**(b)**		The kind of person we would aspire, to be.	**2**	
A1	**(c)**		Through presentation of role models and "ideals" the media exerts a powerful pressure on the developing adolescent's sense of self. Self-image – this is how the adolescent sees him/herself and refers to body image, skills and abilities etc. The media presents "ideals" of how a person should look, act etc. These are often unattainable (eg airbrushed photos of models) and/or present an image which it is implied all should be aiming for. This may cause adolescent to engage in harmful behaviours in order to try to achieve this modelled image, or may result in mental and physical problems when this image is found to be practically unattainable. Self-esteem – this is a measure of the extent to which the adolescent values him/herself. In comparing him/herself to role models presented in the media, the adolescent may feel that any perceived shortfall between themselves and their role models (in looks, behaviour, lifestyle etc) develops into a sense of low self-esteem with attendant problems.	**4**	**2**

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
A1	**(d)**	**(i)**	A basic cognitive structure which individuals use to make sense of their experience. A building block of knowledge. A mental representation of something.	**2**	
A1	**(d)**	**(ii)**	When a child encounters new experiences which do not match their existing mental structures they change an existing schema to develop a new one.	**2**	
A1	**(e)**		Likely studies: Lewis & Brooks-Gunn (1979) Strength: Lab – control over IV, replicability etc. Weakness: Procedural – artificiality of task/setting; generalisability from sample. Ethical – use of children/consent etc. Coopersmith (1968) Strength: Straightforward questionnaire, easy to complete and understand etc. Weakness: Problems with self-report technique, understanding of statements so comparability, demand characteristics etc. Piaget & Inhelder (1956) Strength: Lab – control over IV, replicability etc. Weakness: Procedural – artificiality of task/setting; generalisability from sample. Ethical – use of children/consent etc. Kuhn (1920) Strength: Straightforward questionnaire, easy to complete and understand etc. Weakness: Problems with self-report technique, understanding of statements so comparability, demand characteristics etc.	**4**	**2**
	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	(a)		According to Skinner operant conditioning (or instrumental conditioning) is learning by consequence. The process of reinforcement leads to a conditioned response.	2	
A2	(b)		Positive reinforcement should be described as the strengthening of a behaviour through receiving a favourable reward.	2	
A2	(c)		Negative reinforcement should be described as strengthening of a behaviour through termination of an unpleasant stimulus.	2	
A2	(d)		Learning by association – one stimulus is paired with another to elicit a response, eg Pavlov's dogs, Little Albert or an everyday example.	2	2
A2	(e)		Chosen studies could include: Bandura, Ross & Ross (1963) or other Bandura studies	4	2
A2	(f)		Imitation is learning by observation and copying the behaviour of role models, parents, peers, teachers, etc. Identifying with the models observed from a variety of sources, eg real life models, characters in the media. Adopting their values/attitudes/beliefs: trying to be like them, not just copying actions.	4	
	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	(a)		Interview (survey can be credited). Self-report, open/closed questions, face-to-face/telephone, structured/unstructured/semi-structured. Qualitative/quantitative data. Field experiment may be credited.	4	
B	(b)		Social desirability bias. Potentially unreliable data: self-report/memory. (other weaknesses, depending on method named above)		2
B	(c)		Key features should be explained from case study/experiment (lab, field, natural). Method other than that given in (a).	4	
B	(d)		Select whoever is available at the time to take part in the research.	2	
B	(e)		Random sampling. Everyone in target population has an equal chance of being selected to take part in the research. Use of computer programmes/random number tables/names drawn from a hat.	2	
B	(f)		Research conducted in participants' everyday environment rather than under controlled, laboratory conditions.	2	
B	(g)		Informed consent, confidentiality, deception.		2
B	(h)		Bar graph. Line graph	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)**		The test is valid if it measures what it sets out to measure, eg personality and not general knowledge.	**2**	
C1	**(b)**		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.	**2**	
C1	**(c)**	**(i)**	1 KU mark for naming TAT or Rorschach ink blot test etc.	**3**	
			− The Thematic Apperception Test		
			20 pictures given to participant. Asked to construct a story for picture. Individuals will identify with the people in picture. They will reveal aspects of their unconscious mind from this exercise.		
			− The Rorschach Inkblot Test		
			10 cards with symmetrical shapes. Participant must describe what they see in each card. Everything that an individual does in an ambiguous situation will reveal something important about their personality. Descriptions are coming from the unconscious mind.		
			− EPI: Eysenck Personality Inventory		
			Questionnaires categorising people's personality: type/traits.		
			E scale ⎤ N scale ⎦ 24pt scale		
			In-built lie response.		

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C1	(c)	(ii)	Recruitment – If a firm is looking for a particular personality "type" they may use a questionnaire type test like EPI. Scores on these tests indicate what "type" a person is eg stable extravert. Workplace – If a team leader is required in a certain situation a test could be given to identify someone with the appropriate skills required to complete the specific team task Therapeutic environment- clinical mental health setting - to aid diagnosis. For 2 marks the situation should be described and how the personality test is used in that situation should be clear. Situation should be appropriate for test described in c(i).		2
C1	(d)		1 mark each for naming the traits as Conscientiousness and Agreeableness. Conscientiousness – Ability to control impulses. Can be emotional and behavioural. High scorers tend to be strong-willed and high achievers. Low scorers are less focused and more self-centred. (2 marks) Agreeableness – High scorers want to help others. Low scorers compete for their own interests rather than co-operate with others. (2 marks)	6	
C1	(e)		• Biological perspective • Extroversion versus introversion • Neuroticism versus stability	3	
C1	(f)		Kevin is in the anal stage. Jennifer is in the latent stage.		2
			In all questions alternative points may be credited as appropriate		
			Totals	**16**	**4**

Question C2 – Group Processes

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C2	**(a)**		Closeness of group members; loyalty; high level of conforming to norms; feelings of belongingness, lack of conflict; team spirit.	**2**	
C2	**(b)**		Any two from: • The level of loyalty each member feels towards the group/task. High loyalty will produce a more cohesive group. • If there is a high level of interdependence required to complete the task there will be more cohesiveness. • The size of the group. Smaller groups will show more cohesiveness. • The more successful the group is, the more cohesive it will become. • The more similar the group members are to each other, the more cohesive they will be.	**4**	
C2	**(c)**		Any three from: Stage 1 – Forming: the initial stage, members are tentative about the task, about each other and the group leadership. Extreme views are usually restrained. Stage 2 – Storming: the members are getting to know each other better and are prepared to put forward their views more vigorously. This leads to conflict between individuals. Stage 3 – Norming: the conflict begins to be controlled as the members realise the need to co-operate in order to perform the task. The group agrees norms of behaviour. Stage 4 – Performing: the group has now developed the required degree of cohesion to work effectively as a team. Stage 5 – Adjourning: the group disbands, either because their task has been accomplished or because members have left.	**6**	

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C2	**(d)**		Likely studies: Janis (1972) groupthink, Stoner (1961) risky shift, Moscovici and Zavalloni (1969) group polarization, Asch (1955) conformity 4 KU for the name, aim, procedure and results/conclusion. 4 AE for one strength **and** one weakness.	**4**	**4**
	In all questions alternative points may be credited as appropriate				
			Totals	16	4

Question C3 – Non-verbal Communication (NVC)

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C3	**(a)**		Two from: joy, sadness, fear, anger, disgust, surprise.	**2**	
C3	**(b)**		Any two from: Gestures: There are a number of gestures commonly used in Western cultures that may have a different meaning and/or be offensive to those from other cultures. One common example is the use of a finger or hand to indicate "come here please". This is the gesture used to beckon dogs in some cultures and is very offensive. Pointing with one finger is also considered to be rude in some cultures and Asians typically use their entire hand to point to something. Touch: While patting a child's head is considered to be a friendly or affectionate gesture in Western cultures, it is considered inappropriate by many Asians to touch someone on the head, which is believed to be a sacred part of the body. In the Middle East, the left hand is reserved for bodily hygiene and should not be used to touch another or transfer objects. In Muslim cultures, touch between opposite gendered individuals is generally inappropriate. Eye contact/gaze: In mainstream Western culture, eye contact is interpreted as attentiveness and honesty; we are taught that we should "look people in the eye" when talking. In many cultures, however, including Hispanic, Asian, Middle Eastern, and Native American, eye contact is thought to be disrespectful or rude, and lack of eye contact does not mean that a person is not paying attention. Women may especially avoid eye contact with men because it can be taken as a sign of sexual interest	**4**	

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C3	**(c)**		Nature factors – genetic inheritance, innate basis of facial expressions, evidence for this from infants and different cultures. Nurture factors – learned through experience, imitation and reinforcement, SLT. Maximum of 4 marks for either side of the debate. Credit can be given for examples and/or research. Nature/nurture <u>must</u> relate to NVC.	**6**	
C3	**(d)**		Choice of study could include: Eibl-Eibesfeldt (1970, 1972) Jourard (1966) Kendon (1967) Felipe & Sommer (1966) Ekman & Friesen (1971) Other appropriate choices should be credited.	**4**	**4**
	In all questions alternative points may be credited as appropriate				
			Totals	**16**	**4**

Question C4 – Altruism

Question			Expected Answer/s	Approx Marks weightings: 80% ku – 20% ae	
C4	**(a)**		Helping behaviour that is intended to benefit others rather than oneself.	**2**	
C4	**(b)**		According to Batson (1991) empathy is a key factor in altruism. Empathy is where you can identify with the emotional state of someone else. People are more likely to help others if they can experience their distress. We either help to reduce our own distress or reduce their distress. If we help them to reduce their distress this is empathy-altruism. If we help them to reduce our distress this is ego-altruism. Empathy can also be felt through similarity. The higher the level of empathy, the more likely the altruistic behaviour is to occur.	**4**	
C4	**(c)**		Three from: drunk/sober, lame (disabled); appearance of blood; attractiveness; ethnicity; similarity. Makes help more, or less, likely, depending on specific characteristics chosen. Research evidence and/or examples can be credited.	**6**	
C4	**(d)**		Likely studies: Latane & Darley (1968) (1970) Piliavin et al (1969) Batson (1981)	**4**	**4**
	In all questions alternative points may be credited as appropriate				
			Totals	**16**	**4**

[END OF MARKING INSTRUCTIONS]