



2015 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

Section A

Question 1 – Self-concept

Question		Expected Answer(s)	Approx Marks weightings: 80% ku – 20% ae	
A1	(a)	Self-concept is the view we have of ourselves and may involve how we see ourselves physically, socially, emotionally etc. It is related to our self-awareness.	2	
A1	(b)	Self Image – who we think we are, eg social roles, physical characteristics Ideal Self – what we would like to be Self-esteem – evaluate aspects of self, how we like and value ourselves Social identification – how we define ourselves in terms of group membership Self-efficiency – how competent we perceive ourselves to be	6	
A1	(c)	Stepping outside one’s own perspective and seeing things from another’s point of view.	2	
A1	(d)	Egocentrism – when a child is unable to take someone else’s view.	2	
A1	(e)	A three year old who is playing ‘hide and seek’ may hide just by covering his/her eyes. Or similar examples		2
A1	(f)	Likely studies: Coopersmith, 1967 Lewis and Brook-Gunn ,1979 Piaget and Inhelder, 1956 (three mountains)	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)	Classical Conditioning – one stimulus is paired with another to elicit a response eg Pavlov’s dogs; Little Albert, or an everyday example.	2	2
A2	(b)	Increased likelihood of behaviour being repeated because of previous consequences of this behaviour eg reward.	2	
A2	(c)	Something unpleasant that decreases the probability that the event preceding it will occur again.	2	
A2	(d)	Observational learning. Children imitate role models they have observed eg parents, teachers. They may identify with models observed from a variety of sources, real life models, characters from the media, adopting their values/attitudes/beliefs, trying to be like them, not just copying their actions.	6	
A2	(e)	Likely studies: Pavlov (1927) Watson & Rayner (1920) Bandura, Ross & Ross (1963) or others	4	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	(a)		Self-report. Closed/open questions/Likert scale. Postal/e-mail.	2		
B	(b)		Older people perceive social media to be more 'dangerous' than younger people.	2		
B	(c)		Too small a sample to generalise from. Cultural bias. Questions open to interpretation. Potentially unreliable data due to self-report.		2	
B	(d)		Self-report. Can be structured/semi-structured/unstructured. Face-to-face. Clinical interviews. Cognitive Interview Technique.	4		
B	(e)		Random sampling. Each member of the target population has an equal chance of being selected to take part in the research. Computer databases, names drawn from a hat. Other sampling technique may include opportunity, volunteer or any other appropriate technique.	4		
B	(f)		Bar graph. The findings suggest that older people perceive more 'dangers' in the use of social media than younger people do.	1	2	
B	(g)		Mean, median, mode.	3		
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)		A set of characteristics that are relatively stable over time. These characteristics make everyone unique.	2	
C1	(b)		Characteristic or aspect of a person's character, that is relatively permanent, and may be related to behaviour eg shyness, honesty, tidiness, stupidity.	4	
C1	(c)	(i)	Oral, anal, phallic, latent, genital Fixation occurs in the first three Candidates may mention gender identification, Oedipus/Electra complex.	6	
C1	(c)	(ii)	Due to lack of sexual gratification eg oral – too much/too little stimulation.		2
C1	(d)		Likely studies could be: Freud (1909) Little Hans Eysenck (1947) 700 soldiers Kline and Storey (1977) anal-retentive character Forer (1949) Adorno et al (1950) Authoritarian Personality 4 marks awarded for details relating to name, aim, method(s)/procedure, results. 2 AE marks for either a strength or a weakness.	4	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)	Roles are allocated, usually work based, structured and task oriented.	2	
C2	(b)	No defined structure of roles. Usually linked to leisure. Spontaneous, not task oriented. Eg School/college friends, friends on Facebook, people you meet at the gym/club that you go to, supporters of a football/rugby/team etc.	2	2
C2	(c)	A set of written or unwritten rules of behaviour in a given situation.	2	
C2	(d)	This is where a group is under pressure to make a decision and they do not explore all possibilities. The group is so cohesive that they have one mind set and individual views stop being expressed to offer alternatives. It may occur as a result of a dominant leader, when a group is vulnerable or isolated.	3	
C2	(e)	Groups tend to polarise either to more extreme risk or more extreme caution than the individual members of the group. Groups come together and attitudes are strengthened. There may be 2 extreme views being discussed. The group will settle on one of the extreme views. Some groups are likely to make riskier decisions than individuals (known as risky shift); explanation of process, eg individuals feel more secure to take risks, as they are not alone (diffusion of responsibility); willingness to take risks seen as socially desirable, gains approval.	3	
C2	(f)	Likely studies: Bales and Slater (1955) Feldman (1984) Stoner (1961) Asch (1955) Tuckman (1965) Belbin (1981) Janis (1972) 4 marks awarded for details relating to name, aim, method(s)/procedure, results. 2 AE marks for either a strength or a weakness.	4	2
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: may convey emotion, convey attitude, emphasise verbal communication, replace verbal communication, indicate type of relationship, eg formal, intimate.	4	
C3	(b)	Any two from the following: Narrowing eyes Gritted teeth Pursed lips Frowning Or any other relevant answer	2	
C3	(c)	Vocal sounds which convey some meaning, apart from actual words. Examples: sigh, grunt, voice intonation, 'er .../um ...' hesitation, stuttering etc.	2	2
C3	(d)	The learning of non-verbal signals eg feedback, turn taking – knowing the results of actions, also cultural differences in showing feelings and emotions.	2	
C3	(e)	In western societies women tend to like more personal space of a full arm's length with strangers, males allow a greater degree of proximity.	2	
C3	(f)	Likely studies: Eibl-Eibesfeldt (1970 or 1972) Felipe & Sommer (1966) Ekman & Friesen (1971) 4 marks awarded for details relating to name, aim, method(s)/procedure, results. 2 AE marks for either a strength or a weakness.	4	2
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)		Voluntarily helping someone where there is no gain to the helper. There may in fact be a cost for the helper.	2	
C4	(b)		The bystander decides not to intervene and does nothing to help the person in distress.	2	
C4	(c)		Diffusion of responsibility: the presence of others will affect whether or not we offer help. The more people present the less likely any single person will help because they feel less individually responsible. Pluralistic ignorance: a situation where a number of people who are present in an emergency appear to be calm, which is interpreted by others as meaning nothing is wrong and they don't need to react.	4	
C4	(d)	(i)	Modelling – Empathy is encouraged when helping behaviour is demonstrated by a role-model and an individual has the opportunity to observe and imitate it. Role models could be mentioned eg parents, teachers, and celebrities. Ability and motivation to imitate the altruistic behaviour could be mentioned. Reinforcement- receiving a reward/praise/social approval after behaving in an altruistic manner will encourage the behaviour to be repeated.	4	
C4	(d)	(ii)	Praise/reward/social approval will encourage altruistic behaviour to be repeated eg gold stars for good work at school; treats for tidying room.		2
C4	(e)		Likely choice of studies Piliavin et al, 1969 Latané & Darley, 1968 Latané & Rodin, 1969 Alternatively, studies showing strategies for encouraging altruism in children may be used, eg Rushton and Campbell (1977 – modelling), Fabes et al (1989 – reinforcement). 4 marks awarded for details relating to name, aim, method(s)/procedure, results. 2 AE marks for either a strength or a weakness.	4	2
In all questions alternative points may be credited as appropriate					
				Totals	16
					4

[END OF MARKING INSTRUCTIONS]