



# **2009 Psychology**

## **Higher**

### **Finalised Marking Instructions**

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### Generic Marking Information

Approximate weighting of all questions: Knowledge and understanding – approximately 60% of the mark

Analysis and evaluation – approximately 40% of the mark

Assessment objective	Generic requirements
Knowledge and understanding	<ul style="list-style-type: none"><li>• Accurate, relevant and detailed psychological knowledge is demonstrated.</li><li>• The information is presented in a coherent manner.</li><li>• Information is communicated effectively using accurate psychological terminology and formal style.</li></ul>
Analysis and evaluation	<ul style="list-style-type: none"><li>• Analysis of concepts, processes, evidence etc is shown, and/or</li><li>• Evaluation is balanced and informed.</li></ul>

### Generic Marking Information for 20-mark questions.

Mark Band	Generic Requirements
18-20 (A1)	<ul style="list-style-type: none"><li>• Accurate, relevant and detailed psychological knowledge is demonstrated; there is evidence of thorough understanding.</li><li>• Response is coherent and logically structured; appropriate examples are provided and points expanded.</li><li>• Integration of knowledge from other relevant areas is shown.</li><li>• Analysis of concepts, processes, evidence, etc is thorough, and evaluation is balanced and informed.</li><li>• Information is communicated effectively using extensive and accurate psychological terminology and formal style, following the conventions of the discipline.</li><li>• Sentence construction and punctuation are good.</li></ul>
14-17 (A2)	<ul style="list-style-type: none"><li>• Knowledge of the topic is accurate, relevant and detailed in the main; material shows clear understanding.</li><li>• The information is presented in a coherent manner, with use of examples and some expansion of points.</li><li>• Integration of points from other relevant areas is shown, though may be slightly limited.</li><li>• The answer is evaluative/analytical, although the balance of evidence may show minor weaknesses.</li><li>• Information is communicated effectively using accurate psychological terminology and appropriate style, following the conventions of the discipline.</li><li>• Sentence construction and punctuation should be good.</li></ul>

12-13 (B)	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant; it may be slightly lacking in detail, but there is evidence of understanding.</li> <li>• Information is presented in a coherent manner, with some use of examples; expansion of points may be limited.</li> <li>• Integration of knowledge from other areas is shown, but is limited.</li> <li>• Attempts at evaluation/analysis are evident, although a balance of evidence is not always achieved.</li> <li>• Information is communicated effectively using appropriate terminology, and style mainly follows the conventions of the discipline.</li> <li>• Sentence construction and punctuation are reasonable, though a few errors may be evident.</li> </ul>
10-11 (C)	<ul style="list-style-type: none"> <li>• Knowledge of the topic is relevant, but lacks detail, or shows slight inaccuracies or miscomprehensions.</li> <li>• Information is presented in a reasonably coherent manner, though use of examples and expansion of points are limited.</li> <li>• Some weaknesses are evident in analysis/evaluation.</li> <li>• Information is communicated reasonably effectively; however, terminology and/or style may lack clarity.</li> <li>• Sentence construction and punctuation are adequate, but a number of errors may be evident.</li> </ul>
9 (D)	<ul style="list-style-type: none"> <li>• Knowledge lacks detail and/or shows errors or omissions.</li> <li>• Information is lacking in coherence, limited or irrelevant examples may be provided and points are not expanded or may demonstrate severe limitations.</li> <li>• Major weaknesses may be evident in analysis/evaluation or none attempted.</li> <li>• Effectiveness of communication of psychological information is limited, terminology is lacking and/or style is inappropriate.</li> <li>• Sentence construction and punctuation are weak.</li> </ul>
0-8 (NA)	<ul style="list-style-type: none"> <li>• Little or no psychological knowledge is evident.</li> <li>• No analysis or evaluation is shown, and any evidence provided is irrelevant or anecdotal.</li> <li>• Communication of psychological information is ineffective.</li> <li>• Sentence construction and punctuation show major flaws.</li> </ul>

**Specific Marking Instructions**  
**Section A – Understanding the Individual**

A1 Early Socialisation	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and briefly evaluate <b>both</b> the Behaviourist and Psychoanalytic theories of attachment.</p> <p><i>Both theories should be described for full marks (8 ku). A maximum of 5 ku marks can be awarded for one theory. A mention that these are theories of ‘cupboard love’ should be credited.</i></p> <p><i>Behaviourist eg Classical/operant conditioning (social learning theory may also be credited).</i></p> <p><i>Psychoanalytic eg id-pleasure principle. Uniqueness of mother/child bond developed from satisfaction. Innateness of attachment.</i></p> <p><i>Evaluation can include alternative viewpoints such as Bowlby’s. Studies such as Harlow (1959), Lorenz (1935).</i></p> <p><i>Criticisms of Behaviourism eg over simplification. Criticism of psychoanalytic eg the overemphasis on oral gratification and inability to falsify.</i></p>	8	4
(b)	<p>What have psychologists discovered about differences in child rearing style? Your answer should refer to relevant research evidence.</p> <p><i>Mention could be made of: different parental styles eg authoritarian/authoritative/permissive; gender differences. Cultural differences eg Japan and USA. Effects on child development.</i></p> <p><i>It is not necessary to cover all of the above to achieve full marks.</i></p> <p><i>Research evidence can include: Adorno (1950), Baumrind (1966, 1991, 1996)</i></p>	4	4
	<i>Alternative points may be credited as appropriate.</i>	<b>12</b>	<b>8</b>

A2 Memory	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and evaluate the multi-store model of memory. Your answer should refer to relevant research evidence.</p> <p><i>Answers should include a description of: sensory, STM, LTM and rehearsal. The answer may include capacity, duration and how information is coded and how it is transferred.</i></p> <p><i>A diagram may be used to support the answer; a diagram alone without a supporting explanation may be awarded a maximum of 2 ku marks.</i></p> <p><i>The answer could include evaluation of the model or a comparison with another model of memory eg Working Memory Model.</i></p> <p><i>Research could include the case study of HM (Milner 1966), Glanzer and Cunitz (1966), Sperling (1960), Conrad (1964), Brown and Peterson (1959).</i></p>	8	4
(b)	<p>Describe <b>one</b> memory improvement technique and explain how it might be used in study and exam skills.</p> <p><i>One from: mnemonics, visual imagery, context and state dependency, elaborative rehearsal, spider diagrams/ pictorial notes.</i></p> <p><i>For ae marks examples should be given of how they might be used in study skills eg using spider diagrams to remember concepts/theorists in psychology.</i></p> <p><i>ae marks may also be awarded for relevant research. Explanation of the psychological concepts behind the technique should also be credited.</i></p>	4	4
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

A3 Stress	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe and evaluate individual differences in susceptibility to stress. Your answer should refer to relevant research evidence.</p> <p><i>Answers could include: gender differences (biological and/or social), culture (prejudice and/or social and/or cultural bias) and/or personality (type A, B, C).</i></p> <p><b><i>It is not necessary to cover all of the above to achieve full marks.</i></b></p> <p><i>Research evidence could include: Friedman and Rosenman (1974), Kobasa (1979), Rotter (1966).</i></p>	8	4
(b)	<p>Describe and evaluate <b>one</b> stress reduction strategy.</p> <p><i>One from: physical exercise, relaxation, cognitive strategies, individual coping strategies, defence mechanisms, social strategies and support, organisational stress reduction strategies. Medication eg Anti anxieties, antidepressants, beta blockers.</i></p> <p><i>Evaluation could include; relevant research eg Meichenbaum (1977) – or issues specific to the strategy chosen eg SIT – useful for phobia, but may not be so for broader stressors.</i></p>	4	4
	<b><i>Alternative points may be credited as appropriate.</i></b>	<b>12</b>	<b>8</b>

## Specific Marking Instructions

### Section B – Investigating Behaviour

B Investigating Behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Describe different types of interviews that may have been used in this study.</p> <p><i>Three main types of interviews are: Unstructured, semi-structured and structured interview. However credit should also be given for – face to face, formal/informal or any other appropriate interview technique. <b>Two or more interview techniques should be provided for full marks.</b></i></p>	6	0
(b)	<p>What are the strengths and weaknesses of interviews? (one of each only)</p> <p><i>The answer may focus on the generic strengths and weaknesses of interviews or provide specific evaluation of the different types. The answer can be general or specific to the scenario provided.</i>  <i>eg Strengths – Unstructured interview will provide rich in-depth information or the semi-structured interview permits development of areas of interest or the structured interview allows for replication and comparison between people.</i></p> <p><i>eg Weaknesses – Unstructured interviews are difficult to replicate or interviewer bias may occur or embarrassment may affect the respondent.</i></p>	0	4
(c)	<p>What is meant by:</p> <p>(i) qualitative data;</p> <p><i>Qualitative data are concerned with how things are expressed, descriptions in words what it feels like, explanations eg information gathered from a media interview; not in numerical form</i></p>	2	0
	<p>(ii) quantitative data?</p> <p><i>Quantitative data are concerned with precise measurement. Data are presented in numerical terms eg the measurement of IQ.</i></p>	2	0

(d)	<p>Briefly describe a sampling technique that may have been used in this study.</p> <p><b>One technique should be provided.</b>  <i>Any appropriate sampling technique should be credited, eg opportunity or random.</i>  <i>Opportunity, participants are selected because they are available at the given time.</i>  <i>Random, selecting participants where every member of the target population has an equal chance of selection eg using computer generated random numbers.</i>  <i>Other techniques such as quota, or stratified, may also gain credit.</i></p>	2	0
(e)	<p>Explain <b>two</b> ethical concerns when using children in research.</p> <p><i>Two from:</i></p> <p><b>Informed consent –</b>  <i>Within the scenario or any study with child participants the age of the participants would have to be taken into consideration as they are not over the legal age of 16, therefore parental/guardian permission would have to be granted.</i></p> <p><b>Right to withdraw –</b>  <i>Interviewees should not feel obliged to answer questions that they find embarrassing. They should always be assured that they do not have to answer any questions they do not want to answer, and can stop participating at any time if they wish.</i></p> <p><i>Confidentiality should always be respected, especially where personal issues are involved. It may not be sufficient to simply withhold someone's name since they may still be identifiable.</i>  <i>Other ethical concerns may also gain credit, eg welfare/protection of participants.</i></p>	0	4
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>



**Specific Marking Instructions**  
**Section C – The Individual in the Social Context – Social Psychology**

C1 Prejudice	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Describe and evaluate <b>two</b> psychological theories of prejudice. Your answer should refer to relevant research evidence.</p> <p><i>A definition of prejudice could be given.</i></p> <p><i>Any two relevant theories could be used. Examples include: The Authoritarian personality and social identity theory.</i></p> <p><i>Studies could include: contact – Minard (1952), Sherif and Elliott (1977) may be suitable if they are used as evidence supporting a theory (ie Social Identity Theory).</i></p> <p><i>More appropriate studies are: Adorno et al (1950) and Tajfel (1970).</i></p> <p><b><i>Or any other suitable study(ies).</i></b></p>	12	8
	<b><i>Alternative points may be credited as appropriate.</i></b>	<b>12</b>	<b>8</b>

C2 Social relationships	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Describe and evaluate psychological explanations of the breakdown of relationships. Your answer should refer to relevant research evidence.</p> <p><b><i>A minimum of two explanations should be provided for full marks – or more in less detail.</i></b></p> <p><i>Environmental factors – eg distance, work stress or social support. Interpersonal factors – eg boredom, maintenance and repair strategies or rule violation. Individual factors – eg predisposing personal factors, factors associated with instability, lack of social skills.</i></p> <p><i>Theorists/Research: Duck (1988; 1992); Baron and Byrne (1997); Argyle and Henderson, (1984); Rusbutt (1983) and McGhee (1996).</i></p> <p><i>Credit stage theories, social exchange or equity theories as appropriate.</i></p> <p><i>ae marks may be credited for – appropriate evaluative points relevant to theories or research eg cultural bias, or gender differences, or problems with methodology.</i></p>	12	8
	<b><i>Alternative points may be credited as appropriate.</i></b>	<b>12</b>	<b>8</b>

C3 Conformity and Obedience	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>With reference to relevant research evidence, explain the factors that contribute to obedience.</p> <p><i>Candidates could define obedience. Possible factors include: situational factors eg proximity of victim; proximity of authority; presence of allies; environment. Individual factors eg experience; gender; personality. Psychological processes eg legitimate authority; socialisation; gradual commitment; agentic and autonomous behaviour; the role of buffers.</i></p> <p><i>ae = explanation</i></p> <p><i>Relevant research could include; Milgram (1963, 1964); Hofling (1966); Bickman (1974).</i></p> <p><i>6 marks for a description of Milgram (or any other suitable study)</i></p>	12	8
	<b><i>Alternative points may be credited as appropriate.</i></b>	<b>12</b>	<b>8</b>

C4 Anti-social behaviour	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
	<p>Describe and evaluate <b>two</b> theories of aggression. Your answer should refer to relevant research evidence.</p> <p><i>Candidates could define aggression.</i>  <i>Possible theories include, psychoanalytic, ethological, biosocial (frustration/aggression, excitation transfer and gender differences), learning theory, social learning theory and environmental cues.</i></p> <p><i>Research evidence may include: Dollard (1939), Bandura (1963); Baron (1972, 1979); Parke (1977); Eron (1987); Buss (1999).</i></p> <p><i>ae marks may be awarded for methodological problems such as research lacks ecological validity. Or for criticism of theory eg no single theory can explain all aspects of aggression. Aggression as displacement (psychoanalytic view) is not supported by evidence.</i></p>	12	8
	<b><i>Alternative points may be credited as appropriate.</i></b>	<b>12</b>	<b>8</b>

**Specific Marking Instructions**  
**Section C – The Individual in the Social Context – Psychology of Individual Differences**  
**Candidates must answer ONE question from C5, C6 or C7**

C5 Atypical behaviour – definitions and origins	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Give <b>two</b> definitions of atypical behaviour.</p> <p><i>Two from:</i></p> <ul style="list-style-type: none"> <li>- <i>statistical infrequency</i></li> <li>- <i>deviation from social norms</i></li> <li>- <i>deviation from ideal mental health</i></li> <li>- <i>failure to function adequately</i></li> <li>- <i>maladaptiveness</i></li> <li>- <i>personal distress.</i></li> </ul>	4	0
(b)	<p>Describe and evaluate the cognitive approach to explaining the origins of depression.</p> <p><i>Disorder is seen as being due to faulty cognition/irrational thoughts/cognitive distortions. A definition of depression, or description of symptoms, may be given. According to the cognitive approach, depressed individuals hold ‘negative schemas’ about themselves, or ‘catastrophising self statements’ or ‘faulty internal dialogues’. They may have a negative attributional style, making internal, global and stable self- attributions for negative events.</i></p> <p><i>Reference could be made to one or more theories of depression, eg Beck (1976), Ellis (1957), Meichenbaum (1977).</i></p>	4	4
(c)	<p>Describe and evaluate <b>one</b> research study that relates to atypical behaviour.</p> <p><i>Possible studies:</i>  <i>McGuffin et al (1996); Freud (1909 – Little Hans); Watson and Rayner (1920 – Little Albert); Rosenhan (1973).</i></p>	4	4
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

C6 Atypical behaviour – therapies	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>Discuss and evaluate Behaviourist approaches to therapy for psychological disorder.</p> <p><i>Behaviourist therapies are based on principles of classical and operant conditioning, ie association, reinforcement etc. Disorder is seen as behaviour arising from faulty learning and can therefore be ‘unlearned’.</i></p> <p><i>Behaviour therapy derives mainly from classical conditioning and includes systematic desensitisation, aversion therapy, often for substance abuse; and flooding and implosion, often for phobias.</i></p> <p><i>Behaviour modification derives from operant conditioning, and includes the token economy.</i></p> <p><i>There is much evidence of effectiveness of therapies; treatment of a specific phobia may be generalised to other fear objects; also there is no labelling. However the approach is criticised:</i></p> <ul style="list-style-type: none"> <li>- <i>treats symptoms rather than underlying causes</i></li> <li>- <i>treatment may be lengthy</i></li> <li>- <i>there may be symptom substitution</i></li> <li>- <i>it may be unethical as the client may be caused distress (eg flooding), or may be deprived of their rights (token economy)</i></li> <li>- <i>short-term benefits, but not necessarily long-term</i></li> </ul>	4	4
(b)	<p>Describe and evaluate <b>one</b> research study relevant to <b>one</b> therapeutic approach.</p> <p><i>Possible studies:</i></p> <p><i>Ayllon and Azrin (1968), behaviourist; Murray (1997), behaviourist; Freud (1909 – Little Hans), psychoanalytic; Buchan et al (1992).</i></p>	4	4
(c)	<p>Briefly describe <b>two</b> ways that people with mental health problems are cared for in society.</p> <p><i>Two main forms of care are institutional care and care in the community. In institutional care, the individual is treated as an in-patient in a psychiatric hospital or psychiatric ward of a general hospital, or a care home. Patients may be admitted to hospital either voluntarily or ‘sectioned’ under the Mental Health Act (1983).</i></p> <p><i>Care in the community means that an individual lives either with their family, or in sheltered/supported accommodation, and their care and treatment is supervised by the local authority, eg via a mental health team, under the Mental Health Act (Scotland) 2003.</i></p>	4	0
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

C7 Intelligence	Question and Specific Content Requirements	Approx Marks weightings: 60% ku – 40% ae	
(a)	<p>What is meant by the “nature-nurture debate” in relation to intelligence?</p> <p><i>The debate over the extent of biological influences (‘nature’, ie genes, brain and nervous system) and environmental influences (‘nurture’, ie parents, teachers, diet etc) on the development of intelligence should be explained. Modern thinking emphasises interaction of the influences rather than ‘debate’.</i></p>	4	0
(b)	<p>Explain the effects of early deprivation <b>and/or</b> enrichment on intelligence, with reference to research evidence.</p> <p><i>Young children, who are deprived of social and environmental stimulation, good diet, health care etc, may show deficits in their cognitive/intellectual and language development (as well as emotional and social development). Examples of such effects come from children raised in poorly resourced institutions, and from disadvantaged families/homes. When their environment is enriched, eg by intervention programmes such as Head Start, or by improved diet, living conditions, more stimulating institutional or home environment, these children may recover and attain normal levels of intelligence for their age.</i></p> <p><i>Possible research evidence: Skeels and Dye (1939), Carlson et al (1995), Head Start (1965), Abecedarian Project (1984).</i></p>	4	4
(c)	<p>Explain and evaluate <b>two</b> uses of IQ testing.</p> <p><i>Two from the following:</i></p> <ul style="list-style-type: none"> <li>- <i>streaming in schools</i></li> <li>- <i>11-plus for selective schooling</i></li> <li>- <i>diagnosis of learning disabilities/special learning needs</i></li> <li>- <i>recruitment for employment</i></li> <li>- <i>recruitment to the military</i></li> </ul> <p><i>Evaluation points might include issues of validity, reliability, standardisation, cultural biases, labelling/self-fulfilling expectations; performance can improve with practice, ethical issues. ae marks can also be awarded for research evidence.</i></p>	4	4
	<b>Alternative points may be credited as appropriate.</b>	<b>12</b>	<b>8</b>

[END OF MARKING INSTRUCTIONS]