



National
Qualifications
EXEMPLAR PAPER ONLY

EP39/H/01

Psychology

Date — Not applicable

Duration — 2 hours

Total marks — 60

SECTION 1 — RESEARCH — 20 marks

Attempt ALL parts of ALL questions.

SECTION 2 — INDIVIDUAL BEHAVIOUR — 20 marks

Attempt this question.

SECTION 3 — SOCIAL BEHAVIOUR — 20 marks

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* EP39H01 *

SECTION 1 — RESEARCH — 20 marks

Attempt ALL questions

1. Explain **one** strength of a field experiment. 2

2. Explain **one** ethical issue when using children in research. 2

Read the following scenario and attempt ALL parts of this question

A psychologist carried out a small study based on the hypothesis that giving positive feedback to children is more effective in helping them to learn new tasks than giving negative feedback. The aim of the study was to measure the effects of manipulating positive or negative feedback on the time taken to learn and complete a computer task.

The psychologist chose a naturally occurring group of schoolchildren and developed a special computer task for the experiment. The children were given 30 minutes to complete this task as part of their everyday classroom learning.

There were twenty 8-year-olds involved in the experiment. The teacher gave all children the same verbal instructions. 10 children (group A) used the computer task that gave them positive feedback about what they were doing correctly to make progress. The other 10 children (group B) had the same task but received negative feedback about what they were doing when they made errors. All the children worked on the task individually at the same time and did not communicate with each other.

The psychologist measured the time each child took to learn and complete the task.

Table 1:

Results: recorded as time taken, in minutes, to learn and complete the computer task										
Child	1	2	3	4	5	6	7	8	9	10
Group A Positive Feedback	26	22	21	18	23	27	24	23	24	22
Group B Negative Feedback	24	28	24	29	27	23	29	26	25	25

3. (a) Explain the terms **independent variable** and **dependent variable** with reference to their use in this study. 4

- (b) Calculate the mean time each group took to complete the task. 2

- (c) Evaluate this study in terms of its sample group, possible extraneous variables and the strength of the results. 10

SECTION 2 – INDIVIDUAL BEHAVIOUR – 20 marks

Attempt this question

4. *Some people are affected by circadian rhythm sleep disorders.*

Use psychological approaches, theories and relevant research to analyse circadian rhythm sleep disorders and their effects on behaviour.

20

SECTION 3 – SOCIAL BEHAVIOUR – 20 marks

Attempt ALL questions

5. *Psychological research has shown a robust link between alcohol use in movies and binge drinking behaviour.*

Explain factors involved in conformity that could account for this link.

10

6. *“Conformity and obedience” is one social psychology topic you have studied.*

Choose another social psychology topic, not ‘conformity and obedience’, and explain your chosen topic using theory and/or concepts and the results and conclusions of at least one research study.

10

[END OF EXEMPLAR QUESTION PAPER]



National
Qualifications
EXEMPLAR PAPER ONLY

EP39/H/01

Psychology

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

General Marking Principles for Higher Psychology

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The term “or any other acceptable response” is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific marking instructions or not.
- (d) Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to, for instance, a concept, process, experiment, situation, or facts.
- (e) Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.
- (f) Questions that ask candidates to *analyse* require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).
- (g) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (i) Questions require candidates to use psychological knowledge and understanding to gain marks. Marks will not be awarded to personal opinion that is not supported by such use of psychological knowledge and understanding.
- (j) There may be some degree of flexibility in the way that marks are awarded in a question. This is clearly noted in the specific marking instructions for that question.

Marking Instructions for each question

Section 1 – Research

Question		Expected response	Max mark	Specific Marking Instructions for each question
1		<p>The candidate is expected to explain one strength of a field experiment.</p> <p>It is expected that this will be done by making two related points of explanation.</p>	2	<p>Candidates can be awarded the 2 marks for points of explanation.</p> <p>1 mark can be awarded for each point, or the development of a point that explains one of the strengths of a field experiment.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> • A field experiment is conducted in a natural environment therefore it has high ecological validity. • People behave more naturally in field experiments because they are in a familiar environment. • Field experiments are less artificial because they are not conducted in controlled conditions. • A field experiment is likely to be less costly because the environment does not need to be controlled. <p><i>or any other acceptable response.</i></p>
2		<p>The candidate is expected to explain one ethical issue when using children in research.</p> <p>Candidates are not required to refer to British Psychological Society Guidelines in their answer but their explanation of an ethical concern must be consistent with the BPS guidance.</p>	2	<p>Candidates can be awarded the 2 marks for points of explanation.</p> <p>1 mark can be awarded for each point, or development of a point that explains ethical issues when using children in research.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> • The research involves participants who are under 16 years of age and The BPS Code of Human Research Ethics states that research which involves children under 16 is considered to involve more than minimal risk. • Risk to the children can be defined as the potential for physical or psychological harm, discomfort or stress and so they need to be protected. • Children are vulnerable and so consent must be obtained from parents/guardians or those legally responsible. • Children are vulnerable and so they should always be informed about the nature of the research and asked for their consent.

Question		Expected response	Max mark	Specific Marking Instructions for each question
				<ul style="list-style-type: none"> • The research activity could have possible harmful after effects and this issue must be considered when planning the research. • The children who took longer to complete the game may have negative feelings about their gaming ability and this is an issue to be addressed in the research plan. • There may be harmful after effects, therefore debriefing each child is important. • There may be harmful after effects and so the researcher must debrief by explaining the game in terms that the children understand to eliminate the possibility that the game has any possible harmful after effects. <p><i>or any other acceptable response.</i></p>
3	a	<p>The candidate is expected to explain the terms independent and dependent variables in this study.</p> <p>The scenario provides a context for this question.</p> <p>The question requires the answer to be related to 'this study'. The candidate is therefore expected to provide a response that relates to this context.</p>	4	<p>Candidates can be awarded the 2 marks for points of explanation that relate to the dependent and independent variables in this study as follows:</p> <p>Candidates are awarded 1 mark for applying their explanation of the dependent variable in relation to the study. For example:</p> <ul style="list-style-type: none"> • An explanation that refers to the dependent variable as the time the children took to complete the computer task. <p>Candidates are awarded 1 mark for applying their explanation of the independent variable in relation to the study. For example:</p> <ul style="list-style-type: none"> • An explanation that refers to the independent variable being the feedback given to the children; either the positive feedback / what they were doing correctly or the negative feedback / what they were doing incorrectly. <p>Candidates can be awarded a further 2 marks for each point or development of a point of explanation of either the dependent or independent variable.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> • The dependent variable is an aspect of behaviour that is being investigated. • The dependent variable is behaviour that is measured, such as time taken to complete a task. • The independent variable is 'free' to be varied by the experimenter. • The independent variable is expected to have an effect on the dependent variable.

Question		Expected response	Max mark	Specific Marking Instructions for each question
				<ul style="list-style-type: none"> The independent variable of positive or negative feedback is expected to have an effect on the dependent variable which is the time taken to successfully complete the task. <p><i>or any other acceptable response.</i></p>
3	b	<p>The candidate is expected to correctly calculate the mean time each group took to complete the task.</p> <p><i>The candidate's workings have not been asked for and so do not have to be shown.</i></p> <p>The candidate may use a calculator if required.</p>	2	<p>Candidates can be awarded 1 mark for each correct calculation.</p> <ul style="list-style-type: none"> 1 mark for calculating the mean for Group A as 23 minutes. 1 mark for calculating the mean for Group B as 26 minutes.
3	c	<p>The candidate is expected to evaluate this study in terms of its sample group, possible extraneous variables and the strength of the results.</p> <p>The question requires the candidate to evaluate all three elements in their response.</p>	10	<p>Candidates can be awarded the 10 marks as follows:</p> <ul style="list-style-type: none"> 2 marks can be awarded for evaluative points relating to sample group. 2 marks can be awarded for evaluative points relating to possible extraneous variables. 2 marks can be awarded for evaluative points relating to the results. <p>The remaining 4 marks can be awarded to any evaluative points relating to sample group, possible extraneous variables or the results.</p> <p>Points of evaluation for the sample group could include:</p> <ul style="list-style-type: none"> A strength of using a naturally occurring group for this study is that it can save time and money. An advantage of opportunity sampling is that data can be produced quickly. Experimenter bias is possible – the experimenter in this study may have put keen children in the

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<p>positive feedback group.</p> <ul style="list-style-type: none"> • Although opportunity sampling may not be representative it can provide the researcher with a direction for further research. • A weakness of using an opportunity sample is that this group of children may not be representative of other groups in wider society. • A strength of the sample group in the study is that all children in the group were the same age. • A weakness of the sample group in the study is that the results might be biased since there is no evidence that the participants in each group have not been matched according to ability, cultural or other factors. <p>Points of evaluation for extraneous variables could include that:</p> <ul style="list-style-type: none"> • The apparent lack of control over extraneous variables is a weakness of the study. • Familiarity with computers may give some children the advantage. • Interest in doing the task may be a factor that influences the results rather than the positive feedback given. • Distractions which may have caused a child to pause in their activity. • Children watching each other for clues. • Children with different levels of concentration / vision / understanding / coordination. <p>Points of evaluation for the strength of the results could include:</p> <ul style="list-style-type: none"> • The choice of sampling method should strengthen the results because all the children were the same. • Although the overall mean result appears to support the hypothesis, this result is weakened by extraneous variables. • The mean time between the groups was 3 minutes. This is not a big difference. Statistical tests would need to be carried out to find out if this is a significant result. • Although positive feedback appears to result in improved performance overall, some children in group B were quicker at completing the task than children in group A. This makes it difficult to conclude that this is a strong result. • Overall, group A was quicker than group B, however this is a small study and these results provide limited evidence. • The longest time to complete the game was 29 minutes in group B and 27 minutes in group A. If children knew they were being timed they may have carried out the task faster.

Question			Expected response	Max mark	Specific Marking Instructions for each question
					<ul style="list-style-type: none"> The shortest time to complete the games was 23 minutes in group B and 18 minutes in group A. These children may have been more interested in the task. <p><i>or any other acceptable response.</i></p>

Section 2 – Individual Behaviour

Question	Expected response	Max mark	Specific Marking Instructions for each question
4	<p>The candidate is expected to use psychological approaches, theories and relevant research to analyse circadian rhythm sleep disorders and their effects on behaviour.</p> <p>(a) Identify and make clear the relationships between key features of at least two psychological approaches and circadian rhythm sleep disorders in order to address the question.</p> <p>(b) Identify and make clear the relationships between key features of at least two psychological theories and circadian rhythm sleep disorders in order to address the question.</p>	20	<p>For full marks the candidate response must contain all four elements of analysis in the response. These are described in the ‘Expected response’ in the left hand column.</p> <p>A maximum of 15 marks can be awarded where only three elements have been covered.</p> <p>A maximum of 10 marks can be awarded where only two elements have been covered.</p> <p>A maximum of 5 marks can be awarded where only one element has been covered.</p> <p>Marks can be awarded for each point or development of a point relating to these elements, wherever they appear in the response. The points below have a letter in brackets following the point. The letter corresponds to an element of analysis as described in the ‘Expected response’ column.</p> <p>Points of analysis could include:</p> <ul style="list-style-type: none"> • Using the biological approach to explain circadian rhythm sleep disorders in terms of the sleep cycle and the hypothalamic regulation of sleep. (a) • Explaining circadian rhythm sleep disorders using the biological approach; for example by explaining the effects of certain chemicals such as caffeine; or by explaining relevant neurological structures or functions; or in terms such as endogenous pacemaker and exogenous zeitgebers. (a) • The implications/consequences of taking a biological approach to understanding the sleep disorder which will result in biological solutions to resolving the sleep disorder, for example using medication such as melatonin hormone to reset the sleep cycle in disorders such as jet lag. (d) • Using a cognitive approach to explain circadian rhythm sleep disorders in terms of understanding the underlying causes of sleeplessness, such as stress. (a) • The implications/consequences of taking a cognitive approach which will lead to a preference for non-drug treatments such as cognitive behaviour therapy which aims to improve sleep habits and behaviours. (d) • Drawing conclusions about the relevance/adequacy of some approaches, for example drawing

Question	Expected response	Max mark	Specific Marking Instructions for each question
	<p>(c) Identify and make clear the relationships between relevant psychological research and circadian rhythm sleep disorders in order to address the question.</p> <p>(d) Draw out and relate implications/ likely consequences of features of approaches and/or theories and research evidence used in the analysis and/or draw conclusions about these implications/ consequences.</p> <p>It is not expected that these points will always be made in this order but that they will be made in whichever order is appropriate to addressing the question.</p>		<p>a conclusion about the limitations of psychoanalysis. (d)</p> <ul style="list-style-type: none"> • Explaining the purpose of sleep with reference to Oswald (1966) Restoration theory of sleep and the vital role sleep plays in allowing the brain to remove potentially neurotoxic waste which revitalises physiological and mental functioning. (b) • Explaining the purpose of sleep with reference to Crick and Mitchison (1986) Reorganisational theory of dreaming which suggested that dreaming is essential for increasing the efficiency of brain function. (b) • Explaining that one implication of Crick and Mitchison’s theory would be to expect learning to be impaired if the brain failed to ‘debug’. (d) • Explaining the main results of studies that support/refute theories. For example, Smith (1995, 1996) found that students’ performance on procedural tasks deteriorated when they were deprived of REM sleep. (c) • Human errors thought to be caused by disrupted biological rhythms are thought to have contributed to some major disasters, such as Chernobyl. Psychological research evidence, such as the impact of sleep deprivation on procedural memory would seem to support this proposition. Smith (1995, 1996) (c) • Explaining circadian rhythm sleep disorder with reference to Czeisler, C. A., Johnson, M. P., Duffy, J. F., Brown, E.N., Ronda, J. M. & Kronauer, R. E. (1990). <i>Exposure to bright light and darkness to treat physiologic maladaptation to night work</i>. New England Journal of Medicine 322, 1253–1259. (c) • Using the results of the Czeisler study to explain the consequences of lack of sleep on health, for example reduced alertness, performance and quality of daytime sleep. (c) • Using the Czeisler study to explain how to improve quality of daytime sleep with scheduled exposure to bright light at night and darkness in the daytime. (c) • Drawing conclusions about our limited knowledge of the brain and the function of sleep, given that this is such a new area of study. (d) <p><i>or any other acceptable response.</i></p>

Section 3 – Social Behaviour

Question	Expected response	Max mark	Specific Marking Instructions for each question
5	<p>The candidate is expected to explain factors involved in conformity that could account for a link between alcohol use in movies and binge drinking behaviour.</p> <p>The stimulus sentence provides a context for this question.</p> <p>The candidate is therefore expected to provide a response that relates to the explanation of factors involved in conformity to this context.</p>	10	<p>Candidates can be awarded the 10 marks in a number of different ways. 1 mark can be given for each point, or development of a point that explain factors involved in conformity that explain the link between alcohol use in movies and binge drinking behaviour.</p> <p>Points of explanation could include:</p> <p>Individual factors such as:</p> <ul style="list-style-type: none"> • self-esteem • gender • intelligence • personality <p>Situational factors such as:</p> <ul style="list-style-type: none"> • perceived expertise/status of others • group cohesiveness • size of majority <p>Cultural factors such as:</p> <ul style="list-style-type: none"> • differences in societal levels of conformity <p><i>or any other acceptable response.</i></p>
6	<p>The candidate is expected to choose a social psychology topic, other than <i>conformity and obedience</i>, and to explain this using theory and/or concepts</p>	10	<p>Candidates can be awarded the 10 marks as follows:</p> <p>3 marks for explaining the topic using relevant theory and/or concepts. 3 marks for explaining the topic using the results and conclusions of one relevant research study.</p> <p>The other 4 marks can be awarded for points of explanation that relate to either theory/concepts and/or research studies.</p>

Question			Expected response	Max mark	Specific Marking Instructions for each question
			and the results and conclusions of at least one research study.		

[END OF EXEMPLAR MARKING INSTRUCTIONS]