

## Guidance on the use of past paper questions for Higher Psychology

The Curriculum for Excellence Higher Courses draw on the strengths of popular areas of study from Higher with the introduction of some new content. The purpose of this support document is to help centres and departments to identify suitable past paper questions/items that could be used, or possibly amended, to support learners in their preparation for sitting question papers (exams) as part of the Higher Course assessment. The advice in this document reflects questions selected from 2011 to 2013 [past papers](#). If you click on the highlighted links in the columns below, this will take you to the relevant past paper.

When utilising any past paper questions, you need to take into account the following:

- ◆ You must select questions that provide the learners with the same level of challenge as those in the Higher Specimen Question Paper.
- ◆ You may be able to use questions as published or with amendments as suggested in the columns below.
- ◆ You must use questions that adhere to the Higher General Marking Principles and reflect the form of detailed Marking Instructions as published in the Higher Specimen Question Paper.

If any change to a question/items is necessary, you must ensure that:

- ◆ the style and structure matches the Specimen Question Paper for Higher
- ◆ marking of the learner's response to the question adheres to the General Marking Principles in the Higher Specimen Question Paper
- ◆ Marking Instructions are amended to reflect the style of the Higher detailed Marking Instructions.

The details below for the Higher should be read in conjunction with the relevant:

Mandatory documentation:

- ◆ Course Specification
- ◆ Unit Specifications
- ◆ Course Assessment Specification

Advice and guidance:

- ◆ Course and Unit Support Notes

Assessment:

- ◆ Question Paper Component:
  - general assessment information
  - general marking principles and detailed marking instructions

Related Information as provided in the relevant N5–Higher Course Comparison Document.

**Key for the section below:**

C — amend context as required

S — amend source as required

St — amend question style

Str — amend structure of the question

Not all topic/areas of study will appear every year due to the sampling techniques used in producing question papers.

<p><b>Information from the Course Assessment Specification</b></p> <p>Each Section of the question paper will be made up of restricted/extended response questions. Questions will <b>sample</b> the knowledge and understanding and apply skills described in the <b>Further mandatory information on Course coverage section.</b></p>	<p>The columns below identify additional support questions from Higher Past Papers 2011 to 2013.</p>		
	<p><b>Higher</b></p>		
	<p><b>Use question as published</b></p>	<p><b>Amend question context/source</b></p>	<p><b>Amend question style/structure</b></p>
<p><b>Research</b></p>			
<p>The stages of the research process.</p>			<p><a href="#">2013 QB (d) — St</a></p>
<p>Ethical issues in terms of current British Psychological Society guidance</p>	<p><a href="#">2013 QB (h)</a></p>	<p><a href="#">2011 QB (f) — C</a></p>	
<p>Research methods which must include: field experiment, laboratory experiment, natural experiment, participant and non-participant observation, case study, interview, survey</p>	<p><a href="#">2011 QB (d)</a></p>		<p><a href="#">2013 QB (e) — St</a>  <a href="#">2012 QB (b) — St</a>  <a href="#">2012 QB (e) — St</a>  <a href="#">2011 QB (b) — St</a>  <a href="#">2011 QB (c) — St</a>  <a href="#">2011 QB (e) — St</a></p>
<p>Variables: dependent, independent and extraneous</p>			<p><a href="#">2013 QB (a) — St</a>  <a href="#">2013 QB (c) — St</a>  <a href="#">2011 QB (a) — St</a></p>
<p>Sampling methods which must include: opportunity, random, self-selection, systematic, quota and stratified</p>			<p><a href="#">2012 QB (a) — St</a></p>
<p>Descriptive statistics and their interpretation:</p> <ul style="list-style-type: none"> <li>◆ Mean, median, mode and range and their calculation from a set of data</li> </ul>			<p><a href="#">2013 QB (f) — St</a>  <a href="#">2012 QB (f) — St</a></p>

<b>Individual behaviour</b>	
<p><b>Topic 1: Sleep, dreams and sleep disorders</b>  <b>Sleep disorders</b>, which must include circadian rhythm sleep disorders</p>	
<p><b>Psychological approaches:</b></p> <ul style="list-style-type: none"> <li>◆ <b>Biological</b> approach which must include the role of the brain in sleep; homeostasis; circadian rhythms; non-REM and REM sleep and dreaming; factors that affect sleep including chemical stimulants/depressants or environmental factors such as noise/light</li> <li>◆ <b>Cognitive</b> approach which must include information processing; schemas; thought processes including irrational thoughts or beliefs</li> <li>◆ One additional approach of choice</li> </ul>	
<p><b>Theories</b>  At least two relevant psychological theories must be covered. These must include:</p> <ul style="list-style-type: none"> <li>◆ Oswald (1966) Restoration theory of sleep</li> <li>◆ Crick and Mitchison (1986) Reorganisational theory of dreaming</li> </ul>	<p>Sleep, dreams and sleep disorders is a new individual behaviour topic in the Higher Psychology Course.</p> <p>These psychological approaches are covered in the current Course when theories are drawn from the approaches. Past paper questions focus on theories that may be drawn from these approaches rather than the actual approaches.</p>
<p><b>Studies</b>  The aims, methods, results and conclusions of at least two relevant psychological studies must be covered. These must include:</p> <ul style="list-style-type: none"> <li>◆ Dement, W. and Kleitman, N. (1957). The relation of eye movements during sleep to dream activity: an objective method for the study of dreaming. <i>Journal of Experimental Psychology</i>, 53, 339-46.</li> <li>◆ Czeisler, C. A., Johnson, M. P., Duffy, J. F., Brown, E. N., Ronda, J. M. &amp; Kronauer, R. E. (1990). <i>Exposure to bright light and darkness to treat physiologic maladaptation to night work</i>. <i>New England Journal of Medicine</i> 322, 1253–1259.</li> </ul>	

<b>Topic 2: A topic of choice relating to individual behaviour</b>	The choice of individual behaviour topic, and the choice of approaches to apply to show psychological understanding of the topic, is new to the Higher Psychology Course. Past paper questions from Section A could be set in the context of the chosen topic or set as an open choice.		
<b>Psychological approaches</b> Three approaches of choice which can be applied to show psychological understanding of the chosen topic from different points of view			
<b>Theories</b> At least two theories relevant to psychological understanding of the chosen topic			<a href="#">2013 QA2 (b) — C/St</a>
<b>Studies</b> The aims, methods, results and conclusions of at least two research studies relevant to psychological understanding of the chosen topic			<a href="#">2012 QA2 (b) — C/St</a> <a href="#">2012 QA3 (b) — C/St</a> <a href="#">2011 QA2 (b) — C/St</a> <a href="#">2011 QA3 (b) — C/St</a>
<b>Social behaviour</b>			
<b>Topic 1: Conformity and obedience</b> <b>Psychological concepts and/or theories which must include:</b>			
♦ types of conformity which must include identification; compliance; internalisation			
♦ factors affecting conformity which must include normative influence; informational influence; social influence; individual factors; situational factors; cultural factors			
♦ factors affecting obedience which must include types of authority; perceived legitimate authority; socialisation; authoritarian parenting; autonomous and agentic levels of behaviour; situational factors			
♦ strategies for resisting social pressure/coercion which must include responsibility for own actions; moral reasoning and awareness of own values; questioning motives of others including advertisers and peer groups; disobedient models			
<b>Studies</b> The aims, methods, results and conclusions of at least two relevant psychological studies which must include: <ul style="list-style-type: none"> <li>♦ Mori, K, and Arai, M (2010) No need to fake it: Reproduction of the Asch experiment without confederates. International Journal of Psychology, 45 (5), 390–397</li> </ul>			<a href="#">2013 QC3 — St/Str</a> <a href="#">2012 QC3 — St/Str</a> <a href="#">2011 QC3 — St/Str</a>

<p>◆ Milgram, S (1963) Behavioural Study of Obedience. Journal of Abnormal and Social Psychology, 67, 371–78 and relevant knowledge from Milgram’s subsequent related studies</p>			
<p><b>Topic 2: A topic of choice relating to social behaviour</b></p>	<p>The choice of social behaviour topic, the choice of relevant concepts and/or theories, and the choice of relevant studies, is new to the Higher Psychology Course. Past paper questions from Section C of the paper could be set in the context of the chosen topic or set as an open choice.</p>		
<p><b>Psychological concepts and/or theories</b> At least four concepts and/or theories of choice relevant to the chosen topic</p>			
<p><b>Studies</b> The aims, methods, results and conclusions of at least two psychological research studies relevant to the chosen topic</p>			
<p><b>Resources</b></p>			
<p>SQA past papers <a href="http://www.sqa.org.uk/pastpapers/findpastpaper.htm">www.sqa.org.uk/pastpapers/findpastpaper.htm</a></p>	<p>Additional Higher assessment support material is available here:</p> <p>Education Scotland <a href="http://www.educationscotland.gov.uk/">www.educationscotland.gov.uk/</a></p> <p>Glow <a href="http://www.educationscotland.gov.uk/usingglowandict/">www.educationscotland.gov.uk/usingglowandict/</a></p> <p>Glow Log-in <a href="https://secure.glowscotland.org.uk/login/login.htm">https://secure.glowscotland.org.uk/login/login.htm</a></p>		