



National
Qualifications
2016

2016 Psychology

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 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) 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.
- (d) We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidates’ responses. Credit should be given according to the accuracy and relevance of candidates’ answers. The skill of using appropriate psychological terminology and relevant research evidence is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Questions that ask the candidate to ‘name’ or ‘give’ or ask ‘what is’ or ‘what are’ are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points in their response.
- (f) Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) Questions that ask the candidate to ‘explain’ or ‘use’ require the candidate to apply their psychological knowledge and understanding to give further information about the meaning of something, to give reasons or show connections. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating a theory to a scenario. For example, if three marks are available for an ‘explain’ question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.

- (h) For credit to be given, points must relate to the question asked. If within a structured question of, say, two or three parts, a candidate gives more information in the first part than is required and inadvertently has given the answer to the second part, then although the candidate has given the answer for part (b) in part (a), marks should be awarded if the answer is relevant and correct.
- (i) There are three questions in this paper. Each question is structured to assess the candidate's breadth of psychological knowledge and understanding and their skill in using this. Within the structure of each question short stimulus pieces or scenarios are used, requiring the candidate to use their skills, knowledge and understanding in unfamiliar contexts. The candidate can respond by drawing on learning where personalisation and choice have been exercised. If the marker is not familiar with the topic chosen, guidance should be sought from the Team Leader.

Detailed Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. For this question, the candidate is expected to provide information about how the biological approach can be used to explain sleep and dreams.	6	<p>6 Marks can be allocated in a number of ways for explaining sleep and dreams using the biological approach.</p> <p>If any of the points are accurately described in more detail they should be awarded more marks so fewer points are required.</p> <p>Answers may include points of explanation regarding the following:</p> <ul style="list-style-type: none"> • the hypothalamus controls our circadian rhythms. • circadian rhythms affect temperature/mental alertness/physical strength/the senses/sensitivity to pain. • stages of sleep. • the suprachiasmatic nucleus controls the release of the sleep hormone, melatonin. • melatonin is released into the bloodstream in the evening. • random bursts of neural activity are made sense of by the brain - this synthesis is expressed in a dream (activation-synthesis theory). • restoration theory. <p>Marks may also be awarded for:</p> <ul style="list-style-type: none"> • dreaming allows unwanted or irrelevant information to be deleted. This means that the brain does not fill up with useless details (reverse learning theory). • evolutionary theory. <p>A maximum of 2 marks can be awarded to candidates who give a generic explanation of the biological approach without any reference to sleep and dreams.</p> <p>Marks may be awarded for research evidence.</p> <p>Any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections. For this question the candidate is expected to provide one strength and one weakness of the biological approach to sleep and dreams.</p>	4	<p>For 4 marks the candidate must explain one strength and one weakness of using the biological approach to sleep and dreams.</p> <p>1 mark is allocated for stating the strength/weakness and 1 mark for providing more information about this point.</p> <p>For full marks candidates must link their strength and weakness to sleep and dreams.</p> <p>Candidates can be awarded up to a maximum of 2 marks for giving a generic strength and weakness of the biological approach which is not related to sleep and dreams.</p> <p>Examples:</p> <p>1 strength linked to sleep and dreams:</p> <ul style="list-style-type: none"> • the use of the EEG provides evidence of the different sleep stages and shows an association between dreaming and rapid eye movement (Dement and Kleitman, 1957) (2). <p>1 generic strength:</p> <ul style="list-style-type: none"> • The biological approach is supported by numerous research studies (1). <p>1 weakness linked to sleep and dreams:</p> <ul style="list-style-type: none"> • Research indicates that not all dreams are the result of random neural activity. Instead dreams try to help us make sense of experiences from the previous day. (Dumhoff et al, 2005) (2). <p>1 generic weakness:</p> <ul style="list-style-type: none"> • The biological approach is highly reductionist (1). <p>Any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c) (i)	Candidates are asked to describe one aim of the Dement and Kleitman (1957) study.	2	<p>2 marks can be awarded for one aim of the Dement and Kleitman (1957) study.</p> <p>The aim of the study was to investigate:</p> <ul style="list-style-type: none"> • the relationship between eye movements and dreaming. • the relationship between the estimate of the duration of dreams and the length of eye-movement. • the relationship between the pattern of eye movement and the context of the dream. <p>Any other appropriate answer.</p>
	(ii)	Candidates are asked to provide information about what the results of the Dement and Kleitman (1957) study tell us about REM sleep.	2	<p>2 marks can be awarded for a relevant conclusion.</p> <p>The results tell us that:</p> <ul style="list-style-type: none"> • REM occurs later in the sleep cycle, in stage 5 (2). • REM periods increase in length as the night progresses (2). • REM occurs at regular intervals during the night (2). • REM is mainly associated with dreaming (2). <p>Any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(d)	Questions that ask 'why' require candidates to give reason(s)/purpose(s) or explanations. For this question, the candidate is expected to explain the reasons why people dream according to the psychoanalytic approach.	4	<p>4 marks can be awarded in a number of ways. 1 mark can be awarded for each reason given. Up to 4 marks can be awarded for a well-developed reason.</p> <p>Maximum of 1 mark for generic explanation of psychoanalytic approach.</p> <p>Examples:</p> <ul style="list-style-type: none"> • dreams are a secret outlet for repressed desires (1) which cannot be expressed in a socially acceptable way (1). Freud interpreted Little Hans dreams about Giraffes as a way for Little Hans to express his forbidden desires (1) for his Mother and hatred for his Father in a non-threatening way (1). • Forbidden desires exist in the unconscious mind (1) and we dream to protect our conscious mind (1) from the desires of the ID (1) and ensure our sleep is not disturbed by these desires (1). <p>Any other appropriate answer.</p>
	(e)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	2	<p>1 mark is allocated for stating the weakness and 1 mark for providing more information about this point.</p> <ul style="list-style-type: none"> • The approach is unfalsifiable (cannot be supported or refuted) (1) as it is based on the interpretation of dreams (1). • Dreams cannot be measured objectively (1) because they are in the unconscious mind (1). • Most of the evidence is taken from case studies so the samples are unrepresentative (1) and findings cannot be generalised to the wider population (1). • The content of dreams may mirror events during a person's waking hours (1) and may not be symbolic in any way (1). <p>Any other appropriate answer.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	(i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>As candidates may choose any individual behaviour topic they have studied, giving marking instructions for every topic is not possible. Stress and self-concept have been exemplified.</p> <p>These responses are suggestions only. Candidates should be awarded marks for any other appropriate answer.</p>	2	<p>Candidates must describe the optional topic they have studied in Individual Behaviour.</p> <p style="text-align: center;">Example topic - Stress</p> <p>Below are examples of acceptable descriptions of stress that would achieve 2 marks.</p> <ul style="list-style-type: none"> • Stress is the body's way of reacting to any demand made on it (1). Stress protects us from danger (1). • Stress gives us the energy to run away from or face a danger (1). Too much stress can affect physical and mental health (1). <p>A description of the fight or flight response or additional information regarding the positive and/or negative effects of stress would also achieve marks.</p> <p style="text-align: center;">Example topic - Self concept</p> <p>Below are examples of acceptable descriptions of self-concept that would achieve 2 marks</p> <ul style="list-style-type: none"> • Self-concept contains our beliefs, wants, characteristics, feelings, even the image of ourselves we present to other people (1). The self-concept has 5 components (1). <p>A description of some of the components of the self-concept, such as ideal self/self-image, self-esteem would also achieve marks.</p> <p>Or any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>(ii) Questions that ask the candidate to 'explain' require the candidate to give reasons that show connections.</p> <p>Candidates using the Biological or Psychoanalytic approaches to answer this question would not be awarded marks.</p> <p>Marks will be awarded for linking the approach to the topic.</p> <p>The responses here are suggestions only. Candidate should be awarded marks for any other appropriate answer.</p>	4	<p>Candidates should explain one approach relevant to their optional topic for Individual Behaviour.</p> <p>Maximum of 1 mark available if explanation is a generic one of the approach (does not link to the topic).</p> <p>Explanations of the Psychoanalytic or Biological approach will not be awarded marks, candidates must use another approach they have studied.</p> <p>The following points could be used to construct an answer.</p> <p style="text-align: center;">Example topic - Stress</p> <p>The cognitive approach sees stress as arising from an imbalance between demands placed on the individual and their perceived ability to cope with those demands (2). The two steps to an individual's stress response are primary appraisal and secondary appraisal (2).</p> <p>The Cognitive approach suggests there are two steps to any individual's stress response; primary appraisal, which involves our judgement about whether the event/situation is threatening, positive or challenging (2) and secondary appraisal, which involves judgements over what resources we have to deal with the event/situation (2).</p> <p style="text-align: center;">Example topic - Self concept</p> <p>The Cognitive approach to self-concept uses Piaget's idea of an age and stage theory (1). This theory describes how self-concept develops over time and cognitive maturity (1). Aspects of some of the stages are thought to be particularly relevant, such as object permanence and egocentrism (1). Egocentrism is a child's inability to see a situation from another person's perspective (1).</p> <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b) (i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>For full marks the study described should be appropriate to the topic.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 5 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure that should be recognised.</p>	5	<p>Candidates should describe a research study relevant to their topic. The answer should include the name of the study/researcher, aim(s), method/procedure and results.</p> <p>1 mark for naming an appropriate study/researcher 2 marks (maximum) for giving a brief description of the aim 2 marks (maximum) for a description of the method/procedure 2 marks (maximum) for a correct description of the findings.</p> <p>For full marks candidate answers must include information on each of the above.</p> <p style="text-align: center;">Example topic - Stress</p> <p>For example, Selye (1956) (1).</p> <p>Aim of study: the aim was to show that there is a general response to stress (1).</p> <p>Method/Procedure: Rats were exposed to various stressors: cold, surgical injury, cutting of their spinal cord. He also gave them drugs like morphine and formaldehyde. He made notes on the rat's reactions (2).</p> <p>Results: The rats all went through the same set of reactions even if they had experienced different stressors (1).</p> <p style="text-align: center;">Example topic - Self-concept</p> <p>For example, Lewis & Brooks-Gunn (1978) (1) or Rouge Test (1).</p> <p>Aim of study: the aim of the study was to test when children develop self-recognition (1).</p> <p>Method/procedure: Mothers were asked to secretly apply a dot of rouge to their baby's nose & place them in front of a mirror (1). The test of self recognition is whether the babies touch their own face or the mirror (1).</p> <p>Results: Most of the children aged 18-24 months touched their own nose showing self-recognition (1).</p> <p>Or any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(ii) Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	4	<p>Candidates should describe one strength and one weakness of the study.</p> <p>A maximum of 3 marks can be awarded for one strength or one weakness.</p> <p style="text-align: center;">Example topic - Stress</p> <p>Strength examples</p> <ul style="list-style-type: none"> • Selye used a lab experiment, which has a high level of control (1). • Selye's lab experiment had high levels of control and replicability therefore the link between stress and illness could be established (2). <p>Weakness examples</p> <ul style="list-style-type: none"> • It is difficult to draw conclusions about the human response to stress from a study on rats (2). • Selye ignored the psychological aspects of stress. (1) A stressor must first be perceived as a stressor before any physical response is triggered (1). <p style="text-align: center;">Example topic- Self-concept</p> <p>Strength example</p> <ul style="list-style-type: none"> • The methodology of the rouge test has been used to study self recognition in many different species (2). <p>Weakness example</p> <ul style="list-style-type: none"> • Children are unable to give informed consent so the study could be thought to be unethical (2). • The children might worry about having a mark on their face (1) so touching the rouge might be them trying to try to rub it off rather than self-recognition (1). <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<p>This question enables candidates to draw on knowledge and understanding of any optional social topic that has been studied.</p> <p>Questions that ask the candidate to 'explain' require them to give reasons or show connections. For this question the candidate is expected to explain their optional topic using psychological concepts/theories.</p>	6	<p>Candidates must explain their optional topic for Social Behaviour using psychological concepts/theories.</p> <p>Example topic Altruism</p> <p>Concepts/theories that could be explained are:</p> <ul style="list-style-type: none"> • Theories of altruistic behaviour such as Piliavin's Cost Reward model where we weigh up the costs and rewards of helping before deciding to help (2). • Difference in altruistic behaviour across different cultures. Collectivist cultures are based on a more cooperative society and people may be more altruistic than in individualistic cultures (2). • Pluralistic ignorance and diffusion of responsibility - if the people around us don't see the situation as an emergency we may not help. If there are many people present help is less likely to be given (2). <p>Example topic Non-Verbal Behaviour</p> <p>Concepts/theories that could be explained are:</p> <ul style="list-style-type: none"> • Cultural differences in NVC which demonstrate nurture influences (1) such as Greeks raising head to say no and British shake head (1). • Nature factors in NVC include innate basis of facial expression (1) evidence for this from infants (1) and different cultures (1). Research evidence can be credited. Infant imitation of facial expressions after birth (1). • Facial expression can also be found in primates suggesting signals have evolved and are therefore innate (1). • Nurture influences - NVC learned through social learning theory and in turn taking (1). Signals learned through imitation and reinforcement (1). • Gender differences in NVC -females are comfortable standing closer whereas males like more personal space (1). <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b) (i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>For full marks the study described should be appropriate to the topic.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 5 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure that should be recognised.</p>	5	<p>Candidates should describe a research study relevant to their topic. The answer should include the name of the study/researcher, aim(s), method/procedure and results.</p> <p>1 mark for naming an appropriate study/researcher 2 marks (maximum) for giving a brief description of the aim 2 marks (maximum) for a description of the method/procedure 2 marks (maximum) for a correct description of the findings.</p> <p>For full marks candidate answers must include information on each of the above.</p> <p>Example topic - Altruism</p> <p>Piliavin Subway study (1). The aim of the study was to investigate the effect of different victim characteristics on helping behaviour (1). The method was a Field experiment (1). A team of 4 boarded a subway train, one of the team collapsed and the time it took to help was recorded. (1) If no-one offered help then 2 of the team stepped in to help (1). The 'casualty' carried a cane or a paper bag with a bottle to simulate victim characteristics of being disabled or being drunk (1). The results showed that the disabled person was helped in 100% of cases, (1) the 'drunk' was helped least (1). Males were more likely to offer help than females (1) and race made no difference (1). Victim characteristics and not diffusion of responsibility were seen to be the biggest factor in help being given (1).</p> <p>Example topic - Non-Verbal Behaviour</p> <p>Hess (1963) Pupil size (1). Aim: To investigate pupil size as an indicator of emotion (1). Method: Hess took 2 identical photos of a girl and retouched 1 photo to increase pupil size (1) Participants had to state which photo they preferred (1). Results: Participants in most cases picked the retouched photo but did not know why they preferred that one (1).</p> <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(ii)	<p>Candidates are expected to describe one weakness or one strength of the research study described in question (b) (i).</p> <p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p>	2	<p>Candidates should describe one weakness or one strength of the research study described in question (b) (i).</p> <p>1 mark is allocated for stating the strength/weakness and 1 mark for providing more information about this point.</p> <p>Example topic - Altruism</p> <p>Weakness: This was a field experiment which raised ethical concerns as participants did not know they were part of the study so could not give informed consent (2).</p> <p>Strength: This was a field experiment which took place in an everyday environment so was high in ecological validity therefore findings could be generalised to real life situations (2).</p> <p>Example topic - Non-Verbal Behaviour</p> <p>Weakness: The Hess study was a lab experiment therefore had low ecological validity therefore findings could not be generalised to real life situations (2).</p> <p>Strength: This was a lab experiment with a high degree of control therefore could establish a cause effect relationship (2).</p> <p>Or any other appropriate answer.</p>
	(iii)	<p>Candidates are expected to tell us what the results of this research study tell us about behaviour.</p>	2	<p>Candidates should tell us what the results of the research study described in question b (i) and b (ii) tell us about behaviour.</p> <p>Example topic - Altruism</p> <p>The results of this research study tell us that people are more likely to offer help to people they consider to be more deserving regardless of the number of people present (2).</p> <p>Example topic - Non-Verbal Behaviour</p> <p>The results of this research study tell us that people are more attracted to a person if that person's pupils are dilated, but this behaviour is unconscious (2).</p> <p>Or any other appropriate answer.</p>

[END OF MARKING INSTRUCTIONS]