



National  
Qualifications  
SPECIMEN ONLY

**S863/76/11**

**Psychology**

Date — Not applicable

Duration — 2 hours

**Total marks — 60**

**SECTION 1 — INDIVIDUAL BEHAVIOUR — 20 marks**

Attempt Question 1.

**SECTION 2 — SOCIAL BEHAVIOUR — 20 marks**

Attempt Question 2.

**SECTION 3 — ADDITIONAL TOPICS — 20 marks**

Attempt **ONE** Question.

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.



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SECTION 1 — INDIVIDUAL BEHAVIOUR — 20 marks

Attempt Question 1

Question 1

Individual behaviour — sleep and dreams

- |   |    |
|---|----|
| (a) Explain how sleep facilitates information processing. | 5  |
| (b) Analyse Oswald's Restoration theory of sleep.         | 15 |

## SECTION 2 — SOCIAL BEHAVIOUR — 20 marks

## Attempt Question 2

## Question 2

## Social behaviour — conformity and obedience

(a) Analyse the results of Mori and Arai's (2010) study of conformity. **6**

(b) Cathy is in a Higher Psychology class. The teacher asks the class to calculate a mean and then asks individual students to give their answer. The first two students say '29', and the third says '30', which is the answer that Cathy has.

Explain individual **and** situational factors that may affect whether or not Cathy conforms. **6**

(c) Explain why people obey with reference to socialisation **and** to agentic behaviour. **8**

SECTION 3 — ADDITIONAL TOPICS — 20 marks

Attempt EITHER

Question 3 — depression

OR

Question 4 — memory

OR

Question 5 — stress

OR

Question 6 — prejudice

OR

Question 7 — social relationships

OR

Question 8 — aggression

**Question 3**

**Individual behaviour — depression**

- (a) 

<p>Sam has recently been diagnosed with depression. Sam’s friends are discussing this recent diagnosis.</p> <p>Susan says: “Sam’s mum and brother also have depression, so it’s no surprise that he has it too.”</p> <p>Callum says: “I’m not so sure — he lost his job recently and broke up with his girlfriend.”</p>
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Explain the role of diathesis–stress in relation to depression, with reference to the scenario above.

5

- (b) Evaluate the role of diathesis-stress in depression.

4

- (c) Describe **one** biological treatment for depression.

3

- (d) Analyse **one** study into cognitive causes or treatment of depression.

8

## Question 4

## Individual behaviour — memory

- (a) Explain coding in long-term memory. **4**
- (b) Analyse the working memory model. **8**
- (c) 

Martin's brother asks him to go to the local shop for a particular brand of butter. On the way to the shop, Martin meets his friend, Kayleigh, and they stop for a chat. By the time Martin gets to the shop, he has forgotten the brand of butter he had to get.

Explain why Martin forgets the brand of butter. Include **two** explanations of forgetting in your response.

**8**

## Question 5

## Individual behaviour — stress

- (a) Explain the sympathetic medullary system as it relates to stress. **4**
- (b) Analyse **one** study into individual differences in the stress response. **8**
- (c) 

Nicola and Amy were discussing their week. Nicola had been late for work a couple of times due to bad weather, and her five-a-side football tournament had to be cancelled. Amy had enjoyed shopping for a dress for her forthcoming wedding, and searching for a new home.

Explain life changes and daily hassles with reference to the above scenario.

**8**

## Question 6

## Social behaviour — prejudice

- (a) Ian is from a traveller community and wants to join the local health club, but is refused membership as he is not on the electoral register.

Explain the type of discrimination shown towards Ian, with reference to the above scenario.

4

- (b) Evaluate the social identity theory of prejudice.

6

- (c) Explain **two** ways in which prejudice can be reduced.

10

## Question 7

## Social behaviour — social relationships

- (a) David has recently split from his girlfriend of 5 years and decided to join an online dating website. In his advert, he describes himself as an intelligent 29-year-old who has been in the same job for 6 years, and is looking for a physically attractive 22–26-year-old woman.

(i) Explain the evolutionary theory of romantic relationships with reference to the above scenario.

6

(ii) Evaluate the evolutionary theory of romantic relationships by providing **two** weaknesses, with reference to the above scenario.

4

- (b) Explain virtual relationships in social media, using **two** theories/concepts.

10

## Question 8

## Social behaviour — aggression

- (a) 

Muir lives in an area where there is a high degree of violent street crime. He has been playing the latest computer fighting game which includes hand-to-hand combat, jumping attacks and grappling attacks. When Muir has defeated an opponent in the game, he can move up a level. He has been given detention recently for grappling with a pupil who had called him names.
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- (i) Explain cognitive priming with reference to Muir's behaviour. **6**
- (ii) Evaluate the cognitive priming explanation of aggression, with reference to the scenario above. **4**
- (b) Explain the social learning theory of aggression. **10**

[END OF SPECIMEN QUESTION PAPER]



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**Psychology**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for Higher Psychology

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) 'Describe' requires candidates to provide a statement or structure of characteristics and/or features. This will be more than an outline or a list. It may refer to, for example, a concept, process, experiment, situation, or facts.
- (e) 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.
- (f) 'Analyse' requires candidates to identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; and analyse data (possibly including calculations as well as a conclusion).
- (g) 'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.
- (h) A development of a point (of description, explanation, analysis or evaluation) will provide further related information and might include exemplification of the point.
- (i) Candidates gain marks by responding to questions using psychological knowledge and understanding. Do not award marks for personal opinion that is not supported by psychological knowledge and understanding.
- (j) There may be some 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 – Individual behaviour – sleep and dreams

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	5	<p><i>Candidates are asked to explain how sleep facilitates information processing.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• REM sleep strengthens newly-formed connections in the brain (1), which helps learning and memory formation (1)</li> <li>• nREM sleep is associated with the consolidation of declarative memories (2)</li> <li>• REM seems to be involved in the consolidation of emotional memories (1). This may be due to the increased activation of the amygdala in this stage of sleep (1)</li> <li>• the fact that infants spend a lot of time in REM sleep is evidence for its importance in the development and consolidation of procedural memories (2).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>'Analyse' requires candidates 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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to other theories</li> <li>• implications of strengths/weaknesses of the theory</li> <li>• applications of theory perhaps based on an evaluation of the theory.</li> </ul>	15	<p><i>Candidates are asked to analyse Oswald's Restoration theory of sleep.</i></p> <p>Award a maximum of <b>4 marks</b> for descriptions of the theory. Award a maximum of <b>4 marks</b> for evaluation of the theory. Candidates can gain the full <b>15 marks</b> for analysis.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the theory suggests that the brain is restored during REM sleep <b>(1)</b> and the body during nREM sleep <b>(1)</b>. This implies that injuries will heal less well <b>(1)</b>, and brain function will be impaired during periods of sleeplessness <b>(1)</b></li> <li>• studies have shown that sleep is important for the brain processes responsible for memory/problem-solving/mood <b>(1)</b>, which links to the restoration theory as it suggests that the brain is restored during sleep <b>(1)</b>. This also supports the cognitive theory of sleep as enhancing information processing <b>(1)</b>. An application of this is when comas are induced in those who have experienced brain trauma, which allows recovery of the brain <b>(1)</b></li> <li>• a weakness of the theory is that the evidence for the role of sleep in restoring the body is conflicting <b>(1)</b>. This implies that sleep is important to the restoration of the brain alone, not the brain and body as the theory suggests <b>(1)</b>. It has also been found that bodily restoration can be achieved by resting alone <b>(1)</b></li> <li>• the increase in the growth hormone that takes place during sleep <b>(1)</b> suggests that during times of rapid growth, such as at puberty, the amount of time spent asleep should increase <b>(1)</b>. However, Horne (1978) found that sleep deprivation does not interfere with participants' ability to play sport <b>(1)</b>, which contradicts Oswald's theory <b>(1)</b></li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• <i>Rechtschaffen</i> (1983) found that sleep-deprived rats died within 23 days (1). This shows the importance of sleep for survival (1). However, many animals such as some species of dolphins and seals have very little REM sleep with no adverse effects (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – conformity and obedience

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>‘Analyse’ requires candidates 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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to other studies/theories</li> <li>• implications of strengths/weaknesses of the study</li> <li>• applications of study perhaps based on an evaluation of the study.</li> </ul>	6	<p><i>Candidates are asked to analyse the results of Mori and Arai’s (2010) study of conformity.</i></p> <p>Award a maximum of <b>2 marks</b> for descriptions of the results. Candidates can gain the full <b>6 marks</b> for analysis.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• for female participants, results were similar to those of Asch (1955), with conformity to the majority shown on 4.41 out of 12 critical trials <b>(1)</b>. However, it was found that the male participants did not conform to the majority view <b>(1)</b>. Another difference from the Asch findings was that it made very little difference whether the majority were unanimous or not <b>(1)</b></li> <li>• females in Japan are more likely to conform than males, which the researchers explained as being because of the different expectations and social roles of males and females <b>(1)</b>. They concluded that the reduced conformity in males compared to the Asch study may reflect generational changes since the 1950s <b>(1)</b>. In Mori and Arai’s study, the answer was less obvious than in the Asch study <b>(1)</b>, so this may not have been a valid way of testing conformity <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain individual and situational factors that may affect whether or not Cathy conforms.</i></p> <p>Where candidates make reference to <b>only</b> individual or <b>only</b> situational factors in conformity, award a maximum of <b>3 marks</b>.</p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>3 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Cathy may conform with the first two students' answers as she is female <b>(1)</b>. Mori and Arai found that females are more likely to conform than males <b>(1)</b></li> <li>• Cathy may stick to her own response if she has high self-esteem <b>(1)</b>. This would be because she has less fear of rejection than those with low self-esteem <b>(1)</b></li> <li>• Cathy has an ally who gives the same response as her, so this will encourage her to stick to her own answer <b>(1)</b>. Asch found that the presence of an ally reduced conformity <b>(1)</b></li> <li>• if Cathy finds the task difficult, she will be more likely to conform to the majority view <b>(1)</b></li> <li>• the class has at least three students in it, which is the group size where conformity is greatest <b>(1)</b>. This may mean that Cathy is more likely to conform to the majority view <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	8	<p><i>Candidates are asked to explain why people obey, with reference to socialisation and to agentic behaviour.</i></p> <p>Candidates must refer to <b>both</b> socialisation <b>and</b> agentic behaviour to gain full marks. Where they explain only one concept, award a maximum of <b>5 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• obedience is more likely if someone in authority takes responsibility for what we do (1). In Milgram's experiment, obedience increased when the researcher said they would be responsible for the consequences of shocking the 'learner' (1), as the 'learner' was then in an agentic state (1)</li> <li>• where we take autonomy, we take responsibility for the consequences of our own actions (1) so we are less likely to obey when asked to commit harm (1)</li> <li>• agentic behaviour increases in the presence of cues (1). For example, Bickman found that we are more likely to obey someone in a uniform (1)</li> <li>• from an early age, we are taught to obey those in authority (1). We observe our parents obeying authority, such as police officers (1). We are rewarded for obedience to our parents (1), especially where parents have an authoritarian parenting style (1). This leads us to automatically obey authority when we grow up (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Individual behaviour – depression

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	5	<p><i>Candidates are asked to explain the diathesis-stress model of depression with reference to the scenario.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>3 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• diatheses include biological and psychological factors which create degrees of vulnerability to depression <b>(2)</b></li> <li>• Sam's diatheses include a genetic predisposition as his mum and brother both have depression <b>(1)</b>, and stressful life events <b>(1)</b></li> <li>• these diatheses will increase Sam's vulnerability to depression <b>(1)</b></li> <li>• according to the diathesis-stress model, stressful life events are required to create depression <b>(1)</b></li> <li>• according to the diathesis-stress model, the greater a person's biological propensity for developing depression, the least amount of stress needed for depression to result <b>(2)</b>.</li> </ul> <p>Or any other relevant response.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain <b>why</b> this creates a strength or weakness.</p>	4	<p><i>Candidates are asked to evaluate the diathesis-stress model of depression.</i></p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the model is less reductionist than other explanations <b>(1)</b> as it considers both physiological and environmental factors <b>(1)</b></li> <li>the model does not account for the influence of cognitive factors <b>(1)</b> which opposes much evidence that supports the role of negative and distorted thinking in the creation of depression <b>(1)</b>.</li> </ul> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	'Describe' requires candidates to provide a statement or structure of characteristics and/or features. This will be more than an outline or a list.	3	<p><i>Candidates are asked to describe one biological treatment for depression.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• ECT involves passing an electrical current through the brain to produce an epileptic fit (1)</li> <li>• ECT can change patterns of blood flow through the brain (1) and change the metabolism of areas of the brain which may be affected by depression (1)</li> <li>• ECT causes the release of chemicals that improve the symptoms of depression (1) and makes the chemicals more likely to work and so help recovery (1).</li> </ul> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)	<p>'Analyse' requires candidates 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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to other studies</li> <li>• links to theory(ies)</li> <li>• implications of strengths/weaknesses of the study</li> <li>• applications of study perhaps based on an evaluation of the study.</li> </ul>	<b>8</b>	<p><i>Candidates are asked to analyse one study into cognitive causes or treatment of depression.</i></p> <p>Award a maximum of <b>2 marks</b> for descriptions of the study. Award a maximum of <b>2 marks</b> for evaluation of the study. Candidates can gain the full <b>8 marks</b> for analysis.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• a longitudinal study was conducted by Alloy <i>et al.</i> (1999) who investigated the thinking style of young Americans <b>(1)</b>. 17% of those who had a negative thinking style developed depression, compared to 1% of the positive thinking group <b>(1)</b>. However, 83% of the participants with negative thinking styles did not go on to develop depression <b>(1)</b>, which calls into question the validity of the findings <b>(1)</b></li> <li>• this was a correlational study, so cause and effect could not be established <b>(1)</b>, so it was not clear if it was the thinking style which caused the depression, or the depression that caused the thinking style <b>(1)</b></li> <li>• the sample was all university students <b>(1)</b>, who do not represent the general population <b>(1)</b></li> <li>• if the results are valid, this implies that those with negative thinking styles are more likely to experience depression <b>(1)</b>. This implication could be applied by therapists focusing on moving negative thinking styles to positive ones <b>(1)</b>.</li> </ul> <p>Or any other relevant response.</p>

Section 3 – Individual behaviour – memory

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain coding in long-term memory.</i></p> <p>Candidates must give explanations relevant to long-term memory to gain marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>coding in long-term memory, according to Baddeley, is semantic (1), as it is applied to a particular context (1). This was illustrated by Baddeley's study whose participants made more semantic errors (1) when recalling words of similar meaning, than words that were dissimilar (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>'Analyse' requires candidates 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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to other models/theories</li> <li>• links to studies</li> <li>• implications of strengths/weaknesses of the model</li> <li>• applications of study perhaps based on an evaluation of the study.</li> </ul>	<b>8</b>	<p><i>Candidates are asked to analyse the working memory model.</i></p> <p>Award a maximum of <b>2 marks</b> for descriptions of the model. Award a maximum of <b>2 marks</b> for evaluation of the model. Candidates can gain the full <b>8 marks</b> for analysis.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the working memory model accounts for short-term memory <b>(1)</b>, and includes a central executive and two slave systems <b>(1)</b></li> <li>• this model was created to account for some of the oversimplifications of the multi-store model of memory <b>(1)</b></li> <li>• it is an incomplete model of memory <b>(1)</b>, as it does not account for long-term memory <b>(1)</b>, however, the addition of the episodic buffer addressed this to a degree <b>(1)</b></li> <li>• the implication of dual-task research into working memory illustrates that it is easier to complete tasks using different slave systems <b>(1)</b>. An application of this is when studying, you should not talk on the phone at the same time you are reading notes <b>(1)</b> as both use the same slave system <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	8	<p><i>Candidates are asked to explain why Martin forgets the brand of butter.</i></p> <p>To gain full marks, responses must include two explanations of forgetting. Where only one explanation is provided, award a maximum of <b>5 marks</b>.</p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>4 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>forgetting due to interference occurs because of interference from other memories (1). In this instance, Martin's memory of the brand is disrupted by his chat with Kayleigh (1). This is known as retroactive interference (1). This is more likely to happen with similar information, such as brands of the same product (1)</li> <li>trace decay theory focuses on forgetting over time (1). Short-term memory can hold information for about 20 seconds without rehearsal (1). After this, the memory trace fades (1). Martin may have been rehearsing the brand of butter in his head on his way to the shop, but speaking with Kayleigh lengthened the amount of time between home and the shop, and prevented rehearsal, so he forgot the brand of butter he had to buy (2).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Individual behaviour – stress

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain the sympathetic medullary system as it relates to stress.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the sympathetic medullary system is a system designed to help us with acute stress (1)</li> <li>• the first stage involves the higher centres of the brain alerting the hypothalamus (1), which then arouses the autonomic nervous system (ANS) (1)</li> <li>• the sympathetic nervous system (SNS) then releases noradrenaline and activates the adrenal medulla (1), which secretes adrenaline, preparing the body for fight or flight (1)</li> <li>• once the stressful event has passed, the parasympathetic nervous system (PSNS) relaxes the body (1) by slowing down the heart rate and decreasing blood pressure (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>'Analyse' requires candidates 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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to other studies/theories</li> <li>• implications of strengths/weaknesses of the study</li> <li>• applications of study perhaps based on an evaluation of the study.</li> </ul>	<b>8</b>	<p><i>Candidates are asked to analyse one study into individual differences in the stress response.</i></p> <p>Award a maximum of <b>2 marks</b> for descriptions of the study. Award a maximum of <b>2 marks</b> for evaluation of the study. Candidates can gain the full <b>8 marks</b> for analysis.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Hasel <i>et al.</i> (2011) investigated whether the development of a hardiness training program would cause a reduction in perceived stress <b>(1)</b> and found that decreases were significant <b>(1)</b>. This implies that hardiness is not a fixed personality trait <b>(1)</b>, but a way of thinking that can be changed <b>(1)</b>. An application could be that universities/colleges/schools could implement intervention programmes to increase hardiness and attainment <b>(1)</b>. This links to Rotter's notion of locus of control being a factor in the stress response, as control is a feature of the hardy personality <b>(1)</b>. However, this study used a small sample <b>(1)</b>, which means that the results may have been affected by individual differences <b>(1)</b>.</li> </ul> <p>Or any other relevant response.</p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	8	<p><i>Candidates are asked to explain life changes and daily hassles with reference to the scenario.</i></p> <p>Where candidates explain <b>only</b> life changes or <b>only</b> daily hassles, award a maximum of <b>5 marks</b>.</p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>4 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• life changes are significant changes in a person's life which disrupt their normal routine <b>(1)</b>, which can be positive or negative <b>(1)</b>. In the scenario, Amy's wedding and house move are life changes <b>(1)</b>. According to Holmes and Rahe, this could result in an increase in health problems for Amy <b>(1)</b></li> <li>• daily hassles are the minor stresses of everyday life <b>(1)</b>. In the scenario, Nicola's lateness for work a couple of times, and her five-a-side football tournament being cancelled, are daily hassles <b>(1)</b>. If these daily hassles build up over time, then Nicola may experience a severe stress reaction <b>(1)</b>, but these can be countered by daily uplifts <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Social behaviour – prejudice

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain the type of discrimination, with reference to the scenario.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>2 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>indirect discrimination is where a practice/policy/rule is applicable to everyone in the same way but disadvantages some more than others <b>(1)</b>. Ian is experiencing indirect discrimination as the health club uses procedures that disallow members of the travelling community from obtaining membership <b>(2)</b> as they are unlikely to be on the electoral register <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain <b>why</b> this creates a strength or weakness.	6	<p><i>Candidates are asked to evaluate the social identity theory of prejudice.</i></p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the research on which the theory is based was conducted with males (1), so findings cannot be generalised more widely (1)</li> <li>• the theory does not explain why some people rely on social identity for their self-esteem more than others (1). Adorno's theory of authoritarian personality may provide a better explanation of this (1)</li> <li>• the theory does not fully explain why in-group favouritism may result in aggressive behaviour towards those in out-groups (1)</li> <li>• the theory is well-supported by research, such as Tajfel's (1) finding that intergroup conflict is not required for discrimination to occur (1)</li> <li>• can explain real-life behaviour such as ethnocentrism/in-group favouritism (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain two ways in which prejudice can be reduced.</i></p> <p>Where candidates explain only <b>one</b> way of reducing prejudice, award a maximum of <b>6 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the jigsaw technique is a cooperative learning strategy <b>(1)</b> which reduces tension between people of different backgrounds <b>(1)</b> and increases liking between in- and out-group members <b>(1)</b></li> <li>• individuals within the group are given different tasks which will contribute to the achievement of superordinate goals <b>(2)</b></li> <li>• education as a prejudice reduction strategy was illustrated by Jane Elliott's blue-eyed/brown-eyed experiment <b>(1)</b>. Prejudice is reduced by experiencing discrimination first-hand <b>(1)</b>, which changes prejudiced attitudes by increasing empathy <b>(1)</b> which reduces discriminatory behaviour <b>(1)</b>. This was based on Elliott's classroom strategy where she allocated pupils according to their eye colour <b>(1)</b>. Elliot found that prejudice decreased among pupils after each group had experienced discrimination directly <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Social behaviour – social relationships

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	(i)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain the evolutionary theory of romantic relationships with reference to the scenario.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of <b>4 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• according to evolutionary theory, David is emphasising the characteristics that give him an advantage over other males (competing for a partner) <b>(1)</b>, such as the ability to provide resources by having a steady job/high intelligence <b>(2)</b></li> <li>• according to evolutionary theory, David has evolved to have preferences for characteristics in the opposite sex that increase the chance of passing on his genes <b>(2)</b>. In this instance, he has asked for a young female, as they are likely to be more fertile than older females <b>(1)</b>, and to be physically attractive, as this is regarded as a sign of health <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>(ii) 'Evaluate' requires candidates to make points that make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain <b>why</b> this creates a strength or weakness.</p> <p>Where candidates provide an evaluation that does not make reference to the scenario, award a maximum of <b>2 marks</b>.</p>	4	<p><i>Candidates are asked to evaluate the evolutionary theory of romantic relationships, with reference to the scenario.</i></p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Responses may include:</p> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>evolutionary explanations ignore social and cultural influences (1). Women in western societies may no longer be looking for a man to provide them with resources, so other qualities in a mate become more important (1). This means that David may be more successful if he had included other qualities, such as being caring (1).</li> </ul> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>David's preference for a younger woman is supported by Buss' study of actual marriages in 29 countries which showed that men display marked preference for young women (2).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain virtual relationships using two theories/concepts.</i></p> <p>Where candidates explain only <b>one</b> theory/concept, award a maximum of <b>6 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• 'gating' explains that in face-to-face relationships, individuals rely on easily identifiable physical features such as attractiveness or age (1) to help them decide who would be a suitable partner (1). These features are referred to as 'gates' and often prevent those who are less attractive or socially-skilled from forming relationships (1) McKenna and Bargh (1999) found that computer-mediated relationships removed these gates (1) which means that there is more emphasis on the connection between people than on physical attributes (1). People who perceive themselves as less attractive can use an avatar to represent themselves (1)</li> <li>• reduced cues theory suggests that online relationships are less open and honest than face-to-face ones (1), because in real life there is reliance on cues (1), such as facial expressions/tone of voice (1), and these cues are absent in virtual communications (1). This leads to deindividuation because it diminishes people's feelings of individual identity (1) and brings on behaviours that people usually restrain themselves from displaying (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Social behaviour – aggression

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	(i)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are expected to explain cognitive priming with reference to Muir's behaviour.</i></p> <p>Where candidates provide an explanation that makes no reference to the behaviour in the scenario, award a maximum of <b>3 marks</b>.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>from the range of aggressive schema that they hold, children select the script depending on the situation <b>(1)</b> and then take part as an actor in the situation <b>(1)</b>. This process becomes an automatic response to cues in the environment <b>(1)</b>. Muir has selected a script from the game of grappling with his classmate <b>(1)</b>, in response to the cue of name-calling by his fellow pupil, which he perceives as aggressive <b>(1)</b>. This aggressive behaviour has been made more likely because he may already have an existing schema of aggression developed by living in an area where it is quite prevalent.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(ii)	'Evaluate' requires candidates to make points that make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain <b>why</b> this creates a strength or weakness.	4	<p><i>Candidates are asked to evaluate the cognitive priming explanation of aggression, with reference to the scenario.</i></p> <p>Where candidates provide an evaluation that makes no reference to the behaviour in the scenario, award a maximum of <b>2 marks</b>.</p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Muir could have inherited the aggressive behaviour <b>(1)</b>, which the cognitive priming explanation does not account for <b>(1)</b></li> <li>• as most studies of cognitive priming have focused on male aggression <b>(1)</b>, it may explain Muir's behaviour, but would not generalise to explain aggression in females <b>(1)</b></li> <li>• recognises the role of early childhood influences on aggressive behaviour <b>(1)</b>, which explains the effect of Muir's experience of growing up in a violent environment <b>(1)</b>.</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain the social learning theory of aggression.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Bandura proposed that aggression can be learnt indirectly through observational learning (1)</li> <li>• social learning theory maintains that children learn through a process of imitation (1)</li> <li>• aggressive acts carried out by a role model will be internalised by an individual (1) and reproduced in the future (1). If the role model's behaviour is seen to be rewarded, then a child can learn that this is an effective way of getting what they want (1)</li> <li>• through this process of vicarious reinforcement, rewards that are witnessed as a result of aggression result in the behaviour being seen as acceptable and then reproduced (2)</li> <li>• a person/child must attend to the aggressive act in order for it to be imitated (1)</li> <li>• to model the behaviour, it needs to be retained in long-term memory in order for it to be retrieved (1)</li> <li>• the child needs to have the physical ability to reproduce the behaviour (1)</li> <li>• the individual must be expecting to receive positive reinforcement for modelled behaviour (1).</li> </ul> <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** August 2023

**Change since last published:**

Change to total marks to 60.

Change to section totals from 30 to 20 marks.

Modify rubric to match new layout.

Added Section 3.

Merged optional topics from Section 1 and 2 to newly-created Section 3.

**MI changes:**

Move questions 3, 4 and 5 to a newly-created Section after Section 2 (social behaviour question).