



National 5
Course Assessment
Specification



National 5 Psychology Course Assessment Specification (C763 75)

Valid from August 2013

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	National 5 Psychology
SCQF Level:	5 (24 SCQF credit points)
Course code:	C736 75
Course assessment code:	X736 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	50 of the total 80 marks
Component 2 — assignment	30 of the total 80 marks
Total marks	80 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ Extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be parity between the assessment of skills, knowledge and understanding.
- ◆ Breadth and application in a question paper, requiring learners to use psychological skills, knowledge and understanding to explain human behaviour. This will sample knowledge and understanding from across all three Units of the Course and will require application of skills in different contexts.
- ◆ Breadth and application in an assignment requiring learners to use psychological skills, knowledge and understanding from across the Units in the Course to investigate a topic in psychology.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 — question paper

The purpose of this question paper is to assess learners' use of skills, and their knowledge and understanding of psychological approaches, theories, concepts and topics. Learners are required to use psychological explanations and research evidence to respond to questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ explaining psychological concepts, theories, approaches and terminology
- ◆ applying knowledge and understanding of psychology to explain human behaviour
- ◆ using research evidence to explain human behaviour
- ◆ interpreting basic descriptive statistics in psychological research

The question paper will have three questions: two questions will have 15 marks and one will have 20 marks.

This question paper will have 50 marks out of a total of 80 marks for Course assessment.

Component 2 — assignment:

The purpose of this assignment is to assess learners' use of investigation and communication skills appropriate to psychology.

This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ using basic investigation skills to select, organise and interpret information in psychology
- ◆ knowing and understanding the basic research process in psychology; including the ability to explain the strengths and weaknesses of methods and to describe ethical and scientific standards
- ◆ using communication skills appropriate to psychology

This assignment will have 30 marks out of a total of 80 marks for Course assessment.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in one hour and 30 minutes.

Controlled assessment — assignment

This assignment:

- ◆ gives learners an open choice of topics within guidelines set by SQA
- ◆ will be conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

The assignment guidelines are set by SQA but learners will have an open choice of topics.

Conducting the assessment

The production of evidence for assessment will be conducted under some supervision and control. There are no restrictions on resources which can be used.

The evidence should be completed:

- ◆ in time to meet submission dates set by SQA
- ◆ when the learner is ready
- ◆ independently by the learner

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Psychology Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

General skills required in the question paper

Candidates must be able to:

- ◆ apply knowledge and understanding of psychology to explain human behaviour
- ◆ explain psychological concepts, theories, approaches and terminology
- ◆ use research evidence to explain human behaviour
- ◆ interpret basic descriptive statistics in psychological research

Individual Behaviour Unit: skills, knowledge and understanding

Candidates must be able to:

- ◆ explain and use psychological theories, concepts, approaches, research evidence and terminology when explaining human behaviour
- ◆ give a psychological explanation of two topics relating to individual behaviour, including the topic of sleep and dreams
- ◆ explain a minimum of **three** psychological approaches
- ◆ explain topics using a minimum of two approaches
 - for the mandatory topic of sleep and dreams the biological and psychoanalytic approaches must be used
 - for the optional topic, a different approach must be included in the approaches chosen

For the topic of sleep and dreams, candidates must be able to:

Explain the topic of sleep and dreams using the biological approach:

- ◆ describe the scientific method including sleep study using polysomnography (PSG)
- ◆ explain REM and non-REM sleep
- ◆ explain the Restoration Theory of sleep (Oswald 1966)
- ◆ describe the aims, method and results of Dement and Kleitman's study (1957)
- ◆ explain one strength and one weakness of the biological approach

Explain the topic of sleep and dreams using the psychoanalytic approach

- ◆ use and explain psychoanalytic terminology including conscious, pre-conscious, unconscious, manifest and latent content of dreams
- ◆ describe the main aims, method/procedure and results of the Little Hans study (Freud 1909)
- ◆ explain one strength and one weakness of the psychoanalytic approach

Candidates must be able to:

- ◆ explain one other topic relating to individual behaviour
 - Use two approaches and one theory to explain behaviour for the topic
 - Describe the main aims, method/procedure and results of two studies to explain behaviour for the topic
 - Explain one strength and one weakness of any approaches or theories used
 - Describe one strength and one weakness of any research studies used

Social Behaviour Unit: skills, knowledge and understanding

Candidates must be able to describe and explain:

- ◆ the topic of conformity
- ◆ informational and normative social influence
- ◆ compliance and internalisation
- ◆ individual, situational and cultural factors
- ◆ minority and majority influence
- ◆ the main aims, method and results of Asch, S.E. (1951) and Mori, K, and Arai, M (2010)
- ◆ explain one strength and one weakness of studies used

Candidates must be able to describe and explain:

- ◆ a second topic relating to social behaviour
- ◆ at least two concepts or features of the behaviour using psychological terminology
- ◆ the main aims, methods and results of two research studies to explain behaviour for the topic
- ◆ one strength and one weakness of studies used

Research Unit: skills, knowledge and understanding

Candidates must be able to interpret basic descriptive statistics in psychological research. This will involve the ability to calculate and explain mean, median and mode.

Coursework: skills, knowledge and understanding

- ◆ use basic investigation skills to select, organise and interpret information in psychology
- ◆ understand the basic research process in psychology, including an ability to explain strengths and weaknesses of methods and to describe ethical and scientific standards
- ◆ use communication skills appropriate to psychology

The Coursework task is to produce a report based on the background research of a topic in psychology, and a research plan for further research on this topic.

Candidates are **not required** to carry out the research for this assignment.

The assignment report will be between 800 and 1,200 words. This report will be marked by SQA.

Assessors and candidates **are required** to uphold ethical standards when choosing a topic and conducting this assignment. Adherence to ethical standards set by the British Psychological Society is essential.

The candidate is required to:

- ◆ describe behaviour associated with a chosen psychological topic
- ◆ explain features of the topic with reference to psychological research evidence
- ◆ describe an aim for research on this topic
- ◆ give an experimental/alternative hypothesis for the proposed research study
- ◆ describe a suitable research plan including method, sampling, variables and procedure
- ◆ describe ethical issues and ways of addressing these in the research plan
- ◆ use appropriate terminology and provide basic references

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Change to marks from percentages for QP and CW components. Changes made to structure and coverage of assessment section; Setting, conducting and marking of assessment section; and Further mandatory information on Course coverage section for clarification.	Qualifications Development Manager	June 2013
	2.0	Minor changes made to page 7 and page 8 to clarify current content. Individual Behaviour Unit optional topic — number of theories has been clarified and number of studies raised from one to two to reflect the current requirement in the Social Behaviour Unit.	Qualifications Manager	April 2016

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