

# N5

National 5  
Course  
Specification



## National 5 Psychology

<b>Course code:</b>	C863 75
<b>Course assessment code:</b>	X863 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	70	2 hours
Component 2: assignment	30	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 People and Society course, the National 4 Biology course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ Higher Psychology course</li><li>◆ other qualifications in social studies, social sciences or related areas</li><li>◆ further study, employment or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

That National 5 Psychology course develops candidates' knowledge and understanding of psychological explanations for individual and social behaviour. Studying psychology enables them to find out some of the ways that thoughts and the environment can affect how we feel and behave.

Candidates use appropriate psychological concepts, theories, research methods and evidence to investigate and explain human behaviour in a range of contexts. Psychological knowledge of individual and social behaviour can support candidates in personal and professional relationships and enable them to understand some of the factors that influence behaviour.

As candidates develop research skills in psychology, they learn about the ethical implications of research. Explanations for behaviour promote thinking, reasoning and communication skills. Candidates also develop numeracy skills, which are important to research.

## Purpose and aims

Psychology is a research-based subject, and it provides the opportunity for candidates to develop an understanding of the research process and how it is used.

Candidates develop:

- ◆ knowledge and understanding of psychological concepts, theories and terminology
- ◆ the ability to use thinking skills when explaining and applying knowledge and understanding of psychology
- ◆ awareness of the role of research evidence in explaining human behaviour
- ◆ basic investigation skills to select, organise and interpret information
- ◆ awareness of ethical and scientific standards in psychological research
- ◆ basic communication and numeracy skills in psychology

## Who is this course for?

The course is suitable for all learners with an interest in developing their knowledge and understanding of human behaviour, either to pursue study and career options related to psychology or to broaden their learning experience. Learners will probably have little or no prior experience of studying psychology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification.

# Course content

The National 5 Psychology course has three areas of study. Options within each area offer personalisation and choice of topics in psychology, psychological research and their applications. Classic and contemporary research studies and themes can provide crossover points between areas of study. The areas of study are designed to stand alone or be taught in any sequence.

The areas of study are:

## **Research**

This introduces candidates to the research process, research methods and ethics used in psychology. Candidates develop knowledge and understanding of factors to consider when planning and carrying out psychological research. They also develop numerical skills and an understanding of psychological terminology.

## **Individual behaviour**

This enables candidates to use psychology to explain individual behaviour. They investigate topics and learn how these topics can be explained using psychological theories. They also consider the strengths and weaknesses of different theories investigated.

## **Social behaviour**

This explains how interaction with others shapes social behaviour. Candidates investigate social psychological topics and use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction within the social environment. Candidates use psychological knowledge and understanding to explain examples of everyday behaviour.

# Skills, knowledge and understanding

## **Skills, knowledge and understanding for the course**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ explaining psychological concepts, theories, and terminology
- ◆ using basic investigation skills to select, organise and interpret information in psychology
- ◆ applying knowledge and understanding of psychology to explain human behaviour
- ◆ understanding the basic research process in psychology, including the ability to explain strengths and weaknesses of methods and to describe ethical and scientific standards
- ◆ using research evidence to explain human behaviour
- ◆ interpreting basic descriptive statistics in psychological research, including the ability to calculate the mean, median and mode
- ◆ using communication skills appropriate to psychology

## **Skills, knowledge and understanding for the course assessment**

The following provides details of skills, knowledge and understanding sampled in the course assessment.

### **Skills which will be sampled across the question paper**

Candidates must be able to:

- ◆ apply knowledge and understanding of psychology to explain human behaviour
- ◆ explain psychological concepts, theories and terminology
- ◆ use research evidence to explain human behaviour
- ◆ interpret basic descriptive statistics in psychological research, including the ability to calculate the mean, median and mode

**Candidates must be prepared to use all the skills stated above when responding to questions throughout the question paper.**

### **Individual behaviour**

Candidates must be able to:

- ◆ explain and use psychological theories, concepts, 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, and one other from the topics of either personality or phobias

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

- ◆ describe and explain REM and non-REM sleep
- ◆ describe and explain the Restoration Theory of Sleep (Oswald 1966)
- ◆ explain one strength and one weakness of the Restoration Theory of Sleep
- ◆ describe the main aims, method/procedure and results of Dement and Kleitman's study (1957)
- ◆ describe and explain the psychoanalytic (Freudian) theory of dreams, which must include:
  - conscious
  - pre-conscious
  - unconscious
  - manifest content of dreams
  - latent content of dreams
- ◆ describe the aims, method/procedure and results of Freud's (1909) study of Little Hans
- ◆ explain one strength and one weakness of the studies used

Candidates will also be assessed on one other topic relating to individual behaviour, chosen from personality or phobias.

For the topic of personality, candidates must be able to:

- ◆ describe what is meant by personality in psychology
- ◆ describe and explain Eysenck's type theory of personality, which must include:
  - introversion/extraversion
  - neuroticism/stability
  - psychoticism/sociability
- ◆ explain one strength and one weakness of Eysenck's type theory of personality
- ◆ describe personality scales, which must include:
  - EPQ-r (Eysenck Personality Questionnaire-revised)
  - Big 5
- ◆ describe the characteristics of anti-social personality disorder (APD) (Diagnostic and Statistical Manual (DSM-V) — 2012 revision)
- ◆ describe and explain the causes of APD, which must include:
  - biological
  - situational
- ◆ describe the main aims, method/procedure and results of a research study into:
  - the situational causes of APD
  - the biological causes of APD
- ◆ explain one strength and one weakness of the research studies used

For the topic of phobias, candidates must be able to:

- ◆ describe what is meant by phobias
- ◆ describe the characteristics of agoraphobia, specific phobia, and social anxiety disorder (DSM-V — 2012 revision)
- ◆ describe and explain the role of genetic inheritance, and the two-process model (classical conditioning and operant conditioning, Mowrer, 1947) in the creation of phobias
- ◆ describe and explain therapies for phobias, which must include:
  - systematic desensitisation
  - social skills training
- ◆ explain one strength and one weakness of systematic desensitisation
- ◆ describe the main aims, method/procedure and results of a study into:
  - the two-process model of phobias (classical or operant conditioning)
  - the genetic inheritance of phobias
- ◆ explain one strength and one weakness of the studies used

## **Social behaviour**

Candidates must be able to:

- ◆ explain and use psychological theories, concepts, research evidence and terminology when explaining human behaviour
- ◆ give a psychological explanation of two topics relating to social behaviour, including the topic of conformity, and one other from the topics of either altruism or non-verbal communication (NVC)

For the topic of conformity, candidates must be able to:

- ◆ describe what is meant by conformity
- ◆ describe and explain the concepts of:
  - informational and normative social influence
  - compliance and internalisation
  - individual, situational and cultural factors
  - minority and majority influence
- ◆ describe the main aims, method/procedure and results of Asch's (1951), and Mori and Arai's (2010) studies
- ◆ explain one strength and one weakness of the studies used

Candidates will also be assessed on one other topic relating to social behaviour, chosen from either altruism or non-verbal communication (NVC).

For the topic of altruism, candidates must be able to:

- ◆ describe what is meant by altruism
- ◆ describe and explain the concepts of bystander apathy, diffusion of responsibility and pluralistic ignorance
- ◆ describe and explain:
  - the kin-selection theory of altruism
  - the empathy-altruism theory
  - cultural differences in altruism
- ◆ describe the main aims, method/procedure and results of a study relating to the kin-selection theory of altruism
- ◆ describe the main aims, method/procedure and results of a study relating to the empathy-altruism theory
- ◆ explain one strength and one weakness of the studies used

For the topic of non-verbal communication (NVC), candidates must be able to:

- ◆ describe types of NVC, which must include the functions of:
  - eye contact
  - facial expression
  - body language
- ◆ describe and explain the contribution of nature and nurture to NVC, which must include:
  - personal space



- cultural differences
- universal types of NVC
- gender differences
- status differences
- ◆ describe the main aims, method/procedure and results of a study relating to:
  - nature in NVC
  - nurture in NVC
- ◆ explain one strength and one weakness of the studies used

### **Skills, knowledge and understanding for the assignment**

The following skills, knowledge and understanding are assessed in the assignment:

- ◆ 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

Candidates must be able 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

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.scqf.org.uk](http://www.scqf.org.uk)).

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **1 Literacy**

1.2 Writing

## **2 Numeracy**

2.3 Information handling

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.3 Applying

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ 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 enables candidates to extend and apply the skills, knowledge and understanding acquired during the course, assessed by a question paper and an assignment.

## Course assessment structure: question paper

### Question paper

**70 marks**

The question paper assesses candidates' use of skills and their knowledge and understanding of psychological theories, concepts and topics. Candidates are required to use psychological explanations and research evidence to respond to questions.

The question paper allows candidates to demonstrate the following skills, knowledge and understanding:

- ◆ explaining psychological concepts, theories 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, including the ability to calculate the mean, median and mode

The question paper has four sections: two have 20 marks and two have 15 marks. The question paper therefore has 70 marks out of a total of 100 marks for course assessment and constitutes 70% of the course assessment.

### Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete the question paper in 2 hours.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

# Course assessment structure: assignment

## Assignment

**30 marks**

The assignment requires candidates to produce a report based on the background research of a topic in psychology, and a research plan for further research on this topic. They choose a topic, conduct a literature review of other research into this topic, then plan a piece of research of their own. Candidates are **not required** to carry out the research for this assignment.

The assignment assesses candidates' use of investigation and communication skills appropriate to psychology. It allows candidates 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

The assignment has 30 marks out of a total of 100 marks for course assessment and therefore constitutes 30% of the course assessment.

## Setting, conducting and marking the assignment

The assignment is set by centres within SQA guidelines. SQA provides a brief for the generation of evidence to be assessed. Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

Teachers or lecturers should help candidates to choose a topic to investigate, ensuring that the topic chosen allows the requirements for successful completion of the assignment report to be met. Candidates have an open choice of topic within those studied as part of the course. The choice of topic should be based on an individual candidate's interest and the availability of suitable resources.

Examples of suitable topics are:

- ◆ stability of personality from late adolescence to age 70+ longitudinal study using personality test — based on work of Harris *et al* (2016)
- ◆ the effect of learning on sleep quantity in adolescents: questionnaire — based on work of Bennington and Frank (2003)
- ◆ gender differences in recognition of facial expression: experiment — based on work of Ekman (eg 1973)

Candidates are required to:

- ◆ describe behaviour associated with their 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

### **Assessment conditions**

Teachers/lecturers and candidates must uphold ethical standards when choosing a topic and conducting the assignment. Adherence to ethical standards set by the British Psychological Society is essential.

Teachers/lecturers must tell candidates how the assessment will be carried out and any required conditions.

### **Time**

The assessment is carried out over a period of time. Candidates should start at an appropriate point in the course. This will normally be when they have completed most of the work of the course. The evidence should be completed in time to meet submission dates set by SQA.

### **Supervision, control and authentication**

The assignment is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers/lecturers should put in place processes for monitoring progress and ensuring that the work is the candidate's own and plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

### **Resources**

There are no restrictions on the resources to which candidates may have access.

### **Reasonable assistance**

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than that which is deemed 'reasonable assistance', they may not be ready for assessment.

Reasonable assistance may be given on a generic basis to a class or group of candidates, eg advice on how to develop a project plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment, and teachers/lecturers need to be aware that this may be

going beyond reasonable assistance. Candidates may seek clarification regarding the wording of a task, prompt or instructions for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Teachers/lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Group work approaches as part of the preparation for assessment can be helpful; however, group work is not appropriate once formal work on recording assessment evidence has started.

Teachers/lecturers should ensure that candidates understand the requirements of each stage of the task. This should be done before they begin the task. Teachers/lecturers may provide a range of resources from which the candidate can select information to use in their assignment. Once the candidate starts on the task they must work independently.

Teachers/lecturers should ensure that candidates understand the information needed to provide a basic reference. There is no expectation that references are of an academic standard but basic information should be provided to guide others towards resources used.

Reasonable assistance does not include:

- ◆ providing the topic
- ◆ directing candidates to specific resources to be used
- ◆ providing model answers
- ◆ providing detailed feedback on drafts, including suggesting a possible mark

## **Evidence to be gathered**

The candidate evidence required for this assessment is the completed National 5 Psychology assignment report.

The assignment may be produced in written form or word-processed. Whichever is used, the evidence must be able to be submitted on paper to SQA for marking.

## **Volume**

The assignment report should be between 800 and 1,200 words long excluding references, footnotes and appendices. Candidates must provide the word count for the completed report, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty is applied.

## **Grading**

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



# Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Psychology subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

# Appendix: course support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

## Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

Candidates need support and guidance to develop study skills and learning strategies. Candidates should be gradually encouraged to participate in their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of co-operative learning, peer support and peer feedback can be substantial and should be encouraged. This can be supported by the use of information and communication technology (ICT).

The 'Approaches to learning and teaching' section provides suggested activities that teachers and lecturers can build in to their delivery to develop these skills, knowledge and understanding.

## Approaches to learning, teaching and assessment

The skills, knowledge and understanding in this course relate to:

- ◆ explaining psychological concepts, theories, and terminology
- ◆ using basic investigation skills to select, organise and interpret information in psychology
- ◆ applying knowledge and understanding of psychology to explain human behaviour
- ◆ understanding the basic research process in psychology, including the ability to explain strengths and weaknesses of methods and to describe ethical and scientific standards
- ◆ using research evidence to explain human behaviour
- ◆ interpreting basic descriptive statistics in psychological research, including the ability to calculate the mean, median and mode
- ◆ using communication skills appropriate to psychology

Candidates learn best when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better

- ◆ are given advice about how to make improvements and are fully involved in deciding what needs to be done next
- ◆ know who can help them if they need it

Teachers and lecturers should:

- ◆ encourage and support independent learning
- ◆ help candidates understand the requirements of the course by sharing learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage candidates to set their own learning objectives
- ◆ encourage candidates to assess the extent of their existing knowledge
- ◆ encourage self- and peer-evaluation
- ◆ question effectively using higher order questioning when appropriate

The use of assessment for formative purposes can help raise attainment by:

- ◆ giving feedback
- ◆ detailing progress
- ◆ identifying candidates' strengths and areas for development

The National 5 Psychology course has three areas of study:

- ◆ Individual behaviour
- ◆ Social behaviour
- ◆ Research

The following tables provide suggested activities that teachers and lecturers could use to support the development of skills, knowledge and understanding required for the National 5 Psychology course. Following each table for optional topics, examples of research that could be used are given.

## Individual behaviour

The following table relates to the mandatory content for individual behaviour: sleep and dreams.

Individual behaviour		
Topic	Mandatory content and skills	Suggested activities
Sleep and dreams (mandatory topic)	Describing rapid eye movement (REM) and non-REM sleep.	<ul style="list-style-type: none"> <li>◆ Create flashcards with features of REM and non-REM sleep.</li> <li>◆ Create charts with the headings REM and non-REM along with key features of each. Candidates place the correct feature under the correct heading.</li> <li>◆ Candidates complete exit slips to show what they have retained.</li> </ul>
	Explaining REM and non-REM sleep.	<ul style="list-style-type: none"> <li>◆ Create a diagram of the stages of sleep, showing where REM and non-REM sleep occur. Add drawings and colour to aid recall.</li> </ul>
	Applying knowledge about REM and non-REM sleep to real life, and to interpret unknown scenarios.	<ul style="list-style-type: none"> <li>◆ Create an activity as follows:                             <ul style="list-style-type: none"> <li>— Research has shown that REM sleep is for .....</li> <li>and non-REM sleep is for.....</li> <li>This means that people should.....</li> </ul> </li> <li>◆ Use past paper application questions as formative assessment.</li> <li>◆ Candidates keep a dream diary for 5 days, then interpret each dream in terms of latent and manifest content. See <a href="http://www.dreammoods.com/">http://www.dreammoods.com/</a></li> </ul>
	Describing the Restoration Theory of Sleep (Oswald, 1966).	<ul style="list-style-type: none"> <li>◆ Investigate the theory and describe its main features.</li> <li>◆ Create an advert for the theory, which includes its unique selling point (USP).</li> </ul>
	Explaining the Restoration Theory of Sleep (Oswald, 1966).	<ul style="list-style-type: none"> <li>◆ Create a flowchart of the sleep process according to the Restoration Theory.</li> </ul>
	Describing the main aims, method/procedure, and results of Dement and Kleitman's study (1957), and Freud's (1909) case study of Little Hans.	<ul style="list-style-type: none"> <li>◆ Investigate the study, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ Draw a storyboard of the procedure.</li> </ul>
	Explaining one strength and one weakness of the studies used.	<ul style="list-style-type: none"> <li>◆ Encourage the skill of explanation by, for example:</li> </ul>

Individual behaviour		
Topic	Mandatory content and skills	Suggested activities
Sleep and dreams (mandatory topic)		— A case study was used here which is difficult to generalise <b>because</b> .....
	Describing the psychoanalytic theory of dreams, which must include: conscious, pre-conscious, unconscious, manifest content of dreams, and latent content of dreams.	◆ Mix-and-match activity where candidates join the term to the correct meaning.
	Explaining the psychoanalytic theory of dreams, which must include: conscious, pre-conscious, unconscious, manifest content of dreams, and latent content of dreams.	<ul style="list-style-type: none"> <li>◆ Using images of dreams, candidates explain what they see in terms of Freudian theory, using the correct terms.</li> <li>◆ Candidates create images of dreams which illustrate Freudian theory, and provide labels with the appropriate terminology.</li> </ul>

The following tables relate to the optional content for individual behaviour: phobias and personality, from which one topic should be chosen.

<b>Individual behaviour</b>		
<b>Topic</b>	<b>Mandatory content and skills (for this topic)</b>	<b>Suggested activities</b>
<b>Phobias</b> (optional topic)	Describing what is meant by phobias.	<ul style="list-style-type: none"> <li>◆ Investigation of definitions of phobias — those which conform to a psychological definition are chosen — candidates take note of these.</li> </ul>
	Describing the characteristics of agoraphobia, specific phobia and social anxiety disorder (DSM-V – 2012 revision).	<ul style="list-style-type: none"> <li>◆ Create flashcards for each phobia.</li> <li>◆ Create charts with the headings: agoraphobia, specific phobia and social anxiety disorder, along with key features of each. Candidates place correct feature under the correct heading.</li> <li>◆ Candidates create a ‘phobia story’. They select a phobia of their choice and investigate (eg <a href="http://www.medicinenet.com/script/main/art.asp?articlekey=50315">http://www.medicinenet.com/script/main/art.asp?articlekey=50315</a> ), then write a short story (about 1000 words). They should include: symptoms, behaviour, conflict situation, and climax, including dialogue.</li> </ul>
	Describing the role of genetic inheritance, and the two-process model (classical and operant conditioning — Mowrer, 1947) in the creation of phobias.	<ul style="list-style-type: none"> <li>◆ Candidates to mind map each theory, adding images and colour to aid recall.</li> </ul>
	Explaining the role of genetic inheritance, and the two-process model (classical and operant conditioning — Mowrer, 1947) in the creation of phobias.	<ul style="list-style-type: none"> <li>◆ Candidates create a flowchart illustrating Mowrer’s two-process model of phobias.</li> </ul>
	Describing therapies for phobias, which must include: systematic desensitisation and social skills training.	<ul style="list-style-type: none"> <li>◆ Candidates create hierarchies of fear for phobias of their choice.</li> <li>◆ Candidates create a wordsearch on features of each type of therapy (eg <a href="http://www.puzzle-maker.com/wordsearch_Entry.cgi/">http://www.puzzle-maker.com/wordsearch_Entry.cgi/</a>).</li> </ul>
	Explaining therapies for phobias, which must include: systematic desensitisation and social skills training.	<ul style="list-style-type: none"> <li>◆ Candidates are given a different type of relaxation technique which may be used in systematic desensitisation to try out, then report on their experience to the class.</li> <li>◆ As a link with ethics, candidates could be asked how they would feel if they had, at some point, to have direct experience with the feared object/situation. These activities also support candidates’ explanations of a strength and weakness of the therapy.</li> </ul>
	Applying knowledge of therapies for phobias, which must include: systematic desensitisation and social skills training.	<ul style="list-style-type: none"> <li>◆ Use past papers application questions as formative assessment.</li> <li>◆ In small groups, half the class create adverts for systematic desensitisation, the other</li> </ul>

Individual behaviour		
Topic	Mandatory content and skills (for this topic)	Suggested activities
Phobias (optional topic)		half for social skills training (eg <a href="https://www.postermywall.com">https://www.postermywall.com</a> ).
	Explaining one strength and one weakness of systematic desensitisation.	<ul style="list-style-type: none"> <li>◆ Encourage the skill of explanation by, for example:               <ul style="list-style-type: none"> <li>—Systematic desensitisation is not as successful with the treatment of agoraphobia <b>because</b>.....</li> </ul> </li> </ul>
	Describing the main aims, method/procedure, and results of a study into: the two-process model of phobias (classical or operant conditioning) and the genetic inheritance of phobias.	<ul style="list-style-type: none"> <li>◆ Investigate the study, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ Create a cartoon of the procedure.</li> </ul>

## **Suggested research**

An example of a study into classical conditioning:

Watson, J. B. & Rayner, R. (1920) Conditioned emotional reactions. *Journal of Experimental Psychology*, 3(1), 1-14.

<https://www.simplypsychology.org/classical-conditioning.html> [September 2017].

A study into phobias and genetic inheritance:

Distel, M. A., Vink, J. M., Willemsen, G., Middeldorp, H. L. G. & Boomsa, D. I. (2008) Heritability of Self-reported Phobic Fear, *Behavior Genetics*. 38 (1), pp 24-33.

[http://www.tweelingenregister.org/nederlands/verslaggeving/NTR-publicaties\\_2008/Distel\\_BG\\_2008.pdf](http://www.tweelingenregister.org/nederlands/verslaggeving/NTR-publicaties_2008/Distel_BG_2008.pdf) [September 2017].



Individual behaviour		
Topic	Mandatory content and skills (for this topic)	Suggested activities
Personality (optional topic)	Describing what is meant by personality in psychology.	<ul style="list-style-type: none"> <li>◆ Class discussion of definitions of personality — those which conform to a psychological definition are identified — candidates take note of these.</li> </ul>
	Describing Eysenck's type theory of personality, which must include: introversion/extraversion, neuroticism/stability, psychoticism/sociability.	<ul style="list-style-type: none"> <li>◆ Create flashcards with features of each personality type.</li> <li>◆ Create charts with the headings introversion/extraversion; neuroticism/stability; psychoticism/sociability. Candidates place correct characteristic under the correct heading.</li> <li>◆ Make a timeline of Eysenck's identification of these personality types.</li> </ul>
	Explaining Eysenck's type theory of personality, which must include: introversion/extraversion, neuroticism/stability, psychoticism/sociability.	<ul style="list-style-type: none"> <li>◆ On the chart compiled for describing, above, make links to where these types come from, eg nervous system arousal.</li> </ul>
	Applying Eysenck's type theory of personality, which must include: introversion/extraversion, neuroticism/stability, psychoticism/sociability.	<ul style="list-style-type: none"> <li>◆ Use past paper application questions as formative assessment.</li> <li>◆ In small groups, candidates create an advert for a dating site, describing a particular personality type.</li> <li>◆ Name and describe two characters with very different personality types: eg one has many traits of the extravert, while the other scores highly for introversion. Give these to candidates who have to answer questions such as: <ul style="list-style-type: none"> <li>— Both..... and ..... have been asked to work together on a psychology project that will require a lot of planning and time management. Describe how each would get on and why.</li> </ul> </li> </ul>
	Explaining one strength and one weakness of Eysenck's type theory of personality.	<ul style="list-style-type: none"> <li>◆ Encourage the skill of explanation by, for example: <ul style="list-style-type: none"> <li>— Eysenck uses questionnaires to measure personality types and traits, which is an advantage <b>because</b>.....</li> </ul> </li> </ul>
	Describing personality scales, which must include: Eysenck's Personality Questionnaire-revised (EPQ-r) and the Big 5 personality traits.	<ul style="list-style-type: none"> <li>◆ In small groups, make classroom posters which illustrate the main features of each of these questionnaires.</li> <li>◆ As a link with ethics, candidates could be asked how they would feel if they were told they could not pursue their dream job because of the results of a personality test.</li> </ul>

Individual behaviour		
Topic	Mandatory content and skills (for this topic)	Suggested activities
Personality (optional topic)	Describing the main causes of anti-social personality disorder (APD), which must include: biological and situational.	<ul style="list-style-type: none"> <li>◆ Candidates create mix-and-match exercises for their classmates to complete.</li> <li>◆ Candidates create a crossword on the biological and situational cause of APD (eg <a href="https://worksheets.theteacherscorner.net/make-your-own/crossword/">https://worksheets.theteacherscorner.net/make-your-own/crossword/</a>).</li> </ul>
	Describing the main aims, method/procedure, and results of research studies into: situational causes of APD and biological causes of APD (see suggested research section).	<ul style="list-style-type: none"> <li>◆ Investigate the study, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ In groups, write a play, then act it out — class members can be given voting slips for best actor, best 'screenplay', best use of props etc, and awards can be given out to the winners.</li> </ul>
	Explaining one strength and one weakness of the studies used.	<ul style="list-style-type: none"> <li>◆ Encourage the skill of explanation by, for example: <ul style="list-style-type: none"> <li>— A laboratory experiment was used which is low in ecological validity. This is a disadvantage <b>because</b>.....</li> </ul> </li> </ul>

## **Suggested research**

An example of a study into situational causes of APD:

Reiss, A. J. & Farrington, D. P. (1994) Advancing knowledge about co-offending: Results from a prospective longitudinal survey of London males, *Psychological Explanations of Crime*, Dartmouth Publishing, pp. 315-350.

<https://www.scribd.com/doc/228249935/Advancing-knowledge-about-co-offending-Results-from-a-prospective-longitudinal-survey-of-London-males-Farrington-et-al-1994> [September 2017].

An example of a study into biological causes of APD:

Raine, A., Buchsbaum, M. & LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. *Biological Psychiatry*, 42 (6), 495-508.

[www.holah.karoo.net/rainestudy.htm](http://www.holah.karoo.net/rainestudy.htm) [September 2017].

## Social behaviour

The following table relates to the mandatory content for social behaviour: conformity.

Social behaviour		
Topic	Mandatory content and skills	Suggested activities
Conformity (mandatory topic)	Describing what is meant by conformity.	<ul style="list-style-type: none"> <li>◆ Investigation of definitions of conformity — those which conform to a psychological definition are chosen — candidates take note of these.</li> </ul>
	Describing the concepts of: informational and normative social influence; compliance and internalisation; individual, situational and cultural factors; minority and majority influence.	<ul style="list-style-type: none"> <li>◆ Candidates create flashcards for each concept.</li> <li>◆ Candidates create mind maps of each concept, adding images and colour to aid recall.</li> <li>◆ Candidates complete exit slips to show what they have retained.</li> </ul>
	Explaining the concepts of: informational and normative social influence; compliance and internalisation; individual, situational and cultural factors; minority and majority influence.	<ul style="list-style-type: none"> <li>◆ Candidates to investigate, then summarise (in their own words), each concept.</li> <li>◆ Candidates answer comprehension questions on each concept.</li> </ul>
	Applying the concepts of: informational and normative social influence; compliance and internalisation; individual, situational and cultural factors; minority and majority influence.	<ul style="list-style-type: none"> <li>◆ Use past paper application questions as formative assessment.</li> <li>◆ Candidates create scenarios which exemplify each concept.</li> <li>◆ Teachers and lecturers create scenarios which exemplify each concept and ask candidates to explain them with reference to each concept.</li> </ul>
	Describing the main aims, method/procedure, and results of Asch's (1951), and Mori and Arai's (2010) studies.	<ul style="list-style-type: none"> <li>◆ Candidates investigate the studies, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ Candidates create storyboards of the procedures of each study (eg <a href="https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students">https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students</a>).</li> </ul>
	Explaining one strength and one weakness of the studies used.	<ul style="list-style-type: none"> <li>◆ Encourage extended explanations of the strength and weakness.</li> <li>◆ Candidates create (or teachers or lecturers create a template) a double-bubble map (eg <a href="https://www.dvusd.org/Page/3735">https://www.dvusd.org/Page/3735</a>), each circle having the title of each study. Once double-bubble has been filled in with the relevant information, candidates use joining phrases to translate the content to prose.</li> </ul>

The following tables relate to the optional topics for social behaviour: altruism and non-verbal communication, from which one topic should be chosen.

<b>Social behaviour</b>		
<b>Topic</b>	<b>Mandatory content and skills</b> (for this topic)	<b>Suggested activities</b>
<b>Altruism</b> (optional topic)	Describing what is meant by altruism.	<ul style="list-style-type: none"> <li>◆ Investigation of definitions of altruism — distinguish in a plenary the difference between altruism and other forms of helping behaviour.</li> </ul>
	Describing the concepts of: bystander apathy, diffusion of responsibility and pluralistic ignorance.	<ul style="list-style-type: none"> <li>◆ Candidates create flashcards of each concept.</li> <li>◆ Candidates create mind maps of each concept, adding images and colour to aid recall.</li> <li>◆ Candidates complete exit slips to show what they have retained.</li> </ul>
	Explaining the concepts of: bystander apathy, diffusion of responsibility and pluralistic ignorance.	<ul style="list-style-type: none"> <li>◆ Candidates create a three circle Venn diagram, with the headings: bystander apathy, diffusion of responsibility and pluralistic ignorance.</li> <li>◆ Candidates place features (supplied by teachers or lecturers) that are unique to each study in the outer section of the relevant circle, and those that are common to both studies in the intersection of each. Candidates use joining phrases to translate the completed Venn into prose.</li> </ul>
	Applying the concepts of: bystander apathy, diffusion of responsibility and pluralistic ignorance.	<ul style="list-style-type: none"> <li>◆ Use past paper application questions as formative assessment.</li> <li>◆ Candidates are given a concept in groups of two and asked to create a presentation that applies the concept in a new context.</li> <li>◆ Teachers or lecturers create scenarios which exemplify each concept and ask candidates to explain them with reference to each concept.</li> </ul>
	Describing the kin-selection theory of altruism; the empathy-altruism theory; cultural differences in altruism.	<ul style="list-style-type: none"> <li>◆ Candidates are given a list of key features of the two theories. They highlight in different colours (eg blue for kin-selection and green for empathy-altruism) those features that apply to each theory.</li> </ul>
	Explaining the kin-selection theory of altruism; the empathy-altruism theory; cultural differences in altruism.	<ul style="list-style-type: none"> <li>◆ Candidates create a t-chart outlining the differences in altruism between collectivist and individualistic cultures.</li> <li>◆ Using the information from the t-chart and linking phrases, candidates translate the content to prose.</li> </ul>

Social behaviour		
Topic	Mandatory content and skills (for this topic)	Suggested activities
Altruism (optional topic)	Applying knowledge of the kin-selection theory of altruism; the empathy-altruism theory; cultural differences in altruism.	<ul style="list-style-type: none"> <li>◆ Candidates are given scenarios and have to decide (and give reasons for their decisions) which theory of altruism it relates to.</li> <li>◆ Candidates create scenarios that illustrate each theory.</li> </ul>
	Describing the main aims, method/procedure, and results of a study relating to the kin-selection theory, and one relating to the empathy-altruism theory.	<ul style="list-style-type: none"> <li>◆ Investigate the studies, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ Candidates create storyboards of the procedures of each study (eg <a href="https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students">https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students</a>).</li> </ul>
	Explaining one strength and one weakness of the studies used.	<ul style="list-style-type: none"> <li>◆ Candidates investigate these, then add to the summary provided for 'describing the main aims....', as above.</li> </ul>

## **Suggested research**

An example of a study into empathy and altruism is:

Bethlehem, R. A. I., Allison, C., van Andel, E. M., Coles, A. I., Neil, K. & Baron-Cohen, S. (2016) Does empathy predict altruism in the wild? *Social Neuroscience*, <http://dx.doi.org/10.1080/17470919.2016.1249944> [September 2017].

An example of a study into kin-selection and altruism is:

Madsen, E. A., Tunney, R. J., Fieldman, G., Plotkin, H. C., Richardson, J. M. & McRarland, D. (2007) Kinship and altruism: A cross-cultural experimental study. *British Journal of Psychology*, 98(2), 339-359. DOI: 10.1348/000712606X129213. <http://www.elainie.dk/Research/AltruismPaperProof.pdf> [September 2017].

Social behaviour		
Topic	Mandatory content and skills (for this topic)	Suggested activities
<b>Non-verbal communication</b> (optional topic)	Describing types of non-verbal communication (NVC), which must include: eye contact; facial expression; and body language.	<ul style="list-style-type: none"> <li>◆ Small groups given the task of finding definitions of one type of NVC. They then provide this definition to the class.</li> <li>◆ Candidates create stick drawings which illustrate different types of eye contact, facial expression and body language.</li> <li>◆ Groups given one type of NVC, then create a poster illustrating this type created from drawings and cutouts from magazines.</li> </ul>
	Describing the contribution of nature and nurture to NVC, which must include: personal space; cultural differences; universal types of NVC; gender differences; and status differences.	<ul style="list-style-type: none"> <li>◆ Candidates create charts with the overall headings: personal space and gender differences, and the subheadings: nature (universal) and nurture (culture/status). With features supplied by teachers or lecturers, candidates place each feature under the correct heading.</li> <li>◆ Candidates complete exit slips to show what they have retained.</li> </ul>
	Explaining the contribution of nature and nurture to NVC, which must include: personal space; cultural differences; universal types of NVC; gender differences; and status differences.	<ul style="list-style-type: none"> <li>◆ Candidates investigate cultural differences in NVC from different countries (eg Chile, Japan, France, India, or China).</li> <li>◆ Candidates create mind maps of each concept, adding images and colour to aid recall. These can be posted on the wall, with links made between related concepts.</li> </ul>
	Applying the contribution of nature and nurture to NVC, which must include: personal space; cultural differences; universal types of NVC; gender differences; and status differences.	<ul style="list-style-type: none"> <li>◆ Use past paper application questions as formative assessment.</li> <li>◆ Candidates are given a concept, in groups of two, and asked to create a presentation that applies the concept in a new context.</li> <li>◆ Candidates are asked what body language they would use in different situations, eg being interviewed for a job, working as a receptionist at a dentist surgery, in a café with their friends, along with reasons why this is the case.</li> <li>◆ Teachers or lecturers create scenarios which exemplify each concept and ask candidates to explain them with reference to each concept.</li> </ul>



<b>Social behaviour</b>		
<b>Topic</b>	<b>Mandatory content and skills (for this topic)</b>	<b>Suggested activities</b>
<b>Non-verbal communication</b> (optional topic)	Describing the main aims, method/procedure, and results of a study relating to nurture in NVC and another into nature in NVC.	<ul style="list-style-type: none"> <li>◆ Investigate the studies, and summarise the main features under the headings: aims, method/procedure, and results.</li> <li>◆ Some activities from other topic sections may also be suitable here.</li> </ul>
	Explaining one strength and one weakness of the studies used.	<ul style="list-style-type: none"> <li>◆ Candidates to be encouraged to extend their explanations, as before.</li> </ul>

## **Suggested research**

An example of a study into nature and NVC is:

Kennedy, D. P., Glascher, J., Tyszka, M. & Adolphs, R. (2009) Personal space regulation by the human amygdala. *Nature* 12 (10), 1226-1227.

<https://www.researchgate.net/publication/26777794> [September 2017].

An example of a study into nurture and NVC is:

Yuki, M., Maddux, W. W. & Masuda, T. (2005) Cultural differences in using the eyes and mouth as cues to recognize emotions in Japan and the United States. *Journal of Experimental Social Psychology*. (2007) 43(2) 303-311.

<http://faculty.insead.edu/william-maddux/documents/JESP-face-paper.pdf> [September 2017].

## Research

This part of the course is required to support candidates with both the National 5 Psychology question paper and the assignment. In addition to the skills required for the question paper, candidates also develop the following skills in this area of study and in their assignments:

- ◆ using basic investigation skills to select, organise and interpret information in psychology
- ◆ interpreting basic descriptive statistics in psychological research

This course readily provides opportunities for a variety of learning and teaching opportunities such as for candidate-centred, problem-solving activities; pair and group discussion; consideration of research scenarios; experimental demonstrations; questionnaire design; games and quizzes; IT/web-based activities; and formal presentations.

Discussion groups or personal investigation and research are excellent ways of promoting independence in learning.

Stimulus materials, visual aids and familiar situations may be used to stimulate candidates' interest. Relevant online video clips may be shown in a classroom situation followed by group discussion and analysis of the content.

Learning tasks should allow for personalisation and choice as well as enabling candidates to work at a suitable pace with appropriate support.

Teaching approaches should support candidates to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Approaches to teaching and learning can include small-scale or class-based research activities. With support from teachers and lecturers, candidates may collaborate to develop ideas and consider ethical and methodological issues for research proposals. A small piece of research focused on a feature of social behaviour such as conformity, or an aspect of individual behaviour such as memory, may be carried out.

### Research methods

Candidates are expected to explain what is meant by experimental methods, including independent, dependent and extraneous variables; validity and reliability; and to develop their knowledge and understanding about the need for the experimental research method to show cause and effect. Laboratory experiments, field experiments and naturalistic experiments should be explained.

Candidates also develop knowledge and understanding of non-experimental research methods including:

- ◆ questionnaires/surveys
- ◆ interviews
- ◆ observation
- ◆ case studies
- ◆ correlational studies

Candidates could be encouraged to consider the strengths and weaknesses of the research methods. This may be achieved by a variety of learning and teaching methods including learner-centred problem-solving activities, pair and group discussion, and consideration of research scenarios.

The area of study also develops candidates' knowledge and understanding of research terminology. Opportunities should be offered to practise using this terminology through discussion and activities. For example, candidates should be able to use the following research terminology accurately:

- ◆ theory
- ◆ hypothesis
- ◆ methods, either experiment or survey (questionnaires)
- ◆ sample, including a basic explanation of why sampling is used
- ◆ ethics (candidates must be aware of the British Psychological Society's guidelines and should identify straightforward ethical issues)
- ◆ data (candidates are be able to interpret simple descriptive statistics)

Candidates should know how to structure a basic psychological plan using appropriate headings and terminology. They should also know how to reference sources using a referencing system. At National 5 level candidates are being introduced to referencing and should be encouraged to reference in a consistent way that enables them and others to find and verify resources used.

Candidates use research evidence to support explanations. They offer a basic explanation of how the evidence contributes to understanding behaviour in relation to the planned research.

### **Sampling**

Candidates could be encouraged to investigate how participants in research are obtained. A group exercise could be used to allow candidates to find out about sampling, or candidates could find out about a method and report back to the class. Sampling methods that should be described and evaluated can include:

- ◆ opportunity sampling
- ◆ random sampling
- ◆ self-selection
- ◆ systematic sampling
- ◆ quota sampling
- ◆ stratified sampling

### **Calculating and presenting data**

Candidates should develop their knowledge and understanding of the use of descriptive statistics and demonstrate their ability to calculate the measures of central tendency (mean, median, and mode).

Teachers and lecturers could present candidates with simple number sets to practise calculations and follow with a discussion of the merits and disadvantages of mean, median and mode.

As a way of consolidating the knowledge and understanding of the research process, candidates could be given a variety of research scenarios and, working either in groups, in pairs, or individually, could plan a research study using appropriate method, sampling and data collection and justifying their choices.

## **National 5 Psychology: ethical practice in student research**

Ethical practice is essential when teaching psychology. Some topics may be sensitive for individual candidates, based on stages of development or personal experiences, and discretion should be used. Care should be taken in learning and teaching, and sensitivity should be shown, for example, in discussions which may relate to health, relationships or emotions.

Teachers and lecturers should be alert to any signs of discomfort or distress. Such concerns are particularly relevant to delivery methods involving classroom research demonstrations, and teachers or lecturers should be familiar with two sources of ethical guidance: the *BPS Code of Ethics and Conduct* found at [www.bps.org.uk](http://www.bps.org.uk); and the *ATP Guide to Ethics for Teachers and Students of Psychology at Pre-Degree Level* found at [www.theatp.org](http://www.theatp.org)

These guidelines are designed to ensure ethical research in psychology. When candidates undertake research, the teacher or lecturer takes responsibility for ensuring the ethical nature of candidates' research. The document gives brief guidance for teachers and lecturers on ethical practice in psychology and suggestions for supervising candidates. More in depth information can be found on the British Psychological Society's website.

When creating their plan for the National 5 Psychology assignment, ethical research must be planned for. Examples of unethical plans include:

- ◆ using discussion as a means to test majority influence (eg in replications of the Jenness (1930) study):
  - reason: the discussion may impact on the self-esteem of those whose initial estimate deviates significantly from that of others (protection from harm — research procedures must not embarrass, frighten, offend or harm participants)
- ◆ replicating the Asch (1951) procedure, which uses confederates:
  - reason: naïve participants will feel very uncomfortable when faced with the false responses regarding line length (protection from harm), furthermore, participants cannot provide informed consent — they are being deceived

The rights and dignity of participants must always take precedence over researchers'/candidates' wishes to conduct interesting yet potentially unethical research. The added value of boundary setting by teachers and lecturers on the choice of research procedure in such instances is the development of an empathic, responsible citizen (as well as allowing candidates to access the full ethics marks).

### **Information for teachers and lecturers**

- ◆ Teachers and lecturers are required to supervise candidates' work and make certain that it does not contravene the ethical guidelines of the British Psychological Society (BPS).
- ◆ The wellbeing of both candidates and research participants must be protected at all times.

**Note: no participants under the age of 16 must be used in candidate research.**

## **Brief outline of BPS ethical guidelines**

### **Consent**

Participants should give informed consent to take part in any study. If possible participants should be informed about the objectives of the research. If giving this information would have an impact on the study (through demand characteristics) then participants should be advised of the objectives of the study at the earliest opportunity and additional safeguards should be put in place to maintain the participants' welfare and dignity.

Informing participants means that they must know:

- ◆ the aim of the project
- ◆ the type of data being collected
- ◆ the method
- ◆ time commitment expected
- ◆ the right to decline or withdraw at any point
- ◆ the opportunity to see the final report and results

### **Deception**

Participants should not be deceived. If any information is kept from participants in order to avoid demand characteristics in the research, they should be given this information at the earliest opportunity.

### **Withdrawal**

Participants should be informed of their right to withdraw from the study at any time. This includes participants being able to withdraw their data after the research has been completed.

### **Protection**

Participants have the right to be safe and free from physical and mental harm and should not be endangered or harmed in any way, including psychological harm such as stress, self-doubt, embarrassment, humiliation or avoidable anxiety during the course of the research. The risk of harm should be no greater than encountered in their normal daily lives. Researchers should respect individual, cultural and role differences. Sensitive topics, eg illegal activities, violence, sexual behaviour, and abuse must be avoided.

### **Confidentiality**

All information about participants obtained during the course of the research is strictly confidential unless written permission is obtained from the participant in advance and with their full understanding. The use of any information obtained must comply with the Data

Protection Act. The anonymity of participants should be ensured whenever possible. If this is not possible for any reason, participants should be advised before they agree to participate in the research.

### **Debriefing**

Participants should be provided with full information about the research as soon as possible and researchers should discuss participants' experience of the research to ensure that there are no negative effects.

### **Suggested guidelines for good practice**

- ◆ Discuss ethics and the need for ethical good practice before work begins. Some good and bad examples can be helpful.
- ◆ Check research plans before candidates start work on a project.
- ◆ Create a checklist for candidates' research plans. This has the added benefit of training candidates in proper research protocol.
- ◆ Review candidates' work regularly.
- ◆ Encourage discussion of ethical issues in the write up.

Suggested learning and teaching activities could include:

- ◆ mind mapping of prior knowledge of ethics
- ◆ devising various scenarios, particularly those with the potential to cause psychological distress or discomfort, for groups to discuss in terms of the British Psychological Society's code of conduct. Encourage empathy by stressing the importance of 'putting themselves in the shoes of...' participants in each scenario
- ◆ candidates research the main ethical guidelines in psychology (protection of participants; consent; right to withdraw; deception; debrief; competence; confidentiality) and create a resource with the information, eg a poster or leaflet. Candidates can then apply the ethical guidelines to past studies, eg [Zimbardo's prison experiment](#), or [Anderson and Gill's](#) studies on violent video games, and create an ethical plan for their own study. They could also consider the complications involved in planning ethical research.

## Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support, and towards the end of the course, for further integration, revision and preparation and/or gathering evidence for course assessment.

The purpose of the course assessment is to assess the added value of the course as well as to confirm attainment in the course and to provide a grade. The added value for the course addresses the key purposes and aims of the course, as defined in the course rationale.

The National 5 Psychology course assessment has two components: a question paper and an assignment. Teachers and lecturers should refer to this course specification for details of mandatory course content and assessment arrangements. Information on mandatory content should be shared with candidates to enable preparation for course assessment.

The question paper is carried out in controlled conditions within set time limits. Opportunities to practise writing responses to questions within time constraints enable candidates to understand the requirements of assessment.

The following skills are required for the National 5 Psychology question paper:

- ◆ Applying: can the learner use information in a new way?
- ◆ Understanding: (explain) can the candidate explain ideas or concepts?
- ◆ Questioning: (describe) can the candidate recall or remember the information?

The following command terms are frequently used in the question paper:

- ◆ **Apply:** make clear and direct use of knowledge and understanding in order to make a considered judgement and demonstrate understanding of the concept, topic or issue. Questions that address the skill of 'application' will have the command term 'Explain....with reference to...'
- ◆ **Describe:** a straightforward account of the main features of the concept, topic or issue.
- ◆ **Explain:** demonstrate understanding of the concept using appropriate psychological terminology. Examples may be helpful to explain points.

For the assignment, candidates investigate a topic in psychology. Topics can be chosen from the individual behaviour area of study or the social behaviour area of study.

The assignment may be introduced at any time during the course; however, candidates should be given time, guidance and support to develop skills, knowledge and understanding required, before compiling assessment evidence.

Detailed information on course assessment is given in this course specification.

In some circumstances it will be possible for candidates to work co-operatively with others to share experiences and information. This may be done using ICT and may be particularly useful in supporting candidates to participate in planning and discussion.



# Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates are expected to develop broad generic skills as an integral part of their learning experience. This course specification lists the skills for learning, skills for life and skills for work that candidates should develop through this course. These are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and must be built into the course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the course.

Skills for learning, skills for life and skills for work developed in the National 5 Psychology course include:

## 1 Literacy

### 1.2 Writing

Communication skills are developed throughout the course and writing has been identified as an important communication skill to be developed within psychology. Candidates should have opportunities to develop writing skills in this course.

For example, candidates may develop a blog or use a wiki or contribute to a discussion forum to analyse a video clip of human behaviour for the social behaviour area of study. For the individual behaviour area of study, candidates may develop their ability to select important information and write this in a concise way to compile an academic poster, or use electronic media to present information.

## 2 Numeracy

### 2.3 Information handling

Numeracy skills are developed throughout the course, for example, when candidates extract information from graphs and charts, and interpret statistical information.

## 3 Health and wellbeing

### 3.1 Personal learning

Health and wellbeing is enhanced as candidates reflect on their own learning, and through their discussions with others.

## **5 Thinking skills**

### **5.3 Applying**

Thinking skills are developed as candidates are involved in planning research, based on information they have gathered.

# Administrative information

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## History of changes to course specification

Version	Description of change	Date
2.0	Skills, knowledge and understanding for the assignment and question paper corrected in the course specification. Course support notes added as appendix.	September 2017

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