



National
Qualifications
SPECIMEN ONLY

S863/75/11

Psychology

Date — Not applicable

Duration — 2 hours

Total marks — 70

SECTION 1 — INDIVIDUAL BEHAVIOUR — 35 marks

Attempt Question 1 and **EITHER** Question 2 **OR** Question 3.

SECTION 2 — SOCIAL BEHAVIOUR — 35 marks

Attempt Question 4 and **EITHER** Question 5 **OR** Question 6.

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.



* S 8 6 3 7 5 1 1 *

SECTION 1 — INDIVIDUAL BEHAVIOUR — 35 marks
Attempt Question 1 and EITHER Question 2 OR Question 3

Question 1

Individual Behaviour — Sleep and Dreams

- (a) Describe REM sleep. 2
- (b) Explain the restoration theory of sleep (Oswald, 1966). 6
- (c) (i) Describe the Little Hans study. In your answer, you must include:
- Researcher name(s)
 - Aim(s)
 - Method/procedure
 - Results. 5
- (ii) Explain **one** strength and **one** weakness of the Little Hans study. 4
- (d) Describe what is meant by:
- the unconscious
 - manifest content of dreams
 - latent content of dreams. 3

Individual Behaviour — Optional Topic

Attempt EITHER

Question 2 — Personality

OR

Question 3 — Phobias

Question 2 — Personality

Every time that Elle sneezes, she thinks she is about to have the 'flu.

- | | |
|--|---|
| (a) Describe the personality type of neuroticism/stability by referring to Elle's behaviour. | 3 |
| (b) Explain one strength and one weakness of Eysenck's type theory of personality. | 4 |
| (c) Describe three characteristics of Anti-Social Personality Disorder (APD). | 3 |
| (d) Describe situational causes of APD. | 5 |

[Now go to Question 4]

Question 3 — Phobias

- | | |
|---|---|
| (a) Describe what is meant by phobias. | 2 |
| (b) Explain the role of genetic inheritance in the creation of phobias. | 5 |

Arran is seeing a therapist to help with his phobia of birds. His therapist is treating Arran with systematic desensitisation.

- | | |
|---|---|
| (i) Describe how Arran's therapist will help him using systematic desensitisation. | 4 |
| (ii) Explain one strength and one weakness of systematic desensitisation. | 4 |

[Now go to Question 4]

SECTION 2 — SOCIAL BEHAVIOUR — 35 marks
Attempt Question 4 and EITHER Question 5 OR Question 6

Question 4

Social Behaviour — Conformity

Aleksandra's parents go hunting and used to take her with them. Her friends are against this, and now Aleksandra is, too.

- (a) Explain Aleksandra's behaviour using the concept of internalisation. 4
- (b) Describe informational social influence. 2
- (c) Explain situational and cultural factors that may affect conformity levels. 8
- (d) (i) Describe Mori and Arai's research study (2010) into conformity. In your answer you must include:
- Aim(s)
 - Method/procedure
 - Results. 4
- (ii) Explain **one** strength of Mori and Arai's research study (2010). 2

Social Behaviour — Optional Topic

Attempt EITHER

Question 5 — Altruism

OR

Question 6 — Non-Verbal Communication (NVC)

Question 5 — Altruism

- | | |
|---|---|
| (a) Describe bystander apathy. | 2 |
| (b) Explain the empathy-altruism theory. | 6 |
| (c) (i) Describe a research study into the kin-selection theory of altruism. In your answer you must include: | |
| • Researcher name(s) | |
| • Aim(s) | |
| • Method/procedure | |
| • Results. | 5 |
| (ii) Explain one strength of the research study you described above. | 2 |

Attempt the question below, ONLY if you have not answered Question 5

Question 6 — Non-Verbal Communication (NVC)

- | | |
|--|---|
| (a) Describe what is meant by eye contact. | 2 |
| (b) In relation to NVC, explain what is meant by: | |
| (i) nature | 4 |
| (ii) nurture | 4 |
| (c) Describe a research study relating to nurture in NVC. In your answer you must include: | |
| • Researcher name(s) | |
| • Aim(s) | |
| • Method/procedure | |
| • Results. | 5 |

[END OF SPECIMEN QUESTION PAPER]



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Psychology

Marking Instructions

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

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General marking principles for National 5 Psychology

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) We use the term ‘or any other acceptable answer’ to allow for the possible variation in candidates’ responses. Credit should be given according to the accuracy and relevance of candidates’ answers. The skill of using appropriate psychological terminology and relevant research evidence is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information. For example, if **two marks** are available award a mark for making the main point and a **further mark** for developing the point by giving additional or related information.
- (f) Questions that ask the candidate to ‘explain’ or ‘use’ require the candidate to apply their psychological knowledge and understanding to give further information about the meaning of something, to give reasons or show connections. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating a theory to a scenario. For example, if **three marks** are available for an ‘explain’ question, award **one mark** for making a key point of explanation and a **further mark** for each additional correct key point of explanation.
- (g) For credit to be given, points must relate to the question asked. If within a structured question of, say, two or three parts, a candidate gives more information in the first part than is required and inadvertently has given the answer to the second part, then although the candidate has given the answer for part (b) in part (a), award the marks if the answer is relevant and correct.
- (h) Each question is structured to assess the candidate’s breadth of psychological knowledge and understanding and their skill in using this. Within the structure of some questions short stimulus pieces or scenarios are used, requiring the candidate to use their skills, knowledge and understanding in unfamiliar contexts. The candidate can respond by drawing on learning where personalisation and choice have been exercised. If you are not familiar with the topic chosen, you must seek guidance from your team leader.

Detailed Marking Instructions

Question 1 – Individual Behaviour: Sleep and Dreams

Question		General marking instructions	Max mark	Specific marking instructions
1.	(a)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe REM sleep.</p> <ul style="list-style-type: none"> • REM sleep is where the eyes move rapidly (1) and where dreams happen (1). <p>The functions of REM can also gain marks, eg:</p> <ul style="list-style-type: none"> • REM sleep is to restore the brain, (1) for example neurotransmitters. (1) <p>Award marks can be awarded for research evidence.</p> <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain the restoration theory of sleep (Oswald 1966).</p> <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Answers may include points of explanation regarding the following:</p> <ul style="list-style-type: none"> • according to this theory, the function of sleep is to restore the body during periods of inactivity (1) • the tissues of the brain and body are repaired (1) and the chemicals needed for proper functioning are restored (1) • NREM sleep restores biological processes that have depleted during the day (1)

Question			General marking instructions	Max mark	Specific marking instructions
					<ul style="list-style-type: none"> • REM sleep restores brain processes that have depleted during the day (1) • slow-wave sleep (SWS) is important in allowing the body to rest and repair. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>
	(c)	(i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>Award the 5 marks holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	5	<p>Candidates are asked to describe the Little Hans Study. In their answer, they are asked to include: Researcher name(s); Aims; Method/procedure and Results.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 2 marks (maximum) for giving a brief description of the aim • 2 marks (maximum) for a description of the method/procedure • 2 marks (maximum) for a correct description of the findings. <ul style="list-style-type: none"> • Researcher name: Freud (1) • Aim(s): to find out why Hans had a fear of horses (1) • Method/procedure: a case study (1) where Freud gained the information through correspondence with Hans' father (1) • Results: Hans dreamt of big giraffe and crumpled giraffe (1) • Big giraffe represented Hans' father (1); crumpled giraffe, his mother (1) • Giraffe's long neck symbolic of father's penis (1) <p>Candidates must refer to dreams in Results for full credit.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>Candidates are asked to explain one strength and one weakness of the Little Hans study.</p> <p>1 mark is allocated for stating the strength/weakness and 1 mark for providing more information about this point.</p> <p>Strength</p> <ul style="list-style-type: none"> • case studies are useful in revealing and treating the origins of abnormal behaviour (1) • case studies produce qualitative data which can provides lots of detail about the issue studied. (1) <p>Weakness</p> <ul style="list-style-type: none"> • case study relates to one individual, so difficult to generalise findings to a wider population (1) • Hans' father was a supporter of Freud's ideas, which means that he may not have been objective when describing Hans' behaviour. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(d)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	3	<p>Candidates are asked to describe what is meant by the unconscious, the latent content of dreams and the manifest content of dreams.</p> <p>Unconscious</p> <ul style="list-style-type: none"> the unconscious mind is the part that we are unaware of. (1) <p>Latent content of dreams</p> <ul style="list-style-type: none"> this is the hidden meaning of dreams. (1) <p>Manifest content of dreams</p> <ul style="list-style-type: none"> this is the actual content of dreams. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question 2 – Individual Behaviour: Personality

Question		General marking instructions	Max mark	Specific marking instructions
2.	(a)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	3	<p>Every time that Elle sneezes, she thinks she is about to have the 'flu.</p> <p>Candidates are asked to describe the personality type of neuroticism/stability by referring to Elle's behaviour.</p> <ul style="list-style-type: none"> • Elle displays neurotic behaviour. (1) She thinks she is ill when she is not (1) • Elle would score highly on neuroticism. (1) She is a hypochondriac (1) • Being a hypochondriac, like Elle, (1) means that she is likely to be neurotic. <p>Award marks for research evidence. Candidates must refer to the behaviour in the scenario for full credit.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>For 4 marks candidates are asked to explain one strength and one weakness of Eysenck's type theory of personality.</p> <p>1 mark is allocated for stating the strength/weakness and 1 mark for providing more information about this point.</p> <p>For full marks candidates must link the strength and weakness to personality.</p> <p>Strength</p> <ul style="list-style-type: none"> • Eysenck used objective measurement (factor analysis) (1) in order to arrive at his three different personality 'types', so the theory is a scientific one (1) • observations of behaviour made over time (1) support the notion that these three personality types are consistent. (1) <p>Weakness</p> <ul style="list-style-type: none"> • some argue that it is the situation that you find yourself in that determines behavior, (1) not internal factors such as personality (1) • Eysenck based his theory on the results of a study of soldiers suffering from PTSD (1) which may mean his sample is not representative and therefore not generalisable to the wider population. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(c)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p>	3	<p>Candidates are asked to describe three characteristics of Anti-Social Personality Disorder (APD).</p> <ul style="list-style-type: none"> • disregard for others' needs or feelings (1) • recurring problems with the law (1) • repeated violation of the rights of others (1) • aggressive, often violent behaviour (1) • disregard for the safety of self or others (1) • engaging in impulsive behaviour (1) • consistently irresponsible behaviour (1) • lack of remorse for behaviour. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>
	(d)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p>	5	<p>Candidates are asked to describe situational causes of APD.</p> <ul style="list-style-type: none"> • situational factors include those that have their roots in childhood (1) • low family income and poor housing can play a part in the creation of APD (1) • situational causes include socioeconomic factors (1) • quality of life at home, including poor parenting (1) • education factors can play a part in APD (1) • leaving school early and low school attainment can be part of the cause of APD. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question 3 – Individual Behaviour: Phobias

Question		General marking instructions	Max mark	Specific marking instructions
3.	(a)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe what is meant by phobias.</p> <ul style="list-style-type: none"> • Phobias are marked and persistent fears (1) of situations or objects. (1) • Phobias involve an anxiety response (1) and avoidance of the thing feared. (1) <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	5	<p>Candidates are asked to explain the role of genetic inheritance in the creation of phobias.</p> <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Answers may include points of explanation regarding the following:</p> <ul style="list-style-type: none"> • genes predispose people to respond with fear when they encounter certain objects or situations (1) • evidence shows that some phobias have been around for a long time, which supports the role of evolution (1) • we develop some phobias very quickly, usually of life threatening objects or situations, (1) which supports the role of evolution in the development of phobias (1) • developing fears of certain objects or situations allowed our ancestors to survive long enough to pass on their phobic genes. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(c) (i)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	4	<p>Arran is seeing a therapist to help with his phobia of birds. His therapist is treating Arran with systematic desensitisation.</p> <p>Candidates are asked to describe how Arran's therapist will help him using systematic desensitisation.</p> <ul style="list-style-type: none"> • Arran's therapist will draw up a fear hierarchy with him, (1) with the most feared situation at the top and the least feared at the bottom. (1) At the top of the hierarchy he could be holding a bird in his hand. (1) • Arran will be trained in relaxation techniques (1) then be asked to imagine the situation at the bottom of the hierarchy when deeply relaxed. (1) The idea behind systematic desensitisation is that both fear and relaxation cannot happen at the same time, (1) so as the hierarchy is worked through, the person will be able to tolerate ever-increasing stressful aspects of the phobia. (1) <p>Candidates must refer to the behaviour in the scenario for full credit. Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>For 4 marks candidates are asked to explain one strength and one weakness of systematic desensitisation.</p> <p>1 mark is allocated for stating the strength/weakness and 1 mark for providing more information about this point.</p> <p>Strength</p> <ul style="list-style-type: none"> • there is a 75% success rate with systematic desensitisation, (1) which is evidence of its effectiveness (1) • systematic desensitisation is more effective in the long term (1) than other treatments. (1) <p>Weakness</p> <ul style="list-style-type: none"> • systematic desensitisation is not effective for all phobias, (1) eg those not created through classical conditioning (1) • exposure alone is just as effective, (1) without the relaxation or hierarchy. (1) <p>Any other valid response.</p>

Question 4 – Social Behaviour: Conformity

Question		General marking instructions	Max mark	Specific marking instructions
4.	(a)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	4	<p>Aleksandra's parents go hunting and used to take her with them. Her friends are against this, and now Aleksandra is, too.</p> <p>Candidates are asked to explain Aleksandra's behaviour using the concept of internalisation.</p> <ul style="list-style-type: none"> • Aleksandra may have enjoyed hunting with her parents when younger, but has now been persuaded by her friends that this is wrong (1) so both publicly and privately disagrees with it. (1) • Aleksandra has adopted the views of her friends (1) as they have a stronger influence on her now than her parents did when she was younger. (1) She now agrees with her friends' viewpoint that hunting is wrong. (1) Her friend's views have now become her own. (1) <p>Candidates must refer to the behaviour in the scenario for full credit. Award marks for research evidence.</p> <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe informational social influence.</p> <ul style="list-style-type: none"> • Where you look to others for information (1) because you're not sure what to do. (1) • When you're in a new situation and find out from others about the right behaviour in that situation. (1) <p>An example of informational social influence can also gain credit.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(c)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	8	<p>Candidates are asked to explain situational and cultural factors that may affect conformity levels.</p> <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Answers may include points of explanation regarding the following:</p> <p>Situational factors</p> <ul style="list-style-type: none"> • Group size: conformity levels decrease in groups of 3 or less, (1) and increases in groups from 3 - 5. (1) • Presence of an ally: having someone with the same view as you (1) will increase the chance of you conforming. (1) <p>Cultural factors</p> <ul style="list-style-type: none"> • In an Individualistic culture, the focus is on the individual. (1) For example, western societies where the need to be independent and self sufficient is taught as the ideal, (1) so conformity levels tend to be lower. (1) • In Collectivist cultures, for example Asian and some African cultures where the needs of the family and larger social group are seen as more important (1) there tends to be higher levels of conformity (1) because the focus is on group harmony. (1) • Failing to conform is seen as deviant in collectivist cultures, (1) but as admirable in individualist cultures, (1) so people will conform with these norms. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(d) (i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>Award the 4 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	4	<p>Candidates are asked to describe Mori and Arai's research study into conformity. In their answer they are asked to include: aim(s), method/procedure, and results.</p> <p>Aim(s): To replicate Asch's experiment (1951) without the need for actors so reactions would be true. (1)</p> <p>Method/procedure:</p> <ul style="list-style-type: none"> • Mori and Arai used the MORI technique, using filter glasses, (1) similar to 3D glasses. This allows people to see the same thing differently (1) • 104 participants were tested in groups of four at a time (1) • participants said aloud which of three comparison lines matched a single target line (1) • in each group, three participants wore identical glasses, with one participant wearing a different set, (1) therefore they saw that a different comparison line matched the target line (1) • participants stated their answers publicly, (1) with the minority participant always going third. (1) <p>Results:</p> <ul style="list-style-type: none"> • women were more likely to be swayed by the majority view (1) • males did not conform to the majority view. (1) <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	2	<p>Candidates are asked to explain one strength of Mori and Arai's research study (2010).</p> <p>1 mark is allocated for stating the strength and 1 mark for providing more information about this point.</p> <p>Strength</p> <ul style="list-style-type: none"> the participants knew each other, (1) so this study reflects how conformity happens in real life more than in other studies, where conformity to strangers was studied (1) the study did not use confederates who lied, (1) so this study is more ethical than those that did. (1) <p>Any other valid response.</p>

Question 5 – Social Behaviour: Altruism

Question		General marking instructions	Max mark	Specific marking instructions
5.	(a)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe bystander apathy.</p> <ul style="list-style-type: none"> • People are less likely to help (1) when others are present. (1) • When the presence of others stops you (1) from helping in an emergency situation. (1) <p>An example of bystander apathy can also gain credit.</p> <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain the empathy-altruism theory of altruism.</p> <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • this theory is based on personality. (1) Those who score highly on the trait of empathy will be more likely to help (1) in emergency situations than those who score less highly (1) • this theory suggests that some helpful actions are truly altruistic (1) because they are motivated by the genuine desire to help (1) • it is the motives of the helper (1) that determine whether the helping behaviour is truly altruistic. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question		General marking instructions	Max mark	Specific marking instructions
	(c) (i)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>Award the 5 marks holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	5	<p>Candidates are asked to describe a research study into the kin-selection theory of altruism. In their answer they are asked to include: research name(s), aim(s), method/procedure and results.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 2 marks (maximum) for giving a brief description of the aim • 2 marks (maximum) for a description of the method/procedure • 2 marks (maximum) for a correct description of the findings. <p>For full marks answers must include information on each of the above.</p> <p>For example:</p> <p>Madsen <i>et al.</i> (2007) (1) Aim of study: to see if people are more likely to help those who are closely related to us, than those who are not. (1)</p> <p>Method/procedure: an experiment where participants were asked to perform painful, physical exercise. (1) Before exercise, participants supplied a list of biological relatives excluding relatives sharing a home with them. (1) They were also told beforehand that one specific relative randomly selected from the list would receive payment according to the length of time they could stay in the positions. (2) In the UK, participants were offered £1.50 per 20 seconds. (1) South African students were tested with food items rather than with money. (1) For each 20 seconds, they received an additional hamper of food. (1)</p> <p>Results: in the UK, participants spent more time on the exercise if the money was going to close family members. (1) In South Africa, participants made more effort to stay in position for relatives who were</p>

Question			General marking instructions	Max mark	Specific marking instructions
					<p>biologically closer to them. (1) Zulu participants did not seem to distinguish between cousins and close relatives. (1)</p> <p>Any other valid response.</p>
		(ii)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.</p>	<p>2</p>	<p>For 2 marks candidates are asked to explain one strength of the study they described in Question 4 (c) (i), above.</p> <p>1 mark is allocated for stating the strength and 1 mark for providing more information about this point.</p> <ul style="list-style-type: none"> • A laboratory experiment therefore a high degree of control over variables. (1) This makes the results more reliable (1) • Two very different cultures were used with many differing norms, (1) providing a clear comparison. (1) <p>Award marks for research evidence.</p> <p>Any other valid response.</p>

Question 6 – Social Behaviour: Non-verbal Communication

Question		General marking instructions	Max mark	Specific marking instructions
6.	(a)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe what is meant by eye contact.</p> <ul style="list-style-type: none"> Where you are looking directly at the eye area of someone else, (1) but not so much that you stare. (1) <p>Functions of eye contact can also gain credit, eg</p> <ul style="list-style-type: none"> Can indicate interest, (1) in the communication or the person making it. (1) <p>Any other valid response.</p>
	(b) (i)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	4	<p>Candidates are asked, in relation to NVC, to explain what is meant by 'nature'.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> 'nature' in NVC refers to it being caused by genes inherited from parents (1) some psychologists argue that facial expressions are universal, (1) they believe that types of NVC are the same everywhere (1) supporting 'nature' is that there are certain similarities between human and monkey NVC (1) certain facial expressions, especially in showing emotion (1) some human signals (eg smiling) are innate rather than learnt. <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Award marks for research evidence.</p>

Question			General marking instructions	Max mark	Specific marking instructions
					<p>Award marks also for examples.</p> <p>Any other valid response.</p>
		(ii)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections.</p>	4	<p>Candidates are asked, in relation to NVC, to explain what is meant by 'nurture'.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • 'nurture' in NVC relates to those aspects that are learned from the environment (1) • In most of Europe and in the USA, the okay sign made with the hand symbolises the word 'ok', (1) however in Japan it can mean 'money'. (1) In countries such as Germany, it is used offensively, (1) in Brazil the sign has a sexual meaning. (1) This supports the 'nurture' side of the debate. (1) <p>Award marks for research evidence.</p> <p>Award marks also for examples.</p> <p>If any of the points are accurately explained in more detail award more marks, so fewer points are required.</p> <p>Any other valid response.</p>

Question	General marking instructions	Max mark	Specific marking instructions
(c)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>Award the 5 marks holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	5	<p>Candidates are asked to describe a research study relating to nurture in NVC. In their answer they are asked to include: research name(s), aim(s), method/procedure, and results.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 2 marks (maximum) for giving a brief description of the aim • 2 marks (maximum) for a description of the method/procedure • 2 marks (maximum) for a correct description of the findings. <p>For full marks answers must include information on each of the above.</p> <p>For example, Yuki <i>et al.</i> (2007) (1)</p> <p>Aim of study: to show that how we interpret facial expressions is because of our culture and socialisation. (1)</p> <p>Method/procedure: a cross cultural study was conducted using students from Japan and comparing them with students from the USA. (1) The participants were shown a set of six emoticons. (1) The emoticons used a different combination of happy/neutral/sad eyes and mouths. (1) Participants were given a questionnaire; (1) they had to rate each of the six faces (between 1 and 9) for how happy it was. (1) The researchers then worked out the average rating for each face within each culture. (1)</p> <p>Results: Japanese participants gave higher ratings to faces with happy eyes than Americans did. (1) American participants gave their highest ratings when the mouths were happy, which the Japanese did not. (1) Japanese participants gave their lowest ratings when eyes were sad, (1) whereas American participants gave their lowest ratings when mouths were sad. (1)</p> <p>Any other valid response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]