



National
Qualifications
2022

2022 Psychology

Higher

Finalised Marking Instructions

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General marking principles for Higher Psychology

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

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

Marking instructions for each question

Section 1 – Individual behaviour – sleep and dreams

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
1.	(a)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain the role of the brain in sleep.</i></p> <p>Where a candidate has described, but not explained, the role of the brain in sleep, award a maximum of 3 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • during the day, adenosine builds up in the brain, which makes us feel sleepy (1). Adenosine is cleared when we sleep and is replaced by glycogen/energy (1) • Melatonin is the hormone in the brain which triggers sleep and wake phases (1). The organ in the brain responsible for regulating the production and release of melatonin is the suprachiasmatic nucleus (SCN) (1) • the SCN is the major endogenous pacemaker in the brain (1), which regulates the sleep-wake cycle (1) • as it gets darker, a pathway via SCN to the pineal gland (1) enhances the production of melatonin to synchronise with the external environment (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		<p>‘Evaluate’ requires the candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	6	<p><i>Candidates are asked to evaluate Crick and Mitchison’s (1986) Reorganisational theory of dreaming.</i></p> <p>A maximum of two ‘single’ marks may be awarded for undeveloped points, other points should be developed.</p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the claim that ‘reverse learning’ occurs during REM sleep has no direct evidence to support it (1), therefore the idea of ‘unlearning’ may only exist hypothetically (1) larger brains exist in animals that don’t have REM sleep (1), this supports the theory, as it suggests that they do need the space for parasitic thoughts (1) Huber <i>et al</i> found that a period of slow wave/non-REM sleep can increase some forms of learning (1), which supports Crick & Mitchison’s prediction that the function of sleep is cognitive restoration. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		<p>‘Analyse’ requires candidates to make points that identify parts, the relationship between them, and their relationship with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> • implications • links to processes/theories • links to studies • implications of strengths/weaknesses of factors • applications of factors that affect sleep perhaps based on an evaluation. 	14	<p><i>Candidates are asked to analyse factors affecting sleep.</i></p> <p>Award a maximum of 7 marks for descriptions and/or evaluations of factors affecting sleep.</p> <p>Candidates can gain the full 14 marks for analysis.</p> <p>Where a candidate refers to only one factor in their response, award a maximum of 8 marks.</p> <p>Points of analysis may include:</p> <ul style="list-style-type: none"> • caffeine is a type of drug which acts as a stimulant which implies that the intake of too much caffeine will disrupt the sleep/wake cycle (1) • research studies have found that caffeine can delay the timing of the body clock, which in turn will reduce the total sleep time and its quality (1) however, this also depends on the amount, the timing and concentration of caffeine consumed (1) • one application of these findings has been to ban energy drinks that are high in concentration of caffeine to under-16s in Scotland (1) • there are individual differences in how caffeine affects sleep as some people have a higher tolerance and sleep would therefore be less affected (1) • scheduled bright light exposure can treat the negative effects of shift work (1) • light therapy is found to also alleviate symptoms of jet lag when travelling through different time zones (1) • research into the effects of blue light on sleep has led to recommendations to avoid the use of LED devices in the hour prior to sleep (1) • LED devices now use red light technology to replace the more harmful effects of blue light. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)		This question requires candidates to draw out and relate conclusions, which relates to the skill of analysis.	4	<p><i>Candidates are asked to provide conclusions from Dement & Kleitman's (1957) study.</i></p> <p>Marks must be awarded for conclusions only.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • dreams can be measured objectively (1) • REM sleep is the stage of sleep where most dreaming occurs (1) • the pattern of our eye movements in REM sleep reflects what we are dreaming about (1) • we can judge the length of our dreams accurately. (1) <p>Or any other relevant response.</p>

Section 2 – Social behaviour – conformity and obedience

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
2.	(a)	(i)	‘Describe’ requires candidates to provide a statement or structure of characteristics and/or features. This will be more than an outline or a list. It may refer to, for example, a concept, process, experiment, situation, or facts.	4	<p><i>Candidates are asked to describe Mori & Arai’s (2010) study into conformity.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> the aim of this study was to replicate Asch’s study without confederates (1) participants wore filter glasses which allowed them to look at the same thing while seeing it differently (1) Japanese students were used/men and women were used (1) participants stated their answers aloud (1), with the minority participants going third. (1) <p>Or any other relevant response.</p>
		(ii)	‘Evaluate’ requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<p><i>Candidates are asked to evaluate Mori & Arai’s (2010) study into conformity.</i></p> <p>A maximum of 3 marks can be awarded for generic evaluations. Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>A maximum of two ‘single’ marks may be awarded for undeveloped points, other points should be developed.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> participants knew each other so is more relevant to the real world (1). This is where we would normally conform to our peers/friends/family etc./This is high in ecological validity/mundane realism (1) the study was conducted in Japan, which has a collectivist culture/where people are more likely to conform. (1) This means that findings cannot be generalised to other cultures (1) no participants suspected that they were seeing different lines (1), which increases the validity of results (1) as the experiment was highly controlled (1), the results are reliable. (1) <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		'Explain' requires candidates to relate cause and effect and/or to make relationships between things clear.	6	<p><i>Candidates are asked to explain situational factors in conformity.</i></p> <p>Where the candidate has described, but not explained, situational factors in conformity, award a maximum of 3 marks. Where a candidate refers to only one factor in their response, award a maximum of 4 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • conformity is more likely if the rest of the group is unanimous. (1) The presence of someone who has the same view as you will decrease the chance you will conform (1) • conformity is higher in groups where people know each other (1), this may be due to normative social influence (1) • conformity increases as up to a group size of 3-5. (1) Asch found this to be the case in a variation of his original study where he varied the group size (1) • where a task is difficult, people may be more likely to conform (1) because of informational social influence. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		‘Explain’ requires candidates to relate cause and effect and/or to make relationships between things clear.	14	<p><i>Candidates are asked to explain the behaviour shown in the scenario, with reference to factors affecting obedience. They must refer to research evidence in their response.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 7 marks.</p> <p>Candidates must refer to relevant research to gain full marks. Where they make no reference to relevant research, award a maximum of 7 marks.</p> <p>Where candidates do not refer to the scenario or to research evidence, award a maximum of 5 marks.</p> <p>Where a candidate refers to only one factor in their response, award a maximum of 8 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • Susan obeys her supervisor in the work office, as she sees it as a more credible location. (1) This is supported by Milgram’s variation carried out in a run-down office where obedience dropped. (1) Susan’s supervisor may wear a uniform in the office, which would increase the likelihood of her obedience. (1) As shown in Bickman’s research, wearing a uniform affects level of obedience. (1) In a variation of Milgram’s research, where the experimenter wore street clothes instead of a lab coat, obedience decreased (1) • it could be that Susan is sitting in close proximity to her supervisor in the office, which will increase the likelihood of obedience. (1) As shown in a variation of Milgram’s study where the teacher was closer to the experimenter, obedience increased (1) • Susan obeys her supervisor at work as from an early age she may have been taught to obey those in authority. (1) She may have learned from observing role models/parents to obey an authority figure’s instructions. (1) We are rewarded for obedience to our parents/punished for dissent (1) especially if our parents have an authoritarian parenting style. (1) This leads us to automatically obey authority as we grow up. (1) <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]