



National
Qualifications
2014

2014 Psychology

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



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) 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.
- (d) Questions that ask the candidate to 'name' or 'give' or ask 'what is' or 'what are' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points in their response.
- (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 the candidate should get 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, the candidate should get 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), marks should be awarded if the answer is relevant and correct.
- (h) There are three questions in this paper. 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 each question 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 the marker is not familiar with the topic chosen, guidance should be sought from the Team Leader/Principal Assessor.

Detailed Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. For this question, the candidate is expected to provide information about the psychoanalytic approach and its use within psychology	6	<p>The psychoanalytic approach in psychology:</p> <ul style="list-style-type: none"> • uses the case study method to study behaviour (1) • is concerned with the behaviour of the individual, rather than of groups (1) • explains human behaviour as being influenced largely by the unconscious mind (1) • involves an understanding of the role of the structures of the mind: the id, ego and superego (1) and their interaction (1) • is concerned with disorders of the mind (1) • treatment focuses on reaching the unconscious mind (1) • treatments include free association, word association and (of particular relevance to sleep and dreams) dream analysis (1) • explains development through the psychosexual stages (1) <p>Any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.</p> <p>As candidates may choose any individual behaviour topic they have studied, giving marking instructions for every topic is not possible. Learning and personality have been exemplified.</p>	4	<p>Where a candidate answers using a social behaviour or topic other than an individual topic, marks for question 1(b) would not be awarded.</p> <p>This question enables candidates to draw on knowledge and understanding of any individual behaviour topic that has been studied.</p> <p>The following responses would be awarded full marks.</p> <p>Example topic - learning</p> <p>Below is an acceptable description of learning that would achieve 4 marks.</p> <ul style="list-style-type: none"> Learning in psychology can be described as any relatively permanent (1) change in behaviour (1) that results from experience (1) in the environment (1). <p>A description that includes a Piagetian explanation of learning, eg the process of discovery learning, would gain full credit, as would one which includes the processes of operant/classical conditioning and social learning theory.</p> <p>Example topic - personality</p> <p>Below is an acceptable description of personality which would achieve 4 marks.</p> <ul style="list-style-type: none"> Personality is those characteristics (1) that make us different from each other (1) and which are relatively stable (1) over time and across situations (1).

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
					<p>Example topic - sleep and dreams</p> <p>Below is an acceptable description of sleep and dreams which would achieve 4 marks.</p> <ul style="list-style-type: none"> There are 5 stages of sleep (1). Most dreaming occurs during the 5th stage (1). Dreams occur during REM sleep mostly (1). Dreams in Non-REM sleep are less common and less vivid (1). <p>Any other appropriate answer.</p>
	(c)	Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.		4	<p>The description must be based on a psychological approach other than psychoanalytic. No marks will be awarded if the candidate gives a description of psychoanalytic. The candidate must show how the approach explains their topic. A maximum of 2 marks may be awarded if the approach is not used to explain the topic.</p> <p>Example topic: Personality.</p> <p>Example approach: Cognitive approach</p> <p>Below is an acceptable description of the cognitive approach to personality which would achieve 4 marks.</p> <ul style="list-style-type: none"> Cognitive approach focuses on thoughts (1) as having the strongest influence on our emotions (1) and behaviours (1) therefore on our personality (1). <p>A response which includes Kelly's theory of personality or Ellis's A-B-C can also attain full credit.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Example topic: Sleep and dreams</p> <p>Example approach: Biological</p> <p>Below is an acceptable description of the biological approach to sleep and dreams which would achieve 4 marks.</p> <ul style="list-style-type: none"> In REM sleep eyes may be moving (1). Breathing becomes irregular (1). Blood pressure rises (1). There is temporary sleep paralysis (1). <p>A response which includes a biological explanation of why people sleep or dream could also achieve 4 marks. Evolutionary or restoration theory may be described for 4 marks.</p> <p>Any other appropriate answer.</p>
(d)	<p>This question uses two command words - 'name' and 'describe'. It asks the candidate firstly to name a research study and then to describe the aims and results. The first is purely recall, ie recalling the name of a study. The candidate then develops this by giving further information on the study.</p>	6	<p>For full 6 marks the study described should be appropriate to the topic. Candidates should give a developed response and refer to the name, aim(s), method/procedure and results of the study.</p> <p>Example topic - learning</p> <p>1 mark for naming an appropriate study/researchers name(s)</p> <p>Maximum of 2 marks for giving a brief description of the aim. Maximum of 3 marks for description of method/procedure Maximum of 3 marks for correct description of the findings.</p> <p>For example, Piaget and Inhelder (1956) (1)</p> <p>Aim of study: the aim of the study was to test at what age children began to decentre (2)</p> <p>Method: experimental method (1 mark) to test if a child is able to take the perspective of a doll placed around the three mountains model, by choosing the right picture. (2 marks)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Results: found that four year-olds almost always chose a picture that represented what they could see. (1) At seven or eight years old, children chose the picture that matched the doll's viewpoint. (2)</p> <p>Example topic - personality</p> <p>For example, Hicks and Nixon (1989). (1)</p> <p>Aim of study: the aim of the study was to investigate the personal constructs of children in local authority care using the Rep Grid. (2)</p> <p>Method: Two groups of 10 participants (1) were given a modified repertory grid task (1), which involved presenting 8 pictorial elements and 8 bipolar constructs (1), and asking participants to rank order the elements (1) according to their perception of each construct (1)</p> <p>Results: Hicks and Nixon found that children in Local Authority Care have few positive constructs about themselves. (2)</p> <p>Example topic - sleep and dreams</p> <p>For example, Dement and Kleitman (1957) (1)</p> <p>Aim of study: To investigate the relationship between eye movements and dreaming (1)</p> <p>Method: Laboratory experiment (1). Participants were asked to eat normally and refrain from alcohol and caffeine (1). Electrodes were placed near their eyes to record eye movements (1). Electrodes were placed on scalp to record brain waves (EEG) (1)</p> <p>Results: the REM EEG was characterised by a low voltage, relatively fast pattern (1). REM never occurred at the beginning of the sleep cycle (1).</p> <p>Any other appropriate answer</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	Questions that ask the candidate to 'give' or 'is' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples.	1	The correct response must be given to gain this mark <ul style="list-style-type: none"> majority
	(b)	Questions that ask the candidate to 'give' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples	2	Candidates may be given credit for any valid example of conformity. This could include: <ul style="list-style-type: none"> bullying someone because all his friends were doing it listening to the same type of music as his friends wanting to stay out later than his parents permit, because that's what his friends do having fruit instead of pudding at lunchtime to be like his friends Any other appropriate answer.
	(c)	<p>This question uses two command words - 'name' and 'describe'.</p> <p>Candidates are firstly asked to name a type of social influence. This requires the candidate to make a point and then develop this point by giving further information.</p> <p>For this question, the candidate is expected to name the social influence and then describe it in general, as well as in relation to Bobby's actions.</p>	6	<p>Candidates should refer to two types of social influence in their answer: 3 marks for each type of social influence. If candidates refer to only one social influence but give a fully developed explanation of it, 4 marks may be awarded.</p> <p>Normative influence is one type of social influence (1). This involves a change in public behaviour (compliance) but not necessarily in private attitude (1). Bobby complies with the behaviour of his friends, but not in his private thoughts (1). He does this to avoid the rejection of the group (1).</p> <p>Informational social influence is a second type of social influence (1). This happens when people are unsure of how to act so look to others for information on what to do (1). They do this to avoid looking foolish (1). Bobby may eventually come to play video games himself and learn to enjoy them (also known as internalisation) (1).</p> <p>Any other appropriate answer, eg obedience.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(d)	<p>Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information. Candidates may express the information in the bullet points opposite differently from how they are expressed here.</p> <p>There is a strong likelihood that many candidates will be able to identify a range of factors, as it relates to day-to-day life for many. It is therefore likely that a wider range of correct responses would be given here.</p>	4	<p>For the full 4 marks, candidates should describe both the individual and cultural factors.</p> <p>For example:</p> <p>Candidates are expected to show that individual factors are personal factors that may make Bobby behave in different ways to others. This should then be followed by how these may impact on his actions.</p> <p>Individual factors may include:</p> <ul style="list-style-type: none"> • If Bobby has an introverted personality (1), he will be more likely to conform (1). • Bobby is a boy (1), so he will be less likely to conform than if he was a girl (1). • If Bobby has low self-esteem (1) he will be more likely to conform than if his self-esteem was high (1). <p>Candidates are expected to show that conformity changes dependent on cultural pressures present at the time. This should then be followed by how these may impact on Bobby's actions.</p> <p>Cultural factors may include:</p> <ul style="list-style-type: none"> • Bobby lives in the UK, which is an individualistic culture (1), so he will be less likely to conform than if he lived in a collectivist culture (1). • Bobby lives in the present time (1), so he is less likely to conform today than if he was a child some time ago, when people were brought up to conform more (1). <p>Any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question								
	(e)	Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information. For this question, candidates must state the weakness and then say why it is a weakness. Candidates may not express the points opposite as stated, but any response that reflects the same idea should be awarded 2 marks.	2	<p>For 2 marks, candidates should correctly describe one weakness. Candidates may choose one weakness from the following list:</p> <table border="1"> <thead> <tr> <th>Weakness (1 mark)</th> <th>Description (1 mark)</th> </tr> </thead> <tbody> <tr> <td>Biased sample</td> <td> <ul style="list-style-type: none"> The study took place in Japan, where conformity rates are higher (collectivist culture), or Participants knew each other, so were used to conforming to each other. </td> </tr> <tr> <td>Low in ecological validity</td> <td>The task was artificial, not similar to a real-life situation.</td> </tr> <tr> <td>Informed sample</td> <td>Asch's study is well-known, so as the same line procedure was used, participants may have been aware of the results.</td> </tr> </tbody> </table> <p>Any other appropriate answer.</p>	Weakness (1 mark)	Description (1 mark)	Biased sample	<ul style="list-style-type: none"> The study took place in Japan, where conformity rates are higher (collectivist culture), or Participants knew each other, so were used to conforming to each other. 	Low in ecological validity	The task was artificial, not similar to a real-life situation.	Informed sample	Asch's study is well-known, so as the same line procedure was used, participants may have been aware of the results.
Weakness (1 mark)	Description (1 mark)											
Biased sample	<ul style="list-style-type: none"> The study took place in Japan, where conformity rates are higher (collectivist culture), or Participants knew each other, so were used to conforming to each other. 											
Low in ecological validity	The task was artificial, not similar to a real-life situation.											
Informed sample	Asch's study is well-known, so as the same line procedure was used, participants may have been aware of the results.											

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	<p>This question enables candidates to draw on knowledge and understanding of any optional topic that has been studied in the Social Unit.</p> <p>Questions that ask the candidate to 'explain' require the candidate to give reasons that show connections. This could include examples that help to explain the topic.</p> <p>Markers are encouraged to use their professional judgement to award marks.</p>	4	<p>Candidates will not be awarded any marks if they describe an individual topic or if they describe conformity.</p> <p>Example Topic - Prejudice and Discrimination</p> <p>For marks to be awarded the topic must relate to social behaviour</p> <p>Marks can be allocated to each point. If any of these points are accurately described in more detail they should be awarded more marks so fewer points are required.</p> <ul style="list-style-type: none"> • Prejudice is an attitude (1) • Attitudes have 3 components (1) • The 3 components of attitudes are cognitive, affective and behavioural (2) • The cognitive component is the beliefs or preconceived expectations (or stereotypes) a person has about a particular group or its individual members (1) • The affective component is the feelings or emotions that a group or its individual members incite in us (1) • The behavioural component is the way a person acts towards a group or its members (1) • Discrimination is the behavioural component of prejudice (1) <p>Any other appropriate answer.</p>
	(b)	<p>This requires candidates to apply knowledge to give appropriate examples.</p>	2	<p>Example Topic - Prejudice and Discrimination</p> <p>A possible answer could be:</p> <ul style="list-style-type: none"> • A woman being paid less than a man for doing the same job (2) <p>Any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>The question asks the candidate to give information about a research study.</p> <p>This answer should be holistically marked, eg if the candidate gives a thorough description of the aims and the findings full marks can still be awarded even if the method/ procedure is not fully described.</p>	6	<p>Example Topic - Prejudice and Discrimination</p> <p>Marks can be allocated to each point. If any of these points are accurately described in more detail they should be awarded more marks so fewer points are required.</p> <p>For full marks the study described should be appropriate to the topic. Candidates should give a developed response and refer to the name, aims, method/procedure and results of the study.</p> <p>1 mark for naming an appropriate study/researcher Maximum of 2 marks for giving a brief description of the aim. Maximum 3 marks for description of method/procedure Maximum of 3 marks for correct description of the findings.</p> <p>For example, The Robber’s Cave study (1), Sherif et al (1961) (1)</p> <p>Aim of study: To support Realistic conflict theory (1)</p> <p>Method/procedure: Field experiment (1), 22 eleven and twelve year old white, middle-class, well-adjusted boys who were attending a summer camp at Robber’s Cave State Park in Oklahoma were divided into 2 groups of 11 and housed separately. They could not see each other (3), Each group worked co-operatively (making meals, pitching tents etc) (1). After 1 week the groups were brought together for competitive events (1).</p> <p>Results: They developed strong feelings of attachment for their own group members (1). Each group developed a strong sense of identity (1). They called themselves the ‘Rattlers’ and the ‘Eagles’ (1). They perceived each other negatively (1). The losing group saw the winners as undeserving (1).</p> <p>Any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(d)	<p>Questions that ask the candidate to 'explain' require the candidate to give reasons that show connections.</p> <p>In explaining the strength the candidates should state what the strength is then say why it is a strength.</p>	2	<p>Example Topic - Prejudice and Discrimination</p> <p>The study was a field experiment which means it has high ecological validity. (2)</p> <p>Any other appropriate answer.</p>
	(e)	<p>Questions that ask the candidate to 'name' something are straightforward and require the candidate to recall information with no description or explanation.</p>	1	<p>Example Topic - Prejudice and Discrimination</p> <p>Tajfel et al (1)</p> <p>Any other appropriate answer.</p>

[END OF MARKING INSTRUCTIONS]