



National  
Qualifications  
2015

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# 2015 Psychology

## National 5

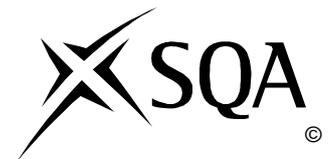
### Finalised Marking Instructions

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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 ‘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.
- (f) 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.
- (g) 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.
- (h) 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.
- (i) 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.

Detailed Marking Instructions for each question

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	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 should describe one physical change that PSG monitors during sleep.</p> <p>Candidates should be awarded a maximum of 1 mark for merely naming a physiological measurement, eg. Brain activity (1).</p> <p>For full marks candidates should expand upon the physiological aspect chosen, eg Brain waves become larger (2).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Brain activity (EEG) - Brain waves become larger (2)</li> <li>• Eye movements (EOG) - faster or slower depending on stage of sleep (2)</li> <li>• Increases/decreases Heart rhythm (ECG) (2)</li> <li>• Skeletal muscle activity (EMG) (1)</li> <li>• Chest and abdomen movements (1)</li> <li>• Respiratory airflow (1)</li> <li>• Blood oxygen saturation (1).</li> </ul>

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(b)	<p>Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.</p>	6	<p>For 6 marks the candidate must explain one strength and one weakness of using the biological approach when studying sleep and dreams. <b>For full marks candidates must link their strength and weakness to sleep and dreams.</b></p> <p>Candidates can be awarded up to a maximum of 4 marks for listing only weaknesses or only strengths.</p> <p>There are a number of possible acceptable answers.</p> <p>Examples of weakness: The biological approach is highly reductionist (1) in its approach to the complexity of human behaviour and emotion (1). Dreams are influenced by real events, so cannot be caused by totally random activity (2).</p> <p>Studies into partial or total sleep deprivation show that we can survive without sleep for many days without dire consequences (2). This is a weakness as Restoration theory argues that sleeping is essential to restore the physiological processes that keep the body and mind functioning (2).</p> <p>Examples of strengths: The biological approach is supported by numerous research studies which have been conducted in controlled laboratory situations (2). For example, research evidence indicates that the immune system is lowered when sleep deprivation occurs (2).</p> <p>The biological approach helps us understand how sleep is important for restoration of the body and brain, (2) as argued in Oswald's Restoration theory (1).</p> <p>Evolutionary theory helps us understand how sleep has evolved due to the need to survive in particular ecological niches. For example, research indicates that there is a correlation between the number of predators an animal has and the number of hours sleep they require (4).</p> <p>Or any other acceptable answer.</p>

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(c)	<p>Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.</p>	6	<p>For 6 marks candidates must explain sleep and dreams using the psychoanalytical approach. For full marks candidates must refer to research evidence in their answer.</p> <p>The theory suggests a link between dreaming and wish fulfilment (1). Freud believed that dreams were a way of accessing the unconscious (1) and had 2 functions:  A) to allow the expression of primitive urges (1) eg sex and aggression (1).  B) to use disguised images (symbols) to protect the sleeper from becoming aware of their latent thoughts (2).</p> <p>Dreams have a latent and manifest content (1). The manifest content is the literal subject matter of the dream (1), while the latent content is the underlying meaning of these symbols (1). The latent content of a dream is the hidden psychological meaning of the dream (2).</p> <p>A maximum of 4 marks for any of the points above could be awarded.</p> <p><b>Research:</b> in the case study of Little Hans Freud analyses Little Hans' dreams through correspondence with his father. This is used to support his wish fulfilment theory (2).</p> <p>A study of patients suffering from strokes reveals that they lose their capacity to dream if there is damage to areas of the higher forebrain governing desires (Solms, 1999). This supports the claim that there may be a link between dreaming and desire (2).</p> <p>PET scans show the rational brain is switched off during dreaming while the forebrain (the centre of motivation memory) is fully activated – so as Freud predicted there is no ego active, but the id active (2).</p> <p>It is recognised that candidates may use the research to explain the psychoanalytical approach to sleep and dreams. Providing that the relevant links are made within their explanation they can gain full marks.</p>

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(d)	<p>Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.</p> <p>As candidates may choose any individual behaviour topic they have studied, giving marking instructions for every topic is not possible. Learning, personality and self-concept have been exemplified.</p>	6	<p>For full marks candidates must give an example of everyday behavior within their answer.</p> <p>This question enables candidates to draw on knowledge and understanding of any individual behaviour topic that has been studied.</p> <p><b>Example topic - learning</b>  Learning in psychology can be described as any relatively permanent change in behaviour that results from experience in the environment (2). The answer may include an explanation of Piaget's discovery learning, Skinner's operant conditioning, Pavlov's classical conditioning and/or Bandura's social learning theory.</p> <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. Candidates must give an example of everyday behaviour illustrated by this topic eg rewards as a way of motivating children/ students/employees, or explaining/treating phobias with insights and therapies derived from classical and operant conditioning.</p> <p><b>Example topic - personality</b>  Personality is those characteristics that make us different from each other and which are relatively stable over time and across situations. A description that includes Eysenck's theory of introversion and extroversion and Costa and McCrae's OCEAN would gain full credit. Candidates must give an example of everyday behaviour illustrated by this topic eg the way a person behaves in an introverted or extroverted way, employers using personality tests for job selection.</p>

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			<p><b>Example topic - self concept</b>  Self-concept is made up of many components: self-image, self esteem, ideal self, self-efficacy and social identification. A description that includes a cognitive view of self-concept eg Piaget would gain full credit, as would a biological approach or a psychodynamic approach eg Erikson. Candidates must give an example of everyday behaviour eg effects of parents, peers and the media on self esteem, mental ill health (body dysmorphic disorder (BDD), eating disorders).</p> <p>Credit will be given where research evidence is used to explain the chosen optional topic.</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)	(i)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.	2	<p>Candidates must explain how Sophie's behaviour within the scenario can be explained by normative social influence.</p> <p>Normative influence - Sophie conformed in order to be accepted (1) and to be liked by the majority of the group (1).</p> <p>Any other relevant answer.</p>
		(ii)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.	2	<p>Candidates must explain how Sophie's behaviour within the scenario can be explained by informational social influence.</p> <p>Informational influence - Sophie conformed because she believed other members of the group had superior knowledge and must be right (2). Sophie changed her internal belief as well as her behaviour as she doubted her own judgement (2).</p> <p>Any other relevant answer.</p>
		(iii)	Questions that ask the candidate to describe require the candidate 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. It is likely that there will be a wide range of answers.	2	<p>Candidates must describe an individual factor which may have contributed to Sophie's conformity.</p> <p>Individual factors may include:</p> <ul style="list-style-type: none"> <li>• Gender - Girls are more likely to conform than boys (2).</li> <li>• Self-esteem - those with low self-esteem tend to be more conformist (2).</li> <li>• Personality traits - introverts are more likely to conform than extroverts (2).</li> </ul>

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	(b) (i)	Questions that ask the candidate to describe require the candidate 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. It is likely that there will be a wide range of answers.	2	Candidates must describe the aim of the Asch (1951) study  Example: Aim - To investigate the levels of conformity in non-ambiguous perception task, where the answer was obvious (2). To find out if people will comply with a group of strangers (1) giving a wrong answer, even when the right answer is obvious (1).
	(ii)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.	4	Candidates must explain reasons why it has been argued that Asch's study cannot explain everyday conformity in modern society.  Answers may include: <ul style="list-style-type: none"> <li>• Asch's study was conducted in the 1950's when conformity was more prevalent (2).</li> <li>• Only male participants were used, so we cannot generalise the results (2).</li> <li>• The task was artificial and contrived therefore we cannot apply the results to real life (2).</li> <li>• The task was trivial and therefore we would expect conformity to be lower on a more important task (2).</li> </ul> Any other relevant answer.
	(c)	Questions that ask the candidate to describe require the candidate 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. It is likely that there will be a wide range of answers	3	To receive full marks candidates must describe minority influence giving an example.  Minority - A form of social influence where people reject the established norm of the majority (1) of group members and move to the position of the minority (1). Perhaps a new pupil who has views that are different from the rest but then influences the rest (1). Many minority groups such as vegetarians, gay rights activists and animal rights protesters have been successful in changing the views of the majority (1).  Research evidence may be credited.

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3.	(a)	<p>Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples. This requires candidates to apply knowledge to give appropriate examples. Markers are encouraged to use their professional judgement to award marks.</p>	6	<p>Candidates must explain their optional topic using psychological concepts/theories. For full marks candidates must give an example of everyday behaviour in their answer.</p> <p><b>Descriptions</b>  <b>Altruism</b> - helping behaviour performed for the benefit of others without personal gain (1), diffusion of responsibility (1), bystander apathy (1) personality differences (1), gender differences (1), types of victim (1). Theories could include; Latane and Darley's decision making model, Arousal-cost-reward model (Piliavin et al).  Examples of everyday behaviour could include: helping an elderly person across the road/giving money to charity/helping your little sister with her homework. Any action which does not benefit the helper.</p> <p><b>Aggression</b> - emotional feeling with the intention of harming someone (1), different types of aggression eg hostile and self defence (1), media influences eg films and computer games (1), differences between human and animal aggression (1). Theories could include: Loenz's ethological theory, Freud's theory, frustration-aggression hypothesis, Zillman's excitation-transfer theory.  Examples of everyday behaviour could include: football hooliganism/football crowd behaviour/playing an aggressive computer game, road rage.</p> <p><b>Propaganda &amp; persuasion</b> - by politicians, media, advertisers (1) telling lies (1), telling half-truths (1), misrepresenting the truth (1) books, social media, Internet and all other forms of media (1).  Examples of everyday behaviour could include: Government posters/leaflets to encourage particular voting behaviour, to persuade women to breast-feed/news reporting of war, strikes, elections/advertising techniques.</p> <p><b>Non-verbal behaviour</b> - types (facial expression, eye gaze, gestures, proximity, posture etc) (1 for each description), functions (expresses emotions, replaces speech, emphasises speech).  Examples of everyday behaviour could include: your friend gives you the</p>

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			<p>'thumbs up' sign to let you know he has passed his exam/your teacher shakes their head when you speak over them/your big sister has just got engaged and is smiling at her fiancé.</p> <p><b>Prejudice</b> - to pre-judge someone because of their age, gender, skin colour, group membership etc (1 for each), stereotypes for example, the dumb blonde. This is a stereotype but can spill over into prejudice and discrimination (perhaps at a job interview you feel that the blonde is not up to the job, although she has the same skills and experience as other candidates.(1), institutional racism (1). Theories could include: Adorno's authoritarian personality, Minimal groups (Tajfel et al), Frustration-aggression hypothesis (Dollard et al) Social Identity theory (Tajfel et al)</p> <p>Examples of everyday behaviour could include: Sexualised pictures of women in magazines, muslims as terrorists, immigrants and asylum seekers as 'scroungers' (stereotype). This stereotypical view may show itself when a person attends a job interview. The interviewer may exhibit prejudicial behaviour if they see all women or minorities as being the same - sex objects, terrorists or scroungers. If you are fed a diet of this type of prejudice it may spill over into discriminatory behaviour.</p> <p><b>Interpersonal attraction</b> - liking or loving someone (1), emotional response (1), factors affecting interpersonal attraction are: proximity (1), familiarity (1), similarity (1), physical attraction (1). These and other factors can increase or decrease levels of interpersonal attraction. Possible theories could include: the Matching hypothesis, Social exchange theory, Equity theory, Complementarity, Compatibility.</p> <p>Examples of everyday behaviour could include: people are more likely to fall in love if they work in the same building (proximity)/people are more likely to break the proximity rule these days due to online dating because online contact can maintain relationships (matching hypothesis/compatibility), the divorce rate might be relatively high in Britain because people perceive the costs of a relationship to be higher than the benefits</p>

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			<p>(social exchange theory).</p> <p>It is recognised that candidates may use the research to explain their chosen optional topic. Providing that the relevant links are made within their explanation they can gain full marks.</p> <p>Any other relevant answer.</p>

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	(b) (i)	<p>This 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 findings, full marks can still be awarded even if the method/procedure is not fully described.</p> <p>Markers are encouraged to use their professional judgement to award marks</p>	5	<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 this study.</p> <p>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> <p>Possible studies may include:</p> <p><b>Altruism:</b>  Name of study/researcher: the underground phenomenon/Piliavin et al 1969 (1)  Aim(s): to investigate helping behaviour towards different types of victims (1).  Method/procedure: It was a field study (1). A group of victims collapsed, some appearing to be drunk and some appearing to have a disability (1).  Results: Victim who appeared to have a disability received help more quickly than those who appeared to be drunk.(1)</p> <p><b>Aggression</b>  Name of study/researcher: Michael Sheehan and Malcolm Watson, 2008/ reciprocal influences between maternal discipline techniques and aggression in children and adolescents (1)  Aim(s): is there a link between parental discipline and child aggression (1). Does the ethnicity of the parent make any difference to discipline (1).  Method/procedure: Longitudinal study over 5 years which took place in the town of Springfield, Massachusetts, USA (1). It looked at mothers aged between the ages of 25 - 44 years who had children between the ages of 7 - 14 years (1). The original sample included 242 boys and 198 girls from a</p>

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			<p>variety of ethnic and social backgrounds (1). Interviews were completed in the family home and mothers and children completed questionnaires about their psychological and behavioural characteristics (1). Study also looked at the mother's level of education (1). A variety of different tests were completed which measured the aggression (verbal and physical) of mother and child, levels of reasoning and disciplinary practices used (1).  Results: results suggest that a child's early aggressive behaviour leads to an increase in their mother's use of both reasoning and aggressive discipline (1). This increased the use of aggressive discipline and leads to an increase in aggression during childhood and adolescence (1). The use of reasoning was more consistent for European Americans than African Americans and Hispanics (1). They also found that child aggression at younger ages predicted an increase in maternal use of aggressive discipline and the use of aggressive discipline predicted an increase in child aggression at all ages (1). It was one of the first to argue that harsh parenting makes for an aggressive child - eventually (1).</p> <p><b>Propaganda &amp; persuasion</b>  Name of study/researcher: Jones &amp; Harris 1967/investigating the fundamental attribution error (1)  Aim(s): would people attribute apparently free-chosen behaviours to disposition (1) and apparent chance direction of the behaviour to the situation (1).  Method/procedure: Participants were read essays (1) either for or against Fidel Castro and asked to rate the attitude of the writer to Castro (1).  Results: When pp's believed that the writer freely chose a pro-Castro stance, the pp's rated the writer as being pro-Castro (disposition) (1). If the pp's were told that the writers position had been determined by the toss of a coin, they still rated pro-Castro writers as having a more positive attitude to Castro (disposition) (1). The pp's were unable to see the influence of situational constraints placed on the writer so made the fundamental attribution error (1).</p>

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			<p><b>Non-verbal behaviour</b>  Name of study/researcher: Hess (1963) showed participants matching pictures of women where one copy had the eyes dilated and asked them to rate which one was more attractive.  Results: Participants always rated the woman with dilated pupils as more attractive, but were unable to say why they chose that picture.  Conclusion: pupil dilation is a powerful unconscious cue.</p> <p><b>Prejudice</b>  Name of study/researcher: Robbers Cave (1), Sherif et al 1961 (1)  Aim(s): to find evidence to support realistic conflict theory (1)  Method/procedure: A field experiment (1), 22 11/12 year old boys attending summer camp in Oklahoma who were divided into 2 groups and housed separately (1). They could not see each-other (1). Each group worked independently of each-other (making meals etc.) (1). After 1 week the groups were brought together for competitive events (1)  Results: They developed a strong feeling of attachment for their own group members (1). Each group developed their own sense of identity (1). They called themselves the Rattlers and the Eagles (1). They perceived the other group negatively (1). The losing group saw the winners as undeserving (1). When the Rattlers won a tug of war, the Eagles burnt their flag. The Rattlers retaliated by raiding the Eagles camp. (1)</p> <p><b>Interpersonal attraction</b>  Name of study/researcher: The computer dance/Walster (1966) (Hatfield) et al. (1)  Aim: to test out the matching hypothesis (1)  Method: 752 new students who were paid \$1.00 and were invited to a dance (1). They filled out a questionnaire and were told they would be matched with an ideal partner. However pairings were random.  At the dance, four independent judges rated their level of attractiveness (1). The students knew about this and all assumed that their 'date' would be more attractive than themselves (1). The participants met their 'dates', spoke to each-other and mingled (1). Students were asked how much they liked their date and would want to see them again.</p>

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			<p>Results: Physical attractiveness was the single biggest predictor of satisfaction with their dates and the wish to see them again (1). People with higher ratings were found to have more harsh judgment of their dates (1). Higher levels of attractiveness indicated lower levels of satisfaction with their pairing, even when they were on the same level (1). Both men and women were more satisfied with their dates if their dates had high levels of attractiveness (1).</p> <p>Any other appropriate study and answer.</p>

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	(b) (ii)	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidate should achieve 1 mark for each correct key point of explanation. Candidates can achieve further marks for developing the point or providing examples.	4	<p>Candidates must explain one weakness and one strength of this study. A maximum of two marks can be awarded if a candidate only explains strengths or only explains weaknesses.</p> <p><b>Weaknesses:</b> Explanation of why this is a weakness</p> <p><b>Altruism:</b> Strength: High ecological validity (1). A subway journey is an everyday occurrence and measures participant's natural behaviour (1).</p> <p>Weakness: Ethics - this was a normal train journey and the people in the study were unaware that they were part of a psychology experiment, this could have caused distress to passengers (2).</p> <p><b>Aggression:</b> Strength: this was an important longitudinal study illustrating the relationship between discipline and a child's future aggressiveness. It shows that we should encourage parents to use reasoning rather than combative discipline.</p> <p>Weakness: all the measures were taken from the mother's self report - would the mothers tell the truth? If they do not, then how valid are the results?</p> <p>Sample: this was a small American group who may be unrepresentative of the normal population.</p>

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			<p><b>Propaganda &amp; persuasion:</b>  Strength: this was a classic study on the fundamental attribution error and prompted much further research  Weakness: ethnocentric - all American sample. A cross-cultural replication would be required.</p> <p>Ecological validity: Not true to life - this is an artificial task and is not based on reality. This could mean that the respondents became bored or unsure of their answers and chose any answer.</p>
			<p><b>Non-verbal communication:</b>  Strength: the experiment carried out by Hess showed how important pupil dilation is to attraction. This is the reason why so many restaurants have soft lighting to encourage pupil dilation.</p> <p>Weakness: Hess only tested men in this experiment and generalised his findings to women. To understand if pupil dilation is universal we would need a female sample.</p> <p><b>Prejudice:</b>  Strength: the study successfully showed that competitive tasks engender prejudice and that cooperative tasks reduce prejudice.  Weakness: The study might be ethnocentric because American culture prizes competition more than other cultures. For eg Tyerman and Spencer (1983) did not find the same degree of intergroup conflict in the UK.  Only males were studied - what happens when girls or a mix of boys and girls go to a camp? Would the same results be obtained?  Unrepresentative sample - these were mostly 11-12 year old boys from a middle class background. If this is not representative, then we cannot generalise.</p>

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			<p><b>Interpersonal attraction:</b>  Strengths: This study paved the way for future research in to the matching hypothesis and demonstrates how important physical attractiveness is.</p> <p>Weakness: Walster criticized his study because the four judges who assigned the attractiveness ratings to the participants had very brief interactions with them. Longer exposure may have changed the attraction ratings.</p> <p>Artificial circumstances so may lack ecological validity - the tasks given to the participants were artificial and so they may have felt inhibited/ worried/anxious and just gave any answer</p> <p>Ethics: The respondents were lied to about the fact that they were being judged on their physical attractiveness.</p> <p>Sample: College students only - college students will have an idea of what might be going on and what they might expect from a research study. This could cast doubt on the result. This is not a representative sample and therefore we cannot generalize to the rest of the population.</p> <p>Any other appropriate answer</p>

[END OF MARKING INSTRUCTIONS]