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2015 Psychology

New Higher

Finalised Marking Instructions

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General Marking Principles for Higher 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) The term “or any other acceptable response” is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific marking instructions or not.
- (e) Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to, for instance, a concept, process, experiment, situation, or facts.
- (f) Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.
- (g) Questions that ask candidates to *analyse* require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).
- (h) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.
- (i) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (j) Questions require candidates to use psychological knowledge and understanding to gain marks. Marks will not be awarded to personal opinion that is not supported by such use of psychological knowledge and understanding.
- (k) There may be some degree of flexibility in the way that marks are awarded in a question. This is clearly noted in the specific marking instructions for that question.

Detailed Marking Instructions for each question

Section 1 - Research

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	Candidates are expected to name and describe one stage of the research process used in psychological research	2	<p>For two marks candidates must accurately name and describe any one stage of the research process</p> <p>Description could include:</p> <ul style="list-style-type: none"> • Review of literature available that informs the development of the research variables (1 mark). This can include established theories and previous research on the research topic (1 mark). • Based on previous research a hypothesis would be formulated (1 mark) clearly identifying the research variables (1 mark). • A suitable statistical measure is selected for the dependent variable (1 mark) and the raw data is analysed for each level of the independent variable (1 mark). • A report is written (1 mark) setting out the contribution the research has made to theory (1 mark). <p>Any other relevant answer</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	The candidate is expected to correctly name and evaluate one experimental research method	4	<p>Candidates can be awarded the 4 marks in a number of ways. Candidates will not be awarded marks for non-experimental research methods.</p> <p>1 mark can be awarded for each point/development of a point of evaluation.</p> <p>Experimental Research Methods can include:</p> <p>Field Experiment</p> <p>Weakness</p> <ul style="list-style-type: none"> • Less control over environment (1 mark) as the research is unable to manipulate the natural setting beyond the independent variable (1 mark). • Time consuming/Costly <p>Strength</p> <ul style="list-style-type: none"> • Participants usually unaware of research taking place (1 mark) which can lead to natural behaviour being measured (1 mark). • True to life <p>Natural Experiment</p> <p>Weakness</p> <ul style="list-style-type: none"> • Cannot be replicated (1 mark) this is due to circumstances surrounding a natural occurring event (1 mark). • Difficult to obtain data <p>Strengths</p> <ul style="list-style-type: none"> • Strong ecological validity (1 mark) representative of real life situations (1 mark). • Results can be generalised

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
				<p>Laboratory Experiment</p> <p>Weakness</p> <ul style="list-style-type: none"> • Artificial environment (1 mark) created for the purpose of the research (1 mark). • Lacks ecological validity <p>Strengths</p> <ul style="list-style-type: none"> • Increased reliability (1 mark) as the research environment is controlled and easy to replicate (1 mark). • Level of control over environment <p>Any other relevant answer</p>
	(c)	The candidate is expected to correctly name and explain two representative sampling methods.	6	<p>1 mark can be awarded for each point, development of a point of explanation.</p> <p>If only one sampling method is explained a max of 4 marks can be awarded.</p> <p>For full marks candidates must explain two sampling methods from the following.</p> <p>Candidates will not be awarded any marks for self-selection/volunteer sampling or opportunity sampling as these do not generate a representative sample.</p> <p>Random</p> <p>The researcher must identify their target population (1 mark). All within a target population have an equal chance of selection (1 mark).</p> <p>Can be generated through the use of random number tables or computer programmes (1 mark).</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
				<p>Systematic Obtaining a list of the target population (1 mark) and selecting every 5th or 8th or 12th person of the list example (1 mark) determined by the desired number of participants required for the research and number of the target population (1 mark).</p> <p>Stratified Identifying subsections within a target population (1 mark) and selecting a direct representative proportion (1 mark). Ensuring the identified subsection is fairly represented within the target population (1 mark).</p> <p>Quota Similar to stratified sample where a subsection of the target population is selected, (1 mark) with the research setting a limit to the number of any particular identified group with a population (1 mark). Useful when the research requires a comparison to be made between strata (1 mark).</p> <p>Any other relevant explanation for the named sampling methods above.</p>
	(d)	Candidates are expected to demonstrate an understanding that BPS Ethical Guidelines are in place to fully inform potential participants and protect participants from potential harm.	8	<p>Candidates may answer in a number of ways.</p> <p>For full marks candidates must explain the importance of safety and protection.</p> <p>Candidates may also include a list of the BPS ethical guidelines and/or previous research which may have contributed towards the development of current BPS ethical guidelines.</p> <p>The main features of the BPS Ethical Guidelines are: Informed Consent is important to enable participants to make an informed decision (1 mark) and assess the risks in taking part in the research (1 mark). If participants were not provided with the opportunity to make an informed decision then this could lead to psychological or physical harm. (1 mark) An example of this could be seen in Milgram's experiment. (1 mark) when participants were led to believe they were taking part in a</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>learning based experiment. (1 mark)</p> <p>Protection is important to ensure the psychological and physical safety of all participants. (1 mark) For example guarding against embarrassment, ridicule or lowering of self-esteem. (1 mark) An example of this could be seen in Asch's experiment, (1 mark) where participants were exposed to social pressure of a group (1 mark)</p> <p>Other relevant answers may include explanations of how the following link to safety and protection:</p> <ul style="list-style-type: none"> • Deception • Debriefing • Withdrawal • Confidentiality • Giving Advice • Colleagues <p>A maximum of 2 marks to be awarded for simply listing the BPS Ethical Guidelines.</p>

Section 2 - Individual Behaviour

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	Candidates are expected to explain their chosen topic using any TWO relevant psychological approaches and/or theories	12	<p><i>Candidates can be awarded the 12 marks in a number of ways. Marks can be awarded for explaining the topic using any of the mandatory approaches; Biological/Cognitive or any of the optional approaches, such as Behaviourist/Psychodynamic/Humanistic, or any theories that are relevant to the chosen topic.</i></p> <p><i>A maximum of 8 marks can be awarded if the candidate only provides ONE approach, or theory.</i></p> <p><i>Candidates will not be awarded marks for evaluation of research evidence methods.</i></p> <p><i>Up to 2 marks can be awarded to any 1 piece of research evidence when used to support explanation of chosen topic up to a maximum of 6 marks.</i></p> <p><i>1 mark can be awarded for each point, or development of a point of explanation.</i></p> <p><i>A maximum of 2 marks can be awarded for definition of chosen topic.</i></p> <p><i>There is a range of possible topics that could be used and assessors must use their professional judgement when awarding marks.</i></p> <p><i>Some possible individual behaviour topics could include - Perception, personality, memory, learning, mind sets, stress, or any other suitable topic.</i></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Personality - marks could be awarded for Psychodynamic Approach up to a maximum of 8 marks from the following:</p> <ul style="list-style-type: none"> • Freud's theory of personality (1 mark) • ID, EGO & SUPEREGO (3 marks) • Psychosexual stages and link to personality (2 marks) • Unconscious mind/repression (2 marks) • Eysenck's trait theory of personality (1 mark) • Eysenck's EPI mentioned (1 mark) • Traits given - eg Extraversion/Neuroticism (2 marks) <p>Personality - marks could be awarded for Behavioural Theory up to a maximum of 8 marks from the following:</p> <ul style="list-style-type: none"> • Social Learning theory - Bandura (1 mark) • Personality characteristics strengthened through positive and/or negative reinforcement either indirectly or directly (2 marks) • Personality characteristics weakened through negative reinforcement and/or punishment either directly or indirectly (2 marks) • Reciprocal Determinism explained in relation to personality (2 marks) • Self-efficacy explained in relation to personality development (2 marks) <p>Any other relevant answer</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	Candidates are expected to show how their topic supports individual wellbeing and give research in their answer.	8	<p><i>There are a range of possible research studies that could be used here depending on the choice of topic. Studies may be classic or contemporary.</i></p> <p><i>Marks will be awarded for giving a brief summary of the research (4 marks) and links to wellbeing. (4 marks)</i></p> <p><i>Marks can be awarded where candidates have described a theory and/or concept and related this to wellbeing up to a maximum of 6 marks if there has been no reference to research within the candidates response.</i></p> <p>Atypical Behaviour - could use Seligman & Maier (1967) Failure to escape traumatic shock, aim and conclusion (4 marks)</p> <ul style="list-style-type: none"> • Name the study (1 mark) • Aim (1 mark) • Conclusion (2 marks) <p>The Candidate is expected to explain the link between the study they have used and wellbeing - for example how the study of Learned Helplessness can be useful for people who have been institutionalised, to promote self-control and decision making (4 marks).</p> <p>Working with individuals who have been institutionalised or unable to make decisions (1 mark). Encourage individuals to be involved in the decisions making process (1 mark). Starting with small decision that have an immediate effect, such as deciding what to wear(1 mark) and building up to decisions with less immediate effect such as planning a future activity. (1 marks).</p> <p>Cognition: Dunlosky et al (2013), Improving students learning with effective learning techniques: promising direction from cognitive and educational psychology, aim and conclusion (4 marks)</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<ul style="list-style-type: none"> • Name the study (1 mark) • Aim (1 mark) • Conclusion (2 marks) <p>The Candidate is expected to explain the link between the study they have used and wellbeing - for example how the study of learning techniques can be useful for students, to learn and develop effective learning techniques and improve performance (4 marks).</p> <p>Working with students to teach a variety of learning techniques (1 mark). Encourage students to practice different learning techniques during learning sessions (1 mark). Enable students to practice their preferred learning techniques during independent study (1 mark) provide opportunities to see the results of the learning and positive feedback (1 marks).</p> <p>More than 1 piece of research evidence can be awarded marks to a maximum of 4 marks.</p>

Section 3 - Social Behaviour

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	Candidates are expected to analyse one study into conformity by identifying strengths and weaknesses/determining the value of the study.	8	<p>To gain full marks candidates should give a maximum of 4 separate points which link to conformity that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications and make a conclusion.</p> <p>Candidates can be awarded a maximum of 2 marks for description alone of the relevant research study.</p> <p>Example study: Asch line study</p> <p>Identify Parts</p> <ul style="list-style-type: none"> • The task was insignificant and people were likely to conform to save face. (2) • Participants were all male - meaning that the results cannot be generalised to the population as a whole. (2) <p>Relationship between them</p> <ul style="list-style-type: none"> • It is possible that these findings relate only to one culture - USA in the 1950s(which was a highly conformist society) (2) <p>Their relationship with the whole</p> <ul style="list-style-type: none"> • Does the Asch study represent an unpredictable phenomenon rather than a more fixed tendency in human behaviour? (2) <p>Draw out and relate implications</p> <ul style="list-style-type: none"> • An English replication of the study found that out of 396 trials only one student conformed (Perin and Spencer, 1980) (2) <p>Conclusion</p> <ul style="list-style-type: none"> • The study only tells us about conformity in special circumstances and with people who are strangers. It cannot be generalised to other situations. (2) <p>Or any other acceptable response</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	Candidates are expected to explain their chosen topic using two psychological concepts and/or theories.	12	<p>The response to this question will depend on the optional topic studied. To gain full marks candidates have to explain 2 concepts/theories. A maximum of 8 marks could be awarded for any one given concept/theory explained.</p> <p>Maximum of 2 marks can be awarded for description of chosen topic.</p> <p>Example topic: Prejudice</p> <p>Authoritarian Personality Theory</p> <ul style="list-style-type: none"> • Authoritarian individuals are more likely to be prejudiced, conformist and obedient to authority (2 marks) • Characteristics are associated with a parenting style characterised by conditional love, strict discipline and expecting unquestioning loyalty (2 marks) • Adorno’s f scale identified nine key dimensions of a fascist personality including conventionality, submissiveness to authority, aggression and heightened concerns about sex (2 marks) • Clinical interviews were also used to measure the authoritarian personality including aspects of ethnocentrism (2 marks) • Authoritarian people tended to have a simplistic way of looking at the world. (2 marks) <p>Social Identity Theory</p> <ul style="list-style-type: none"> • Way to simplify our social world is to classify groups as “us” (in group) and “them” (outgroup) (2 marks) • Every individual has a number of social identities (age, gender, nationality, religion) (2 marks) • Prejudice is the result of our need to boost our own self-esteem by distinguishing our group from other groups. (2 marks)

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Biases</p> <ul style="list-style-type: none"> • Perception of our own group as superior (leading to in group favouritism) • Perception of other groups as inferior (leading to acts that discriminate against them - outgroup discrimination) (2 marks) • The mere act of categorising themselves as a member of one group rather than another was sufficient for them to discriminate against the outgroup (Tajifel) (2 marks) <p>Or any other acceptable response</p>

[END OF MARKING INSTRUCTIONS]