



National  
Qualifications  
2017

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**2017 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.

## 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 'describe' require the candidate to make a point and then develop this point by giving further information. For example, if <b>two marks</b> are available the candidate should be awarded a mark for making the main point and a further mark for developing the point by giving additional or related information.	<b>2</b>	<p>Candidates should describe <b>one</b> measurement that PSG provides.</p> <p>Candidates should be awarded a maximum of 1 mark for merely naming a measurement, eg. Brain activity <b>(1)</b>.</p> <p>For full marks candidates should expand upon the measurement chosen, eg Brain waves become faster or slower depending on the stage of sleep <b>(2)</b>.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Brain activity (EEG) - Brain waves become faster in REM <b>(2)</b></li> <li>• Eye movements (EOG) - faster or slower depending on stage of sleep <b>(2)</b></li> <li>• Increases/decreases Heart rhythm (ECG) <b>(2)</b></li> <li>• Skeletal muscle activity (EMG) <b>(1)</b></li> <li>• Chest and abdomen movements <b>(1)</b></li> <li>• Respiratory airflow <b>(1)</b></li> <li>• Blood oxygen saturation <b>(1)</b>.</li> </ul> <p>Any other appropriate answer.</p>

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	(b)	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.	4	<p>Candidates should use Oswald's restoration theory to explain why it is important for Tara to get more sleep.</p> <p>Candidates may include reference to the function of REM and NREM sleep.</p> <p>According to restoration theory it is important that people get enough sleep to ensure physiological and psychological repair (1). This theory suggests that NREM sleep is important for restoring physiological functions, (1) such as growth and repair (1). REM sleep is essential in restoring mental functions (1). Without sufficient sleep Tara may lose concentration during the day (1) and may be more susceptible to illness (1).</p> <p>To ensure Tara gets sufficient REM and NREM sleep she requires approximately 5 90 minute sleep cycles (2)</p> <p>Any other appropriate answer. Research evidence can be credited.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		2	<p>Candidates should give a response that corresponds to the psychoanalytic approach/theory. Any one of the following answers could be given:</p> <p>According to the psychoanalytic approach the function of dreaming is</p> <ul style="list-style-type: none"> <li>• To satisfy the unfulfilled desires (1) of the Id (1)</li> <li>• To resolve unconscious conflicts (1) from the psychosexual stages (1)</li> <li>• To get rid of primitive urges (1) eg aggression (1)</li> </ul> <p>Any other appropriate answer.</p>
	(d)	<p>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.</p>	4	<p>Candidates should explain how the Little Hans study supports the Psychoanalytic approach to sleep and dreams.</p> <p>Example:</p> <p>Little Hans used symbolism in his dreams (1) to express his sexual desire for his Mother and fear of his Father (1). By doing this he resolved his Oedipus complex (1) and satisfied the desire of his Id (1).</p> <p>The study shows how Little Hans was driven by unconscious forces and that dreams contain both latent and manifest content (2)</p> <p>Little Hans' dreams may be explained.</p> <p>Any other appropriate answer.</p>

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	(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 <b>two marks</b> are available the candidate should be awarded a mark for making the main point and a further mark for developing the point by giving additional or related information.	<b>3</b>	<p>For full <b>3 marks</b>, candidates are only required to describe the <b>methods/procedure</b> of the study.</p> <p><u>Method/Procedure</u> (answers will vary according to which of Dement &amp; Kleitman's hypotheses testing procedures are described):</p> <ul style="list-style-type: none"> <li>• The method was a laboratory experiment <b>(1)</b>.</li> <li>• They had been asked to avoid caffeine or alcohol on the day of the study <b>(1)</b>.</li> <li>• An electroencephalograph (EEG) was used to record brain activity <b>(1)</b>.</li> <li>• An EOG was used to record eye movement <b>(1)</b>.</li> </ul> <p>• Participants were awakened at various times to test their dream recall <b>(1)</b> the content of their dream <b>(1)</b> and the duration of their dream <b>(1)</b>.</p> <p>Any other appropriate answer.</p>

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2.	(a)	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.	6	<p>Candidates must explain their optional topic from individual behaviour using one psychological approach/theory. This question enables candidates to draw on knowledge and understanding of any individual behaviour topic that has been studied.</p> <p><b>Candidates will not be awarded any marks if they name and describe a social behaviour topic or sleep and dreams.</b></p> <p>General information about the approach can be credited with a maximum of <b>2 marks</b>.</p> <p>A maximum <b>2 marks</b> can be awarded for general information about the topic.</p> <p>A candidate can explain the approach in relation to their optional topic in a number of ways.</p> <p><b>Example topic - learning -</b></p> <p>Learning in psychology can be described from the behaviourist approach as any relatively permanent change in behaviour that results from experience in the environment.</p> <p>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.</p> <p><b>Example topic - personality</b></p> <p>Personality can be considered from the biological approach as those</p>

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			<p>characteristics that make us different from each other and which are relatively stable over time and across situations. A description that includes Eysenck's type theory of introversion and extroversion and/or Costa and McCrae's OCEAN would gain full credit.</p> <p><b>Example topic - self concept</b></p> <p>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.</p> <p>Credit will be given where research evidence is used to explain the chosen optional topic.</p> <p>Any other appropriate answer.</p> <p><b>Example topic - mindsets</b></p> <p>The biological approach focuses on the link between brain structure and learning in order to explain mindsets. Dweck believes that people are more likely to adapt a growth mindset if they are aware that the brain is not fixed in the early years. She proposes that people would be more likely to take on challenges if they knew that we made new neural connections each time we learnt something new. Every time we learn something new the structure of the brain changes.</p> <p>The brain is constantly creating and destroying neural pathways, forming the thought and behaviour patterns our brain uses to make decisions, choose actions and present us to the outside world. The pathways that are used get stronger; those that are under-used grow weak and eventually replaced.</p> <p>Any other appropriate answer. Research evidence can be credited.</p>



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(b)	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.	4	<p>Candidates must explain <b>one</b> strength and <b>one</b> weakness of the approach/theory they used to explain their topic in (a). <b>Maximum of 2/4</b> for a generic explanation of strength and weakness of the approach/theory.</p> <p><b>Learning - behaviourism</b></p> <p>Strength: It is scientific so can clearly define learning and can measure changes in behaviour.</p> <p>Weakness: By using experiments to measure behavioural changes an artificial environment is created which leads to low ecological validity.</p> <p><b>Personality - biological</b></p> <p>Strength: It is easy to apply Eysenck's type theory and has person-centred relevance. It can be useful to complete personality type profiles for helping improve how people get along in relationships and at work.</p> <p>Weakness: Eysenck's theory is too simplistic - it diminishes something as complex as personality down to 4 categories.</p> <p><b>Self-concept - cognitive</b></p> <p>Strength: Understanding the cognitive process in the development of self concept may allow people to improve their self concept.</p> <p>Weakness: The cognitive approach does not consider how childhood experiences and unconscious forces may affect one's self concept.</p> <p><b>Mindsets - biological</b></p> <p>Strength: Evidence can be provided to show that the brain structure changes according to the activities we undertake.</p> <p>Weakness: it does not take into account individual differences and that some people may be more likely to have a growth mindset than others.</p> <p>Any other appropriate answer. Research evidence may be credited.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.	5	<p>Candidates should describe <b>one</b> research study relevant to their topic. The answer should include the name of the study/researcher, aim(s), method/procedure and results.</p> <p><b>1 mark</b> for naming an appropriate study/researcher  <b>2 marks</b> (maximum) for giving a brief description of the aim  <b>2 marks</b> (maximum) for a description of the method/procedure  <b>2 marks</b> (maximum) for a correct description of the findings</p> <p>For full marks candidate answers must include information on each of the above.</p> <p><b>Example topic - Stress</b></p> <p>For example, Selye (1956) (1).  Aim: the aim was to show that there is a general response to stress (1).  Method/Procedure: Rats were exposed to various stressors: cold, surgical injury, cutting of their spinal cord. He also gave them drugs like morphine and formaldehyde. He made notes on the rat's reactions (2).  Results: The rats all went through the same set of reactions even if they had experienced different stressors (1).</p> <p><b>Example topic - Self-concept</b></p> <p>For example, Lewis &amp; Brooks-Gunn (1978) (1) <u>or</u> Rouge Test (1).  Aim: the aim was to test when children develop self-recognition (1).  Method/procedure: Mothers were asked to secretly apply a dot of rouge to their baby's nose &amp; place them in front of a mirror (1). The test of self recognition is whether the babies touch their own face or the mirror (1).  Results: Most of the children aged 18-24 months touched their own nose showing self-recognition (1).</p> <p>Or any other appropriate answer.</p>

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3.	(a)		Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.	2	<p>For the <b>2 marks</b>, candidates should describe <b>one individual</b> factor that may contribute to Steve's conformity levels.</p> <p>Example:</p> <p>One individual factor could be age <b>(1)</b> teenagers are more likely to conform than younger children or older adults <b>(1)</b>.</p> <ul style="list-style-type: none"> <li>• self esteem</li> <li>• personality</li> <li>• gender</li> </ul> <p>or any other suitable individual factor.</p>
	(b)	(i)		2	<p>For the <b>2 marks</b>, candidates should give reasons for Steve's conformity due to informational social influence.</p> <p>Example:</p> <p>Steve assumes that his friends in his biology class are more knowledgeable <b>(1)</b> than him so he agrees with them to appear to be correct <b>(1)</b>.</p> <p>Any other appropriate answer.</p>
		(ii)		2	<p>For the <b>2 marks</b>, candidates should give reasons for Steve's conformity due to normative social influence.</p> <p>Example:</p> <p>Steve often agrees with his friends in the biology class to fit in <b>(1)</b> and avoid ridicule <b>(1)</b>.</p> <p>Any other appropriate answer.</p>

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	(c)	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.	3	<p>For the full <b>3 marks</b>, candidates should explain minority influence using an example. Up to <b>2 marks</b> can be awarded for the explanation and a further <b>1 mark</b> for the example. Alternatively <b>1 mark</b> may be awarded for the explanation and <b>2 marks</b> for the example.</p> <p>The minority provides the majority with new ideas, new information which makes them re-examine their views (<b>2</b>). An example of this would be the suffragette movement (<b>1</b>).</p> <p>The example provided by the candidate could be linked to personal experience or a more contemporary issue, such as voting or smoking or texting whilst driving.</p> <p>Any other appropriate answer.</p>
	(d)	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.	3	<p>For the full <b>3 marks</b>, candidates should explain majority influence using an example. Up to <b>2 marks</b> can be awarded for the explanation and a further <b>1 mark</b> for the example. Alternatively <b>1 mark</b> may be awarded for the explanation and <b>2 marks</b> for the example.</p> <p>Majority influence is when the behaviour of a large number of people affects the behaviour of a smaller group of people (<b>1</b>). The majority have the power to impose negative or positive sanctions (<b>1</b>). An example of this would be dressing similarly to your friends to avoid rejection (<b>1</b>).</p> <p>Any other appropriate answer.</p>

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	(e)	Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.	4	<p>For the full <b>4 marks</b> the candidate should give a developed response. The candidate must refer to the aim, method/procedure and results.</p> <p>Candidates can only gain full marks if aim, method/procedure and results are all commented on.</p> <ul style="list-style-type: none"> <li>• Aim: To find out if people would conform to others' incorrect answers even if the correct answer was obvious <b>(1)</b>.</li> <li>• Method/Procedure: Laboratory experiment <b>(1)</b>. Participants were asked to match the length of a line with 3 comparison lines <b>(1)</b>. Confederates were instructed to give the wrong answers <b>(1)</b>.</li> <li>• Results: 75% of participants gave the wrong answer at least once <b>(1)</b>.</li> </ul> <p>Any other appropriate answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(f)		4	<p>For the full 4 marks candidates should describe two ways that Mori and Arai attempted to improve the Asch study.</p> <ul style="list-style-type: none"> <li>• They used men and women (1), Asch's study only used men (1) therefore findings can be generalised to the whole population (1)</li> <li>• The participants knew each other (1) in Asch's study they were strangers (1) which is where most conformity occurs (1)</li> <li>• The participants wore filter glasses (1) whereas in Asch's study they were depending on confederates' responses being convincing (1).</li> </ul> <p>Any other appropriate answer.</p>

[END OF MARKING INSTRUCTIONS]