



National
Qualifications
2017

2017 Psychology

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.

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)	<p>Questions that ask the candidate to 'explain' require the candidate to apply their psychological knowledge and understanding to give further information about the meaning of something, to give reasons or who connections.</p> <p>For full marks the explanation of the choice of sampling method must relate to the study. The explanation may include evaluation and/or analysis.</p>	3	<p>A maximum of 1 mark for generic advantages of random sampling may be awarded.</p> <p>Example response: A random sample is more likely to be representative of the target population of 6 local high schools as all pupils would have an equal chance of being selected (1).</p> <p>A random sample is more likely to be representative of the local high schools, so results are more generalisable (1).</p> <p>With a random sample there would be less chance of bias as, for example, a random number table would be used to select pupils from the registers (1).</p> <p>Or any other relevant answer.</p>
	(b)	<p>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 2 marks 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 further information</p>	5	<p>Making sure pupils are aware they can withdraw at any time (1) and that they are aware that their intelligence is not being measured (1).</p> <p>Making sure participants are fully briefed in advance (1).</p> <p>Stopping the experiment if any participants showed signs of distress (1).</p> <p>Offering to remove the participants' data from the results (1).</p> <p>Or any other relevant answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<p>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).</p> <p>Candidates are expected to analyse the mean scores of this experiment in relation to the aim of the research.</p>	4	<p>Candidates should show an understanding of the implications of the mean scores. The analysis could include conclusions.</p> <p>No marks to be awarded for independent analysis or description of the mode, median or range unless used/related to the mean.</p> <p>The mean scores of 7 for Condition A and 5 for Condition B suggests that on average the pupils who had their mobile phones off in the classroom performed better in problem solving tasks than those who had their mobile phones on (1).</p> <p>This may be because pupils who had their mobile phones on could not concentrate as they were distracted (1).</p> <p>However, there could have been just one pupil in Condition A, who was particularly good at problem-solving tasks hence skewing the mean score (1).</p> <p>There could have been just one pupil in Condition B, who performed particularly badly at problem-solving tasks hence skewed the mean score (1).</p> <p>The difference in the means between conditions is not that large; this means that the presence of mobile phones does not have a great effect on problem-solving (1).</p> <p>The median/mode would be a better measure to use than the mean, as it is not affected by outliers (1).</p> <p>In condition B, some phones may have gone off which means that it is the noise, not the presence of the phone, that affects problem-solving (1).</p> <p>Or any other relevant answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)	<p>Questions that ask candidates to evaluate require them to make points that make a judgement based on criteria; determine the value of something.</p> <p>Candidates should provide a detailed evaluation of the laboratory method of research specific to the study within the scenario. The value of using a laboratory experiment should be determined in relation to other research methods.</p>	8	<p>Candidates should evaluate the laboratory experiment in relation to other research methods (either experimental or non-experimental) and explain the pros and cons of the choice of laboratory method for this study.</p> <p>A maximum of 2 marks to be awarded if the method is evaluated without comparison with others.</p> <p>A maximum of 5 marks to be awarded if the method is evaluated with comparison with only one other.</p> <p>A laboratory research method has the highest control over extraneous research variables therefore a cause-effect relationship can be established (1), whereas in a field experiment, there is less control, meaning that cause-effect relationships are more difficult to establish (1).</p> <p>In comparison to a laboratory experiment, more data could have been gathered with a questionnaire as it is more feasible to reach a larger sample of people (1).</p> <p>A field experiment could have been conducted in the classroom which would increase ecological validity whereas the laboratory experiment would have taken place in an artificial environment (1) which may have affected pupils' performance in the task (1) hence the results could not be related to real life situations (1). However, if a field experiment had been chosen extraneous variables could have affected performance in the problem-solving task (1).</p> <p>In a case study, the reasons behind behaviours can be gained, as more descriptive data can be gathered than in a laboratory experiment (1).</p> <p>Or any other relevant answer.</p>

Section 2 - Individual Behaviour

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		5	<p>For full marks the candidate must explain the theory, if the theory has only been described then 2 marks can be awarded.</p> <p>The purpose of dreams is to store memories more efficiently, acting as a filter to clear out unnecessary information accumulated throughout the day (1).</p> <p>They argued that dreams help to delete harmful memories ('reverse learning'), thus avoiding obsessions and anxieties (1).</p> <p>Dreams are hard to remember as during dreaming the associated information is deleted preventing details from being recalled (1).</p> <p>Recurring dreams can occur if they have specific emotional meaning or if a person is woken during the dream leading to the dream being remembered and strengthened (1).</p> <p>We dream to forget, in order to reduce anxiety (1).</p> <p>Marks can be awarded for research evidence.</p> <p>Marks can be awarded for examples.</p> <p>Or any other relevant answer.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		Questions that ask the candidate to 'explain' require the candidate to apply their psychological knowledge and understanding to give further information about the meaning of something, to give reasons or who connections.	15	<p>To gain full marks candidates must explain three approaches and/or theories.</p> <p>Explanations that do not refer to the topic attract no marks, e.g. a generic evaluation of an approach/theory.</p> <p>An introduction to the topic can be awarded up to 2 marks.</p> <p>If only one approach and/or theory is explained up to 6 marks can be awarded. A maximum of 6 marks can be awarded for each approach/theory.</p> <p>If only two approaches and/or theories are explained, up to 12 marks can be awarded.</p> <p>There are a number of optional topics the candidate can choose from, for example memory, stress, personality, psychopathology.</p> <p>Marks can be awarded in a number of ways; examples of explanation may include:</p> <p>The multi store model of memory provides a simplistic theory of memory identifying distinctive storage areas within memory holding information for differing durations (1).</p> <p>The biological approach proposes that the stress response is an autonomic response preparing the body for 'fight or flight' in the event of a threatening stimulus (1).</p> <p>The cognitive approach proposes that a person's personality is constructed through their perception of reality: as perception changes, so does a person's personality (1).</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>The behavioural approach explains abnormal behaviour in the same way as it explains all behaviour, in that behaviour is either an autonomic or learnt response to a stimulus/environment (1). The biological approach explains abnormal behaviour as either over or under production of neurotransmitters or hormones that can affect a person's emotional state (1). The psychodynamic approach explains abnormal behaviour as being caused by deep rooted memories or desires within the unconscious mind which breaks into conscious thought (1).</p> <p>Or any other relevant answer.</p>

Section 3 - Social Behaviour

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		20	<p>To gain full marks candidates must cover a minimum of two research studies from conformity and/or obedience, one of which must be Milgram’s Study of Obedience.</p> <p>If only one research study is analysed up to 10 marks can be awarded.</p> <p>Descriptions of studies can be awarded up to 5 marks in total. Where studies have been evaluated, up to 5 marks in total can be awarded.</p> <p>Marks can be awarded in a number of ways; examples of analysis include:</p> <p>Asch’s study could be described as a ‘child of its time’ as results may have reflected American culture in the early 1950s and would not necessarily be replicated today (1).</p> <p>The Mori and Arai study used both genders meaning it was less contrived than the Asch study which results in it having greater validity (1).</p> <p>The Asch study only tells us about conformity with people who are strangers so it cannot be generalised to situations where people know each other, which is where conformity usually occurs (1).</p> <p>Within psychological research it is important to obtain informed consent to ensure participants are fully aware of what they are being asked to do. Milgram failed to do this as participants were deceived about the true purpose of the study. If they had known the true purpose of the study, however, the number of participants may have been reduced, reducing the validity/generalisability of the results (1).</p> <p>Milgram used a laboratory research method which lacks ecological validity making results less valid. This means that people may not behave this way in the real world (1).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Milgram's participants were self-selecting which meant that they may have had personality traits that were not characteristic of the general population this means that results cannot be generalised to the wider population (1).</p> <p>In the Milgram study the experimenter used language that reinforced the perception of authority and strengthened the participant's belief that they could not leave the research. This led to participants exhibiting signs of stress, a form of psychological/ physical harm (1).</p> <p>Milgram showed that when our feeling of personal responsibility increases, obedience decreases. He found that when teachers were in close proximity to learners, obedience levels decreased (1).</p> <p>Or any other relevant answer.</p>

[END OF MARKING INSTRUCTIONS]