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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 ‘describe’ require the candidate to make a point and then develop this point by giving further information. For example, if **two marks** are available award 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, award **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), award the marks if the answer is relevant and correct.
- (h) 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 some questions 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 you are not familiar with the topic chosen, you must seek guidance from your team leader.

Detailed marking instructions

Question 1 - Individual Behaviour: Sleep and Dreams

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.	4	<p>The following responses are suggestions only.</p> <ul style="list-style-type: none"> • sleep allows the body to carry out essential repairs (1) • sleep restores the body (1) • NREM sleep restores biological processes (1) that have depleted during the day (1) • REM sleep restores brain processes that have depleted during the day (1) • an effect of sleep deprivation may be loss of concentration (1) due to not replenishing neurotransmitters. (1) <p><i>Marks can be awarded for research evidence, for example Tripp.</i></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	(i)	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 4 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure that should be recognised.</p>	4	<p>A maximum of 2 marks can be awarded for each component. All 3 components are required for full marks.</p> <ul style="list-style-type: none"> • <u>aim</u>: to investigate the relationship between eye movement and dreaming. (1) To investigate the relationship between estimates of the duration of dreams and the actual duration of the dream. (1) To investigate the relationship between the pattern of eye movement and the content of the dream. (1) • <u>method/procedure</u>: a laboratory experiment. (1) Participants were asked to avoid caffeine and alcohol on the day of the study. (1) An EEG was used to record brain activity. (1) An EOG was used to record eye movement. (1) Participants were wakened at various times to record their dream recall, (1) the content of their dream (1) and the duration of their dream. (1) • <u>results</u>: more dreams were reported in REM than in non-REM sleep. (1) There was an association between the patterns of REM and the content of dream reports. (1) <p>Any other valid response.</p>
	(ii)	<p>Questions that ask the candidate to ‘explain’ require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.</p>	2	<p>1 mark is allocated for stating the strength and 1 mark for explaining the strength. This strength must be specific to this study in order to gain full credit.</p> <p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • a laboratory experiment using a PSG (1) was used, therefore results are reliable (1) • high control over extraneous variables (1) such as caffeine and alcohol consumption to avoid these factors affecting sleep. (1) <p>Any other valid response.</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 'explain' require them to give reasons or show connections.	5	<p>Candidates must refer to the behaviour in the scenario for full credit.</p> <p>A maximum of 2 marks can be awarded for a generic description of the psychoanalytic theory of dreams.</p> <p>Answers may include points of explanation regarding the following:</p> <ul style="list-style-type: none"> • Rebecca's dream shows that she has unconscious feelings of hostility towards her sister (1) which are socially unacceptable during waking hours (1) • Rebecca's unconscious feelings are revealed while she is dreaming (1) • the idea of 'wish fulfilment' suggests that the baby is not welcomed by Rebecca (1) • the manifest content of the dream is the 'Go Away!' banner (1) but the latent content suggest she has feelings of hostility towards the new baby (1) • Rebecca's unconscious mind will protect her from her true feelings when awake (1) but will have less control over them when asleep. (1) <p>Any other valid response.</p>

Individual Behaviour: Personality

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 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> psychoticism is displayed by people who may show a lack of concern for others (1) and behave anti-socially. (1) <p>Credit should be given where a candidate has included low and high scoring traits.</p> <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	4	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> it measures Eysenck's personality traits on the following three scales/dimensions: Extraversion - Introversion; Neuroticism - Stability; Psychoticism - Sociability (3) the revised version incorporates a lie scale (1) a high score on the N-scale shows that someone can be prone to anxiety. (1) <p>Any other valid response.</p>
	(c)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	5	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> APD can be caused by brain abnormalities (1) the amygdala helps us learn from the consequences of our actions. (1) In people with APD the amygdala may not be aroused by emotions such as fear (1), so they do not learn to avoid behaving in ways that make others afraid (1) the prefrontal cortex has been associated with APD. (1) It is associated with feelings of guilt (1) and being able to plan for consequences of behaviour. (1) <p><i>Marks can be awarded for research evidence.</i></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d) (i)	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 5 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure that should be recognised.</p>	5	<p>1 mark for naming the researcher(s). 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>A maximum of 2 marks can be awarded for each component. All 4 components are required for full marks.</p> <p>Example answer:</p> <ul style="list-style-type: none"> • Farrington (1995). (1) • <u>aim</u>: to investigate the development of the offending and anti-social behaviour in males from poorer areas of London. (1) • <u>method/procedure</u>: non-experimental longitudinal study. (1) Parents and teachers of the 411 participants were interviewed (1) and checks with the Criminal Records Office were carried out (1) to see if participants and their families had ever been convicted of a crime. (1) • <u>results</u>: 41% were found to have committed at least one anti-social offence. (1) Farrington found that there was a clear link between poverty, poor parenting, low educational achievement and criminal behaviour. (1) <p>Any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(ii) Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>1 mark is allocated for stating the strength or weakness and 1 mark for explaining the strength or weakness.</p> <p>The following responses are suggestions only:</p> <p><u>Strength</u></p> <ul style="list-style-type: none"> • a large sample of 411 participants was used (1), which means that the results can be generalised to the target population (1) • this was a multi-method study, (1) which obtained information from parents, teachers and criminal records (1) meaning that data may be more reliable. (1) <p><u>Weakness</u></p> <ul style="list-style-type: none"> • participants were all white males (1) so results cannot be generalised to the target population (1) • interviews were used to gather information, so teachers and parents may have given socially acceptable answers (2) • only took into account environmental factors such as poverty and parenting, (1) and did not take into account genetic factors. (1) <p>Any other valid response.</p>

Individual Behaviour: Phobias

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	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>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • agoraphobia is where a person avoids open/social spaces (1) as they cause the person intense anxiety (1) • agoraphobia is where someone experiences anxiety (1) in places they think are unsafe (1) • agoraphobia is where someone experiences anxiety (1) in places from which they perceive they cannot escape. (1) <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	4	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • Social Skills Training (SST) is useful for treating social anxiety disorder (1) • SST gives people the skills to communicate with people (1) • SST involves breaking a large problem into smaller parts. (1) These smaller parts are then arranged in a hierarchy (1) and the easiest one is tackled first. (1) <p>Any other valid response.</p>
	(c)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	5	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • phobias can be created when a previously neutral stimulus is paired with an unconditioned stimulus (1) which causes fear (1) • phobias can be created through the association (1) between something that previously did not cause anxiety with something that does (1) • learning by association is learning to fear an object or situation by pairing something that does not originally cause fear (1) with something that does. (1) <p><i>Marks can be awarded for research evidence and/or examples.</i></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d) (i)	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 5 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure that should be recognised.</p>	5	<p>1 mark for naming the researcher(s). 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>A maximum of 2 marks can be awarded for each component. All 4 components are required for full marks.</p> <p>Example answer:</p> <ul style="list-style-type: none"> • Distel <i>et al.</i> (2007). (1) • <u>aim</u>: to find out to what extent genetic factors contributed to phobias. (1) • <u>method/procedure</u>: longitudinal data was collected from Dutch twins and their siblings. (1) These were divided into age groups of 14-25 and 26-65, with over 8,000 participants in total. (1) They all completed a fear questionnaire. Scores were then compared across groups. (1) • <u>results</u>: phobias were found to be between 36%-51% genetically inherited. (1) <p><i>Marks can be awarded for research studies on preparedness.</i></p> <p>Any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(ii) Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>1 mark is allocated for stating the strength or weakness and 1 mark for explaining the strength or weakness.</p> <p>The following responses are suggestions only:</p> <p><u>Strength</u></p> <ul style="list-style-type: none"> • this was a longitudinal study monitoring behaviour over different time periods (1) therefore it was a more valid measurement rather than an isolated snapshot of behaviour (1) • a large sample of over 8,000 participants was used, (1) which is more likely to be representative of the wider population. (1) <p><u>Weakness</u></p> <ul style="list-style-type: none"> • self-report methods were used to collect data (1) so participants may have over or under estimated the level of their fear (1) • the rating scale only provided numerical data (1) meaning that qualitative responses on their fears were not gathered. (1) <p>Any other valid response.</p>

Social Behaviour: Conformity

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	(i)	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>The following responses are suggestions only:</p> <p><u>Individual factor</u></p> <ul style="list-style-type: none"> an individual factor is gender. (1) Women conformed and men did not. (1) <p>Any other valid response.</p>
		(ii)	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>The following responses are suggestions only:</p> <p><u>Cultural factor</u></p> <ul style="list-style-type: none"> Japan is a collectivist culture (1) where the group is valued more than the individual, (1) so conformity rates would be higher than in an individualistic culture. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	3	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> conformity rates fall when there is an ally present (1) having another person going against the majority will decrease conformity (2) where the majority is unanimous in their conformity, (1) rates of conformity will increase (1) people are more likely to go against the majority if they are provided with social support (2) an individual is more likely to give an obviously wrong answer if everyone in the group does so. (2) <p>Any other valid response.</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 'explain' require them to give reasons or show connections.	8	<p>The following responses are suggestions only:</p> <p><u>Majority social influence</u></p> <ul style="list-style-type: none"> Ahmed has been influenced by the behaviour of the majority (1) of people in his class most of whom were wearing the same trainers. (1) <p><u>Informational social influence</u></p> <ul style="list-style-type: none"> as this is a new school for Ahmed, he looks to other people (1) to get information about what the correct footwear is (1) because he wants to be seen to be doing the right thing. (1) <p><u>Normative social influence</u></p> <ul style="list-style-type: none"> Ahmed wants to fit in with the people at his new school, (1) so he makes sure he is wearing the same trainers as them to be accepted. (1) <p><u>Compliance</u></p> <ul style="list-style-type: none"> Ahmed may still prefer his original trainers but chooses to conform by buying the black and white ones. (2) <p><i>Marks may be awarded for research evidence.</i></p> <p>Any other valid response.</p>

Social Behaviour: Altruism

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	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>The following responses are suggestions only:</p> <ul style="list-style-type: none">• acting in the interest of others without concern for yourself (2)• unselfish behaviours carried out for the benefit of others (2)• doing something to help others without expecting a reward. (2) <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	(i)	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 4 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	4	<p>1 mark for naming the researcher(s).</p> <p>2 marks (maximum) for giving a brief description of the aim.</p> <p>2 marks (maximum) for a description of the method/procedure.</p> <p>A maximum of 2 marks can be awarded for each component. All 3 components are required for full marks.</p> <p>Example answer:</p> <ul style="list-style-type: none"> • for example, Bethlehem <i>et al.</i> (2016). (1) • <u>aim</u>: to find out if people who achieved high scores on an empathy questionnaire would be more likely to help others than those who scored lower on empathy. (1) • <u>method/procedure</u>: this was a field experiment (1) testing 55 participants, of which 37 completed follow-up questionnaires. (1) Participants were aged between 18-77 years, with 19 males and 18 females. (1) An incident was staged where helping behaviour was required. (1) Experimenter 1 signalled to experimenter 2 (who was further up the road) whether or not a person had stopped. (1) Experimenter 2 then asked all participants (whether they had stopped or not) to fill out an empathy questionnaire. (1) <p>Any other valid response.</p>
	(ii)	<p>Questions that ask the candidate to ‘explain’ require them to give reasons or show connections.</p>	4	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • people who had high scores on empathy stopped to help more often than those with low empathy scores (1) • this shows that people are more likely to help others if they feel empathy towards them (1) • this might have been because they might have wanted to relieve the other person’s distress (1) • the results show that high levels of empathy are a good predictor of altruistic behaviour in real-life situations. (1) <p>Any other valid response.</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 'explain' require them to give reasons or show connections.	4	<p>Answers may include points of explanation regarding the following:</p> <ul style="list-style-type: none"> • cultural differences in altruism are those that are learned socially (1) therefore altruistic parents will have an influence on children's behaviour (1) • individualistic societies tend to be less altruistic than collectivist societies. (1) This may be because individualistic societies value personal success more, (1) and collectivist societies place more value on co-operation. (1) <p>Any other valid response.</p>
(d)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> • the birds were more likely to help parents and brothers/sisters than strangers (1) • strangers were least likely to be helped (1) • these results show that the closer the relationship the more likely help will be given. (1) This is because helping those who are closely related will mean that their genes are more likely to be passed on, (1) as the genes of parents and siblings are shared with helpers (1) • the helper birds sacrificed having their own offspring (1) by making sure that their kin were successful. (1) <p><i>Where the table is interpreted without reference to kin-selection theory, a maximum of 2 marks can be awarded.</i></p> <p><i>Where kin-selection theory is described without reference to the table, a maximum of 2 marks can be awarded.</i></p> <p>Any other valid response.</p>

Social Behaviour: Non-Verbal Communication (NVC)

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	Questions that ask the candidate to 'describe' require the candidate to mke a point and then develop this point by giving further information.	2	<p>The following response is a suggestion only:</p> <ul style="list-style-type: none"> this behaviour is universal (1) and is unlikely to be learned. (1) <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>The following responses are suggestions only:</p> <ul style="list-style-type: none"> Russell should make sure he makes eye contact (1) with his interviewers to convey interest. (1) He should not, however, hold eye contact for too long (1) as this may convey hostility (1) Russell should respond with a genuine smile (1) to convey friendliness (1) he should not cross his arms or legs (1) as this may be a barrier to communication. (1) <p><i>Marks can be awarded for research evidence.</i></p> <p>Any other valid response.</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 'explain' require them to give reasons or show connections.	6	<p>If any of the points are accurately explained in more detail they should be awarded more marks so fewer points are required.</p> <p>The following responses are suggestions only:</p> <p><u>Cultural differences</u></p> <ul style="list-style-type: none"> • in most of Europe and in the USA, the Okay sign made with the hand symbolises the word 'ok'. (1) However, in Japan, it can mean 'money'. (1) In countries such as Germany, it is used offensively. (1) In Brazil, the sign has a sexual meaning. (1) This shows that these forms of NVC must be learned (1) • in the study by Yuki <i>et al</i> 2007), participants from Japan rated the faces of emoticons with happy eyes as more happy, (1) whereas American participants said that emoticons with happy mouths were happier. (1) <p><u>Gender differences</u></p> <ul style="list-style-type: none"> • women give more eye contact (1) than men do when listening to convey interest (1) whereas men give more eye contact when talking (1) to convey dominance (1) • women tend to touch more during conversations than men. (1) <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d) (i)	<p>Questions that ask the candidate to ‘describe’ require the candidate to make a point and then develop this point by giving further information.</p> <p>Candidates should give a developed response and refer to all parts of the question to achieve full marks.</p> <p>The 4 marks can be awarded holistically across the response. For example, where candidates have given more detail for the method/procedure, that should be recognised.</p>	4	<p>1 mark for naming the researcher(s). 2 marks (maximum) for giving a brief description of the aim. 2 marks (maximum) for a description of the results.</p> <p>A maximum of 2 marks can be awarded for each component. All 3 components are required for full marks.</p> <p>Example answer:</p> <ul style="list-style-type: none"> • Kennedy <i>et al.</i> (2008). (1) • <u>aim</u>: to find out if the amygdala plays a role in the sense of personal space. (1) • <u>results</u>: a woman with a damaged amygdala was comfortable with chin-to-chin contact (1) compared with participants without damaged amygdala who reported a comfortable personal space of 0.64 metres or over. (1) <p>Any other valid response.</p>
	(ii)	<p>Questions that ask the candidate to ‘explain’ require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.</p>	2	<p>1 mark is allocated for stating the strength and 1 mark for explaining the strength.</p> <p>The following responses are suggestions only:</p> <p><u>Strength</u></p> <ul style="list-style-type: none"> • a case study was used (1) giving detailed information about a 42 year old woman with a damaged amygdala (1) • a case study was used giving detailed information, (1) which gives us information about subjective experiences. (1) <p>Any other valid response.</p>

[END OF MARKING INSTRUCTIONS]