



National  
Qualifications  
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**2018 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 'describe' require them to make a point and then develop this point by giving further information.</p>	3	<p><i>Candidates are expected to describe <b>three</b> variables from the scenario.</i></p> <ul style="list-style-type: none"> <li>• The independent variable is the restricted living space. <b>(1)</b></li> <li>• The dependent variable is the amount of anti-social behaviour shown by colony members. <b>(1)</b></li> <li>• An extraneous variable could be that some participants may be naturally more aggressive than others. <b>(1)</b></li> </ul> <p><b>Or any other acceptable response.</b></p>
	(b)	<p>Questions that ask candidates to 'analyse' require them to make points that identify parts, the relationship between them, and their relationships as a whole; draw out and relate implications; analyse data (possibly including calculations and/or conclusion).</p> <p>Examples of where analysis marks can be awarded include where candidates:</p> <ul style="list-style-type: none"> <li>• provide implications</li> <li>• provide links to other sampling techniques</li> <li>• provide implications of strengths/weaknesses of using the sampling technique on results</li> <li>• provide applications of using sampling technique, perhaps based on an evaluation of this technique.</li> </ul>	11	<p><i>Candidates are expected to analyse the sample shown in the scenario (quota sample).</i></p> <p><b>2 marks</b> are available for description.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• the sample chosen by the researcher is a quota sample, in which the sample has the same proportions as the target population <b>(1)</b></li> <li>• in this instance, the quota is an equal number of males and females. <b>(1)</b></li> </ul> <p><b>3 marks</b> are available for evaluation.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• quota sampling is a quick and cost effective way of selecting a sample <b>(1)</b></li> <li>• as the proportions of the sample are the same as the target population <b>(1)</b> there is some degree of generalisability to that population <b>(1)</b></li> <li>• there is the possibility that there is bias within the choice of quotas, <b>(1)</b> which reduces the validity of findings from the sample. <b>(1)</b></li> </ul>

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			<p>There are <b>6 marks</b> available for analysis.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• this type of sample is less representative than a random sample, as it does not include all of the characteristics that are present in the general population, for example, this sample does not include children or the elderly. <b>(1)</b> This means that results are less likely to be generalised to the target population than those from a study using random sampling <b>(1)</b></li> <li>• using a quota sample here is useful as a stratified sample could not be chosen for ethical reasons. <b>(1)</b> For example, if the sample contained children and the elderly, they are more likely to be harmed by living in underwater colonies than the participants chosen <b>(1)</b></li> <li>• although a stratified or random sample would be more representative of the target population than a quota sample, <b>(1)</b> they are time consuming to recruit, so the quota sample is more cost effective. <b>(1)</b></li> </ul> <p><b>Or any other acceptable response.</b></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 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><i>Candidates are expected to explain <b>three</b> ways in which data can be analysed from the study described in the scenario above.</i></p> <p>A maximum of <b>2 marks</b> may be awarded for explanations that are not appropriate for the study described in the scenario.</p> <p><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• measures of central tendency may be calculated on the amount of anti-social behaviours observed <b>(1)</b></li> <li>• means may be calculated by adding up each instance of anti-social behaviour and dividing the number of participants. <b>(1)</b> This will show the arithmetical average of overall anti-social behaviours observed <b>(1)</b></li> <li>• a range of anti-social behaviours may be taken, by subtracting the lowest amount of anti-social behaviours by a participant from the highest amount by a participant. <b>(1)</b> This will show how dispersed the anti-social behaviours are among the sample <b>(1)</b></li> <li>• the most frequently occurring number of anti-social behaviours can be found by calculating a mode <b>(1)</b></li> <li>• qualitative data analysis can also gain credit.</li> </ul> <p><b>Or any other acceptable response.</b></p>

## Section 2 - Individual Behaviour

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<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>Examples of where analysis marks can be awarded include where candidates:</p> <ul style="list-style-type: none"> <li>• provide implications</li> <li>• provide links to studies</li> <li>• compare with other theories/approaches</li> <li>• provide real-life applications</li> <li>• provide implications of strengths/weaknesses.</li> </ul>	20	<p>If only one approach/theory is analysed, up to <b>12 marks</b> can be awarded.</p> <p>Descriptions of approaches/theories can be awarded up to <b>5 marks</b> in total. Where approaches/theories have been evaluated, up to <b>5 marks</b> in total can be awarded. If candidates attempt to analyse more than two approaches/theories, credit will be awarded to the highest scoring two.</p> <p>Where an approach/theory is analysed but does not refer to sleep and dreams, a maximum of <b>2 marks</b> can be awarded for that approach.</p> <p><b>Example of marks allocation for <u>description</u> of biological approach/theories to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• the biological approach proposes that sleep and dreams occur because of biochemistry <b>(1)</b></li> <li>• the Suprachiasmatic Nucleus is responsible for circadian rhythms, including sleep and dreams <b>(1)</b></li> <li>• there are two phases of sleep and dreams, REM and NREM sleep <b>(1)</b></li> <li>• REM sleep is where dreaming mostly occurs <b>(1)</b></li> <li>• NREM is where the body is replenished. <b>(1)</b></li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Examples of marks allocations for <u>evaluation</u> of biological approaches/theories to sleep and dreams:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• children sleep for longer than adults, (1) which may be because there is rapid growth during childhood. (1)</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• the biological approach is limited (1) in that it ignores the role of thinking and how it affects sleep and dreams (1)</li> <li>• it seems unlikely that sleep and dreaming is influenced only by our biology, (1) which makes the approach reductionist. (1)</li> </ul> <p><b>Examples of marks allocations for <u>analysis</u> of biological approach/theories to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• evidence from studies such as Salas &amp; Gamaldo suggest that recovery rates after surgery are improved if sleep quality is good (1)</li> <li>• if biochemistry plays a strong role in sleep and dreams, this implies that treatment for sleep disorders should be biochemical (1)</li> <li>• like the cognitive approach, the biological approach suggests that newly formed connections between neurons in the brain happen in REM sleep, (1) which help learning (1)</li> <li>• the biological approach to sleep and dreams uses objective measures such as PSGs and EEGs, which are unlike the psychoanalytic approach, which uses largely subjective measures such as dream analysis (1)</li> <li>• an application of the biological approach is the use of melatonin-based therapy for sleep disorders such as jet lag (1)</li> <li>• it seems unlikely that sleep and dreaming is influenced only by our biology, which makes the approach reductionist. <i>This would imply that other therapies such as those based on the cognitive approach, should be used alongside drug therapy.</i> (1)</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Example of marks allocation for <u>description</u> of cognitive approach/theories to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• the cognitive approach focuses on the role of sleep and dreams in memory and thinking (1)</li> <li>• it sees sleep and dreams as being involved in information processing (1)</li> <li>• during sleep, the mind can clean up memory files, (1) pruning out unnecessary items (1) and strengthen links between memories. (1)</li> </ul> <p><b>Example of marks allocation for <u>evaluation</u> of cognitive approach/theories to sleep and dreams:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• approach/theories are mostly based on experimental evidence, (1) which makes it highly scientific (1)</li> <li>• explains why dreams have a logical narrative, (1) through the application of schemata. (1)</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• the cognitive approach is limited (1) in that it ignores the role of biology and how it affects sleep and dreams (1)</li> <li>• sleep can't be only for the restoration of cognitions, (1) for example, the immune system is also strengthened during periods of sleep. (1)</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Example of marks allocation for <u>analysis</u> of cognitive approach/theories to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• if cognitions play a strong role in sleep and dreams, this implies that treatments for sleep disorders should be cognitive (1)</li> <li>• like the biological approach, the cognitive approach suggests that newly formed connections between neurons in the brain happen in REM sleep, (1) which help learning (1)</li> <li>• some cognitive theories suggest that dreams are caused by random neuronal firings which are assimilated into a scheme in order to make sense. However, the psychoanalytic suggests that dreams have meaning on their own, without the need for schemata to make sense of them (1)</li> <li>• an application of the cognitive approach is that students should try to have a good night's sleep before an exam in order to perform at their best (1)</li> <li>• an application of the cognitive approach is that before undertaking a newly learned procedural task, such as changing a spark-plug, you should 'sleep on it' (1)</li> <li>• the case study of Peter Tripp showed that he experienced cognitive decline after a few days without sleep, which suggests that sleep is necessary for the maintenance of cognitive function (1)</li> <li>• evidence suggests that sleep helps the learning of procedural skills such as the finger-tapping exercises, (1) for example, Walker et al. (1)</li> </ul> <p><b>Example of marks allocation for <u>description</u> of psychoanalytic approach/theories to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• the psychoanalytic approach suggests that dreams are the results of the expression of the unconscious mind (1)</li> <li>• dreams have both manifest and latent content (1)</li> <li>• dreams involve displacement, (1) which is where we dream about someone or something 'safe' which represents something threatening (1)</li> <li>• we often dream in symbols, (1) which may represent something threatening. (1)</li> </ul>

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			<p><b>Example of marks allocation for <u>evaluation</u> of psychoanalytic approach to sleep and dreams:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• dreams do seem to reflect those things that cause us anxiety, (1) as Freud predicted (1)</li> <li>• more recent research has established the existence of unconscious processes, (1) such as procedural memory. (1)</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Freud's theory is based on the results of case studies, (1) which cannot be generalised beyond each individual case (1)</li> <li>• Freud's case studies were conducted with a restricted sample-base, (1) which means that they are not representative of a more general population. (1)</li> </ul> <p><b>Example of marks allocation for <u>analysis</u> of psychoanalytic approach to sleep and dreams:</b></p> <ul style="list-style-type: none"> <li>• if the unconscious mind plays a strong role in sleep and dreams, this implies that treatments for sleep disorders should involve uncovering these unconscious processes (1)</li> <li>• unlike the cognitive and biological approaches, the psychoanalytic approach does not use objective measures of sleep and dreams, such as PSGs and EEGs (1)</li> <li>• while the biological and cognitive approaches can be described as having a reductionist view of sleep and dreams, the psychoanalytic approach can be seen as holistic, in that it is a highly comprehensive account of why we dream (1)</li> <li>• an application of the psychoanalytic approach to sleep and dreams is that psychoanalytic treatments, such as dream analysis, can be used to uncover unconscious conflicts that cause psychological distress. (1)</li> </ul>

### Section 3 - Social Behaviour

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. For example, if <b>2 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 further information.	2	<p><i>Candidates are required to describe what is meant by compliance in conformity.</i></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>changing a behaviour to fit in with the group, (1) while still disagreeing with the group (1)</li> <li>where a person's public behaviour will change to fit in with the group (1) but their private beliefs stay the same. (1)</li> </ul> <p><b>Or any other relevant answer.</b></p>
	(b)	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 show connections.	6	<p><i>Candidates are required to explain <b>one</b> situational and <b>one</b> individual factor that affect conformity.</i></p> <p>A maximum of <b>4 marks</b> to be awarded for any one factor.</p> <p>No marks to be awarded if types of conformity are explained.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>a situational factor in conformity is group size. Research suggests that conformity increases as the size of the group increases (1) up to about 3 members, (1) after which conformity rates stabilise (1)</li> <li>age is an individual factor that affects conformity. Children and young teens are more likely to conform than older teens and adults. (1) This is because dissent becomes easier when we are older (1) as people become more confident in their own judgements. (1)</li> </ul> <p>Marks can be awarded for research evidence.</p> <p>Marks can be awarded for examples.</p> <p><b>Or any other relevant answer.</b></p>

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(c)	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 show connections.	4	<p><i>Candidates are expected to explain <b>two</b> strategies for resisting social pressure/coercion.</i></p> <p>A maximum of <b>2 marks</b> to be awarded for any one strategy.</p> <p><b>For example:</b></p> <p><b>Taking responsibility for one's own actions.</b> Reminding ourselves that we are responsible for our own actions. <b>(1)</b> If we believe that someone else is responsible for what we do, we are more likely to conform or obey. <b>(1)</b></p> <p><b>Questioning of the motives of others.</b> If we look for the reasons behind why someone has asked us to behave in a certain way, we will be less likely to blindly obey/conform. <b>(1)</b> This is because we may discover that they have a hidden agenda that is not obvious at first. <b>(1)</b></p> <p>Marks can be awarded for research evidence.</p> <p>Marks can be awarded for examples.</p> <p><b>Or any other relevant answer.</b></p>

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(d)	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 show connections.	8	<p><i>Candidates are expected to explain the scenario given with reference to two or more factors that can affect obedience.</i></p> <p>The answer given must relate to the scenario. Answers on obedience which the candidate does not connect to the scenario can only get a maximum of <b>4 marks</b>, if relevant factors are explained.</p> <p><b>4 marks</b> are available for each relevant factor.</p> <p>Autonomous and agentic states can be credited if clearly linked to the scenario. Other possible factors include types of authority, perceived legitimate authority, socialisation, authoritarian parenting and situational factors.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>the pupils obey the authority figure when they are there, <b>(1)</b> but when they leave the room, there is a buffer that makes their authority less powerful. <b>(1)</b> This is similar to the work of Milgram (1974) who found that obedience dropped from 65% to 20.5% if the experimenter left the room and gave instructions by phone <b>(1)</b></li> <li>here, the teacher is a legitimate authority, <b>(1)</b> because children learn from a young age that they are expected to follow a teacher's instructions <b>(1)</b> and also because the teacher has the power to apply sanctions. <b>(1)</b> However, peers are not legitimate authorities, and obedience involves getting a direct command from someone of a higher social status or level of power <b>(1)</b></li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>a teacher has institutional/legal power over a pupil, (1) as they have the ability to inflict punishments. (1) Teachers are also obeyed because of their expert power. (1) If the fellow pupil had been a highly charismatic personality with high social status, the pair of pupils may have obeyed. (1)</li> </ul> <p>Marks can be awarded for research evidence.</p> <p><b>Or any other relevant answer.</b></p>

[END OF MARKING INSTRUCTIONS]