2019 Psychology

National 5

Finalised Marking Instructions

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)	(i)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this by giving further information.	3	Candidates are asked to describe the aims of the Dement and Kleitman (1957) study. • To establish a link between REM sleep and dreaming. **(1)** • To establish a link between dream content and direction of eye movement. **(1)** • To establish a link between the duration of a dream and someone's perception of the length of the dream. **(1)** **Any other valid response.**
		(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.	2	Candidates are asked to explain **one** weakness of the Dement and Kleitman (1957) study. • It was conducted in an artificial/controlled environment **(1)** and therefore lacked ecological validity. **(1)** • It was a small sample **(1)** therefore unable to generalize to the wider population. **(1)** • Participants self-reported on the content of the dream **(1)** which may have provided unreliable data. **(1)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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.	6	Candidates are asked to use Oswald's (1966) restoration theory of sleep explain why it is important that people get enough REM and non-REM sleep. Award a **maximum of 4 marks** if only one type of sleep is mentioned. According to restoration theory • people need REM sleep to restore the brain **(1)** and non-REM to repair the body **(1)** • lack of either REM or non-REM sleep makes it more difficult to concentrate **(1)** and to remember things **(1)** • people deprived of REM sleep may find it harder to learn new things **(1)** and may have more negative moods **(1)** as neurotransmitters are not replenished **(1)** • if people do not get enough non-REM sleep, they may become ill more easily **(1)** as cell repair will not take place. **(1)** **Any other valid response.**
	(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.	4	Candidates are asked to use Freud's (1909) study of Little Hans to explain the manifest and latent content of dreams. Answers must cover both the manifest and latent content of dreams; if only one is covered award a **maximum of 3 marks**. A **maximum of 2 marks** can be attained if no appropriate reference is made to Little Hans. • In one of his dreams, Hans dreamt that he was married to his mother. **(1)** This was the manifest content. **(1)** • The latent content of his dream was that he had an unconscious desire for his mother. **(1)** • Hans also dreamt of a large giraffe squashing a crumpled giraffe. **(1)** This was the manifest content. **(1)** • The underlying latent content was the fear he had of his father. **(1)** **Any other valid response.**

Question 2 — 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	Candidates are asked to describe what is meant by personality for **2 marks**. • Personality is a set of characteristics unique to an individual **(1)** that are relatively stable over time. **(1)** **Any other valid response.**
	(b)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. Candidates should give a developed response and refer to all parts of the question to achieve full marks. 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.	5	Candidates are asked to describe a research study related to the **biological** causes of APD. • **1 mark** for naming an appropriate study/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 results findings. **All 4 components are required for full marks.** **Example** • **Name:** Raine (2000). **(1)** • **Aim:** to test the accuracy of the hypothesis that APD is caused by problems with the prefrontal cortex. **(1)** • **Method/procedure:** a laboratory experiment was conducted. **(1)** Magnetic resonance imaging (MRI) was used to look at brain structures. **(1)** • **Results:** the APD group had an 11% reduction in pre-frontal grey matter compared with the control group. **(1)** **Any other valid response.**

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	Candidates are asked to explain **two** situational causes that contribute to APD. Candidates must refer to research evidence in their answer. **Maximum of 4 marks are available if no research evidence is given.** • Traumatic childhood experiences, **(1)** such as child abuse or neglect, are thought to play a role in APD. **(1)** • A person with antisocial personality disorder will have often grown up in difficult family circumstances. **(1)** • One or both parents may misuse alcohol, **(1)** conflict between the parents **(1)** and harsh, inconsistent parenting are common. **(1)** • Farrington (1995) found clear links between environmental factors such as poor parenting and criminal activity. **(2)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)			Questions that ask the candidate to 'explain' require them to give reasons or show connections.	7	Candidates are asked to explain Eysenck's theory of personality referring to the EPQ-r in their answer. **Up to 3 marks** are available for reference to the EPQ-r. A **maximum of 5 marks** can be awarded if no reference is made to the EPQ-r. • Eysenck based his theory of personality on biology, **(1)** so his theory was mostly based on nature or genetic inheritance. **(1)** • He argued that differences in our biology lead to a particular personality type **(1)** this leads to particular personality traits which are on three dimensions **(1)** extraversion − introversion, neuroticism-stability and psychoticism − sociability. **(1)** • Eysenck argued that the activity of an area of the brain called the limbic system **(1)** varied across individuals, this would result in some people being neurotic **(1)** and some being the opposite, emotionally stable. **(1)** **Reference to EPQ-r may include:(maximum of 3 marks can be awarded for reference to the EPQ-r).** • People who score high on the N-scale of the EPQ-r indicate a tendency towards neuroticism **(1)** whereas those who score low indicate a tendency towards stability. **(1)** People who score high on the E scale of the EPQ-r indicate a tendency towards extroversion **(1)** whereas those who score low indicate a tendency towards introversion **(1)**. People who score high on the P scale indicate a tendency towards psychoticism **(1)** whereas those who score low indicate a tendency towards sociability **(1)**. The L scale was included to ensure reliability and prevent social desirability bias **(1)**. **Any other valid response.**

Question 3 — 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	Candidates are asked to describe the characteristics of social anxiety disorder. • Social anxiety disorder is an intense fear of being judged negatively **(1)** or rejected in a social situation. **(1)** **Any other valid response.**
	(b)		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	Candidates are asked to explain one strength **and** one weakness of systematic desensitisation. **1 mark** is allocated for stating the strength/weakness and **1 mark** for providing more information about this point. **Systematic desensitisation** **Strength** • there is a 75% success rate with systematic desensitisation, **(1)** which is evidence of its effectiveness **(1)** • systematic desensitisation is considered to be less distressing **(1)** compared to other therapies such as exposure therapy. **(1)** **Weakness** • systematic desensitisation is not effective for all phobias, **(1)** for example, social phobia **(1)** • exposure alone is just as effective, **(1)** without the relaxation or hierarchy. **(1)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	(i)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. Candidates should give a developed response and refer to all parts of the question to achieve full marks. The **4 marks** can be awarded holistically across the response.	4	Candidates are asked to describe the aim(s) and results of a research study relating to the **genetic inheritance** of phobias. Candidates must include the name of the researcher in their answer. • **1 mark** for naming an appropriate study/researcher(s). • **2 marks (maximum)** for giving a brief description of the aim(s). • **2 marks (maximum)** for a correct description of the findings. **All 3 components are required for full marks.** • Ressler et al **(1)** wanted to study whether mice would genetically inherit a fear of a particular smell. **(1)** • They found that the offspring of mice who had developed a fear of a particular smell also had this fear. **(1)** • This fear was also present in the third generation of these same mice. **(1)** **Any other valid response.**
	(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.	2	Candidates are asked to explain **one** weakness of the same study. **1 mark** is allocated for stating the weakness and **1 mark** for providing more information about this point. • A weakness of the Ressler et al study is that it was only tested on animals **(1)** making it difficult to generalise the results to humans. **(1)** • A weakness of the study is that it involved giving electrical shocks **(1)** which is unethical. **(1)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	8	Candidates are asked to explain Marta's phobia of snow using the **two-process model.** A **maximum of 4 marks** is available if there is no reference to the scenario. A **maximum of 6 marks** if only classical or operant conditioning is explained. - The **two-process model** uses classical and operant conditioning to explain phobias. **(1)** - This model suggests that phobias are learned. **(1)** - Marta's phobia of snow could be learned in this way: being buried under snow would be the unconditioned stimulus. **(1)** - This caused her to feel scared which is the unconditioned response. **(1)** - She is now scared (conditioned response) of all things that are related to snow (conditioned stimulus) **(1)** as she associates them with being buried under snow when she was a child. **(1)** - When she does not go out in the snow she experiences no symptoms and so she keeps on avoiding it **(1)** which negatively reinforces her fear. **(1)** Research evidence can be credited. **Any other valid response.**

Question 4 — Social behaviour — conformity

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(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**	Candidates are asked to describe **one** situational factor in conformity. • **Situational factor:** if the majority is unanimous in their view/behaviour **(1)** a person is more likely to conform to this. **(1)** **Any other valid response.**
	(b)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	**2**	Candidates are asked to explain why **one** culture might have higher conformity rates than another. • People from a collectivist culture may be more likely to conform than those from an individualistic culture **(1)** because they value group efforts and achievements as a community rather than as an individual. **(1)** **Any other valid response.**
	(c)		Questions that ask the candidate to 'explain' require them to give reasons or show connections. They may be awarded marks for appropriate research evidence and/or examples.	**8**	Candidates are asked to use their knowledge of conformity to explain the behaviour shown by Adam and by Leah in the scenario. Candidates can be awarded **full marks** only if they explain the concepts in relation to Adam and Leah. • Adam demonstrates compliance as he privately does not find the jokes funny. **(2)** • Adam does this to be liked/to fit in. **(1)** This is called normative social influence. **(1)** • Leah conforms to be right. **(1)** This is called informational social influence. **(1)** • The presence of just one ally not laughing at the jokes **(1)** may have been enough to reduce conformity. **(1)** • Leah may be more likely to conform because she is a girl **(1)** and girls are socialised to provide harmony in a group. **(1)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(d)	(i)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	4	Candidates are asked to describe Asch's (1951) study into conformity. • **2 marks (maximum)** for giving a brief description of the aim. • **2 marks (maximum)** for giving a brief description of the method/procedure. • **2 marks (maximum)** for a correct description of the results. **All 3 components are required for full marks.** **Example** • **Aim:** to investigate the extent to which social pressure from a majority group could influence a person to conform **(1)** even in a non-ambiguous situation. **(1)** • **Method/procedure:** it was a laboratory experiment. **(1)** Participants were asked to match the length of a line with 3 comparison lines. **(1)** Confederates were instructed to give the wrong answers. **(1)** • **Results:** approximately 32% of the participants conformed. **(1)** 75% of the participants gave the wrong answer at least once. **(1)** **Any other valid response.**
		(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	Candidates are asked to explain one strength **and** one weakness of the Asch study. **Strength** • the study took place in a laboratory under controlled conditions **(1)** therefore the study could be replicated to check for reliability. **(1)** **Weakness** • the study used a biased sample (1) as all the participants were male **(1)** therefore findings could not be generalised to females as well as males. **(1)** **Any other valid response.**

Question 5 — 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	Candidates are asked to describe a cultural difference in altruism. For **2 marks** two sides of one difference must be described. • A collectivist culture is more altruistic than an individualistic culture. **(2)** • People in wealthier countries help people less than those in poorer countries. **(2)** Credit can also be given for research evidence. **Any other valid response.**
	(b)		This question requires the candidate to apply knowledge to calculate the answer.	2	Candidates are asked to calculate the mean for the number of people who helped in **Culture A** and to show how they calculated their answer. 2+4+3=9 divided by 3. **(1)** The mean is 3. **(1)**

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	Candidates are asked to explain Priya's helping behaviour using the **empathy-altruism** theory. For **full marks** candidates should link the theory to the scenario given. • The empathy altruism theory states that helping behaviour is motivated by our feelings for other people. **(1)** • Priya identifies with the need of the homeless man **(1)** and wants to help to reduce his distress. **(1)** • When we focus on another person's feelings our empathy is increased **(1)** and so we are likely to give help to that person — in this case Priya gives money to the homeless man **(1)** even though she herself may not benefit. **(1)** • If we don't feel empathy we may still help for social exchange reasons **(1)**. Priya may have gained approval from others. **(1)** • We may also help for egoistic reasons, **(1)** so to reduce her own distress Priya may give the homeless man money **(1)** therefore the benefits of helping outweigh the costs. **(1)** Research evidence can be credited. **Any other valid response**.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	5	Candidates are asked to describe a research study relating to the **kin-selection** theory of altruism. • **1 mark** for naming an appropriate study/researcher(s). • **2 marks (maximum)** for giving a brief description of the aim. • **2 marks (maximum**) for giving a brief description of the method/procedure. • **2 marks (maximum)** for a correct description of the results. All 4 components are required for **full marks**. **Example** • **Name:** Madsen et al (2007). **(1)** • **Aim:** to see if we are more likely to help those closely related to us. **(1)** • **Method:** an experiment **(1)** used a physical task to test how long participants from 2 different cultures would persevere to help relatives. **(1)** • **Results:** UK participants spent longer on the exercise to benefit relatives who were biologically closer. **(1)** **Any other valid response.**

Question 6 — 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 make a point and then develop this point by giving further information.	2	Candidates are asked to describe **one** status difference in NVC. • People of lower status do not approach higher status people with the same degree of closeness **(1)** as those of equal status. **(1)** • When greeting others Japanese people of a high status do not bow as low as people of a low status. **(2)** **Any other valid response.**
	(b)		This question requires the candidate to apply knowledge to calculate the answer.	2	Candidates are asked to calculate the mean for the number of people who hugged in **Culture A** and to show how they calculated their answer. 2+4+3=9 divided by 3. **(1)** The mean is 3. **(1)**

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 the candidate to make a point and then develop this point by giving further information.	5	Candidates should describe **one** research study relating to the contribution of **nurture** (learned behaviour) in NVC. The answer should include the name of the study/researcher(s), aim(s), method/procedure and results. • **1 mark** for naming an appropriate study/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 results. All 4 components are required for **full marks**. **Example** • **Name:** Yuki et al (2007). **(1)** • **Aim:** to explore if there was a difference between the way Japanese and American people interpret facial expressions. **(1)** • **Method/procedure:** participants completed a questionnaire **(1)** in which they ranked the emotional expression of six different computer generated faces. **(1)** • **Results:** Japanese participants gave higher ratings for happy eyes. **(1)** American participants gave higher ratings for happy mouths. **(1)** **Any other valid response.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)		Questions that ask the candidate to explain require them to give reasons or show connections.	**6**	Candidates are asked to explain the contribution of **nature** (innate) to NVC referring to research evidence in their answer. Award a **maximum of 4 marks** if no research evidence is referred to. • Pupils dilate when we find someone attractive **(1)** which is an unconscious involuntary reaction. **(1)** • There are six universal facial expressions of emotion **(1)** suggesting that these are species specific and not influenced by culture. **(1)** • All over the world people recognise a smile to mean happiness. **(1)** • Blind babies smile just as often as sighted babies **(1)** meaning this is not learned through observation. **(1)** • Matsumoto **(1)** observed that both blind and sighted athletes who did not win the desired medal displayed social smiles. **(1)** This suggests that our ability to modify our faces is not learned. **(1)** **Any other valid response.**

[END OF MARKING INSTRUCTIONS]