



National
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2019 Psychology
Higher
Finalised Marking Instructions

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General marking principles for Higher Psychology

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) 'Describe' requires candidates to provide a statement or structure of characteristics and/or features. This will be more than an outline or a list. It may refer to, for example, a concept, process, experiment, situation, or facts.
- (e) 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.
- (f) 'Analyse' requires candidates to identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; and analyse data (possibly including calculations as well as a conclusion).
- (g) 'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.
- (h) A development of a point (of description, explanation, analysis or evaluation) will provide further related information and might include exemplification of the point.
- (i) Candidates gain marks by responding to questions using psychological knowledge and understanding. Do not award marks for personal opinion that is not supported by psychological knowledge and understanding.
- (j) There may be some 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 – Individual behaviour – sleep and dreams

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain psychodynamic processes as they relate to sleep and dreams.</i></p> <p>Where the candidate has described, but not explained, psychodynamic processes as they relate to sleep and dreams, award a maximum of 3 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • dreams are a form of fulfilling repressed wishes (1) • dreams do not directly express our unconscious desires (1) but are translated into symbols by the ego (1) • the ego defends us from the anxiety produced by dreams (1) by using defence mechanisms (1) • during dreams repressed emotions are displaced (1) from an anxiety-provoking object into something that is less anxiety-provoking (1) • Freud suggested that dreams provide a psychic safety valve (1) to discharge unacceptable feelings (1) • the true desire may be hidden behind symbols (1) to protect the dreamer from anxiety (1) • the story of the dream is the manifest content (1) which masks the true meaning of the dream (1), which is the latent content (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain the impact of drugs on sleep.</i></p> <p>Where the candidate has described, but not explained the impact of drugs on sleep, award a maximum of 3 marks.</p> <p>Where the impact of only one drug has been explained, award a maximum of 4 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • alcohol initially acts as a depressant (1), which can help us fall asleep more quickly (1), then it becomes a stimulant (1) which reduces the quality of sleep (1) • consuming caffeine increases adrenaline production (1) so consuming caffeinated drinks in the afternoon will inhibit sleep (1) • drowsiness is a major side effect of some anti-histamine medication (1). This is because histamine is a wakefulness neurotransmitter (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<p>‘Analyse’ requires candidates 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 can gain analysis marks where they provide, for example</p> <ul style="list-style-type: none"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the study • applications of the study perhaps based on an evaluation of the study. 	8	<p><i>Candidates are asked to analyse Dement & Kleitman’s (1957) study of sleep and dreams.</i></p> <p>Award a maximum of 2 marks for descriptions of the study. Award a maximum of 2 marks for evaluation of the study. Candidates can gain the full 8 marks for analysis.</p> <p>Points of analysis may include</p> <ul style="list-style-type: none"> • Dement & Kleitman developed a way of objectively studying dreaming (1) • the procedure used by Dement & Kleitman enabled later researchers to establish the purpose of REM sleep (1) • an application of this study is in the area of sleep disorders (1). The findings could guide the creation of interventions that could improve dream length and content (1) • the findings of this study were used to interpret some of Peter Tripp’s behaviours, such as eye twitching, which could have been due to him being in REM sleep while awake (1) • Dement & Kleitman’s findings relate to memory consolidation, as the reorganisational theory of sleep and dreams suggest that this happens during REM sleep (1) • Both Dement & Kleitman, and Czeisler <i>et al</i> used experimentation to study sleep and dreams, but Dement & Kleitman’s study was carried out in a laboratory, whereas Czeisler <i>et al</i>’s study was carried out in the field, which means that Dement & Kleitman’s study has greater reliability/Czeisler’s study has greater ecological validity (1). <p>Or any other relevant response.</p>

Section 1 – Individual behaviour – depression

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>‘Evaluate’ requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	4	<p><i>Candidates are asked to evaluate one study into cognitive causes or treatments for depression.</i></p> <p>Where candidates provide only generic evaluations, a maximum of 2 marks can be awarded.</p> <p>Responses may include</p> <p>(Alloy <i>et al.</i> 1999)</p> <ul style="list-style-type: none"> the questionnaire measuring negative thinking styles used may have triggered feelings of distress (1), which breaches the ethical standard of protecting the welfare of participants (1) as a questionnaire was used, variables would not have been controlled (1). This means that the results may not be valid (1). <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain Beck's cognitive triad of depression.</i></p> <p>Candidates must refer to all three components for full marks to be awarded.</p> <p>Where the candidate has described, but not explained Beck's cognitive triad, award a maximum of 3 marks.</p> <ul style="list-style-type: none"> • negative view of the self is the perception the person has about themselves (1), which is influenced by past interactions (1) • negative view of the future – which comes from the belief that things will continue to be this way (1) • negative view of the world – which comes from the belief that everyone else has these negative beliefs about them (1) • these three components interact with each other (1) and interfere with cognitive processing (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<p>‘Analyse’ requires candidates 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 can gain analysis marks where they provide, for example</p> <ul style="list-style-type: none"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the treatments 	10	<p><i>Candidates are asked to analyse biological treatments for depression.</i></p> <p>Award a maximum of 6 marks, if only one biological treatment for depression is analysed.</p> <p>Award a maximum of 2 marks for descriptions of biological treatments for depression.</p> <p>Award a maximum of 3 marks for evaluation of biological treatments for depression. Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include</p> <ul style="list-style-type: none"> • ECT is associated with short-term memory loss, whereas other biological treatments are not (1) • Comer (2002) found that 60-70% of patients with major depression improve after ECT (1), however Hack and Sein (2001) found that 84% of patients with major depression relapse after 6 months of ECT (1). It can therefore be concluded that ECT is an effective treatment over the short term (1) • MAOIs and tricyclics are associated with physical dependency, whereas SSRIs/SNRIs are not (1) • SSRIs affect serotonin only, whereas SNRIs affect both serotonin and norepinephrine (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 1 – Individual behaviour – memory

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>‘Evaluate’ requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	4	<p><i>Candidates are asked to evaluate one study into the working memory model.</i></p> <p>A maximum of 2 marks can be awarded if only generic evaluations are given.</p> <p>Responses may include</p> <p>(Hitch & Baddeley 1976)</p> <ul style="list-style-type: none"> • the motivation to take part differed between the groups as one was paid for participation, while participation was a mandatory component of the course for the other (1). This may have led to one group being more attentive to the task than the other (1) • the time constraints placed on the memory tasks could have caused distress to participants (1) which is unethical according to the BPS code of conduct (1) • laboratory experiment was used, which has a high level of control (1). This means that extraneous variables are less likely to affect the results (1). <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain coding, capacity and duration in short-term memory.</i></p> <p>Candidates must refer to all three components for full marks to be awarded.</p> <p>Where the candidate has described, but not explained coding, capacity and duration in short-term memory, award a maximum of 3 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • in short-term memory, information is coded acoustically (1), as research has shown that similar sounding letters cause confusion in recall (1) • the capacity of STM is between 5-9 items (1). This can be enhanced by chunking (1) • information is held in short-term memory for approximately 30 seconds (1). Research has found that when rehearsal is prevented, STM has a duration of 18 seconds (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<p>‘Analyse’ requires candidates 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 can gain analysis marks where they provide, for example</p> <ul style="list-style-type: none"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the explanation of the explanation • applications of the explanation perhaps based on an evaluation. 	10	<p><i>Candidates are asked to analyse explanations of forgetting.</i></p> <p>Where only one theory is analysed, award a maximum of 6 marks.</p> <p>Award a maximum of 2 marks for descriptions of explanations of forgetting. Award a maximum of 3 marks for evaluation of explanations of forgetting. Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include</p> <ul style="list-style-type: none"> • trace decay is linked to Ebbinghaus’ research, as he found that he forgot more items over time (1) • the context-dependent explanation of forgetting is supported by research by Godden and Baddeley, who found that divers who learned items underwater recalled them better when underwater than when they were on land (1) • interference theory sees forgetting happening due to the similarity between items to be remembered, whereas trace decay theory sees forgetting happening due to the fading of an engram (1) • other explanations see forgetting as being due to psychological factors, whereas trace decay sees it as being due to the fading of a biological engram (1) • an implication of trace decay is that you should rehearse items if you don’t want to forget them (1) • an application of the interference explanation is that students should study similar subjects on separate days (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 1 – Individual behaviour – stress

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<p>‘Evaluate’ requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	4	<p><i>Candidates are asked to evaluate one study into individual differences in the stress response.</i></p> <p>A maximum of 2 marks can be awarded if only generic evaluations are given.</p> <p>Responses may include</p> <p>(Hasel <i>et al.</i> 2011)</p> <ul style="list-style-type: none"> • volunteers were used, who have different characteristics than the general population (1), which means that the results cannot generalise to the population (1) • participants were pretested for hardiness (1), which made sure that individual differences were minimised (1) • the average age of participants was 21 (1), so the results cannot be generalised to older participants (1). <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain the general adaptation syndrome (GAS).</i></p> <p>Where the candidate has described, but not explained the general adaptation syndrome, award a maximum of 3 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • the general adaptation is a three-stage process that we go through when we encounter a stressor (1) • the alarm stage is where the body prepares to expend energy to fight a stressor (1). This involves increases in blood pressure (1). This stage is governed by the sympathetic nervous system (1) • the resistance stage is where the body tries to restore homeostasis (1). The parasympathetic nervous system governs this stage (1) • the exhaustion stage occurs if the stressor has not been dealt with in the resistance stage (1). This is where stress-related disorders may occur (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	<p>‘Analyse’ requires candidates 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 can gain analysis marks where they provide, for example</p> <ul style="list-style-type: none"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the explanation of the strategy • applications of the strategy perhaps based on an evaluation. 	10	<p><i>Candidates are expected to analyse types of coping strategies for stress.</i></p> <p>Where only one type of coping strategy has been analysed, award a maximum of 6 marks.</p> <p>Award a maximum of 2 marks for descriptions of coping strategies for stress. Award a maximum of 3 marks for evaluation of coping strategies for stress. Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include</p> <ul style="list-style-type: none"> • drug therapies deal with the symptoms of stress only, whereas other therapies deal with the source (1) • drug therapies are associated with physical side-effects, whereas Stress Inoculation Training (SIT) is not (1) • SIT takes a lot of time and effort to be effective, whereas drug therapies are quick (1) • Meichenbaum conducted a study which compared SIT with systematic desensitisation and found SIT to be more generalisable (1) • both SIT and drug therapies can be expensive (1) • drug treatments work directly on the physiological aspects of stress, whereas SIT and social support act on the psychological component (1). However, once the psychological component has been addressed, this can alleviate the negative physiological effects (1) • SIT can be combined with social support training to increase the efficacy of both (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – conformity and obedience

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	(a)	‘Explain’ requires candidates to relate cause and effect and/or make relationships between things clear.	15	<p><i>Candidates are asked to explain the behaviour shown in the scenario with reference to factors affecting conformity, using research evidence in their response.</i></p> <p>Where only one factor affecting conformity has been explained, award a maximum of 8 marks.</p> <p>To gain full marks, responses must include research evidence. Where there is no reference made to research evidence, award a maximum of 8 marks.</p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 7 marks.</p> <p>Where candidates have explained factors affecting conformity without referring to research or the scenario, award a maximum of 5 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • Rosie may have conformed due to normative social influence, as she doesn’t want to be different from the rest of the group (1). This was illustrated in Asch’s study, where participants conformed with the group due to not wanting to be ridiculed (1) • some of Rosie’s friends may already have been to a particular destination, so she conforms with them because of their greater knowledge (1). This is conformity due to informational social influence because she wants to be correct (1) • since Rosie is female, she may conform more readily (1). Mori and Arai found that females conformed in 4.41 of the 12 critical trials (1). However, Crutchfield found that gender had no effect on conformity (1) • Rosie could have low self-esteem, which means that she would conform more readily than the others (1). Mori and Arai found that the women who conformed also had low self-esteem (1)

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • as there are 3 or more people in Rosie’s friendship group (1), this could increase conformity in terms of holiday destinations (1). This effect of group size was found in one of the variations that Asch conducted (1) • the limited budget could have increased the task difficulty (1). This would increase the likelihood of Rosie conforming (1). This effect of task difficulty was found by Crutchfield (1) • cultural factors may influence the decision making process, as if any of the group came from a collectivist culture, they would be more likely to conform (1). Cultural differences such as these were identified by Bond and Smith (1). <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	5	<p><i>Candidates are expected to explain how authoritarian parenting affects obedience.</i></p> <p>Where the candidate has only made descriptive points, award a maximum of 2 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • authoritarian parents expect their child to obey the rules they set with no questions asked (1). This results in the child becoming an adult who obeys very easily (1) • authoritarian parents set strict rules of behaviour (1), which leads their children to obey such rules as adults (1) • as the children of authoritarian parents are not encouraged to live independently of rules (1), they may grow to blindly obey any order given (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – prejudice

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	‘Explain’ requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain two types of discrimination.</i></p> <p>Where the candidate has described, but not explained two types of discrimination, award a maximum of 2 marks.</p> <p>Where candidates explain only one type of discrimination, award a maximum of 2 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • age discrimination is when someone receives either favourable or unfavourable treatment from people based solely on their age (1). An example would be someone being refused entry to a club because they were too old (1) • race discrimination is when someone is treated differently due to their skin colour (1). For example, recruiting specifically black police officers in an area where there are too few (1) • indirect discrimination is where a practice/policy/rule is applicable to everyone in the same way, but disadvantages some more than others (1). For example, where a business says it welcomes everyone, however, stairs/lack of a lift prohibits those with wheelchairs from entering (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	6	<p><i>Candidates are asked to evaluate the authoritarian personality theory of prejudice.</i></p> <p>Where candidates have evaluated Adorno's research into authoritarian personality only, award a maximum of 3 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • the theory is deterministic (1) as it does not take later environmental factors into account (1) • the theory is based on the F-scale questionnaire, which is criticised for having leading statements (1), making the results invalid (1) • rich and meaningful data was gathered by Adorno (1) as both qualitative and quantitative measures were used (1) • Perlmutter found that there were higher rates of racism in the southern states of the US than in the northern states. However, levels of authoritarian personality were no greater (2). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain realistic conflict theory, with reference to the scenario.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • realistic conflict theory suggests that the situation of conflict will result in discrimination between the groups (1) • the conflict that the competition has created (1) may have resulted in the damage being done to the posters (1) • the damage to the poster was similar to the findings of Sherif (1), who found that one group damaged the property of the other when placed in competition (1) • as there was only one prize available, it could be perceived as scarce (1), adding to the conflict between the groups (1) • the conflict has been socially constructed by Mrs Singh (1) by running the poster competition between the groups (1) • the comments on the poster shows that stereotypes of the opposing group have been created (1) • Mrs Singh could consider creating superordinate goals that both groups have to work towards (1). Sherif found that this reduced the conflict in the Robber's Cave study (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – social relationships

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain what is meant by gating as it relates to virtual relationships.</i></p> <p>Where the candidate has described, but not explained gating, award a maximum of 2 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • 'absence of gating' means that people are unable to use physical features, such as attractiveness, when considering whether or not they wish to form a relationship with someone else online (2) • 'gates' are potential barriers that might limit the opportunities for shy individuals to make relationships in the non-virtual world (2) • an absence of gating also means that people can establish virtual identities (1), so a shy person can become outgoing online (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	6	<p><i>Candidates are asked to evaluate the social exchange theory of romantic relationships.</i></p> <p>Responses may include</p> <ul style="list-style-type: none"> • research evidence for social exchange theory (SET) is not ecologically valid (1), as the procedures are based on game-based scenarios (1) • concepts are difficult to define (1), for example, it is difficult to operationalise 'commitment' (1) • SET has been criticised for focusing too much on the individual aspects of relationships (1), whilst ignoring other social factors such as shared interests (1) • the theory has useful real-life applications, such as Integrated Couples Therapy (1), where partners are trained to increase the rewards they give their partners (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain the behaviour shown in the scenario with reference to Filter Theory.</i></p> <p>Candidates must refer to the scenario to gain full marks.</p> <p>Where they make no reference to the scenario, award a maximum of 5 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • filter theory suggests that people develop relationships by applying a series/levels of filters, such as social demography (1), which Sam and Alex share as they have the same educational level (1), which could be a reason they became a couple (1) • they also complement each other (1) as Sam is sociable while Alex is more reserved (1). However, their attitudes towards ghost hunting are different (1), which means that one may 'filter out' the other from the relationship (1) • evidence shows that where couples have dissimilar attitudes, they are unlikely to last beyond 18 months (1). As Sam and Alex have been together for a year, this is beginning to impact their relationship (1) • Winch found that complementarity of needs is more important than similarity (1), so as Sam and Alex's personalities complement each other, their relationship may last (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – aggression

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>‘Explain’ requires candidates to relate cause and effect and/or make relationships between things clear.</p>	4	<p><i>Candidates are asked to explain evolutionary influences on aggression.</i></p> <p>Where the candidate has described, but not explained evolutionary influences on aggression, award a maximum of 2 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • evolutionary theory sees aggression as being a survival trait (1) as it can be used to protect offspring and resources (1). This means that aggression has an adaptive purpose (1) • males who are aggressive are successful in securing and retaining mates (1), as they can fight off any rivals (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>
	(b)	<p>‘Evaluate’ requires candidates to make a judgement based on criteria to determine the value of something.</p> <p>Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	6	<p><i>Candidates are asked to evaluate the importation model of aggression.</i></p> <p>Responses may include</p> <ul style="list-style-type: none"> • the model focuses too much on individual characteristics of aggression (1), ignoring social factors, such as overcrowding (1) • most research has been conducted within male prisons (1), so the theory may not generalise to female prisoners (1) • more aggression is found in high security institutions (1) which supports the explanation that individuals bring aggression into the prison (1) • a weakness of the model is that it does not accurately predict which inmates will behave aggressively while in prison (1), which suggests that the reasons for aggression in prisons is institutional (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<p><i>Candidates are asked to explain the behaviour shown in the scenario with reference to Sykes' deprivation model of aggression.</i></p> <p>Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • the fact that Alan was not aggressive before he entered the prison, and is now showing signs of aggression, indicates that the explanation for his aggression lies within the institution (1). It is thought that this occurs as a result of the 'deprivations' that inmates experience on a daily basis (1) • an example of a deprivation that Alan experiences includes deprivation of liberty (1), as he can no longer go for walks in the countryside (1) • Alan is afraid of the violence he witnesses in prison, so is experiencing deprivation of security (1) • Alan is used to a comfortable lifestyle so will experience deprivation of goods/services (1) • as Alan is no longer in the family home, he is experiencing deprivation of heterosexual relationships (1) • all these deprivations can lead to increased stress/frustration for Alan (1), and as a consequence of this, he may be acting aggressively to reduce stress (1) and try and gain some control over the social order imposed on him (1). <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]