



National  
Qualifications  
2023

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**2023 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 | Detailed marking instructions for this question  |
|----------|-----|--|----------|--|
| 1.       | (a) | 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear. | 4        | <p><i>Candidates are asked to explain manifest and latent content of dreams.</i></p> <p>Where the candidate has described, but not explained, the manifest and latent content of dreams, award a <b>maximum of 2 marks</b>.</p> <p>Any examples used can gain a <b>maximum of 1 mark</b> in total.</p> <ul style="list-style-type: none"> <li>• the story of a dream is its manifest content. (1) This disguises the true meaning of the dream (1)</li> <li>• the latent content is the dreamer's buried/unresolved urges and wishes. (1)<br/>This is because these are unacceptable to the conscious mind. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p> |

| Question |     | General marking instructions for this type of question   | Max mark | Detailed 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 circadian rhythms relating to sleep and dreams.</i></p> <p>Where the candidate has described, but not explained circadian rhythms, award a <b>maximum of 3 marks</b>.</p> <p>Award a <b>maximum of 2 marks</b> if circadian rhythms are explained without referring to sleep and dreams.</p> <ul style="list-style-type: none"> <li>• the sleep-wake cycle is a circadian rhythm with a cycle of approximately 24 hours <b>(1)</b></li> <li>• the SCN is largely responsible for keeping the circadian rhythm set at 24 hours <b>(1)</b> influenced by environmental factors by responding to changes to light and darkness <b>(1)</b></li> <li>• Siffre showed that without environmental cues his circadian rhythm shifted to 25 hours <b>(1)</b> which demonstrates that it is influenced by exogenous zeitgebers <b>(1)</b></li> <li>• Czeisler showed that circadian rhythms could be shifted <b>(1)</b> by exposure to bright light at night/darkness during the day. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p> |

| Question |     | General marking instructions for this type of question  | Max mark | Detailed marking instructions for this question   |
|----------|-----|---|----------|---|
|          | (c) | <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> | 8        | <p><i>Candidates are asked to evaluate Dement and Kleitman’s (1957) study of sleep and dreams.</i></p> <p>Where candidates provide only generic evaluations, a <b>maximum of 4 marks</b> can be awarded.</p> <p>Where candidates provide only evaluation of the sample, a <b>maximum of 4 marks</b> can be awarded.</p> <p>A maximum of three ‘single’ marks may be awarded for undeveloped points, other points should be developed.</p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• in this study there was a small sample of only 9 participants (1) therefore the results could not be generalised to the whole population (1)</li> <li>• there was a high level of control, for example, the sleeping time/alcohol consumption/caffeine were controlled. (1) Therefore, these extraneous variables could not affect the results (1)</li> <li>• this study lacks mundane realism as participants were woken up frequently and asked to describe their dreams. (1) Therefore, findings cannot be generalised to real life situations (1)</li> <li>• a weakness of the study is that it is low in ecological validity (1) as it was conducted in the artificial setting of a laboratory. (1)</li> </ul> <p><b>Or any other relevant response.</b></p> |

| Question |     | General marking instructions for this type of question   | Max mark | Detailed marking instructions for this question  |
|----------|-----|--|----------|--|
|          | (d) | 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear. | 12       | <p><i>Candidates are asked to explain cognitive processes relating to sleep and dreams with reference to the scenario.</i></p> <p>Candidates must refer to the scenario to gain full marks.</p> <p><b>A maximum of 6 marks</b> can be awarded for explanation of cognitive processes relating to sleep and dreams.</p> <ul style="list-style-type: none"> <li>• sleep facilitates information processing by consolidating memories <b>(1)</b> this occurs during REM sleep <b>(1)</b></li> <li>• Anja was not getting sufficient REM sleep <b>(1)</b> therefore would have been unable to strengthen newly formed connections in the brain <b>(1)</b> which made it difficult for her to remember her lines <b>(1)</b></li> <li>• during dreaming adaptive memories are retained. <b>(1)</b> Anja did not retain the adaptive memories of her lines because of her lack of sleep <b>(1)</b></li> <li>• the brain/mind cannot store all of the information we have experienced <b>(1)</b> therefore while we are dreaming reverse learning takes place/we declutter our thought processes <b>(1)</b></li> <li>• due to a lack of sleep Anja's brain did not have the opportunity to de-clutter so she could not think clearly <b>(1)</b> and did not get rid of the parasitic memories. <b>(1)</b> In the scenario her friend's lines are the parasitic memories. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p> |

Section 2 – Social behaviour – conformity and obedience

| Question |     | General marking instructions for this type of question   | Max mark | Detailed marking instructions for this question   |
|----------|-----|--|----------|---|
| 2.       | (a) | 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear. | 6        | <p><i>Candidates are asked to explain two types of conformity.</i></p> <p>Where only one type of conformity is explained, award a <b>maximum of 4 marks.</b></p> <p>Where a candidate has described, but not explained, <b>two</b> types of conformity, award a <b>maximum of 3 marks.</b></p> <p>Where a candidate gives examples, a <b>maximum of 1 mark</b> can be awarded for each type of conformity.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• compliance is when we change our behaviour to match that of the group but do not change our beliefs, (1) for example, laughing at a joke you don't find funny because everyone else is laughing. (1) Compliance is prompted by the wish to fit in and be accepted/liked within the group (1)</li> <li>• identification is where our behaviour and beliefs are determined by the role/group we are in (1) behaviour and beliefs are not maintained when we are not in that role/group (1) for example dressing formally at work but never wearing those clothes at any other time (1)</li> <li>• internalisation is when we fully take on board the behaviours and beliefs of the group, (1) for example, becoming vegetarian because all of your friends are and staying vegetarian even after leaving the group. (1) Internalisation is created through informational social influence, (1) where we do what the group does because we believe it is the correct thing to do. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p> |

| Question |     | General marking instructions for this type of question   | Max mark | Detailed marking instructions for this question   |
|----------|-----|--|----------|---|
|          | (b) | 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear. | 8        | <p><i>Candidates are asked to explain individual factors affecting conformity.</i></p> <p>Where only one factor is explained, award a <b>maximum of 6 marks.</b></p> <p>Where a candidate has described, but not explained, individual factors affecting conformity award a <b>maximum of 4 marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• people with low self-esteem conform more than people with high self-esteem. (1) People with low self-esteem may not have the personal confidence necessary to resist group pressure. (1) Mori and Arai (2014) found that students with high self-esteem were less likely than those with low self-esteem to agree with the majority (1)</li> <li>• Mori and Arai (2010) found that women are more conformist than men. (1) This may be because women are more concerned with social relationships than men, (1) they are more concerned with group harmony than men and therefore conform more. (1) This conformity is likely to be caused by normative social influence (1)</li> <li>• women are less likely to conform whilst completing a task that is traditionally identified as feminine/more likely to conform when completing a task that is traditionally identified as masculine. (1) This conformity is likely to be caused by informational social influence. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>any other relevant response.</b></p> |



| Question | General marking instructions for this type of question  | Max mark | Detailed 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"> <li>• implications</li> <li>• links to concepts/theories/studies</li> <li>• implications of strengths/weaknesses of the concepts</li> <li>• applications of the concepts perhaps based on an evaluation.</li> </ul> | 16       | <p><i>Candidates are asked to analyse Milgram’s (1963) study of obedience.</i></p> <p>Award a <b>maximum of 4 marks</b> for descriptions of Milgram’s study.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of Milgram’s study.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p>Points of analysis may include:</p> <ul style="list-style-type: none"> <li>• it was concluded that when given orders by a figure of authority, we are likely to obey (1)</li> <li>• it can be concluded that people are in an agentic state when they follow orders given by an authority figure (1)</li> <li>• participants who did not obey orders took personal responsibility for their actions and so were in an autonomous state (1)</li> <li>• participants who did obey orders were in an agentic state (1)</li> <li>• it can be concluded that situational factors can influence most people to obey (1)</li> <li>• in Milgram’s original study when the teacher and learners were in a different room higher levels of obedience were found in comparison to the variation when they were in the same room. (1) This is because they are protected from seeing the effects on the learner (1)</li> <li>• the results of Milgram’s study can help us to understand German soldiers’ behaviour in the Second World War as most of the soldiers said that they were following orders given by a higher authority (1)</li> <li>• both Milgram and Bickman used experimentation to study obedience, but Milgram’s study was carried out in a laboratory, whereas Bickman’s study was carried out in the field, which means that Milgram’s study has greater reliability/Bickman’s study has greater ecological validity. (1) Both studies found that uniform played a part in the levels of obedience. (1)</li> </ul> <p><b>Any other relevant response.</b></p> |

[END OF MARKING INSTRUCTIONS]