



National
Qualifications
2026

2026 Psychology

Higher

Question Paper 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 relationship between things clear.	6	<i>Candidates are asked to explain non-REM and REM sleep and dreaming.</i> Where candidates have described non-REM and REM sleep and dreaming, with no explanation, a maximum of 3 marks can be awarded. Where candidates explain only non-REM sleep or only REM sleep, a maximum of 4 marks can be awarded. Responses may include: • in N1 our brain waves slow down, and we may experience brief sensations called hypnagogic jerks (1) • N2 of non-REM sleep is the stage where we spend the most time during the night (1). This is where sleep spindles, which are bursts of brain activity occur (1) • N3 is the most restorative stage of non-REM sleep (1) • REM sleep is the stage of sleep most associated with dreaming (1) and the EEG patterns resemble wakeful brain waves (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		‘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). Candidates can gain analysis marks where they provide, for example: • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the concepts • applications of the concepts perhaps based on an evaluation	14	<i>Candidates are asked to analyse psychodynamic processes relating to sleep and dreams.</i> Award a maximum of 3 marks for descriptions of psychodynamic processes. Award a maximum of 4 marks for evaluations of psychodynamic processes. Candidates can gain the full 14 marks for analysis. Points of analysis may include: • Psychodynamic processes imply that dreams can be understood at a deeper level, giving insight to our unconscious desires (1) • Hajek and Belcher (1991) found that smokers who were in a treatment program to stop smoking dreamt of smoking followed by feelings of guilt/panic, supporting the psychodynamic idea that dreams are relevant to people’s feelings (1) • dream interpretation can still be used as part of a therapeutic process, enabling understanding of underlying issues (1) • Psychodynamic processes explain dreams as arising from the base desires of the id which are suppressed during the day, whereas reorganizational theory explains dreams as arising from a decluttering of daily experiences (1) • Freud’s study of Little Hans supports his theory as he is able to identify the latent and manifest content of his dreams (1) • according to neuroscientist Solms, the dreaming brain aligns with Freud’s theory, with the rational thinking brain going to sleep, and the emotional wishful brain taking over. (1) Freud’s hypothesis can now be tested with modern methods such as EEG, allowing more scientific evidence of dreams (1) • other psychodynamic theorists such as Jung refute the idea of unique dreams for individuals, and propose the collective unconscious, which suggests that similar dreams occur for everyone (1) You may give credit for research evidence. Or any other relevant response.

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	<i>Candidates are asked to explain normative and informational social influence in conformity.</i> Where only one type of influence is explained, award a maximum of 4 marks. Where a candidate has described, but not explained, two types of influence, award a maximum of 3 marks. Where a candidate gives examples, a maximum of 1 mark can be awarded for each type of influence. • normative influence is when we conform because we have a need to be liked/fit in/avoid ridicule/avoid confrontation (1) • we go along with the group to avoid disrupting social harmony. (1) This was seen in the Asch study where participants admitted that they knew they were giving wrong answers but complied because they didn't want to be different, thus demonstrating normative social influence (1) • informational social influence is when we conform to be correct, (1) commonly seen in ambiguous tasks when we don't know the right answer. (1) This was seen in the Sherif study where participants gave different answers to one another but when asked in a group they conformed, due to informational social influence because the task was ambiguous (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		This question requires candidates to draw out and relate conclusions, which relates to the skill of analysis.	4	<i>Candidates are asked what can be concluded from Mori and Arai's (2010) study of conformity.</i> Marks must be awarded for conclusions only. Responses may include: • females are more likely to conform than males (1) • those that conformed did so due to normative social influence as the task was unambiguous/obvious (1). They were looking to fit in/for approval given that the glasses made them see the lines differently to the others in their group (1) • conformity may have occurred due to cultural norms for the female participants as this was a collectivist culture. (1) The higher levels of conformity among females could be linked to how women are socialized in Japanese culture, where they are encouraged to be compliant and prioritize social harmony (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make relationship between things clear.	10	<i>Candidates are asked to explain the factors that might affect who Claire obeys.</i> Candidates must refer to the scenario to gain full marks. A maximum of 5 marks can be awarded for explanation of factors affecting obedience. - the legitimate authority of the owner could give their request more weight. (1) Legitimate authority was demonstrated in Milgram's study where participants obeyed the experimenter in Yale University rather than a more informal environment (1) - the fact that the owner is on the phone may make her less likely to obey them, because of their reduced proximity. (1) This was seen in the Milgram study where obedience fell when the instructions were given over the phone (1) However, in the Hofling study 95% of nurses were about to obey when instructions were given over the phone (1) - Claire believes she will not be held responsible for the order of completion of the jobs suggesting she is in the agentic state. (1) This was seen in the Milgram study where obedience increased when the experimenter took responsibility for any discomfort felt by the learner (1) - if Claire has been socialised to take responsibility for her own actions, she will remain in an autonomous state and make her own decision (1) - Claire may have been raised by authoritarian parents and thus, will obey the owner of the business as they are symbolic of the parents (1) You may give credit for research evidence. Or any other relevant response.

Section 3 – Individual behaviour – depression

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
3.	(a)		Explain requires candidates to relate cause and effect and/or make relationships between things clearer.	4	<i>Candidates are asked to explain major depressive disorder.</i> Where the candidate has described, but not explained major depressive disorder, award a maximum of 2 marks. The characteristics of major depressive disorder must comply with DSM-V to attract marks. Responses may include: - major depressive disorder (MDD) disrupts everyday activities/social activities (1), for example someone might stop going to the gym (1). - to be diagnosed with MDD you must experience 5 or more symptoms once a day for more than 2 weeks (1) - the symptoms may include feeling sad/irritable most of the day, nearly every day (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		Evaluate requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate one biological treatment for depression.</i> Evaluation can include only strengths, only weaknesses, or both strengths and weaknesses. Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of three ‘single’ marks may be awarded for undeveloped points; other points should be developed. Responses may include: • SSRIs take effect after a couple of weeks meaning people are relieved of the symptoms quickly (1) allowing them to resume a normal life (1) and/or participate in other non-medical treatments (1) • SSRIs treat the symptoms and not the causes of depression (1) therefore the symptoms may return when the person stops the medication (1) • 20% of people experience discontinuation symptoms such as anxiety, mood swings, tremors (1) which may also make the return of depression symptoms more likely (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		Explain requires candidates to relate cause and effect and/or make relationships between things clearer.	10	<i>Candidates are asked to explain negative self-schema and faulty information processing with reference to Rudy's diagnosis.</i> Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks. Where a candidate refers to only one concept in their response, award a maximum of 6 marks. Where the candidate has only referred to the scenario with reference to one concept, award a maximum of 8 marks. Reponses may include: • Rudy may be so negative about himself due to past experiences (1), for example perhaps he had overly-critical teachers (1) and felt unable to meet their expectations (1) • his parents always tried to make him feel happy, but this may have led to him feeling guilty when he didn't feel happy (1), especially if his parents were over-protective (1) • dysfunctional beliefs may be causing him to interpret information about himself in a negative way (1) • he may have silent assumptions about what he ought to be doing or what he should be like (1) which is why his father said he never thinks he is good enough (1) • due to faulty information processing, he is less likely to be able to think logically (1) and pays attention only to the negative aspects of situations (1) Or any other relevant response.

Section 3 – Individual behaviour – memory

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
4.	(a)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<i>Candidates are asked to explain the sensory register in the multi-store model of memory.</i> Where the candidate has described, but not explained, the sensory register in the multi-store model of memory, award a maximum of 2 marks. Responses may include: • according to Atkinson and Shiffrin's (1968) Multi Store Model of memory, it is the first part of the memory system (1) and provides an accurate account of the environment as experienced by the five senses (1) • there are separate sensory channels for sight, sound, taste, touch and smell (1). The duration of information on each channel lasts a different amount of time (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate one study relating to the working memory model.</i> Marks can be awarded for strengths alone, weaknesses alone, or strengths and weaknesses. Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of three 'single' marks may be awarded for undeveloped points; other points should be developed. Responses may include: • Baddeley et al (1975) used an independent groups design, which was a strength because this prevented familiarisation of task (1), which increased the internal validity/reliability of results (1) • many of the participants were Psychology students, which created a biased sample (1); which makes it difficult to generalise to the rest of the population (1) • the tasks presented to participants lacked mundane realism (1), making it difficult to apply findings to everyday life (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<i>Candidates are asked to explain, with reference to the scenario, the absence of cues explanation of forgetting.</i> Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks. Responses may include: • Joshua forgets because he learned his lines in a different context from the stage on which rehearsal takes place (1). Gina remembers because she learned hers on the stage, so being in the same context for rehearsal assists her in recall (1). The theory suggests Joshua would have shown better recall if he had also learned his lines on the stage (1) • Joshua was relaxed when he learned his lines, meaning he was in a different emotional state at the play rehearsal when he tried to recall them (1) • Gina remembers because she learned hers standing on the stage, which meant her physical state was the same as when she learned (1). The theory suggests Joshua should have learned his lines standing, in the same physical state as he would be when on the stage, (1) this is evidenced by Godden and Baddeley (1975) where recall was improved by learning and recalling in the same environment/physical state (1) You may give credit for research evidence. Or any other relevant response.

Section 3 – Individual behaviour – stress

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
5.	(a)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<i>Candidates are asked to explain daily hassles as a source of stress.</i> Where the candidate has described, but not explained, daily hassles as a source of stress, award a maximum of 2 marks. Responses may include: • daily hassles are explained in terms of 'irritating/distressing demands' (1), such as losing things/arguments/traffic jams (1) • daily hassles explain stress due to their effect of being immediate and direct (1) • it explains why people who have not had any major life change events still suffer from stress (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		‘Evaluate’ requires candidates to make points that make a judgement based on criteria to determine the value of something. Candidates are expected to give a judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate one study into individual differences in the stress response.</i> Individual differences can be personality, gender or other as appropriate. Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of three ‘single’ marks may be awarded for undeveloped points, other points should be developed. Responses may include strengths alone, weaknesses alone, or strengths and weaknesses. Responses may include: • Friedman and Rosenman’s (1974) sample was large with over 3000 participants (1), which increases the validity/generalisability of the results (1) • the study used only male participants, which is a biased sample (1) so the results cannot be generalised (1) • the study was conducted over an eight-and-a-half-year period (1) which adds to the reliability of results (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<i>Candidates are asked to explain stress inoculation therapy with reference to the scenario.</i> Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks. Responses may include: • Stress Inoculation Therapy (SIT) is a type of cognitive therapy developed specifically to help people cope with stress (1). It will help Kim to change the way she thinks about flying (1) • SIT will help Kim to cope more effectively with her fear of flying because in the first stage (conceptualisation) Kim will be taught to view the perceived threat of flying as a problem/challenge to be overcome (1). Kim will also be taught to break down what it is about flying that she perceives as stressful into small manageable parts (1) • it will also help Kim because in the skills acquisition stage she will learn to view flying positively (1) and divert her attention from the physiological symptoms which may be present in her body during the flight (1) • the application phase will also help Kim because in that phase she will get the opportunity to apply the new skills (1) sometimes through imagery/role-play (1) • SIT may also help Kim because research (Meichenbaum, 1977) suggests that after SIT training people generalise the skills to other stressful situations (1) You may give credit for research evidence. Or any other relevant response.

Section 3 – Social behaviour – prejudice

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
6.	(a)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<i>Candidates are asked to explain direct discrimination.</i> Where the candidate has described, but not explained direct discrimination, award a maximum of 2 marks. • direct discrimination is when a person/group of people are treated differently due to characteristics they possess (1), this discrimination can be either positive or negative (1) • people can be discriminated against based on characteristics such as race/age/gender/sexual orientation (1) • an example of direct discrimination would be an employer refusing to hire someone based solely on their gender (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate the jigsaw technique as a way of reducing prejudice.</i> Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of 3 'single' marks may be awarded for undeveloped points, other points should be developed. Responses may include strengths alone, weaknesses alone, or strengths and weaknesses. - the jigsaw technique has been shown to develop empathy and understanding in children (1), this process helps to see group members as individuals/recognise the challenges faced by their peers, reducing prejudice (1) - this technique does not take into account factors such as personality which may affect group cohesiveness (1), this influences the effectiveness of the technique in reducing prejudice (1) - using the jigsaw technique can be time consuming, especially if groups need time to complete the task (1), in situations where time is limited, this technique is not practical to implement (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<i>Candidates are asked to explain, with reference to the scenario, two explanations of prejudice.</i> Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks. Where a candidate refers to only one explanation in their response, award a maximum of 6 marks. Where the candidate has only referred to the scenario with reference to one explanation, award a maximum of 8 marks. • stereotypes involve generalizations and overgeneralizations about a particular group. (1) Levy (2009) found that negative stereotypes are held about people's abilities as they age. (1) In the scenario, people are stereotyping as they are making assumptions about Amelia, perhaps believing that older individuals like Amelia are outdated/lack the ability/physicality to compete with more contemporary performers. (1) This biased/stereotypical viewpoint prevents people from recognising Amelia's talent. (1) By deciding to compete in the talent show, Amelia could challenge the existing stereotypes/contribute to a more positive perception of older people's capabilities (1) • social identity theory explains how people categorize themselves and others into social groups (1), obtaining a sense of identity and self-esteem from group membership. (1) Prejudice can develop when groups perceive themselves as superior to others. (1) In Amelia's case, the young people view themselves as superior to the older generation. (1) This will maintain a high level of self-esteem for the younger group (1) You may give credit for research evidence. Or any other relevant response.

Section 3 – Individual behaviour – social relationships

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
7.	(a)		'Explain' requires candidates to relate cause and effect and/or make clear relationships between things clear.	4	<i>Candidates are asked to explain reasons why couples may stay together according to Rusbult's investment theory.</i> Where a candidate has described but not explained Rusbult's investment theory, award a maximum of 2 marks. Responses may include: • it says that people stay in a relationship if they are having their needs met and feel the relationship is equal (1) • it says that people stay in a relationship if there are no good alternatives available at the time (1) • another reason for relationship maintenance depends on how much energy, effort and resources a person has put into the relationship. (1) If a person has invested a lot in a relationship, they are less likely to leave (1) Or any other relevant response. You may refer to research evidence.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate Walther's hyperpersonal theory.</i> Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of 3 'single' marks may be awarded for undeveloped points, other points should be developed. Responses may include strengths alone, weaknesses alone or strengths and weaknesses. Responses may include: • marginalised groups find safe space to build their confidence online which can then be applied offline (1) because of text-based/avatar-based communication (1) • by removing non-verbal barriers and physical obstacles (1), individuals can form deeper bonds faster (1) • the model focuses on text-based computer mediated communication, (1) which means it does not fully explain interactions in other platforms like video calls/virtual reality, where face-to-face cues are available (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make clear relationships between things clear.	10	<i>Candidates are asked to explain parasocial relationships with reference to Millie's behaviour.</i> Candidates must refer to the scenario to gain full marks. Where candidates make no reference to the scenario, award a maximum of 5 marks. Responses may include: • parasocial relationships are one-sided, where one person expends more energy/time/effort than the other. (1) Teagan does not answer Millie's messages, while Millie continues to message her. This makes it a one-sided parasocial relationship (1) • parasocial relationships often occur between media figures and their followers. Teagan is a famous celebrity singer, and Millie is one of her fans (1) • Millie thinks that Teagan is her soulmate/tries to live her life exactly like Teagan, which suggests she may be at stage 2, the intense-personal stage (1) • Millie would do anything for Teagan. This suggests she may be at stage 3, which is borderline pathological (1) • according to the absorption-addiction model, Millie demonstrates absorption addiction through her only listening to Teagan/wanting to be like her. (1) Some researchers (Giles and Maltby, 2006) have compared parasocial relationships with stalking (1) • McCutcheon (2002) theorised that people who are prone to developing parasocial relationships may be worse at forming genuine relationships. (1) Millie may have few friends in real life (1) Or any other relevant response

Section 3 – Individual behaviour – aggression

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
8.	(a)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<i>Candidates are asked to explain evolutionary influences on aggression.</i> Where the candidate has described, but not explained, evolutionary influences on aggression, award a maximum of 2 marks. - the evolutionary explanation suggests that we behave aggressively because we are born with an aggressive instinct. (1) Our ancestors who behaved aggressively survived long enough to reproduce, passing on the aggressive genes (1) - males who acted aggressively would be more likely to successfully secure mates (1), fighting any rivals to prevent their mates from sexual infidelity (1) You may give credit for research evidence. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)		'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.	6	<i>Candidates are asked to evaluate social learning theory as an explanation of aggression.</i> Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded. A maximum of three 'single' marks may be awarded for undeveloped points, other points should be developed. Responses may include strengths alone, weaknesses alone, or strengths and weaknesses. • Bandura's social learning theory has face validity, meaning it appears to explain aggression. (1) However, it doesn't take individual/cultural differences into account (1) • while SLT can explain some forms of aggression, it fails to provide a good explanation of reactive aggression (1), it can't account for aggression when it is influenced by factors such as jealousy or pain (1) • this theory ignores the importance of biological factors in determining aggression, such as neurotransmitters/genetics/evolutionary explanations (1) making the theory reductionist (1) Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	10	<i>Candidates are asked to explain with reference to the scenario, cognitive priming and disinhibition.</i> Candidates must refer to the scenario to gain full marks. Where they make no reference to the scenario, award a maximum of 5 marks. Where candidates have referred to only cognitive priming, or only disinhibition, a maximum of 6 marks may be awarded. Where the candidate has only referred to the scenario with reference to one concept, award a maximum of 8 marks. • cognitive priming refers to the activation of certain thoughts or behaviours by exposure to aggressive stimuli. (1) The movie's scenarios and characters, may act as priming stimuli for the teenagers (1), making aggression more acceptable in their minds causing them to engage in fights (1) • cognitive priming also suggests that there is a priming effect of media images on previously learnt behaviours or cognitive schema. (1) If these teenagers spend a lot of time watching movies, this might serve as a priming agent (1) developing an aggressive schema, affecting their behaviour in real life (1) • teenagers who watch this new movie may experience a sense of detachment from the consequences of actions within the movie, (1) leading to a decreased sensitivity to real-world norms and values which would explain the increase of aggressive behaviour. (1) The lack of any consequences in the movie may help to blur the lines between fantasy and reality (1), potentially leading to the increase of aggression currently being experienced in the community (1) You may give credit for research evidence. Or any other relevant response.

[END OF MARKING INSTRUCTIONS]