



National
Qualifications

X863/75/11

Psychology

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by these marking instructions.

General marking principles for National 5 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) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment
- (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.

Marking instructions for each question

Question 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)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe REM sleep.</p> <ul style="list-style-type: none"> most dreams occur during REM sleep. (1) The brain is active (1) and the body is almost paralysed. (1) <p>Any other valid response.</p>
	(b)	(i)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information	2	<p>Candidates are asked to describe two aims of the Dement and Kleitman (1957) study.</p> <ul style="list-style-type: none"> 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 their dream. (1) <p>Any other valid response.</p>
		(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	4	<p>Candidates are asked to explain one strength and one weakness of the Dement and Kleitman study.</p> <p>Award a maximum of 2 marks for a strength and a maximum of 2 marks for a weakness.</p> <p>Strength</p> <ul style="list-style-type: none"> they used a tightly controlled method (1) (location, sleeping time, use of stimulants) (1) therefore the experiment could be replicated (1) to check reliability of findings. (1) <p>Weakness</p> <ul style="list-style-type: none"> it is low in ecological validity. (1) The participants slept in an unusual environment (1) which could have affected their sleep and dreams (1) therefore findings cannot be generalised to real-life situations. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)	(i)	Questions that ask the candidate to 'explain' with reference to a theory require candidates to give reasons or show connections. The theory must be used to explain the behaviour in the scenario.	4	<p>Candidates are asked to use their knowledge of sleep and dreams to explain Bart's behaviour outlined in the scenario. In their answer they should explain Bart's dreams by referring to the psychoanalytic theory (Freudian) of dreams.</p> <p>Award a maximum of 2 marks if psychoanalytic theory is explained without reference to the scenario.</p> <ul style="list-style-type: none"> Bart's dreams symbolise (1) his unfulfilled desires to be in a hot climate again. (1) When he is dreaming his ID is dominant (1) and not kept in check by the EGO. (1) The manifest content of Bart's dream is him being on a sunny beach. (1) The latent content is that he is homesick. (1) <p>Any other valid response.</p>
		(ii)	Questions that ask the candidate to 'explain' with reference to a theory require candidates to give reasons or show connections. The theory must be used to explain the behaviour in the scenario.	4	<p>Candidates are asked to use their knowledge of sleep and dreams to explain how lack of sleep may affect Bart by referring to the restoration theory of sleep (Oswald, 1966).</p> <p>Award a maximum of 2 marks if restoration theory is explained without reference to the scenario.</p> <ul style="list-style-type: none"> the function of sleep is to restore the body and brain. (1) A lack of NREM sleep may mean that Bart takes longer to recover from illness (1) as NREM sleep helps the body repair itself. (1) A lack of REM sleep may mean that he has difficulty focussing and recalling information. (1) He may be moody (1) as REM replenishes neurotransmitters. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)		Questions that ask the candidate to 'explain' require candidates to give reasons or show connections.	4	<p>Candidates are asked to explain one strength and one weakness of the restoration theory of sleep.</p> <p>Award a maximum of 2 marks for one strength and a maximum of 2 marks for one weakness.</p> <p>Strength</p> <ul style="list-style-type: none"> research provides support for restoration theory (1) Shapiro found that ultra marathon runners had more NREM sleep after a race. (1) Tripp showed that people hallucinate when sleep deprived. (1) <p>Weakness</p> <ul style="list-style-type: none"> the theory is reductionist (1) as it fails to consider individual differences (1) – if the function of sleep was restoration of mind and body then everyone would sleep the recommended 8 hours a day but some people function well on fewer hours. (1) Horne (1988) found that sleep deprivation had no effect on physical activity. (1) <p>Any other valid response.</p>

Question 2 – Personality

Question			General marking instructions for this type of question	Max mark	Detailed 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	<p>Candidates should identify one factor/type and describe how Sam would score on the 'Big 5' scale.</p> <ul style="list-style-type: none"> Sam would score high (1) on extroversion. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	3	<p>Candidates should describe three characteristics of APD. 1 mark for each characteristic that is described.</p> <ul style="list-style-type: none"> dishonesty, for example frequent lying (1) using others for personal profit or pleasure (1) impulsivity or failure to plan ahead (1) irritability and violence (1) no regard for individual safety (1) no regard for the safety of others (1) lack of empathy or sympathy (1) hurt or mistreatment of others (1) failure to conform to social norms (1) repeated illegal activities. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates should explain the biological causes of APD. Reference must be made to research evidence.</p> <p>A maximum of 2 marks can be awarded for research evidence which is linked to the biological causes of APD.</p> <ul style="list-style-type: none"> • abnormalities in the nervous system may be a contributory factor to APD. (1) An example may be learning disorders (1) • lower oxygen rates as a result of a mother smoking during pregnancy have resulted in a brain injury in the foetus leading to APD (2) • damage to the prefrontal cortex may cause APD (1) as it is this part of the brain that helps regulate mood and behaviour (1) • people with APD who have low brain arousal may seek out high risk taking behaviours to satisfy their craving for excitement (2) <p>Link to research – Raine (2000)</p> <ul style="list-style-type: none"> • brain imaging studies have shown that the APD sufferers actually had on average 11% less prefrontal grey matter than those without APD. (2) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed 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.	4	<p>Candidates were asked to describe a research study into the situational causes of APD.</p> <p>Award 1 mark for each component; all four components are required for full marks.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 1 mark for giving a brief description of the aim • 1 mark for a description of the method/procedure • 1 mark for a correct description of the findings. <p>Example answer</p> <ul style="list-style-type: none"> • Name – Farrington (1995) (1) • Aim – to investigate the development of anti-social behaviour in males from poorer areas of London (1) • Method/procedure – non-experimental longitudinal study (1) Parents and teachers of the 411 participants were interviewed (1) • Results – 41% were found to have committed at least one anti-social offence. (1) <p>Any other valid response.</p>

Question 3 – Phobias

Question			General marking instructions for this type of question	Max mark	Detailed 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	<p>Candidates are asked to describe the characteristics of agoraphobia.</p> <ul style="list-style-type: none"> the person avoids social spaces (1) the person fears places they think are unsafe (1) the person fears places from which they perceive they cannot escape. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	3	<p>Candidates are asked to explain the therapy in the scenario.</p> <ul style="list-style-type: none"> the therapy is social skills training (1) the therapist gives feedback on the role-play (1) and homework is set (1) it is usually conducted in groups. (1) <p>Any other valid response.</p>
	(c)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain the role of genetic inheritance in the creation of phobias. Reference must be made to research evidence.</p> <p>A maximum of 2 marks can be awarded for research evidence which is linked to the genetic inheritance of phobia.</p> <ul style="list-style-type: none"> people may have a predisposition towards developing phobia (1) children may inherit genes from their biological parents that make them more likely to develop phobia (1) through the evolutionary process, people may inherit the ability to avoid danger, (1) for example fear of heights. (1) <p>Link to research – Dias and Ressler (2013)</p> <ul style="list-style-type: none"> investigated genetic inheritance in laboratory mice and found that a third generation mouse can fear a particular scent despite never having encountered it. (2) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed 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.	4	<p>Candidates are asked to describe a study related to the two-process model of phobias.</p> <p>Award 1 mark for each component; all four components are required for full marks.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 1 mark for giving a brief description of the aim • 1 mark for a description of the method/procedure • 1 mark for a correct description of the findings. <ul style="list-style-type: none"> • Name(s) – Watson and Rayner (1920) (1) • Aim – they wanted to see if phobias could be learned through classical conditioning (1) • Method/procedure – a lab experiment was conducted (1) when Little Albert was 11 months old the researchers showed him a white rat and a few seconds later made a loud noise behind his head (1) • Results – Albert showed a fear response when he saw the white rat even without hearing the loud noise. (1) <p>Any other valid response.</p>

Question 4 – Social behaviour – conformity

Question			General marking instructions for this type of question	Max mark	Detailed 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	<p>Candidates are asked to describe what is meant by conformity.</p> <ul style="list-style-type: none"> conformity is a type of social influence (1) involving a change in belief or behaviour to fit in with a group. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to use their understanding require the candidate to apply their knowledge and understanding to explain behaviour in a scenario.	3	<p>Candidates are asked to explain how knowledge of minority influence could help the government to increase the number of people cycling to work. Award a maximum of 2 marks if there is no reference to the scenario.</p> <p>Candidates can only be awarded full marks if they apply their understanding to the scenario.</p> <ul style="list-style-type: none"> the message about cycling must be consistent (1) in order to show commitment. (1) Scottish Government must competently explain the health/environmental benefits of cycling to work. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(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.	4	<p>Candidates are asked to explain one individual and one situational factor that may affect whether or not Fiona conforms to the majority.</p> <p>Candidates can be awarded full marks only if they explain the factors in relation to Fiona's likelihood of conforming. For full marks, one individual and one situational factor must be explained. A maximum of 3 marks can be awarded for each factor.</p> <p>Individual factor</p> <ul style="list-style-type: none"> Fiona's gender may affect her conformity (1) as females are more likely to conform than males. (1) This was demonstrated in the Mori and Arai study. (1) Traditionally, females have been socialised to create harmony in groups (1) and avoid confrontation. (1) <p>Situational factor</p> <ul style="list-style-type: none"> group size can have an effect on conformity (1) as there were over 3 people in the group (1) Fiona is more likely to conform. (1) <p>Any other valid response.</p>
	(d)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain how the Mori and Arai (2010) research study attempted to improve upon the Asch (1951) study into conformity.</p> <p>Candidates can be awarded full marks only if they explain how any changes were an improvement.</p> <ul style="list-style-type: none"> in the Mori and Arai study the participants were acquaintances (1) This is an improvement as most conformity occurs amongst acquaintances/friends (1) Mori and Arai used both men and women. (1) This is an improvement because findings can therefore be applied to both men and women (1) Mori and Arai did not use confederates. (1) This is an improvement because they did not rely on the acting ability of the confederates. (1) <p>Any other valid response.</p>

Question 5 – Altruism

Question			General marking instructions for this type of question	Max mark	Detailed 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 by giving further information.	2	<p>Candidates are asked to describe what is meant by altruism.</p> <ul style="list-style-type: none"> altruism is a type of helping behaviour which benefits someone else. (1) This behaviour may be at a cost to the helper. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	3	<p>Candidates are asked to use their knowledge of diffusion of responsibility to explain why the shoppers in the scenario may not have helped the man slumped against the wall.</p> <p>Diffusion of responsibility</p> <ul style="list-style-type: none"> the car park is busy, therefore people are less likely to help (1) because no one feels responsible (1) as they assume someone else will help. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)		Questions that ask the candidate to 'explain' require them to give reasons or show connections.	8	<p>Candidates are asked to explain the kin-selection theory of altruism, referring to research evidence in their answer.</p> <p>Up to a maximum of 3 marks can be awarded for linking research evidence to the theory.</p> <p>Up to a maximum of 6 marks can be awarded if no research evidence is provided.</p> <ul style="list-style-type: none"> • there is a survival advantage for altruistic behaviours (1) because helping others in your family group increases the likelihood of your genes being passed on (1) • the degree of altruistic behaviour depends on the genes you share with another person (1) therefore we are more likely to help relatives than strangers (1) • helping behaviour genes are passed on (1) so helping behaviour is advantageous to the species (1) • Sime (1983) (1) showed that when fleeing a burning building people were more likely to stay together if they were related (1) which gave them a survival advantage (1) • Madsen (2007) (1) found in a cross-cultural study that UK participants spent longer on a painful exercise if it benefited a close relative rather than a distant relative. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed 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 by giving further information.	5	<p>Candidates are asked to describe a research study related to the empathy-altruism theory.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 2 marks (maximum) for giving a brief description of the aim(s) • 2 marks (maximum) for a description of the method/procedure • 2 marks (maximum) for a correct description of the findings. <p>Example</p> <ul style="list-style-type: none"> • Name(s) – Batson and Toi – Broken leg study (1982) (1) • Aim – the aim of the study was to see if the high empathy condition would lead to altruistic behaviour (1) • Method/procedure – experimental method (1) participants asked to focus on facts (low empathy) condition or feelings (high empathy condition) (1) • participants listened to audio tape of how Carol was behind with work (1) • students were asked to meet and share notes (1) • High-cost condition Carol would be in class and low-cost condition Carol would finish course at home (1) • Results – people in the high empathy conditions demonstrated more altruism than people in the low empathy, low cost condition. (1) <p>Any other valid response.</p>
		(ii)	Questions that ask the candidate to ‘explain’ require them to give reasons or show connections.	2	<p>Candidates are asked to explain one strength of the study described in the previous question.</p> <ul style="list-style-type: none"> • this was an experimental design with a high level of control (1) so results can be replicated (1) • the experimental design of 2 x 2 conditions (1) was a valid way of understanding people’s motives for helping. (1) <p>Any other valid response.</p>

Question 6 – Non-verbal communication (NVC)

Question			General marking instructions for this type of question	Max mark	Detailed 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	<p>Candidates are asked to describe one function of eye contact.</p> <p>Eye contact</p> <ul style="list-style-type: none"> maintaining eye contact indicates interest (1) although maintaining eye contact for too long can be intimidating. (1) <p>Any other valid response.</p>
	(b)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe one function of facial expressions.</p> <p>Facial expression</p> <ul style="list-style-type: none"> facial expressions can communicate an emotion (1) for example, smiling to show happiness. (1) <p>Any other valid response.</p>
	(c)		Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.	2	<p>Candidates are asked to describe one function of body language.</p> <p>Body language</p> <ul style="list-style-type: none"> gestures can add emphasis to what you say (1) for example, waving as you say hello. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)		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.	8	<p>Candidates are asked to explain cultural differences and gender differences in NVC.</p> <p>A maximum of 5 marks can be awarded if the response refers to only cultural differences or only gender differences.</p> <p>Cultural differences</p> <ul style="list-style-type: none"> the nurture side of the debate argues that NVC is learned through observing others and copying their behaviour. (1) This can be conscious or unconscious (1) there can be differences between how cultures interpret and display emotion. (1) In the UK people in public situations tend to show their emotions openly whereas in Japan people are more reserved in displaying emotions (2) Yuki et al (2007) (1) found that Japanese and American people interpret facial expressions differently (1) due to the difference in socialisation. (1) <p>Gender differences</p> <ul style="list-style-type: none"> women give more eye contact than men when listening to convey interest (1) whereas men give more eye contact than women when talking to convey dominance (1) women's gestures tend to take up less space than men's gestures (1) if a woman makes large gestures then she may be frowned upon for going against gender norms. (1) Men who use small gestures may be perceived as less powerful (1) as a result of different gender roles women are better at decoding non-verbal information (1) in order to build better relationships (1) Gifford (1997) (1) found that two men interacting prefer greater social distance than two women. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(e)	(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	<p>Candidates should describe one research study relating to the contribution of nature (innate) in NVC. The answer should include the name of the study/researcher, aim(s), method/procedure and results.</p> <p>Award 1 mark for each component; all four components are required for full marks.</p> <ul style="list-style-type: none"> • 1 mark for naming an appropriate study/researcher • 1 mark for giving a brief description of the aim • 1 mark for a description of the method/procedure • 1 mark for a correct description of the findings. <p>Example</p> <ul style="list-style-type: none"> • Name – Matsumoto (2009) (1) • Aim – to investigate whether facial expressions were innate or whether they were a learned behaviour (1) • Method/procedure – field experiment. (1) The photographs of blind and sighted Judo athletes at medal ceremonies during the 2004 Olympics and Paralympic games were compared (1) • Results – both blind and sighted athletes showed genuine joy when they won a gold medal (1) and social smiles when they won bronze. (1) <p>Any other valid response.</p>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
		(ii)	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.	2	<p>Candidates should explain one weakness of the study described in part (i). 1 mark will be awarded for the weakness, and a second mark awarded for the explanation of the weakness.</p> <p>Matsumoto (2009)</p> <ul style="list-style-type: none"> as the study was a field experiment there was little control over extraneous variables (1) which means that other things could have influenced the way the athletes displayed their emotions. (1) <p>Any other valid response.</p>

[END OF MARKING INSTRUCTIONS]