



National
Qualifications
RESOURCE

X863/76/11

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 the marking instructions.

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)	Questions that ask the candidate to 'explain' 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.	5	<p><i>Candidates are required to explain defence mechanisms as they relate to sleep and dreams.</i></p> <p>Award a maximum of 2 marks if defence mechanisms are explained without referring to sleep and dreams.</p> <p>Where the candidate has only made descriptive points, award a maximum of 3 marks.</p> <p>Explanations may include</p> <ul style="list-style-type: none"> defence mechanisms are psychological strategies that the ego uses to (1) protect an individual from a range of overwhelming thoughts/problems/conflicts/emotions (1) displacement protects the dreamer from the latent content of a dream (1) by translating it to a safer emotion/idea/symbol. (1) An example of displacement would be dreaming about falling into water which represents birth (1) as the ego is less dominant in sleep, there is greater access to repressed desires/wishes, (1) so dreams can give us an idea of what is in the unconscious mind. (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	Detailed marking instructions for this question
	(b)	<p>'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.</p>	5	<p><i>Candidates are asked to evaluate Czeisler et al's (1990) research.</i></p> <p>Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • participants may have been adversely affected by having their temperatures taken constantly (1), which may have affected the validity of the results (1) • the experiment involved complex procedures (1) which made it time-consuming to run (1) • the study led to the design of treatment for those affected by disruption to circadian rhythms (1), such as light treatment (1) • as an experiment was used, variables, such as caffeine intake, were controlled (1) making the results more valid (1) because this meant it could only have been the light that caused the change in circadian rhythms. (1) <p>Or any other relevant response.</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). Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> • implications • links to theories/studies • links to other processes • implications of strengths/weaknesses of processes • applications of processes/theories/studies, perhaps based on an evaluation. 	20	<p><i>Candidates are asked to analyse biological processes relating to sleep and dreams.</i></p> <p>Award a maximum of 5 marks for descriptions of biological processes in relation to sleep and dreams.</p> <p>Award a maximum of 5 marks for evaluations of biological processes in relation to sleep and dreams.</p> <p>Candidates can gain the full 20 marks for analysis.</p> <p>Points of analysis may include</p> <ul style="list-style-type: none"> • Siffre demonstrated that the body has its own internal body clock to regulate the sleep wake cycle in the absence of light (1) • when normal daily light/dark patterns are disrupted, sleep disorders can be caused (1) • an application to reduce sleeplessness caused by blue light rays emitted by modern technological devices is to incorporate different hues/colours to reduce the blue ray light effects on the sleep/wake cycle (1) • in some parts of the world where some periods of the year are in continuous light/continuous dark, people still continue to have regular sleep/wake cycles, indicating that there are other effective exogenous zeitgebers available to help synchronise the circadian rhythm of sleep (1) • Oswald's Restoration theory proposes that during NREM sleep the body is repaired, which implies that if sleep is disrupted then healing may be hindered (1) • Oswald's Restoration theory proposes that during REM sleep the brain is restored which implies that if sleep is disrupted then cognitive processes may be adversely affected (1) • findings suggest that sleep is for the restoration of energy, so since all body systems require energy, they are all affected by sleep (1). • as sleep is associated with a lower body temperature, a way to induce sleep would be to reduce body temperature, for example by having a shower (1). • Consuming foods containing tryptophan, which is transformed to melatonin, will help us to fall asleep (1)

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • If we ingest caffeinated products, which reduce melatonin levels in the blood, we will be prevented from falling asleep. (1) <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	Detailed marking instructions for this question
2.	(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 internalisation.</i></p> <p>Where a candidate has described, but not explained, what is meant by internalisation, award a maximum of 2 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> internalisation is a permanent change in beliefs and behaviour to match those of a group. (1) This is the deepest level of conformity as the change persists even when the individual is no longer part of the group. (1) For example, someone becomes vegan because all their new friends at university are vegan, and when they leave university and change friendship groups they remain vegan (1) internalisation is usually created by informational social influence (1) as the individual believes the group's views/behaviours are correct. (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	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 cultural factors in conformity.</i></p> <p>Where a candidate has described, but not explained, cultural factors in conformity, award a maximum of 3 marks.</p> <p>Responses may include</p> <ul style="list-style-type: none"> • conformity is higher in collectivist cultures than individualistic cultures (1) • Smith and Bond (1996) found that 14% of Belgian students conformed by giving the wrong answer in comparison to 58% of Indian teachers in Fiji (1) • this may be due to the emphasis on co-operation /needs of the group being valued in collectivist cultures (1) over the needs of the individual (1) • people from individualistic cultures are encouraged to be self-sufficient/independent which makes them less likely to conform (1) • the results of the Asch (1951) study could reflect the conservative culture of American in the 1950s (1) • Mori and Arai (2010) found that females in Japan conformed more than males; this contrasts with research conducted in individualist cultures where there are lower levels of difference. (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	Detailed marking instructions for this question
	(c) (i)	‘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	<p><i>Candidates are asked to evaluate Milgram’s (1963) study of obedience.</i></p> <p>Where candidates provide only generic evaluations, a maximum of 3 marks can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • Milgram’s research was unethical (1), as participants thought they were taking part in a study about memory not obedience (1) • The study lacked ecological validity (1) as it was conducted in a laboratory (1) • Milgram’s sample consisted of males only (1) which means we are unable to generalise the results to females (1) • As the experiment was highly controlled (1), the results are reliable. (1) <p>Or any other relevant response.</p>
	(ii)	This question requires candidates to draw out and relate conclusions, which relates to the skill of analysis.	4	<p><i>Candidates are asked what conclusions can be reached from Milgram’s (1963) study.</i></p> <p>Marks must be awarded for conclusions only.</p> <ul style="list-style-type: none"> • when given orders by a figure of authority, we are likely to obey (1) • the ‘I was just obeying orders’ reason given by those who obey orders to harm others is explained by the results of the study (1) • it can be concluded that people are in an agentic state when they follow orders given by an authority figure (1) • it can be concluded that the features of a situation can influence most people to obey. (1) <p>Or any other relevant response.</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.	10	<p><i>Candidates are asked to explain Nadia's behaviour with reference to autonomous and agentic levels of behaviour.</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"> • when someone acts autonomously, they take personal responsibility for their behaviour (1) which reduces obedience (1) • someone in an agentic state is acting on behalf of the authority figure so they pass over responsibility for their behaviour to the authority figure (1) which increases obedience (1) • the process by which people move from autonomous behaviour to agentic behaviour is known as agentic shift (1) • in the scenario, the authority figure (the supervisor) tries to put Nadia into an agentic state by giving her a direct order. (1) This would remove the responsibility for Nadia's actions from her. (1) Nadia, however, stays independent from the authority figure's orders by refusing to obey (1) • She remains in an autonomous state by not giving the warning (1) • Nadia's behaviour reflects Milgram's findings that 35% of his participants remained autonomous (1) • Agentic behaviour was shown in the Milgram study where 65% of participants gave 450 volts of shock to another on the orders of an authority figure despite their distress at doing so. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]