



National
Qualifications
2022

2022 Psychology

National 5

Finalised Marking Instructions

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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 **2 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 **3 marks** are available for an 'explain' question, award **1 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)	(i)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this by giving further information.	4	<p>Candidates are asked to describe the Restoration Theory of Sleep (Oswald, 1966).</p> <ul style="list-style-type: none"> • REM sleep restores the brain (1) • non-REM sleep restores the body (1) • sleep allows the body to carry out essential repairs (1) • during sleep neurotransmitters are replenished (1) • during sleep minor injuries to skin and muscles are repaired/waste products are removed from the body. (1) <p>Marks can be awarded for research evidence.</p> <p>Any other valid response.</p>
		(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	4	<p>Candidates are asked to explain one strength and one weakness of the Restoration Theory of Sleep (Oswald, 1966).</p> <p>A maximum of 2 marks are available for a strength or a weakness.</p> <p>Strength</p> <ul style="list-style-type: none"> • after taking part in a sleep deprivation study Randy Gardner slept for approximately 14 hours (1) and recovered psychologically and physically (1) which demonstrates the restorative effects of sleep (1) • research on ultra-marathon runners showed an increase in non-REM sleep over the next two nights (1) supporting Oswald's theory that sleep restores the body. (1) <p>Weakness</p> <ul style="list-style-type: none"> • research found that sleep deprivation had no impact on participants' ability to exercise (1) however restoration theory suggests we need sleep for physical functioning (1) • research found that non-REM sleep increased after heating the brain with a hairdryer (1), and not only when the body required regeneration (1) • restoration may not be the only possible reason why all animals sleep (1) as animals may sleep to reduce the threat of danger. (1) <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	(i)	3	<p>Candidates are asked to describe the aim(s) and results of the Dement and Kleitman (1957) study.</p> <p>A maximum of 2 marks can be awarded for each component.</p> <ul style="list-style-type: none"> • Aim – to investigate the relationship between eye movement and dreaming. (1) To investigate the relationship between estimates of the duration of dreams and the actual duration of the dream. (1) To investigate the relationship between the pattern of eye movement and the content of the dream (1) • Results – more dreams were reported in REM than in non-REM sleep. (1) There was an association between eye movement and the content of dream reports. (1) Participants were able to estimate how long they were dreaming for. (1) <p>Any other valid response.</p>
		(ii)	2	<p>Candidates are asked to explain one weakness of the Dement and Kleitman (1957) study.</p> <p>Weakness</p> <ul style="list-style-type: none"> • the study is gender biased (1) therefore the findings cannot be generalised to men and women (1) • the study is low in ecological validity (1) as it was conducted in an artificial setting. (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 are asked to use the psychoanalytic (Freudian) theory of dreams to explain Bob's dream.</p> <p>A maximum of 3 marks can be awarded if no reference is made to the scenario.</p> <ul style="list-style-type: none"> • Bob's dream shows that he has unconscious feelings of fear about the meeting (1) which are repressed by the ego when awake (1) • Bob's unconscious feelings are revealed while he is dreaming (1) as the id is dominant when dreaming (1) • the manifest content is the two scary creatures chasing Bob (1) • the latent content is his fear of meeting his partner's parents (1) • during dreamwork the latent content is transferred into the manifest content (1) • Bob's conscious mind protects him from his true feelings when awake, (1) but has less control when he is asleep. (1) <p>Any other valid response.</p>
	(d) (i)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this by giving further information.	4	<p>Candidates are asked to describe the aim(s), method/procedure, results of the Little Hans study.</p> <p>A maximum of 2 marks can be awarded for each component and all components must be addressed for full marks.</p> <ul style="list-style-type: none"> • Aim/s – to provide evidence of the Oedipus complex (1) • Method/procedure – it was a case study. (1) Freud discussed Little Hans' dreams with the boy's father (1) • Results – when Hans dreamt about a crumpled giraffe being squashed by a large giraffe in his parents' bed Freud suggested this dream demonstrated Hans' hostility toward his father (1) therefore providing evidence of the Oedipus complex. (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' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	2	<p>Candidates are asked to explain one weakness of the Little Hans study.</p> <ul style="list-style-type: none"> • Freud conducted the study to support his own theory (1) therefore he may have distorted the evidence to fit the theory. (1) Little Hans' dreams could be explained in a number of ways (1) • it is involved only one person (1) therefore it's difficult to generalise (1) therefore is not representative of the whole population. (1) <p>Any other valid response</p>

Question 2 – Social behaviour – conformity

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 are asked to describe what is meant by minority influence.</p> <ul style="list-style-type: none"> Minority influence is where a small group or one person influences a bigger group (1) to adopt their beliefs and behaviours. (1) <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	4	<p>Candidates are asked to explain internalisation and informational social influence.</p> <ul style="list-style-type: none"> internalisation involves a public and private change in behaviour/opinions. (1) This change is permanent (1) informational social influence occurs when the individual believes the group knows more than they do (1) and they have a desire to be correct (1) informational social influence often leads to internalisation. (1) <p>Candidates can refer to research evidence in their answer</p> <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 'describe' require the candidate to make a point and then develop this point by giving further information.	4	<p>Candidates are asked to describe Asch's (1951) study into conformity.</p> <ul style="list-style-type: none"> • 2 marks (maximum) for giving a brief description of the aim. • 2 marks (maximum) for giving a brief description of the method/procedure. • 2 marks (maximum) for a correct description of the results. <p>All 3 components are required for full marks.</p> <p>Example</p> <ul style="list-style-type: none"> • Aim – to investigate the extent to which social pressure from a majority group could influence a person to conform (1) even in a non-ambiguous situation (1) • Method/procedure – it was a laboratory experiment. (1) Participants were asked to match the length of a line with 3 comparison lines. (1) Confederates were instructed to give the wrong answers (1) • Results – approximately 32% of the participants conformed. (1) 75% of the participants gave the wrong answer at least once. (1) <p>Any other valid response.</p>
	(ii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths or weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.	2	<p>Candidates are asked to explain one strength of the Asch study.</p> <p>Strength</p> <ul style="list-style-type: none"> • the study took place under controlled conditions/in an artificial environment (1) therefore the study could be replicated to check for reliability. (1) <p>Any other valid response</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(iii)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	5	<p>Candidates are asked to explain how the Mori and Arai study attempted to improve the Asch (1951) study.</p> <p>Candidates can be awarded a maximum of 3 marks if they only explain the differences without explaining how they were improvements.</p> <ul style="list-style-type: none"> the participants in the Mori and Arai study were acquaintances (1) but in the Asch study they were strangers. (1) This is an improvement as conformity generally takes place among acquaintances, therefore that is what ought to be studied (1) the participants in the Mori and Arai study were male and female (1) but in the Asch study they were all male. (1) This is an improvement as it makes the findings more generalisable to the wider population (1) there were no confederates in the Mori and Arai study (1) however there were in the Asch Study. (1) This is an improvement as it makes the findings more reliable (1) as the study did not depend on acting ability. (1) It also means there was less deception (1) so the study was more ethical. (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 use their knowledge of conformity to explain Amy's behaviour.</p> <p>A maximum of 4 marks can be awarded if there is no reference to the scenario.</p> <ul style="list-style-type: none"> • Amy demonstrates compliance. (1) Compliance occurs when an individual changes their behaviour/opinion publicly but not privately to match the majority. (1) Amy smokes the cigarette when with the friends, but her opinion of smoking does not change privately (1) • a factor in Amy's conformity is normative social influence. (1) Normative social influence occurs when an individual changes their behaviour/opinion to avoid rejection from the majority. (1) Amy smokes the cigarette to feel part of the group (1) • the Mori and Arai study showed that females are more likely to conform than males (1) so Amy's conformity may be due to her gender (1) as females tend to want to create harmony in a group/avoid conflict (1) • Amy may have had low self-esteem (1) so she has a stronger need for peer approval (1) • Amy conformed due to the number of friends she meets (1) as conformity increases when there are three people in a group who agree with each other (1) • a lack of social support may have caused Amy to conform (1) as she was the only person in the group who did not like smoking. (1) <p>Any other valid response.</p>

[END OF MARKING INSTRUCTIONS]