



National  
Qualifications  
2023

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**2023 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 **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)	(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 Freud's (1909) study of Little Hans.</p> <ul style="list-style-type: none"> <li>• <b>2 marks (maximum)</b> for giving a brief description of the aim.</li> <li>• <b>2 marks (maximum)</b> for giving a brief description of the method/procedure.</li> <li>• <b>2 marks (maximum)</b> for a correct description of the results.</li> </ul> <p>All 3 components are required for <b>full marks</b>.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• <b>Aim/s:</b> to explain why Hans had a phobia of horses. (1) To find evidence for Freud's psychosexual stages of development/Oedipus complex. (1) To find evidence for Freud's theory of the unconscious (1)</li> <li>• <b>Method/procedure:</b> Freud communicated through letters with Hans' father (1) who observed/interviewed his son. (1) He developed a case study on Hans/he carried out a study on a 5-year-old boy. (1) Questions focussed on Little Hans' fantasies/dreams (1)</li> <li>• <b>Results:</b> analysis of Hans showed he had the Oedipus complex. (1) This was shown in his dream about giraffes. (1) His dreams included himself having children with his mother (1) and a plumber replacing his 'widdler' with a larger one. (1)</li> </ul> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(ii)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections.</p> <p>In the case of strengths and weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.</p>	4	<p>Candidates are asked to explain <b>one</b> strength and <b>one</b> weakness of Freud's (1909) study of Little Hans.</p> <p>Award a <b>maximum of 2 marks</b> for a strength and a <b>maximum of 2 marks</b> for a weakness.</p> <p><b>Strength</b></p> <ul style="list-style-type: none"> <li>• as a case study was used (1) observations, letters and interviews were carried out (1) therefore data could be cross-checked between the different methods (1)</li> <li>• detailed/qualitative data was collected (1) which allowed Freud to draw conclusions on his theory of the Oedipus complex/psychosexual stages of development. (1)</li> </ul> <p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>• the case study only applies to Little Hans (1) which means that Freud should not generalise his results to all boys (1) due to low population validity (1)</li> <li>• little Hans' father was a supporter of Freud (1) so information/results could be biased. (1)</li> </ul> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	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 the <b>conscious</b> and <b>unconscious</b> according to the psychoanalytic (Freudian) theory of dreams.</p> <ul style="list-style-type: none"> <li>• <b>Maximum of 3 marks</b> for description of the conscious.</li> <li>• <b>Maximum of 3 marks</b> for description of the unconscious.</li> <li>• <b>Maximum of 3 marks</b> if no reference is made to dreams.</li> </ul> <p><b>Example</b></p> <p><b>Conscious</b></p> <ul style="list-style-type: none"> <li>• the smallest part of the mind (1)</li> <li>• this part of the mind is accessible (1)</li> <li>• the thoughts and feelings we are aware of. (1)</li> </ul> <p><b>Unconscious</b></p> <ul style="list-style-type: none"> <li>• the largest part of our mind (1)</li> <li>• active during dreams (1)</li> <li>• no direct access to unconscious (1)</li> <li>• dream analysis uncovers what is in the unconscious (1)</li> <li>• the id is dominant in the unconscious. (1)</li> </ul> <p><b>Any other valid response.</b></p>
	(c)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to use the Restoration Theory of Sleep (Oswald, 1966) to explain the importance of sleep for Craig.</p> <p><b>A maximum of 3 marks</b> are available if there is no reference to the scenario.</p> <ul style="list-style-type: none"> <li>• Craig will need more non-REM sleep after the long run (1) as this will help him restore energy, (1) repair muscles/remove the build-up of waste chemicals from muscles (1)</li> <li>• Craig was studying so he will need more REM (1) as during sleep the brain is restored (1) connections between neurons are strengthened/neurotransmitters restored. (1)</li> </ul> <p><b>Research evidence may be credited.</b></p> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(d)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections.</p> <p>In the case of strengths and weaknesses, candidates should state the strength or weakness, then give a commentary on why this is a strength or weakness.</p>	4	<p>Candidates are asked to explain <b>one</b> strength and <b>one</b> weakness of the restoration theory (Oswald 1966).</p> <p><b>A maximum of 2 marks</b> can be awarded for a strength and <b>a maximum of 2 marks</b> can be awarded for a weakness.</p> <p><b>Strength</b></p> <ul style="list-style-type: none"> <li>• ultra-marathon runners slept for 90 minutes longer than usual (1) which supports the theory because their muscles needed repair (1)</li> <li>• rats who were deprived of sleep died (1) which supports the biological importance of sleep. (1)</li> </ul> <p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>• some research suggests sleep deprivation does not result in physical impairment (1) which refutes the need for non-REM sleep (1)</li> <li>• many studies supporting the theory were conducted in laboratories (1) and therefore are low in ecological validity. (1)</li> </ul> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(e)	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 are asked to describe the results of the Dement and Kleitman's study.</p> <ul style="list-style-type: none"> <li>• REM sleep was linked to dreaming (1)</li> <li>• the eye movement patterns matched the content of the dream (1)</li> <li>• When dreaming of throwing tomatoes the eyes moved horizontally (1)</li> <li>• the duration of REM showed a relationship with the reported duration of the dream. (1)</li> </ul> <p><b>Any other valid response.</b></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 'explain' require them to give reasons or show connections.	3	<p>Candidates are asked to explain cultural factors in conformity.</p> <p><b>A maximum of 2 marks</b> can be awarded if the candidate only describes the cultural factors but does not explain how these factors affect conformity levels.</p> <ul style="list-style-type: none"> <li>collectivist cultures are said to be more conformist than individualistic cultures (1)</li> <li>collectivist cultures value the group (1) promote harmony/encourage cooperation (1) which may be why they conform more (1)</li> <li>individualistic cultures value the individual (1) promote independence/encourage competition (1) which may be why they conform less. (1)</li> </ul> <p><b>Research evidence may be credited.</b></p> <p><b>Any other valid response.</b></p>
	(b)	(i)	3	<p>Candidates are asked to describe the method/procedure of Mori and Arai's (2010) study of conformity.</p> <ul style="list-style-type: none"> <li>Mori and Arai conducted a laboratory experiment (1) Japanese students took part (1) who were split into groups of 4 (1)</li> <li>participants completed a line matching task (1)</li> <li>participants wore a pair of filter glasses which allowed all but one participant to see the same thing (1)</li> <li>the minority participant went third/last (1)</li> <li>both males and females took part. (1)</li> </ul> <p><b>Any other valid response.</b></p>
		(ii)	2	<p>Candidates are asked to explain <b>one</b> weakness of Mori and Arai's (2010) study.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>most participants knew each other, (1) which may have increased conformity (1)</li> <li>deception was used, (1) so the study was unethical. (1)</li> </ul> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(iii)	<p>Questions that ask the candidate to 'explain' require them to give reasons or show connections.</p> <p>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.</p>	4	<p>Candidates are asked to explain how lack of a confederates/actors improved on the Asch study.</p> <ul style="list-style-type: none"> <li>• most participants knew each other, (1) which reflects how conformity works in real life (1) therefore the Mori and Ari study was higher in ecological validity (1)</li> <li>• nobody gave false reactions/dependent on acting skills (1) so findings were more valid (1) this also meant there was less deception. (1)</li> </ul>
	(c)	<p>Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this by giving further information.</p>	2	<p>Candidates are asked to describe the results of the Asch study into conformity.</p> <ul style="list-style-type: none"> <li>• on average 32% of the participants conformed with the majority (1)</li> <li>• 75% conformed at least once/25% never conformed (1) in 12 of the 18 critical trials. (1)</li> </ul>

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 them to give reasons or show connections.	8	<p>Candidates are asked to use their knowledge of conformity to explain Ailsa's behaviour.</p> <p><b>A maximum of 4 marks</b> are available if there is no application to the scenario.</p> <ul style="list-style-type: none"> <li>informational social influence is when one changes their behaviour/attitudes to match the majority in order to be correct (1) which is more likely to happen in ambiguous situations/when the task is difficult/unfamiliar. (1) Ailsa is showing ISI as she has never been to an airport on her own/is in an unfamiliar situation (1) so is following the other passengers as she thinks they know better than her (1)</li> <li>conformity falls when an ally is present (1) as it provides social support/breaks unanimity. (1) If another passenger had gone in a different direction to the majority then Ailsa would have been less likely to conform to the majority (1) as she would not have stood out (1) which was demonstrated in the Asch variation when one of the confederates went against the majority (1)</li> <li>Mori and Arai showed that women conform more than men (1) as they have been socialised to promote harmony/avoid conflict (1) Ailsa may have conformed to avoid conflict with other passengers (1) as she has been socialised to adhere to gender roles (1)</li> <li>normative social influence is where someone follows the majority in order to fit in/not stand out/avoid ridicule (1) Ailsa is showing NSI as she conformed to the majority of the other passengers to fit in. (1)</li> </ul> <p><b>Research evidence may be credited.</b></p> <p><b>Any other valid response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(e)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	3	<p>Candidates are asked to explain how Ivanna could convince other pupils in the class, using minority social influence.</p> <p><b>1 mark</b> can be awarded for describing minority social influence.</p> <ul style="list-style-type: none"> <li>• if Ivanna's message is consistent about animal testing the others are more likely to be influenced <b>(1)</b> as this will show commitment <b>(1)</b></li> <li>• Ivanna must competently explain the reasoning behind her position <b>(1)</b> as minority influence is usually due to informational social influence <b>(1)</b></li> <li>• Ivanna should show flexibility/compromise <b>(1)</b> so that the others are more likely to be persuaded. <b>(1)</b></li> </ul> <p><b>Research evidence may be credited.</b></p> <p><b>Any other valid response.</b></p>

[END OF MARKING INSTRUCTIONS]