



National
Qualifications
2024

2024 Psychology

National 5

Question Paper 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)	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 non-REM sleep and REM sleep.</p> <p>Candidates may be awarded a maximum of 3 marks for either non-REM or REM</p> <p>Non-REM:</p> <ul style="list-style-type: none"> • heart rate/blood pressure/body temperature drops (1) • sleep gets deeper (1) • delta waves/slow wave sleep happens (1) • there is a surge of growth hormone (1) • during non-REM sleep the muscles are active (1), hypnagogic jerks occur (1) • the brain is resting (1) • sleepwalking/bedwetting may take place during non-REM sleep (1) <p>REM:</p> <ul style="list-style-type: none"> • in REM sleep eye movement takes place (1) • beta waves/fast wave sleep happens (1) • REM sleep is most associated with dreaming (1) • during REM sleep the muscles are almost paralysed (1), the brain is active. (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)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths, candidates should state the strength then give a commentary on why this is a strength.	4	<p>Candidates are asked to explain one strength and one weakness of Restoration Theory. Candidates may be awarded a maximum of 3 marks for either strength or weakness.</p> <p>Strength</p> <ul style="list-style-type: none"> • ultra-marathon runners slept for 90 minutes longer than usual (1) which supports the theory because their muscles needed repair (1) • rats who were deprived of sleep died (1) which supports the biological importance of sleep (1) • sleep deprivation studies show an increase in sleep following sleep deprivation (1) with participants recovering both psychologically and physically, (1) which shows the restorative effects of sleep. (1) <p>Weakness</p> <ul style="list-style-type: none"> • some research suggests that sleep deprivation does not result in physical impairment (1) which refutes the need for non-REM sleep (1) • many studies supporting the theory were conducted in laboratories (1) and therefore are low in ecological validity. (1) • Many studies supporting the theory were conducted with animals (1) and therefore cannot be generalised to humans. (1) <p>Any other valid response</p>

	(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>	<p>6 Candidates are asked to describe aims, method/procedure and results of the Dement and Kleitman (1957) study. All components must be addressed for full marks.</p> <ul style="list-style-type: none"> • aims: 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 identify at which stage dreaming occurs (1) • method/procedure: It was a lab experiment, (1) with 9 participants. (1) Participants slept attached to an EEG/polysomnography. (1) They were wakened several times during the night/by a doorbell (1) and asked if they had been dreaming/what their dream had been about/how long it had lasted (1) • results: more dreams were reported in REM than in non-REM sleep. (1) There was an association between eye movement and the reported content of the dream. (1) Participants were able to estimate for how long they had been dreaming. (1) <p>Any other valid response.</p>
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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. In the case of strengths, candidates should state the strength then give a commentary on why this is a strength.	4	<p>Candidates are asked to explain how Freud's (1909) study of Little Hans supports the psychoanalytic (Freudian) theory of dreams. A maximum of 2 marks if candidates do not make a link between the study and psychoanalytic theory.</p> <ul style="list-style-type: none"> • in one dream Hans married his mother and had his own family. (1) This shows Hans' desire for his mother, (1) and evidence of the Oedipus complex. (1) Dreams reveal our unconscious wishes and desires (1) • Freud believed the id is in the unconscious mind (1) This allowed expression of unacceptable thoughts. (1) In one dream Hans was crumpled by a large giraffe (1). This showed Hans' fear of his father (1) and that the id is dominant when we sleep (1) • the manifest content is the crumpled giraffe, (1) and the latent content is the fear of his father/desire for his mother. (1) <p>Any other valid response.</p>
	(e)	Questions that ask the candidate to 'explain' require them to give reasons or show connections. In the case of strengths, candidates should state the strength then give a commentary on why this is a strength.	2	<p>Candidates are asked to explain a strength of the Little Hans study.</p> <ul style="list-style-type: none"> • the case study method allows for a rich and detailed analysis of information (1) Freud was able to focus on analysis of Little Hans' dreams in depth (1) and therefore could identify the deep underlying cause of Little Hans' problem (1) and draw conclusions on his theory of the Oedipus complex/psychosexual stages of development (1) • data could be cross-checked between the different methods (1) as observations, letters and interviews were used. (1) <p>Any other valid response.</p>

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 by giving further information.	4	<p>Candidates are asked to describe introversion and extraversion according to Eysenck's type theory of personality.</p> <p>A maximum of 3 marks can be awarded for either introversion or extraversion.</p> <ul style="list-style-type: none"> • extraverts look to other people for entertainment (1) • introverts are content with their own company (1) • introverts keep their emotions private (1) • extraverts are dominant/impulsive. (1) • extraversion/introversion could be linked to reticular activating system (RAS) (1) • extraverts have lower levels of cortisol/introverts have higher levels of cortisol which affects behaviour. (1) <p>Any other valid response.</p>
	(b)	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 or weakness of Eysenck's type theory of personality.</p> <p>Strengths</p> <ul style="list-style-type: none"> • Eysenck used objective measures (1), so the theory is scientific (1) • Eysenck's 3 personality types are consistent (1), as shown by observations over time. (1) <p>Weaknesses</p> <ul style="list-style-type: none"> • it is argued that our behaviour is influenced by the situation (1), not the person/dispositional/internal factors (1) • Eysenck's theory is based on questionnaires (1), which is an unreliable way to gather data. (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 explain situational causes of Anti-social Personality Disorder (APD).</p> <ul style="list-style-type: none"> traumatic childhood experiences (1) such as child abuse or neglect (1) growing up in a disturbed home (1) such as where one or both parents abuse alcohol (1) having parents who have a criminal background (1) as shown by Farrington who demonstrated that criminal behaviour in the family/poor parenting/poverty/ can result in APD(1) growing up in a home with parents who have poor parenting skills (1) such as erratic discipline in the home. (1) <p>Research evidence may be credited.</p> <p>Any other valid response.</p>
	(d)	Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this by giving further information.	3	<p>Candidates are asked to describe the method/procedure of a research study into the biological causes of APD. Candidates must include the name of the researcher(s)/name of study.</p> <p>Example:</p> <p>Name of researcher: Raine (1)</p> <p>Method/procedure: A laboratory experiment was conducted (1) Magnetic resonance imaging was used (1) to study 21 men with APD (1) using a volunteer sample (1). The results were compared with a control group of 34. (1)</p> <p>Any other valid response.</p>

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3.	(a)	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 characteristics of specific phobia and social anxiety disorder.</p> <p>A maximum of 3 marks can be awarded for describing either specific phobia or social anxiety disorder.</p> <p>Specific phobia</p> <ul style="list-style-type: none"> • a deep and persistent fear of an object/situation (1) • causes avoidance of the feared object/situation (1) • includes environmental phobias (1) • includes situational phobias (1) • includes bodily phobias (1) <p>Social anxiety disorder</p> <ul style="list-style-type: none"> • an intense fear of being judged negatively/of being rejected (1) in a social situation (1) • fear of being in a room full of people (1) which may lead to avoiding social situations. (1) <p>Any other valid response.</p>
	(b)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain systematic desensitisation as a therapy for phobias.</p> <ul style="list-style-type: none"> • involves the client and therapist constructing a hierarchy of fearful situations (1) and arranging them in order from least fearful to most fearful (1) • the client is trained in methods of relaxation (1). This might involve control of breathing/visualisation techniques (1) • the client is gradually exposed to the phobic object/situation (1), beginning with the lowest part of the hierarchy (1) • the therapist pairs each stage of the hierarchy with relaxation techniques (1) before exposing the client to the next stage of the hierarchy. (1) <p>Examples of a hierarchy may be credited.</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)	3	<p>Candidates are asked to describe the method/procedure of one study into the genetic inheritance of phobias. Candidates must include the name of the researcher(s)/name of study.</p> <p>Example:</p> <p>Name: Distel (1)</p> <p>Method/procedure: Participants completed a fear questionnaire. (1) Longitudinal data was gathered (1) from Dutch twins and their siblings. (1) Participants were divided into age groups. (1) Scores from MZ, DZ, and non-twin siblings were compared. (1)</p> <p>Any other valid response.</p>
		(ii)	2	<p>Candidates are asked to explain one strength or one weakness of this study into the genetic inheritance of phobias.</p> <p>(Distel)</p> <p>Strengths</p> <ul style="list-style-type: none"> collected longitudinal data (1) which is good at finding out about changes that take place over time (1) a large sample was used (1), which represents the general population more/means results can be generalised to the general population. (1) <p>Weaknesses</p> <ul style="list-style-type: none"> the group was diagnosed with fears, not phobias (1) which reduces the validity of results (1) self-report of fears was used (1) so people may not have given honest responses. (1) <p>Any other valid response.</p>

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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 (1) in order to fit in with a group (1) this change is a response to real or imagined group pressure. (1) <p>Examples may be credited.</p> <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 what is meant by minority influence.</p> <ul style="list-style-type: none"> this is when a small group changes the attitudes/beliefs/behaviours (1) of a majority. (1) <p>Examples may be credited.</p> <p>Any other valid response.</p>
	(c)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	5	<p>Candidates are asked to explain how cultural factors will mean Hana is more likely than Alex to conform.</p> <p>A maximum of 2 marks may be awarded if no reference is made to the scenario.</p> <ul style="list-style-type: none"> Hana is from Japan which is a collectivist culture (1) whereas Alex is from Scotland, which is an individualistic culture (1) Collectivist cultures have higher rates of conformity than individualistic cultures (1) due to collectivist cultures valuing cooperation (1) and individualistic cultures valuing competition (1) it would be more important for Hana to agree to go bowling as they have been socialized to avoid social rejection/to value group harmony (1) whereas Alex would have been socialized to make independent choices. (1) <p>Candidates can refer to research in their response.</p> <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 them to give reasons or show connections.	3	<p>Candidates are asked to explain what is meant by normative social influence, and to give an everyday example of NSI. A maximum of 2 marks are available for an explanation.</p> <ul style="list-style-type: none"> to go along with group norms/behaviour/beliefs (1) in order to fit in/be liked/to avoid rejection/ridicule (1) to conform to promote social harmony (1) the norms/behaviour/beliefs may not be maintained when not with the group (1) it may result in compliance (1) feeling under pressure to follow a particular football team because the larger friendship group is doing it and they want a sense of belonging. (1) <p>Any other valid response.</p>
	(e)	Questions that ask the candidate to 'explain' require them to give reasons or show connections.	6	<p>Candidates are asked to explain situational factors that might affect conformity. Candidates who do not refer to Asch can gain a maximum of 4 marks.</p> <ul style="list-style-type: none"> group size: Asch found that the optimum group size for conformity to occur was in groups of 3-5 (1) Groups of fewer than 3 show lower levels of conformity (1) more than 5 showed very little difference in conformity levels (1) unanimity: Asch found that conformity decreased when participants had an ally in the group. (1) This was the case whether or not the ally gave the same answer as the participant. (1) In the Asch study, all confederates gave the same incorrect answer, (1) therefore conformity was high (1) difficulty of task: In the Asch studies, the closer together the lines were in size, the greater the level of conformity. (1) The correct answer was less obvious, therefore conformity was high (1) familiarity with group: In the Asch study, the participants did not know each other. (1) Where participants are strangers, they may be more/less likely to conform (1) where they don't want to stand out from the strangers/where they don't mind being rejected by strangers. (1) <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(f)		2	<p>Candidates are asked to explain one weakness of the Mori and Arai (2010) study.</p> <ul style="list-style-type: none"> the task was unusual/not one that participants would encounter in their everyday lives (1) therefore was low in mundane realism. (1) This means the results are less generalisable to real life situations. (1) the task was more difficult than in the Asch study/ the comparison lines were closer in size/background music was plying. (1) Therefore, this was not a fully valid replication of Asch. (1) <p>Any other valid response.</p>

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5.	(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 pluralistic ignorance.</p> <ul style="list-style-type: none"> If no-one else is reacting/helping in an emergency (1) people will not react/help. (1) as the situation is not interpreted as an emergency. (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.	4	<p>Candidates are asked to describe the aim(s) and method/procedure of a research study into the kin selection theory of altruism.</p> <p>You must include the name of the researcher(s)/name of study.</p> <ul style="list-style-type: none"> 1 mark for researcher name(s)/name of study 2 marks (maximum) for giving a brief description of the aim 2 marks (maximum) for a description of the method/procedure. <p>All 3 components are required for full marks.</p> <p>Example:</p> <p>Name: Madsen et al. (1)</p> <p>Aim: To test the kin selection hypothesis (1) using participants of 2 different cultures (UK and South Africa). (1)</p> <p>Method/procedure: Experiment (1). Participants were asked to perform a physical exercise that becomes increasingly painful. (1) Participants were told that one of their relatives would receive payment based on the length of time they could stay in the 'seated' position against the wall. (1) The UK participants were given money (1), whereas the Zulu participants were offered food. (1)</p> <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.	4	<p>Candidates are asked to explain how the results of this study support the kin-selection theory.</p> <p>If candidates only give a description of the results award a maximum of 2 marks. For full marks, candidates must make a link between the results and kin-selection theory.</p> <ul style="list-style-type: none"> in both countries, participants were prepared to spend longer in the uncomfortable position for close biological relatives (1). This shows that people are more likely to help those that are relatives (1) supporting the kin selection theory that we will sacrifice ourselves for people we are related to so that our genes survive (1) Zulu participants helped their cousins as much as brothers (1), as in Zulu culture, cousins are considered to be just as closely related. (1) <p>Any other valid response.</p>
	(c)	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.	5	<p>Candidates are asked to explain Sam's behaviour using the empathy-altruism theory.</p> <p>A maximum of 3 marks is available if there is no reference to the scenario.</p> <ul style="list-style-type: none"> the empathy-altruism theory states that helping behaviour is motivated by our feelings for other people (1) when we focus on other people's feelings our empathy is increased (1) and so we are likely to give help (1) Sam identifies with the needs of people who use a food bank (1) and wants to help to reduce their distress (1) we may also help for egoistic reasons, (1) so the donation might be to reduce Sam's own distress at the thought of people having to use a food bank. (1) <p>Research evidence can be credited.</p> <p>Any other valid response.</p>

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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 the function of 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)	(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 the aim(s) and method/procedure of a research study relating to nurture (learned behaviour) in NVC.</p> <p>You must include the name of the researcher(s)/name of study.</p> <ul style="list-style-type: none"> 1 mark for researcher name(s)/name of study 2 marks (maximum) for giving a brief description of the aim 2 marks (maximum) for a description of the method/procedure. <p>All 3 components are required for full marks.</p> <p>Example:</p> <p>Name: Yuki (1)</p> <p>Aim: To investigate cultural differences in recognising emotions. (1)</p> <p>Method/procedure: Experiment/questionnaire (1) There were (95) Japanese participants and (118) American participants in the study. (1) Yuki showed the participants emoticons (1) with different combinations of eyes and mouths (1). The eyes and mouths were happy, neutral, or sad. (1). Participants were asked to rate how happy they thought each face was. (1)</p> <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 'describe' require the candidate to make a point and then develop this point by giving further information.	5	<p>Candidates are asked to explain how the results of this study support the contribution of nurture (learned behaviour) in NVC.</p> <p>If candidates only give a description of the results award a maximum of 2 marks. For full marks, candidates must make a link between the results and nurture (learned behaviour).</p> <ul style="list-style-type: none"> the Japanese students gave the highest ratings to the faces with happy eyes (1). The American students gave the highest ratings to the faces with happy mouths (1) Japanese participants focussing more on the eyes demonstrate learned behaviour in NVC (1) as emotions are expressed in a more reserved way within this culture (1) this shows that people learn their own culture's norms for the expression/interpretation of emotions (1) as the interpretation/expression of emotion in these two cultures was different (1) it shows the influence of nurture/learned behaviour. (1) <p>Any other valid response.</p>
	(c)	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.	4	<p>Candidates are asked to explain Nazia's discomfort, using their knowledge of personal space in NVC.</p> <p>A maximum of 2 marks is available if there is no reference to the scenario.</p> <p>Personal space</p> <ul style="list-style-type: none"> personal space is the distance we keep between ourselves and others. (1) Nazia feels uncomfortable because a stranger is sitting closer to her than she would like (1) Nazia's discomfort might be due to the stranger being in her intimate zone of proximity (1) rather than in the public zone. (1) <p>Any other valid response.</p>

[END OF MARKING INSTRUCTIONS]