



National  
Qualifications  
2024

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## **2024 Psychology**

### **Higher**

## **Question Paper Finalised Marking Instructions**

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## 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)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	4	<p><i>Candidates are asked to explain non-REM sleep.</i></p> <p>Where candidates have described non-REM sleep, with no explanation, a <b>maximum of 2 marks</b> can be awarded.</p> <ul style="list-style-type: none"> <li>• non-REM sleep is the initial phase of sleep <b>(1)</b>, each stage of non-REM sleep has its own characteristics <b>(1)</b></li> <li>• In N1 our brain waves slow down and we may experience brief sensations called hypnagogic jerks <b>(1)</b></li> <li>• N2 of non-REM sleep is the stage where we spend the most time during the night <b>(1)</b>. This is where sleep spindles, which are bursts of brain activity occur <b>(1)</b></li> <li>• N3 is also known as slow-wave sleep <b>(1)</b>. It is the most restorative stage of non-REM sleep. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></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>	4	<p><i>Candidates are asked to evaluate Czeisler et al's (1990) study of sleep and dreams.</i></p> <p>A maximum of two 'single' marks may be awarded for undeveloped points, other points should be developed.</p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Where candidates provide only generic evaluation, a <b>maximum of 2 marks</b> can be awarded.</p> <p>Where candidates provide only evaluation of the sample, a <b>maximum of 2 marks</b> can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• although the study illustrates the effects of disturbances to circadian rhythms on behaviour and cognitions, it doesn't tell us how this effect occurs (1)</li> <li>• the sample was constructed of only 8 men, (1) so the results cannot be generalised across genders (1)</li> <li>• participants may have been adversely affected by having their temperatures taken constantly (1) which may have affected the validity of the results. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	12	<p>Candidates are asked to explain why the good night's sleep might have helped Brodie perform well in her exam, with reference to the following:</p> <ul style="list-style-type: none"> <li>• <i>information processing</i></li> <li>• <i>reorganisational theory.</i></li> </ul> <p>Where candidates provide explanations of information processing and reorganizational theory without reference to the scenario, award a <b>maximum of 6 marks.</b></p> <p>Where candidates do not discuss either information processing or reorganizational theory with reference to the scenario, award a <b>maximum of 6 marks.</b></p> <p>Where candidates provide an explanation of one from information processing or reorganizational theory without reference to the scenario, award a <b>maximum of 4 marks.</b></p> <p>Where candidates provide an explanation of one from information processing or reorganizational theory with reference to the scenario, award a <b>maximum of 8 marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• having had a good night's sleep, reorganisational theory would suggest that unwanted information from the day would have been removed. (1) These would have been parasitic memories (1)</li> <li>• the revision that Brodie did the night before is essential for good performance in her test. (1) These adaptive memories would have been retained. (1)</li> <li>• consolidation of declarative memories occurs during deep sleep. As Brodie slept well, she would have experienced sufficient deep sleep to store knowledge for her exam from her revision (1)</li> <li>• during deep sleep the brain strengthens connections between neurons, organizes information, and transfers it from short-term to long-term memory storage (1). This will help Brodie with her exam as the information she has studied will be retained for longer (1). It also means she will be able to answer questions in her exam more accurately (1)</li> <li>• REM sleep helps with processing of complex information and problem-solving which, after her good night's sleep, will enable Brodie to recall the information she needs for her exam (1)</li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> <li>• due to the reorganisation of information that occurs during sleep, Brodie might have developed a more coherent set of knowledge which means she will be able to do well in her exam (1). The new information she revised for her exam will have been integrated with the previously learned information (1). This reorganisation process will also make the revised information more accessible during Brodie's exam and therefore easier to use (1)</li> <li>• Plihal and Born (1997) found that participants had improved performance for a paired list of words after more time in deep sleep, supporting the idea that Brodie's memory for facts for her exam will be more effectively learned after a good sleep. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></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 informational social influence.</i></p> <p>Where candidates only make descriptive points, award a <b>maximum of 2 marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• ISI occurs when people want to be correct. <b>(1)</b> They look for cues from others who they think know what they are doing. <b>(1)</b> This usually occurs in ambiguous situations <b>(1)</b></li> <li>• Jenness demonstrated ISI when participants changed their answers in the presence of others. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	<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"> <li>• implications</li> <li>• links to theories/studies</li> <li>• links to other processes</li> <li>• implications of strengths/weaknesses of processes applications of processes/theories/studies, perhaps based on an evaluation.</li> </ul>	10	<p><i>Candidates are asked to analyse Mori and Arai’s (2010) study of conformity.</i></p> <p>Award a <b>maximum of 2 marks</b> for descriptions of Mori and Arai’s study.</p> <p>Award a <b>maximum of 3 marks</b> for evaluation of Mori and Arai’s study.</p> <p>Candidates can gain the full <b>10 marks</b> for analysis.</p> <p>Points of analysis may include:</p> <ul style="list-style-type: none"> <li>• any Mori and Arai conclusion – eg women more likely to conform than men <b>(1)</b></li> <li>• implication of this study – eg women may be more susceptible to online influencers than men <b>(1)</b></li> <li>• an application of the study – eg target strategies to resist the pressure to conform with influencers to females <b>(1)</b></li> <li>• Mori and Arai and Asch comparison of results – eg Change in level of male conformity over time <b>(1)</b></li> <li>• Mori and Arai’s and Asch comparison of sample – eg Mixed sex compared to single sex making their results more generalisable <b>(1)</b></li> <li>• Mori and Arai’s study, unlike Asch’s, did not use confederates, leading to greater mundane realism <b>(1)</b></li> <li>• cultural comparisons of results – eg expectations in Japanese culture of the behaviour of women. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>



Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Using your knowledge of obedience, explain why most people wore face masks when ordered to during the covid-19 pandemic.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• instructions came from the government/health officials who had perceived legitimate authority. (1) Those who obeyed were more likely to obey instructions from security guards, police officers, etc. who wore uniforms (1)</li> <li>• people who obeyed the orders are more likely to have had authoritarian parenting (1)</li> <li>• people were encouraged to take responsibility for their own health and that of others, as agents of their own behaviour (1)</li> <li>• most people made an agentic shift, but some people remained autonomous by not wearing a mask (1)</li> <li>• those who wore them were more likely to do so in healthcare settings with signs on the walls rather than social settings. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Section 3 – Individual behaviour – depression

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.	4	<p><i>Candidates are asked to describe what is meant by Persistent Depressive Disorder.</i></p> <ul style="list-style-type: none"> <li>• previously known in DSM as dysthymia/less severe than major depression (1)</li> <li>• chronic mood disorder/lasting 2 years or more (1)</li> <li>• depressive symptoms present most of the day (1)</li> <li>• sadness/loss of interest in daily activities/low self-esteem/hopelessness (1)</li> <li>• can be managed with medication, counselling and lifestyle change. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(b)	<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"> <li>• implications</li> <li>• links to theories/studies</li> <li>• links to other processes</li> <li>• implications of strengths/weaknesses of processes</li> <li>• applications of processes/theories/studies, perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse the role of diathesis-stress as a cause for depression.</i></p> <p><i>In your analysis you must include at least one biological treatment for depression.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they do not include at least one biological treatment for depression in their analysis.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of diathesis-stress.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of diathesis-stress.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p><b>Diathesis-stress as a cause of depression</b></p> <ul style="list-style-type: none"> <li>• two factors trigger depression (vulnerability, life events) one single factor would not trigger it (1)</li> <li>• Nature/nurture debate – Diathesis is from nature and stress from nurture (1)</li> <li>• Inconsistencies in genes research – MZ twins concordance rate of 46% with DZ twins rate 20% (1) MZ not 100% so external influence required (1)</li> <li>• permissive amine theory suggests that serotonin and noradrenaline are low (1) support from – SSRI/MAOI drugs increase the availability of serotonin (1)</li> <li>• Mann (1996) – impaired serotonin transmission with depression. (1) However, not in all patients, therefore supporting environmental influences. (1)</li> </ul> <p><b>Biological treatments for depression</b></p> <ul style="list-style-type: none"> <li>• Caspi et al (2003)'s – 5-HTT serotonin transporter gene did not predict depression and neither did stressful life events. (1) Only the interaction of the two was a predictor – supporting the diathesis stress model. (1) Erritzoe (2023) – link between low serotonin and instances of depression (1) supporting SSRIs as a treatment (1)</li> <li>• SNRI – more severe side effects than SSRI (1) because they affect more bodily systems than SSRIs (1)</li> <li>• Cognitive theories – life events are not perceived in the same way by everyone (1) stressful life events can be seen as subjective (1)</li> <li>• Comer (2002) – 60-70% of ECT patients improve after treatment. (1) Sackheim et al (2001) – 84% of patients relapsed within 6 months of ECT. (1) This is therefore a controversial biological treatment (1)</li> <li>• the most effective treatment – antidepressants and psychological therapy supports the diathesis stress model – involves biochemistry and environmental influences. (1)</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					<p><b>Generic points for all anti-depressants</b></p> <ul style="list-style-type: none"> <li>• delay in effect from starting drugs contradicts biochemical vulnerability – the effect should be immediate <b>(1)</b> side effects include a dry mouth, poor concentration, tiredness and constipation mean people stop taking medication. <b>(1)</b></li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Section 3 – Individual behaviour – memory

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
4.	(a)	<p>‘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.</p>	4	<p><i>Candidates are asked to describe what is meant by the central executive of the working memory model.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the central executive is the component of working memory that has overall control of the working memory system (1)</li> <li>• it directs attention to the two slave systems: the phonological loop and the visuo-spatial sketchpad (1)</li> <li>• the central executive is required for carrying out new tasks (1)</li> <li>• it makes decisions about what deserves attention (1)</li> <li>• it deals with cognitive tasks like mental arithmetic. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>
	(b)	<p>‘Analyse’ requires candidates to make points that identify parts, the relationship between them, and their relationship 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"> <li>• implications</li> <li>• links to processes/theories</li> <li>• links to studies</li> <li>• implications of strengths/weaknesses of factors</li> <li>• applications of factors that affect sleep perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse the multi-store model of memory.</i></p> <p><i>In your analysis you must include at least <b>one</b> explanation of forgetting.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they do not include at least one explanation of forgetting.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of the multi-store model.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of the multi-store model.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p>Points of analysis may include:</p> <p><b>Multi-store model</b></p> <ul style="list-style-type: none"> <li>• the model allowed investigation of different aspects of memory, eg encoding, storage, and retrieval (1)</li> <li>• memory enhancement strategies eg spaced repetition developed from idea rehearsal needed for info to transfer from STM to LTM (1) interference studies support this (1) interference task may have resulted in displacement rather than decay (1)</li> <li>• application to education – break down complex information into smaller chunks/encouraging active engagement/learning (1)</li> <li>• model encouraged research into neurological basis of memory – led to the identification of brain areas associated with different memory processes (1)</li> <li>• Baddeley (1966) – separate stores as STM recall showed more acoustic errors and LTM recall more semantic errors. (1)</li> </ul> <p><b>Interference/trace decay</b></p> <ul style="list-style-type: none"> <li>• interference theory – varying the context of learning can reduce interference – relevant in education where diversifying the learning environment can aid memory retention (1)</li> <li>• model suggests repetition reduces trace decay – rote learning in education would be a successful strategy (1) also supports regular testing to strengthen the trace. (1)</li> </ul> <p><b>Forgetting due to brain damage</b></p> <ul style="list-style-type: none"> <li>• model suggests only one store for STM but WMM breaks it down into 3 components (1) supported by research where a brain damage (KF) could process verbal but not visual information (1)</li> <li>• Clive Wearing’s lack of episodic but unchanged procedural memory contradicts the single LTM of MSM/supports different types of LTM. (1)</li> </ul> <p><b>Forgetting due to absence of cues</b></p> <ul style="list-style-type: none"> <li>• context of learning should be same context as testing to enhance recall (1)</li> <li>• eye-witnesses asked to access LTM, state and context cues aid this recall. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Section 3 – Individual behaviour – stress

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
5.	(a)	‘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.	4	<p><i>Candidates are asked to describe what is meant by hardiness.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• hardiness is part of an individual’s response to stress (1)</li> <li>• high levels of hardiness enable people to cope with stress effectively (1) due to the way they perceive stressful events/situations (1)</li> <li>• hardiness is not fixed and can be developed (1)</li> <li>• hardy individuals believe they have a degree of control over their lives and behaviours (1)</li> <li>• hardy people have a strong sense of purpose and commitment to their goals and values (1) enables them to stay focused in difficult circumstances (1)</li> <li>• people high in hardiness see stressful situations as challenges opportunities for growth and development rather than threats. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(b)	<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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to research studies</li> <li>• implications of strengths/weaknesses</li> <li>• applications perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse the general adaptation syndrome.</i></p> <p><i>In your analysis you must include at least one coping strategy.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they discuss only general adaptation syndrome.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of GAS.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of GAS.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p>Points of analysis may include:</p> <p><b>General Adaptation Syndrome</b></p> <ul style="list-style-type: none"> <li>• implication – chronic stress and continued activation of the stress response contributes to health issues eg physical or mental (1)</li> <li>• eustress and distress activate HPA and cause the alarm phase – distress leads to second stage and exhaustion showing impact of long-term stress/cortisol release (1)</li> <li>• GAS focuses on physiological response to an event as a cause of stress – Lazarus and Folkman focused on perception of an event as a contributing factor to stress (1)</li> <li>• principles of GAS can be used by coaches and athletes in training to enhance performance and minimise risk of overtraining and injury (Cunanan, 2018) (1)</li> <li>• GAS – responses to stressors are the same for everyone, other research – factors such as gender/personality type/locus of control impact responses to stressors. (1)</li> </ul> <p><b>Coping strategy – drug therapy and GAS</b></p> <ul style="list-style-type: none"> <li>• drugs address physiological causes of stress – Kahn et al (1986) followed nearly 250 patients over 8 weeks and found that BZs reduced symptoms more than placebos (1)</li> <li>• BZs calm the nervous system, as they enhance GABA activity (1) reducing impact of the alarm stage (1)</li> <li>• BZs provide relief from development of chronic anxiety – can be a consequence of the resistance stage (1)</li> <li>• Beta-blockers reduce physical symptoms of stress – rapid heartbeat, which can give relief from the symptoms in alarm stage (1)</li> </ul>



Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> <li>• drugs help prevent health issues associated with chronic stress occurring due to the exhaustion stage (1). Eg high blood pressure can be managed with the use of antihypertensives. (1)</li> </ul> <p><b>Coping strategy – stress inoculation therapy (SIT)and GAS</b></p> <ul style="list-style-type: none"> <li>• SIT – individuals recognise their stress triggers and responses – raising awareness of how they react when they experience a stressor (1)</li> <li>• taught coping strategies early in SIT eg relaxation techniques, cognitive restructuring and problem-solving skills – reducing emotional and physical responses in alarm stage (1)</li> <li>• SIT – individuals develop psychological resilience to stress needed in the resistance stage (1)</li> <li>• SIT reduces risk of reaching the exhaustion stage – long-term coping strategies to manage chronic stress (1)</li> <li>• Gaab et al (2003) – lower levels of cortisol in male students engaging in SIT prior to a stress test – supports use of SIT to prevent activation of HPA in alarm stage. (1)</li> </ul> <p><b>Coping strategy – social support, including instrumental and emotional, and GAS</b></p> <ul style="list-style-type: none"> <li>• Sapolsky et al (1997) – cortisol levels increase in wild baboons when isolated, showing social support necessary to reduce hormones associated with the alarm stage (1)</li> <li>• Berkman (1995) – lack of social support in long term illnesses associated with the exhaustion stage (1)</li> <li>• Instrumental support eg help with childcare or household tasks relieves stress associated with balancing work and family responsibilities, linked to resistance stage (1)</li> <li>• Social support, emotional or instrumental, acts as a buffer to stress – reduces physiological and psychological impact of stress (1). This can help adapt to stress and might prevent reaching the exhaustion stage. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Any other relevant response.</b></p>

Section 3 – Social behaviour – prejudice

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.	4	<p><i>Candidates are asked to describe what is meant by racial discrimination.</i></p> <ul style="list-style-type: none"> <li>• discrimination is treating someone differently because of one aspect of their character (1)</li> <li>• racial discrimination is treating someone differently because of their race, skin colour or ethnic origin (1)</li> <li>• race is one of 9 protected characteristics in the UK (1)</li> <li>• it can take the form of harassment, disadvantage, bullying, refusing work/accommodation/advancement or refusing to socialize with someone because of their race (1)</li> <li>• discrimination is the behavioural component of an attitude (1)</li> <li>• in most cases the thoughts and feelings we have about someone are reflected in our behaviour towards them (1)</li> <li>• racial discrimination occurs towards a minority race. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(b)	<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"> <li>• implications</li> <li>• links to theories/studies</li> <li>• links to other processes</li> <li>• implications of strengths/weaknesses of processes</li> <li>• applications of processes/theories/studies, perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse social identity theory of prejudice.</i></p> <p><i>In your analysis you must include at least one way of reducing prejudice.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they do not include at least one way of reducing prejudice.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of social identity theory.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of social identity theory.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p>Responses may include:</p> <p><b>Social Identity Theory</b></p> <ul style="list-style-type: none"> <li>• Tajfel (1971) – competition not required for prejudice to exist – contradicts Realistic Conflict Theory – competition must be present for prejudice to be produced (1)</li> <li>• categorise people and make comparisons between ourselves and others – comparison produces in-group favoritism and outgroup prejudice (1) supported by Cialdini – football supporters waved flags and wore club colours when their team won, but less so when they lost. (1) Bristol boys’ study – boys divided into two groups awarded more points to in-group members than out-group members – given opportunity – maximized the difference in favour of their in-group reinforcing need to be ‘better’ than our outgroups. (1)</li> </ul> <p><b>Jigsaw technique</b></p> <ul style="list-style-type: none"> <li>• to eliminate bias, allow people to see similarities between groups. (1) Aronson split class of different races/ethnicities/abilities and genders, asked each to carry out part of an overall group task then share this information – addressed the issue of interracial fighting. (1) Everyone had to work together for the task to be completed – students got to know people they would otherwise never have mixed with (1)</li> <li>• helps break down homogeneity effect – similarities between in-group and out-group found (1)</li> <li>• application – workplace where a team are not working well together, or when a new member joins a team (1)</li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> <li>• application – challenging the homogeneity effect within sports teams’ supporters – Primary schools in the Glasgow area have had coaches from rival city teams come together to talk about football and are seen to be able to work together. (1)</li> </ul> <p><b>Social Identity Theory/Education</b></p> <ul style="list-style-type: none"> <li>• SIT – homogeneity effect - Perdue (1990) – in-group pronouns – we, us etc. trigger positive emotions and out-group pronouns – they, them, their, trigger negative emotions (1)</li> <li>• Jane Elliott (1968) – reduction of homogeneity – children changed schema they had learned from media etc. After her study (1)</li> <li>• application – used in many other contexts throughout the world eg business, prison service where diversity is not evident (1)</li> <li>• strategy less successful where prejudice is ingrained and violent (1) Introducing it at an early age can have a positive effect on shaping schema. (1)</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• media challenges stereotypes by making visible, those who do not conform to stereotypes (1). If only exposed to characters/stories that confirm a stereotype, they will persist (1)</li> <li>• children exposed to films like Brave and books like the Boy in the Dress learn girls and boys can break historical stereotypes (1)</li> <li>• 62% of BBC major presenters are female versus 38% male. However, only 18% of presenters over 50 are women – suggests as women age they are less acceptable being in the public eye (1)</li> <li>• White et al (2018) – online program called E-contact reduced prejudice, chat rooms created involving people from different groups - shifted mindset from us and them to ‘we’. (1)</li> </ul> <p><b>Affirmative action</b></p> <ul style="list-style-type: none"> <li>• affirmative – increases the representation of groups historically excluded from participation in certain employment sectors/companies/educational institutions, through changing policies and practices (1)</li> <li>• USA have quotas they work towards particularly in terms of race – implemented using hiring quotas/grants/scholarships (1)</li> </ul>

Question			General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
					<ul style="list-style-type: none"> <li>producing a more diverse workforce/increasing opportunities for minority groups (1). Some in majority may see this as favouring one group over another – increasing prejudice. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Section 3 – Social behaviour – social relationships

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
7.	(a)	‘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.	4	<p><i>Candidates are asked to describe levels of parasocial relationships.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• parasocial relationships are one-sided/non-reciprocal relationships with a celebrity/media personality/fictional character (1)</li> <li>• Entertainment-social – the person keeps up with the celebrity and finds out information about them for the purpose of entertainment (1)</li> <li>• Intense-personal – the person has intense feelings for the celebrity and may appear obsessed (1)</li> <li>• Borderline pathological – the person has over-identified with the celebrity and has fantasies that may be uncontrollable (1)</li> <li>• each level equates to a different level of intensity (1)</li> <li>• this type of relationship gives the individual a sense of closeness/familiarity/emotional attachment (1)</li> <li>• parasocial relationships are often formed because the individual lacks the social skills/opportunity to form other types of relationship (1)</li> <li>• one of the benefits of a parasocial relationship is that there is no risk of rejection for the individual. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	<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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to research studies</li> <li>• implications of strengths/weaknesses</li> <li>• applications perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse evolutionary theory of romantic relationships.</i></p> <p><i>In your analysis you must include at least one aspect of virtual relationships.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they do not include at least one aspect of virtual relationships.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of evolutionary theory.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of evolutionary theory.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p>Points of analysis may include:</p> <p><b>Evolutionary theory</b></p> <ul style="list-style-type: none"> <li>• supported by Waynforth and Dunbar (1995) – dating adverts women describe themselves in terms of physical attractiveness and youth – men described their resources and intelligence <b>(1)</b></li> <li>• Brady Van Der Bos (2018) – use of Tinder by males and females mirrored sexual selection strategies of evolutionary theory <b>(1)</b></li> <li>• Sedgewick et al. (2017) – on Tinder males tended to take photographs to make themselves look taller (ie, more powerful) and females would take photographs from above so they look smaller (ie, less powerful), consistent with sexual selection <b>(1)</b></li> <li>• focuses on natural selection when explaining social relationships – filter theory focuses on a socio-economic perspective (costs and benefits). <b>(1)</b></li> </ul> <p><b>Evolutionary theory and reduced cues theory of virtual relationships</b></p> <ul style="list-style-type: none"> <li>• reduced cues theory suggests relationships based on shared interests and communication skills rather than physical characteristics <b>(1)</b></li> <li>• disinhibition from reduced cues – engage in more aggressive or blunt communication – not be suitable for trying to develop a relationship based on trying to advance reproduction <b>(1)</b></li> <li>• focuses on importance of text-based communication in online relationships, – evolutionary theory relies more on verbal communication to convey emotions <b>(1)</b> both theories focus on quality and effectiveness of communication in relationship formation and continuation. <b>(1)</b></li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Evolutionary theory and gating in virtual relationships</b></p> <ul style="list-style-type: none"> <li>• ‘gates’ prevent people from developing relationships, such as a stammer, but these barriers are not present in virtual relationships but are from evolutionary theory (1). increased opportunity for people to develop relationships virtually if they possess features considered not evolutionarily productive (1)</li> <li>• absence of gates in computer mediated communication, people whose personalities are compatible might be able to form relationships that would not otherwise occur via evolutionary strategies (1)</li> <li>• absence of gates can lead to people misrepresenting themselves online – could also occur in evolutionary strategies eg cosmetic surgery to enhance appearance or not being truthful about their resources (1)</li> <li>• absence of gates implies a level of trust in interactions and trust is an adaptive strategy – promoting survival and reproductive success (1)</li> <li>• absence of gating in virtual relationships increases pool of potential partners – relationships might form based on common interests – evolutionary theory reduces number of potential partners as limited range of desirable characteristics. (1)</li> </ul> <p><b>Evolutionary theory and Walther’s hyperpersonal theory of virtual relationships</b></p> <ul style="list-style-type: none"> <li>• people can present themselves virtually in more idealised ways than face-to-face – they can emphasise traits in online profiles that are attractive in line with evolutionary mating strategies (1)</li> <li>• attractive avatars used more in online games, particularly attractive female avatars – aligns with evolutionary mating strategies (Waddell and Ivory, 2015) (1)</li> <li>• Walther (1996) – online communication can become more intense due to the absence of non-verbal cues – faster relationship formation which could be seen as having an evolutionary advantage. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>



Section 3 – Social behaviour – aggression

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
8.	(a)	'Describe' requires candidates to provide a statement or structure of characteristics and/or features. This will be more than an outline or a list.	4	<p><i>Candidates are asked to describe genetic influences on aggression.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• MAOA have been associated with aggression (1) MAOA regulates the metabolism of serotonin in the brain (1), low levels of serotonin have been associated with aggression (1)</li> <li>• findings from twin studies show aggression to be more highly correlated in MZ than DZ twins (1). These findings can be explained as MZ twins share 100% of the same genetic material. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	<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).</p> <p>Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> <li>• implications</li> <li>• links to concepts/theories/studies</li> <li>• implications of strengths/weaknesses of the explanation of the explanations/influences</li> <li>• applications of the explanations/influences perhaps based on an evaluation.</li> </ul>	16	<p><i>Analyse social learning theory as an explanation of aggression.</i></p> <p><i>In your analysis you must include at least <b>one</b> media influence.</i></p> <p>Candidates can gain a <b>maximum of 12 marks</b> if they do not include at least one media influence.</p> <p>Award a <b>maximum of 4 marks</b> for descriptions of social learning theory.</p> <p>Award a <b>maximum of 4 marks</b> for evaluation of social learning theory.</p> <p>Candidates can gain the full <b>16 marks</b> for analysis.</p> <p>Points of analysis may include:</p> <p><b>Social Learning Theory (SLT)</b></p> <ul style="list-style-type: none"> <li>• media violence can desensitise children, making them more hardened to acts of violence in real life (1)</li> <li>• application – introduction of the 9pm watershed to protect children from watching aggressive content (1)</li> <li>• emphasises environmental influences – reductionist to ignore genetic influences on aggression (1)</li> <li>• explains some forms of aggression but difficulty explaining aggression due jealousy/envy making it reductionist (1)</li> <li>• fails to acknowledge that observing violence can have a positive effect – allowing the individual to release aggression in a vicarious/socially acceptable manner. (1)</li> </ul> <p><b>Computer Games</b></p> <ul style="list-style-type: none"> <li>• game developers can focus on creating games that have role models who are reinforced for pro-social or non-aggressive behaviours (1)</li> <li>• Baranowski et al., 2008 – SLT has been used to create video games that lead to positive behaviour outcomes within the health-care setting – could be used to design games to reduce aggressive behaviour (1)</li> <li>• SLT would say playing violent video games would create aggressive behaviour – evidence is conflicting and does not show a clear cause and effect relationship (1)</li> <li>• research can inform policymakers and educators about the most effective strategies to mitigate potential harm from computer games. (1)</li> </ul>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<p><b>Cognitive Priming</b></p> <ul style="list-style-type: none"> <li>• can be used to prime those with a history of aggression toward more prosocial behaviours and attitudes – could involve using positive images, stories, or role models, to encourage empathy (1)</li> <li>• Bushman (1998) – participants who watched a violent film responded more quickly to aggressive words than those who watched a non-violent film giving evidence for cognitive priming (1)</li> <li>• Bushman and Huesmann (2006) – short term effect of violent media on aggression was predominantly due to priming (1) – the long-term effects of this linked to observation/reinforcement of role models/vicarious learning (1)</li> <li>• mechanism for social learning of aggression – because of exposure to aggressive cues which can trigger aggressive thoughts/emotions/behaviours – potentially leading to social learning of aggression (1) where an individual might imitate the behaviour of an aggressive role model observed in a film. (1)</li> </ul> <p><b>Disinhibition:</b></p> <ul style="list-style-type: none"> <li>• effect of exposure to violent behaviour in the media desensitizing individuals to aggression and making them more prone to act aggressively – Bandura’s Bobo doll study was also concerned with impact of exposure to violent behaviour on aggression (1)</li> <li>• cartoon violence often unpunished and seen as a socially normative response – children learn aggression is rewarding – help them to achieve their goals encouraging imitation (1)</li> <li>• Police training on disinhibition can help officers de-escalate/minimise the risk of aggressive confrontation (1). members of public can model the types of behaviour shown by the police in this type of situation (1)</li> <li>• Lowry et al (2016) – disinhibition combined with social media promotes social learning of cyberbullying – contributing to increased incidences of cyberbullying behaviour. (1)</li> </ul> <p>You may give credit for research evidence.</p> <p><b>Or any other relevant response.</b></p>

[END OF MARKING INSTRUCTIONS]