



National
Qualifications
2025

2025 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.	6	<p><i>Candidates are asked to explain why using a smartphone before bed is not a good idea.</i></p> <ul style="list-style-type: none"> • smartphones emit (blue) light which suppresses the production of melatonin (1). Using a smartphone before bed would make it harder to fall asleep/disrupt their sleep-waking cycle (1) • exposure to artificial light from their phone could disrupt the person's circadian rhythm sending signals to the brain that it is still daytime (1), making it difficult for them to go to sleep (1) • if the person is not getting enough sleep, they could be at risk of symptoms of sleep deprivation, which could negatively impact their performance at school/college/work (1), making them more likely to make mistakes/fall asleep/lose concentration (1) • if the person is checking their social media, it could lead to increased stress/anxiety/excitement, making it harder for them to fall asleep. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	<p>‘Analyse’ requires candidates to make points that identify the parts, the relationships between them, and their relationship 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"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the concepts • applications of the concepts perhaps based on an evaluation. 	14	<p><i>Candidates are asked to analyse Oswald’s (1966) Restoration theory of sleep.</i></p> <p>Award a maximum of 3 marks for descriptions of Restoration Theory.</p> <p>Award a maximum of 4 marks for evaluation of Restoration Theory.</p> <p>Candidates can gain the full 14 marks for analysis.</p> <p>Points of analysis may include:</p> <ul style="list-style-type: none"> • Everson (1989) showed that rats deprived of sleep eventually die. This supports the theory as it shows there is a physiological need for sleep. (1) However stress-inducing techniques were used to keep the rats awake. It could be the negative impact of stress/high cortisol levels that killed them – not the lack of sleep (1) • a condition known as fatal familial insomnia sees sufferers sleep normally until middle age before developing the condition. They are then unable to sleep and consequently die after approximately 2 years. This supports Oswald’s theory that there is a physiological need for sleep (1) • Mednick (2003) showed that even a 90 minute nap before undertaking perception tasks improved performance over no sleep at all. This suggests similarity in theory between restoration and reorganisation theory (1), as the nap is allowing the brain to refresh before the task. This is traditionally used as evidence for reorganisational theory (1) • studies have shown that sleep is important for the brain processes responsible for memory/problem solving/mood. (1) This links to the restoration theory as it suggests that the brain is restored during sleep, however this also supports reorganisational theory of sleep as enhancing information processing after a nap was seen in Mednick (2003) (1)

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
			<ul style="list-style-type: none"> • Shapiro offered support for the theory in his research on ultramarathon runners. The runners' time in slow wave sleep increased. This suggests that the original time spent in this stage was restoring the body. (1) Horne and Harley (1988) contradicted Shapiro and point to increased heating of the brain being the reason for the extended slow wave sleep, and not the physical activity. They found participants who had warm air blown onto their face and head before sleeping spent more time in slow wave sleep. (1) This implies that sleep is important to the restoration of the brain alone, not the brain and body as the theory suggests (1) • an application of this theory is when a coma is induced in those who have experienced brain trauma. This allows recovery of the brain (1) • an application of this theory is that adolescents sleep more than adults due to physiological changes that arise in puberty (1) • Oswald's Restoration theory proposes that during REM sleep the brain is restored which implies that if sleep is disrupted then cognitive processes may be adversely affected (1) • findings suggest that sleep is for the restoration of energy, so since all body systems require energy, they are all affected by sleep. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 2 – Social behaviour – conformity and obedience

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
2.	(a)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain situational factors affecting obedience.</i></p> <p>Where candidates only provide descriptions of situational factors affecting obedience, a maximum of 3 marks can be awarded.</p> <p>Where only one situational factor is explained, award a maximum of 4 marks. Any single situational factor can be awarded a maximum of 4 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • proximity to authority — the closer the authority figure, the more likely we are to obey. (1) In the Milgram study obedience fell when the authority figure was not in the room. (1) The more aware we are of the consequence of our actions, the less likely we are to obey (1) • proximity to victim — the closer the victim, the less likely we are to obey. (1) In the Milgram study, obedience fell when the teacher had to hold the learner's hand on the shock plate (1) • location — we are more likely to obey when the location has a high status (1) This was seen in the Milgram study when obedience fell when the location changed from Yale University to a rundown building (1) • uniform — uniform gives a sense of legitimate authority, (1) therefore we are more likely to obey if someone is wearing a uniform. (1) This was seen in the Milgram study where obedience fell when the person giving instructions was wearing ordinary clothes. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	<p>'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something. Candidates are expected to give the judgement/evaluation criterion, then explain why this creates a strength or weakness.</p>	4	<p><i>Candidates are asked to evaluate Mori and Arai's (2010) study into conformity.</i></p> <p>Responses may include strengths alone, weaknesses alone, or strengths and weaknesses.</p> <p>Where candidates provide only generic evaluations, a maximum of 2 marks can be awarded. A maximum of two 'single' marks may be awarded for undeveloped points, other points should be developed.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the participants in the Mori and Arai study knew each other (1) making the results of the study much more applicable to real life situations of conformity (1) • the participants were Japanese, showing conformity in a single culture, (1), making the results difficult to generalise to other cultures. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(c)	(i)	4	<p><i>Candidates are asked to use their knowledge of NSI to explain the likelihood of Natasha conforming by joining the football team.</i></p> <p>Candidates must refer to the scenario to gain full marks. A maximum of 2 marks can be awarded for explanations of normative social influence without reference to the scenario.</p> <ul style="list-style-type: none"> • NSI is where someone changes their behaviour to match a group, where they want to fit in (1) • Asch found that the majority of participants conformed and gave at least one wrong answer in order to fit in (1) • since Natasha is new to the school, she wants to fit in with her friends. This would make her more likely to join the football team (1) • NSI may lead Natasha to comply and play football at school, while she still plays rugby in her own time. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(ii)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to use their knowledge of individual factors to explain the likelihood of Natasha conforming by joining the football team.</i></p> <p>Candidates must refer to the scenario to gain full marks. A maximum of 3 marks can be awarded for explanation of individual factors affecting conformity.</p> <p>Candidates must refer to multiple individual factors to gain full marks. Award a maximum of 4 marks per factor.</p> <ul style="list-style-type: none"> • Natasha is more likely to join the football team than a male in the same situation. (1) This was shown in the Eagly and Carli study where women conformed at a higher rate than males. (1) However, given that Natasha already dissents by not taking part in a sport which is stereotypically played by females, she may be less likely to conform (1) • as a female, Natasha is socialised to avoid confrontation/value group harmony, making her more likely to conform than a male in the same situation. (1) This was demonstrated in Mori and Arai (2010), when females conformed more than males, largely due to the segregated gender roles in Japan (1) • if Natasha has high self-esteem, she may try to start a rugby team at the school (1) Mori and Arai (2014) showed females with low self-esteem conformed more than those with high self-esteem. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</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)	'Describe' requires candidates to make a point and then develop this point by giving further information.	4	<p><i>Candidates are asked to describe the role of diathesis-stress in depression.</i></p> <ul style="list-style-type: none"> • according to the diathesis-stress model depression is caused by a complex interaction between physiological/biological factors and environmental factors (1). Physiological/diathesis factors could be genes/neuroanatomy/biochemistry. (1) Environmental/stress factors could be loss/unemployment/relationship difficulties/puberty/marriage/retirement/alcoholism/drug abuse (1) • people will react differently to each type of stressor. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain Beck's cognitive triad.</i></p> <p>Where the candidate has described, but not explained Beck's cognitive triad, award a maximum of 3 marks.</p> <p>All 3 components must be referred to for maximum marks. Where a candidate refers to only 2 components, award a maximum of 5 marks. If they only refer to one component, award a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Beck proposed that there are 3 main dysfunctional beliefs that dominate the cognitive processing of someone with depression (1) • negative belief about the self which is influenced by past interactions (1) for example, I am undeserving/incompetent/worthless/inadequate (1) • negative view of the world which comes from the belief that everyone else has these negative beliefs about them (1) eg, the world is a hostile place and all my experiences end in failure (1) • negative view of the future which comes from the belief that things will continue to be this way (1) for example, problems will not go away/there will always be pain/ hopelessness/no change. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<p>'Analyse' requires candidates to make points that identify the parts, the relationships between them, and their relationship 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"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the concepts • applications of the concepts perhaps based on an evaluation. 	10	<p><i>Candidates are required to analyse a study into the biology of depression.</i></p> <p>Award a maximum of 2 marks for a description of the study.</p> <p>Award a maximum of 3 marks for an evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Caron (2013)</p> <ul style="list-style-type: none"> • it was concluded that the mice with low serotonin levels were more susceptible to exhibiting symptoms of depression after being exposed to social stressors than the mice who had normal levels of serotonin (1) • the study may provide evidence to support neurotransmitter imbalance theory that lower levels of serotonin causes depression. (1) However, further evidence to support this theory is largely inconclusive which suggests that giving people this information may prevent them from making informed decisions about whether or not to take antidepressants (1) • Caron treated the mice that had depression-like symptoms with SSRIs and concluded that only the normal mice experienced reduced depression symptoms. (1) Caron suggested that this was because SSRIs work by blocking cells' ability to 'recapture' serotonin which explains why the SSRI would be less effective in mice with low serotonin. (1) This could explain why some people with depression are unresponsive to SSRI treatment (1) • the low serotonin mice may not have exhibited symptoms of depression had they not been exposed to the social stressor which supports the diathesis-stress explanation that depression is caused by the interaction of environmental and biological factors (1) • it may be argued that results from mice samples cannot be generalised to humans as we have very different brain structure and functions. However, the symptoms the reduced serotonin mice exhibited did mimic the symptoms of humans with Major Depressive Disorder (1) • Lewinsohn (2001) found that it was negative illogical thinking patterns that caused adolescents to develop depression in response to negative life events which refutes Caron's findings that serotonin plays a role in depression. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</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)	‘Describe’ requires candidates to make a point and then develop this point by giving more information.	4	<p><i>Candidates are required to describe the features of long-term memory.</i></p> <ul style="list-style-type: none"> • capacity is limitless (1) • LTM has a duration of up to a lifetime (1) • information in LTM is encoded semantically (1) • if information in STM is rehearsed and elaborated it transfers to the LTM (1) • there is a distinction between episodic, semantic, procedural memories. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>
	(b)	‘Explain’ requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are required to explain the trace decay explanation of forgetting.</i></p> <p>Where the candidate has described, but not explained, the trace decay explanation of forgetting, award a maximum of 3 marks.</p> <ul style="list-style-type: none"> • memories leave a trace in the brain (1) in the form of a physical and/or chemical change in the nervous system (1) • forgetting occurs as a result of fading of the memory trace (1) • this explanation focuses on time/the limited duration of STM (1) • unless information is rehearsed it decays/fades away after 30 seconds (1) • Peterson and Peterson (1959) found that when given an interference task after learning trigrams participants could recall fewer trigrams the longer the time interval between learning and recall, suggesting that the memory trace decays. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<p>‘Analyse’ requires candidates to make points that identify the 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"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the concepts • applications of the concepts based on an evaluation. 	10	<p><i>Candidates are required to analyse a study relating to the working memory model.</i></p> <p>Award a maximum of 2 marks for descriptions of the study.</p> <p>Award a maximum of 3 marks for an evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Robbins (1996)</p> <ul style="list-style-type: none"> • it was concluded that the participants who were required to carry out an additional task using the visuospatial sketchpad performed less well in recalling 16 chess positions (1) than those required to carry out an additional task using the phonological loop (1) • these findings provide evidence for the existence of 2 separate slave systems as the participants could dual task better when given visual and auditory tasks. (1) They concluded that performing 2 tasks using the same slave system reduces recall (1) • these findings provide evidence for the role of the central executive in attention as the participants performed less well when their attention was divided between 2 visual tasks (1) as the visuospatial sketchpad became overloaded. (1) However, attention could be divided between the phonological loop and the visuospatial sketchpad which explains why participants could dual task when given a visual and auditory task (1) • these findings can be applied to education as students are advised not to read messages on their phones while revising as the 2 tasks will interfere with each other (1) as both process information using the phonological loop. (1) This was further supported by Kuznekoff and Titsworth (2013) who found that students who received messages on their devices while taking part in a quiz performed less well than those with no distractions (1) • the task is low in mundane realism as memorizing chess positions is not a reflection of how people use their working memory which means that the findings cannot be applied to demonstrate how working memory works in everyday life. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</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)	<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 the sympathetic medullary system in relation to stress.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the sympathetic medullary system (SAM) is the body’s immediate response to a stressor (1) • it is part of the autonomic nervous system (ANS) (1) • it is known more commonly as the fight or flight response (1) • it triggers a part of the adrenal gland called the adrenal medulla (1) • the adrenal medulla produces adrenaline when triggered. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make clear relationships between things clear.	6	<p>Candidates are asked to explain the effects of workload and control on workplace stress.</p> <p>Where a candidate has described but not explained the effects of workload and control, award a maximum of 3 marks.</p> <p>Candidates should refer to both workload and control for full marks. Where a candidate refers to the effects of only one, award a maximum of 4 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the engineering theory of stress suggests that a heavy workload causes people to feel stressed (1) because of intense pressure and impossible deadlines (1) • too little pressure/responsibility can also cause workers to feel stressed (1) and they can feel undervalued/their skills not recognised (1) • Johansson <i>et al.</i> (1978) tested Swedish sawmill workers and found that job demand is not just down to workload (1) but rather if continuous attention or lots of responsibility was required (1) • the job strain model suggests that it's not just because of workload that people end up with physical symptoms of stress (1) but it is more to do with high demand and low control (1) • Marmot <i>et al.</i> (1997) found that it was workers at the bottom of the hierarchy/ who had low control that had more cardiovascular problems due to stress. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<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"> • implications • links to concepts/theories/studies • implications of strengths/weakness of the concepts • application of the concepts based on an evaluation. 	10	<p><i>Candidates are asked to analyse a study into individual differences in the stress response.</i></p> <p>Award a maximum of 2 marks for descriptions of the study.</p> <p>Award a maximum of 3 marks for evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Friedman and Rosenman (1974)</p> <ul style="list-style-type: none"> • concluded that people with Type A personality are more likely to develop heart disease due to stress than Type Bs. (1) This implies that stress is not just down to environment but suggests that personality is also a factor (1) • it can be linked to biological theories of stress which suggest that the overproduction of stress hormones can lead to cardiovascular problems (1) • it can be linked to the theory of hardiness as both suggest that personality plays a role in the stress response. (1) However, while personality theory is more deterministic as it is relatively stable, hardiness theory suggests that people can improve their stress response with training (1) • someone identified as having a Type A personality could take preventative measures to avoid the negative impacts of stress on their heart health (1) • it can be compared with Kobasa’s (1979) study who used the SRRS questionnaire on executives and also found that those with a hardy personality were less prone to symptoms of stress. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</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)	‘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 indirect discrimination.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> • discrimination is the behavioural component of an attitude (1) • indirect discrimination is when rules/arrangements are put in place that apply to everyone but unfairly disadvantage someone with a protected characteristic (1) • indirect discrimination is unintentional/less obvious than direct discrimination (1) • someone without a particular protected characteristic can also experience indirect discrimination (1), for example, if a working practice/policy/rule causes them the same disadvantage as someone with the protected characteristic (1) • discrimination leads to harmful consequences for those experiencing it. (1)
	(b)	‘Explain’ requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain the stereotyping explanation of prejudice.</i></p> <p>Where the candidate has described, but not explained, the stereotyping explanation of prejudice, award a maximum of 3 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • stereotyping is an overgeneralisation of a group of people (1) based on your own and/or others’ opinions and/or encounters (1) • stereotypes can be positive or negative (1) • it is a belief that all members of a group share the same characteristics (1), for example the belief that all Scottish people are stingy (1) • stereotypes can lead to social categorisations which are a reason for prejudice (1) • Katz & Braly (1933) found that white American were generally stereotyped as industrious/progressive/ambitious (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<p>‘Analyse’ requires candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion). Candidates can gain analysis marks where they provide, for example:</p> <ul style="list-style-type: none"> • implications • application • conclusions • links to concepts /theories/studies • implications of strengths/weaknesses of the treatments. 	10	<p><i>Candidates are required to analyse one study into ways of reducing prejudice.</i></p> <p>Award a maximum of 2 marks for descriptions of the study.</p> <p>Award a maximum of 3 marks for evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Weiner and Wright (1973)</p> <ul style="list-style-type: none"> • experiencing prejudice first hand can reduce prejudice towards other people (1) • the study can be used to educate people on the effects of prejudice (1) • unlike Jane Elliot, Weiner and Wright followed a research process. This meant that their results were more valid/reliable (1) • Weiner and Wright, as psychologists, were bound by ethical guidelines, whereas Elliot was not (1) • both Weiner and Wright and Jane Elliot used third grade students as participants, which makes it easier to draw valid comparisons between the results of the studies (1) • after taking part in this experiment, two weeks later the participants showed less prejudice than a control group – showing the usefulness of the technique. (1) • Weiner and Wright’s study shows higher rates of conformity than other educational ways of reducing prejudice (1) • using this study’s procedure as a direct way of reducing prejudice, ie by discriminating against people for a period of time, would be an unethical application of Weiner and Wright’s study. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Individual 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 make a point and then develop this point by giving further information.	4	<p><i>Candidates are asked to describe the filter theory of romantic relationships.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> • filter theory states that in terms of partner choice we all have a field of available partners we can choose from (1) • we use three filters to narrow down the choice of potential romantic partners (1) • the first filter is social demography, which are a set of factors that influence the chance of potential partners meeting (1) • the second filter is similarity in attitudes; we filter out people with dissimilar attitudes to ourselves (1) • the third filter is complementarity of emotional needs and this is linked to the ability of romantic partners to meet each other's needs. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear	6	<p><i>Candidate are asked to explain levels of para-social relationships.</i></p> <p>Where the candidate has described, but not explained, levels of parasocial relationships, award a maximum of 3 marks.</p> <p>Where the candidate has only explained one level, award a maximum of 4 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • McCutcheon and colleagues (2002) identified three levels of parasocial relationship, each level describing the attitudes and behaviours linked to more and more extreme forms of celebrity worship (1) • level 1/Entertainment-social: Celebrities are viewed as sources of entertainment/as a topic for lighthearted chat among friends. (1) At this stage, feelings towards the celebrity are not obsessive (1) • level 2/Intense-personal: At this level, celebrities may be seen as a soulmate/people may have an intense interest in their personal life (1), such as their dress sense/food they like/what they do for fun (1) • level 3/Borderline pathological: At this level, a person may be obsessed with the celebrity (1), maybe spending large sums of money to obtain memorabilia/may end up stalking the celebrity. (1) The person believes that the celebrity reciprocates these feelings (1) • Cole and Leets (1999) found that adolescents who have insecure attachment types are more likely to develop parasocial relationships (1) • Greenwood and Long (2009) found that people may develop celebrity worship as a way of dealing with recent loss/loneliness. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<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"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the study • applications of the study perhaps based on an evaluation of the study. 	10	<p><i>Candidates are asked to analyse one study into virtual relationships in social media.</i></p> <p>Award a maximum of 2 marks for descriptions of the study.</p> <p>Award a maximum of 3 marks for evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Zhao, Grasmuck and Martin (2008)</p> <ul style="list-style-type: none"> • on Facebook, people prefer to ‘show’ rather than ‘tell’ information about themselves (1) • online identities are different from offline identities as our Facebook selves are highly socially desirable and this might not be an accurate reflection of the real life individual (1) • the absence of gating enables people to create a more idealised version of themselves (1) • creating an online identity which is appreciated by others can enhance overall self-image (1) • creating an online identity which is appreciated by others can increase the quality of face-to-face, as well as online, relationships (1) • most participants let the public see a wide range of photos of themselves in the context of their friends/having fun/being affectionate/socialising, which could increase social contacts and potential partners for relationships (1) • Zhao et al. studied anonymous environment (Facebook), while Ellison et al. focused on a semi-anonymous environment (online dating sites). Zhao et al. found implicit identity claims and group affiliations, whereas Ellison et al. observed selective self-presentation and strategic misrepresentation (1) • The results of this study are consistent with the findings of Yurchisin et al. (2005) that people tend to project themselves more socially desirable online, even though the contexts were different (Facebook versus Dating Profiles). (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Section 3 – Individual behaviour – aggression

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
8.	(a)	Questions that ask the candidate to 'describe' require them to make a point and then develop this point by giving further information.	4	<p><i>Candidates are asked to describe ethological influences on aggression.</i></p> <p>Responses may include:</p> <ul style="list-style-type: none"> • aggression is seen as an instinctive/innate behaviour (1) • aggression evolved because it helped a species survive and reproduce/is adaptive (1) • in this explanation of aggression, findings from animal studies are applied to human behaviour as aggression is seen as instinctive in both (1) • suggests that aggression within a species is used for communication rather than being violent/lethal (1) • signals of aggression are performed ritualistically to assert dominance (1) • ritualistic aggression follows a fixed action pattern. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
	(b)	'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.	6	<p><i>Candidates are asked to explain Sykes' deprivation model of aggression.</i></p> <p>Where the candidate has described but not explained the deprivation model of aggression, award a maximum of 3 marks.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • this model offers a situational explanation of aggression (1) arguing that prison culture develops within the institutions rather than with the individuals themselves (1) • loss of liberty — when an individual is imprisoned, they are deprived of their basic freedom (1), and often have to gain permission to eat/sleep (1) • loss of autonomy — prisoners have little control/choice over their lives (1), which often leads to frustration and aggression amongst inmates (1) • loss of security — prisoners often live in fear of aggression from other inmates (1). This often results in aggression as a form of defence. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Detailed marking instructions for this question
(c)	<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"> • implications • links to concepts/theories/studies • implications of strengths/weaknesses of the study • applications of the study perhaps based on an evaluation of the study. 	10	<p><i>Candidates are asked to analyse one study into media influences on aggression.</i></p> <p>Award a maximum of 2 marks for description of the study.</p> <p>Award a maximum of 3 marks for evaluation of the study.</p> <p>Candidates can gain the full 10 marks for analysis.</p> <p>Points of analysis may include:</p> <p>Delhove and Greitemeyer (2021)</p> <ul style="list-style-type: none"> • the findings of this study contradict other researchers whose findings highlighted a negative relationship between agreeableness and aggression (1) • the difference in results between this study and others may be due to an amended version of the personality test being used which could have impacted on the reliability and validity of the results (1) • the difference in results between this study and others may be due to psychology students being used, who tend to score higher on agreeableness than students studying business and economics (1) • exposure to media violence had previously been linked to a decrease in empathy, the results of the current study found no evidence of this (1) • this study concluded that no relationship existed between exposure to violent media and aggression (1) • one of the conclusions of the study is that a relationship exists between neutral media use and aggression. (1) An implication of this is that further research is needed to investigate these findings as they were unexpected (1) • Delhove and Greitemeyer found mixed results and no evidence of social influence, whereas Anderson and Bushman (2001) found consistent evidence linking violent media to increased aggression. (1) <p>You may give credit for research evidence.</p> <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]