National Qualifications 2016

2016 Psychology

Higher

Finalised Marking Instructions

General Marking Principles for Higher Psychology

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

(c) If a specific 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.

(d) The term "or any other acceptable response" is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific marking instructions or not.

(e) Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to, for instance, a concept, process, experiment, situation, or facts.

(f) Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.

(g) Questions that ask candidates to *analyse* require them 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).

(h) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.

(i) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.

(j) Questions require candidates to use psychological knowledge and understanding to gain marks. Marks will not be awarded to personal opinion that is not supported by such use of psychological knowledge and understanding.

(k) There may be some degree of 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 – Research

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		Candidates are expected to construct a suitable hypothesis for the research scenario.	2	For full marks candidates must express the research variables (reasonably operationalised) under investigation and indicate what the expected outcome would be. For example: People who take part in the health and wellbeing programme will be less likely to experience a second stroke than those that do not take part in the programme. **Or any other relevant response.**
	(b)		Candidates are expected to name and describe **one** sampling method used within the research scenario.	2	Any appropriate sampling method used within the research scenario must be identified and described for full marks. Example: Self-selection description – Posters were placed on notice boards in relevant hospital wards asking for people aged between 18 – 95 years who had experienced a stroke to volunteer to take part in the health and wellbeing programme. Marks can also be awarded for a generic description of the sampling method used for either of the samples in this research scenario. **Or any other relevant response.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)		Candidates are expected to evaluate the research method used within the research scenario by strengths and/or weaknesses specific to the research method.	6	Correct research method must be identified and evaluated for **6 marks**. (name of method does not need to be provided for full credit to be awarded) Candidates who provide developed responses can be awarded a maximum of 3 marks for 1 developed strength and/or weakness up to a maximum of 6 marks. Research Method Used: Natural Experiment (Field can be accepted) An example of a developed strength: High in ecological validity because the study takes place in a real life environment (1) and so the researcher can be sure that the behaviour measured reflects real life (1) and is less likely to be affected by demand characteristics (1). **Or any other relevant response.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(d)		Candidates are expected to analyse the results of the study.	4	For full marks candidate must present a minimum of 2 developed points of analysis or 4 statements of analysis, all must relate to the research scenario. Points of analysis could include: People who took part in the health and wellbeing programme were less likely to experience a second stroke than those who did not take part in the programme. (1) The number of people who did not take part in the health and wellbeing programme and experienced a second stroke was greater by 19. (1) However, 8 people taking part in the health and wellbeing programme still went on to experience a second stroke. (1) This suggests that lifestyle factors are not the only factors which cause strokes (1). Other points of analysis could include: The results could suggest that not all people from the first sample followed the health and wellbeing programme as advised (1). The results could suggest that people from either sample may have used strategies to reduce the risk of a second stroke without the use of a health and wellbeing programme (1). **Or any other relevant response.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(e)		Candidates are expected to explain ways in which this study could be improved.	6	Candidates can be awarded up to **6 marks** in a number of ways. 1 mark can be awarded for each point, or development of a point, of explanation. Improvements could include: - An equal balance of male and female participants to avoid gender bias (1) - Widening the demographic of participants would increase the generalisability of the results (1). - Follow-up activity with the first sample group to ensure compliance with the health and wellbeing advice would have made the results more valid (2). **Or any other relevant response.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2	(a)		The candidate is expected to describe **one** sleep disorder.	4	1 mark will be awarded for each point made – there are a number of options that candidates may choose so assessors must use their professional judgement when awarding marks – two examples:
					• Insomnia is when there is a problem with sleep patterns – usually a problem falling asleep (1).
					• Takes a long time to fall asleep (1).
					• Waking up many times through the sleep process (1).
					• This leads to lack of concentration and sleepiness during the day – a feeling of not being rested (1).
					• Narcolepsy is a sleep disorder involving unusual sleep patterns (1).
					• Excessive sleepiness during daytime can lead to sudden "falling asleep" in all kinds of unusual places and times – during class, shopping etc (1).
					• May suddenly fall to the ground due to loss of muscle tone (1).
					• Can happen many times during the day (1).
					• If Circadian Rhythm Disorder is given, a mark can be awarded for a description of Circadian Rhythms (only if the candidate goes on to describe the disorder itself).
					• Potential causes of sleep disorders can attract marks, if accurate
					• Treatments for sleep disorders attract no marks
					• Relevant research can attract marks, if it helps describe the sleep disorder
					Or any other relevant disorder.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	(i)	Candidates are expected to describe **one** research study that relates to the topic.	4	Marks will be awarded for describing a relevant study which could include: • Aim, method, procedure, results, conclusion. Suggested studies – Dement and Kleitman (1957) Czeisler et al. (1990) Van der Werf (2009) For example: Dement and Kleitman (1957) Aim: The aim of the study was to investigate the relationship between eye movements and dreaming (1). Method: Laboratory Experiment (1). Procedure: • Participants were asked to report to the lab before bedtime. (1) • Brain and muscle activity were recorded. (1) • They were woken at various times to test dream recall. (1) • Participants' recall of dreams was recorded on tape. (1) Markers should use their professional judgement to ensure that the research study is a published one. **Or any other relevant study.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
		(ii)	Candidates are expected to evaluate their chosen study.	4	Candidates who provide developed responses can be awarded a maximum of 2 marks for 1 developed strength **and/or** weakness up to a maximum of 4 marks. Study is low in ecological validity (1) therefore does not represent real life situation (1). Study was in a controlled environment (1) therefore cause and effect can be established (1). If candidate has provided solely generic evaluations, an overall maximum mark of 2 can be awarded (refer to page 2, point h for general principles for markers: evaluation) **Or any relevant answer related to the study chosen for b (i).**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)		Candidates are expected to explain sleep and dreams using the cognitive approach.	8	Candidates can be awarded up to **8 marks** for explaining sleep **and** dreams using the cognitive approach. Answers may include the following: • Based on computer analogy – inputs – stores – outputs (1). We take information into our brain and process the stimuli into some kind of order - this could explain our dreams (1). • Diagrams can be used as long as they are explained. This can include discussion of the suggestion that sleeping gives the brain a chance to "file" away all the information from the day and updated this links with the computer analogy theory developed by Evans (1984) (2). • Enables problem solving during sleep (1). • Schemas may be discussed – as our mind deals with sensory memory and then fits into place using existing schema (2). • Dreaming could be the result of processing information received during the day (1). The explanation must include reference to both sleep and dreams for full credit to be awarded. **Or any other relevant answer.**

Section 3 – Social Behaviour

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)		Candidates are expected to describe **two** strategies for resisting social pressure/coercion.	8	Candidates can be awarded up to **8 marks** for describing two strategies. A maximum of 6 marks is available for each strategy described. Possible strategies are: **Taking responsibility for one's own actions** • Moral control - moral responsibility as having both a concern for others (empathy) and a progression towards own personal goals (guilt) (2). • Agentic shift and the displacement of personal responsibility – Milgram suggested that when people obey they move to an agentic state where they no longer feel responsible for their own actions (2). • Kelman also showed that personal agency is weakened in conditions where groups reach a decision as no one person feels responsible for the decision made. In both individual and group situations people no longer see themselves as an agent for their own actions (2). **Moral reasoning and awareness of own values** Kohlberg's theory of moral reasoning- six stages of moral reasoning grouped into three major levels, each representing a fundamental shift in the moral perspective of the individual (2). • Pre-conventional - morality judged by its direct consequences- will I be punished for this? (2) • Conventional level - individuals develop an understanding of the norms and conventions necessary to maintain an ordered society (2). • Post-conventional level - individuals reason that some aspects of morality, such as regard for life and human welfare should be upheld irrespective of obligation. Post conventional represents the highest level of moral reasoning (2). **Or any other relevant answer.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)		Candidates are expected to explain **two** factors affecting conformity.	4	Candidates can receive a maximum of 2 marks for **each** developed factor. Marks can be awarded in a number of ways, for example: **Gender** - woman are believed to be more conformist than men (1). **Fear of ridicule** - Asch believed that fear of ridicule was one of the reasons why participants conformed in his study. The Schachter study also provides evidence for the fact that lack of conformity leads to group rejection (2). **Individual differences** - People with low self-esteem are more likely to conform as they crave acceptance from the group. Those high in desire for personal control are less likely to conform (2). **Cultural factors** - Conformity is higher when group harmony is valued. Individualistic cultures where independence is more highly valued than interdependence are likely to be less conformist (2). **Group cohesiveness** - Conformity is higher in groups where people know each other (1). **Importance of task** - If people have a strong moral basis for their beliefs they are less easily swayed (eg: gay marriage rights) (2). **Size of the majority** - The size of the majority affected conformity up to a point- a unified majority of 3 (2). **Or any other relevant answer.**

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)		Candidates are expected to evaluate the Mori and Arai study by detailing strengths and/or weaknesses of the study.	**8**	Candidates can be awarded up to **8 marks** for evaluating the Mori and Arai study. Each developed point should be awarded 2 marks. Marks can be awarded in a number of ways, examples include: • The reduced conformity in males compared to the Asch study may reflect generational changes since the 1950s (2). • The study used both genders meaning it was less contrived than the Asch study (2). • Researchers explained the gender difference in terms of the different expectations and social roles of males and females, and this could be affected by the culture of the participants – the study took place in Japan (2). • The study took place in Japan so therefore cannot be generalised to other cultures (2). If candidate has provided solely generic evaluations, an overall maximum mark of 4 can be awarded (refer to page 2, point h for general principles for markers: evaluation) **Or any other relevant answer.**

[END OF MARKING INSTRUCTIONS]