N5

National Qualifications
SPECIMEN ONLY

Mark

SQ36/N5/01

Psychology

Date — Not applicable

Duration — 1 hour and 30 minutes

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day	Month	Year
D D	M M	Y Y

Scottish candidate number

Total marks — 50

Attempt ALL parts of ALL questions.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator.
If you do not, you may lose all the marks for this paper.

SQA

Question 1

Sleep and dreams

Tom is a psychology student. He has been keeping a sleep and dream diary as part of a case study research project.

(a) Tom has used a sleep and dream diary as part of a case study.

Name one other research method of studying sleep and dreams. **1**

_____

_____

_____

(b) According to the psychoanalytic approach in psychology, give **one** reason why people dream. **2**

_____

_____

_____

_____

_____

(c) Describe **one** strength or **one** weakness of the psychoanalytic approach to studying dreams and dreaming. **2**

_____

_____

_____

_____

_____

Question 1 (continued)

    (d) Describe REM sleep and non-REM sleep.   **4**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 1 (continued)

(e) Explain **two** features of the restoration theory of sleep. **6**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total marks 15

Question 2

Conformity

Libby and three other girls in her class listen to the same music, wear similar clothes and even have the same handwriting.

    (a) Give one other example of how Libby may conform at school.

        1

_____

_____

_____

    (b) According to the Mori and Arai (2010) study:

       (i) are the girls **or** the boys in Libby's class more likely to conform?

      (ii) is Libby more likely to conform to the others in her class **or** to strangers?   **2**

_____

_____

_____

_____

_____

_____

Question 2 (continued)

(c) Libby behaves in a very similar way to the three other girls.

Explain why Libby conforms to the group. You should name **and** describe **two** types of social influence.

6

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 2 (continued)

(d) Asch (1951) investigated factors that influenced conformity.

Describe **one** individual factor **and one** situational factor which may have increased the likelihood of Libby conforming.

4

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(e) The Asch (1951) study on conformity has been criticised.

Describe **one** weakness of the Asch study.

2

_____

_____

_____

_____

_____

Total marks 15

Question 3

Psychology — individual behaviour (optional topic)

(a) Explain the biological approach used in psychology.

6

Question 3 (continued)

Attempt the remaining questions using a topic from **individual behaviour** that you have studied in class.

(b) Describe your topic. **4**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 3 (continued)

(c) Name **and** describe **one** research study that has been carried out on your topic. Your answer should include the aims, method/procedure and results of the study.

6

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Question 3 (continued)

(d) Describe **one** strength **and one** weakness of the research study used to explain the topic.

4

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total marks 20

[END OF SPECIMEN QUESTION PAPER]

SQ36/N5/01

Psychology

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

Part One: General Marking Principles for National 5 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

(a)   Marks for each candidate response must <u>always</u> be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.

(b)   Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.

(c)   We use the term 'or any other acceptable answer' to allow for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers. The skill of using appropriate psychological terminology and relevant research evidence is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.

(d)   Questions that ask the candidate to 'name' or 'give' or ask 'what is' or 'what are' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points in their response.

(e)   Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.

(f)   Questions that ask the candidate to 'explain' or 'use' require the candidate to apply their psychological knowledge and understanding to give further information about the meaning of something, to give reasons or show connections. This may include explaining features of a theory, or explaining behaviour using approaches, concepts or theories, or relating a theory to a scenario. For example, if three marks are available for an 'explain' question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation.

(g)   For credit to be given, points must relate to the question asked. If within a structured question of, say, two or three parts, a candidate gives more information in the first part than is required and inadvertently has given the answer to the second part, then although the candidate has given the answer for part (b) in part (a), marks should be awarded if the answer is relevant and correct.

(h)   There are three questions in this paper. Each question is structured to assess the candidate's breadth of psychological knowledge and understanding and their skill in using this. Within the structure of each question short stimulus pieces or scenarios are used, requiring the candidate to use their skills, knowledge and understanding in unfamiliar contexts. In question 3, the candidate can respond by drawing on learning where personalisation and choice have been exercised. If the marker is not familiar with the topic chosen, guidance should be sought from the Team Leader/Principal Assessor.

Part Two: Marking Instructions for each question

Question		Expected response	Max mark	Additional guidance
1	**a**	What is expected here for 1 mark is the naming of one other research method that is appropriate to the topic to be given. It is not expected that this will be developed. The shortened form of the methods is acceptable.	1	Candidates may offer a number of different responses to this question. Any one from the following list would be acceptable. • experiment • polysomography (PSG) • electroencephalogram (EEG) • questionnaire • observation Or any other acceptable answer, ie another appropriate research method.
1	**b**	Questions that ask the candidate to 'give' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples.	2	Candidates should give a response that corresponds to the psychoanalytic approach/theory. Any one of the following answers could be given. • Dreaming allows people to harmlessly discharge otherwise unacceptable (1 mark) and unconscious wishes and urges (1 mark) • Expression (1 mark) of unfulfilled/repressed wishes (1 mark) • Expression(1 mark)of repressed memories/emotions/desires/ urges (either of these words are acceptable for 1 mark) According to psycholanalytic theories the list given explains why people dream. The reasons listed are fairly similar but do show different ways of expressing these.

1	c			2

| 1 | c | Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should be awarded a mark for making the main point and a further mark for developing the point by giving additional or related information. | For two marks the candidate must describe **either one** strength **or one** weakness. The response should clearly indicate whether a strength or weakness is being described. There are a number of possible acceptable answers and responses given will depend on which theorists and theories have been studied in class. For example:

One strength from of the psychoanalytic approach is its usefulness in research. For example:

• The theory suggests a link between dreaming and desire (1 mark) and has generated research, speculation and controversy in relation to the topic of dreaming. (1 mark)

• A study of patients suffering from strokes reveals that they lose their capacity to dream if there is damage to areas of the higher forebrain governing desires (Solms, 1999). (1 mark) This supports the claim that there may be a link between dreaming and desire. (1 mark)

Weaknesses of the approach are:

• it is based on the interpretation of dreams (1 mark) and it is not possible to gather evidence to support the theory. (1 mark)

• the content of dreams may mirror real events during a person's waking hours (1 mark) and may not be symbolic in any way. (1 mark)

Or any other acceptable answer from psychoanalytic theories.

Candidates may not use the same terminology as above but if their explanation resembles the above points then 2 marks should be awarded. | 2 |

| 1 | d | Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. Candidates may express the information in the bullet points opposite differently from how they are expressed here. Any response that reflects the same information should be awarded marks. | 4 | Listed below are descriptive points relating to REM and non-REM sleep that would be worth 2 marks. Candidates only need to attribute the description to REM or non-REM sleep and not to any particular stage of sleep.

REM sleep:

- Rapid eye movement (REM), is the 5th stage of sleep beginning about an hour after we fall asleep (1) and we have around three to five REM episodes a night (1).
- Dreaming occurs during REM sleep (1) this is known as the 5th stage of sleep which is a normal stage of sleep characterized by the rapid and random movement of the eyes (1).
- Brain activity increases but muscles relax (1). REM sleep in adult humans typically occupies 20-25% of total sleep, about 90-120 minutes of a night's sleep (1).

Non-REM sleep:

- Occurs at the beginning of the sleep cycle (1 mark) and the first stage of the sleep cycle is a relatively light stage of sleep lasting 5-10 minutes (1).
- Stage 2 of the sleep-cycle and lasts for approximately 20 minutes (1). The brain begins to produce bursts of activity known as sleep spindles (1).
- Stage 3 of non-REM sleep is a transition between light and deep sleep (1). Stage 4 is a deep sleep when sleepwalking or bedwetting is most likely to occur (1). The brain produces very slow brain waves known as theta waves (1) and heart rate slows and body temperature drops (1).

Or any other acceptable answer that accurately describes REM and non-REM sleep. |

| 1 | e | Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question the candidates are asked to explain features of the restoration theory. For example, for the three marks available for this question, the candidate should achieve one mark for making a key point of explanation and a further mark for each additional correct key point of explanation. | Restoration theories suggest we sleep in order to repair and restore the body and brain after the day's activities.

• Restoration of the body:

— body can carry out repairs to cells during sleep (1)
— sleep restores resources of energy (1)
— sleep aids the removal of waste chemicals built up during the day (1)

• Restoration of the brain:

— gives the brain a rest (1)
— restores supplies of neurotransmitters (1)
— restores supplies of brain proteins (1)

For 4 marks the candidate may expand on either of the points already made. For example:

Restoration theories state that sleep is necessary to repair and restore the body after the day's activities (1). The body is restored by carrying out repairs to muscles, blood cells during sleep (1). Sleep also enables the renewal of energy (1) and can help to get rid of any waste chemicals built up during waking time (1).

Or any other acceptable answer that accurately explains the restoration theory. | 6 |

Question		Specific marking instructions for this question	Max mark	General marking instructions for this type of question
2	a	Questions that ask the candidate to 'give' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples.	1	Candidates may be given credit for any valid example of conformity. This could include: • Joining a queue outside the exam room without checking if she could enter. • Smoking at lunchtime to avoid being the odd one out. • Sitting at the same desk or lunch table every day at school. • Bullying someone because all her friends were doing it. There are a good many acceptable answers here as it is likely that the influence of friends and other school pupils which may lead to conformity will have been discussed in class.
2	b	Questions that ask a simple question beginning with 'are' or 'is' are generally straightforward questions requiring candidates to recall key points of knowledge or to give examples.	2	The correct responses must be given to gain each mark. (i) The girls. (ii) The others in her class.
2	c	This question uses two command words – 'name' and 'describe'. Candidates are firstly asked to name a social influence. Candidates are then asked to 'describe' the social influence. This requires the candidate to make a point and then	6	Candidates should refer to two types of social influence in their answer: 3 marks for each type of social influence. If candidates refer to only one social influence but give a fully developed explanation of it, 4 marks may be awarded. • Normative influence is one type of social influence (1). This involves conforming in order to be liked and accepted by the majority group (1). Libby wants to fit in and be liked and accepted by the other girls (1). She goes along with the others to avoid ridicule/rejection (1).

• Informational influence is a second type of social influence (1). This involves behaving like others because there is a belief that the others are better informed. In this case Libby believes the others are better informed than she is about music and fashion (1). She assumes that the other girls have better music taste and fashion sense (1) and accepts their choices as the correct ones (1).

Alternatively candidates may use an appropriate study that relates to social influence, for example Deutsch and Gerrard (1955). Marks should be allocated for appropriate points made by candidates from the study.

The explanations given above are more than enough to achieve 3 marks for each type of social influence. Candidates could also achieve 4 marks for explaining only one social influence by giving more detailed examples or by mentioning a relevant research study.

In accordance with SQA's positive marking policy a candidate who names one influence but describes the other should be credited for any accurate explanation given. For example, if they name normative social influence but go on to explain informational social influence then marks should only be awarded for giving one correct type of social influence.

develop this point by giving further information.
For this question the candidate is expected to name the social influence and then decribe it in relation to Libby's actions.

2	d	4	For the full 4 marks, candidates should describe **one** individual and **one** situational factor. Where only one factor is described, a maximum of 2 marks should be awarded. Candidates may choose different factors in their answer. For example: Candidates are expected to show that individual factors relate to Libby's view of
			Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. Candidates may express the information in the bullet points opposite differently from how they

are expressed here. There is a strong likelihood that candidates will have explored this area in some depth as it relates very closely to "where they are at". It is therefore likely that a wide range of correct responses would be given here.	self and her personal concerns or fears. This should then be followed by how that impacts on her actions. For individual factors, candidates may choose one of the following: • If Libby has low self-esteem (1) she is more likely to conform to the group. (1) • If Libby is concerned about social relationships (1) and has a strong need for social approval (1) she is more likely to conform to the group. (1) Candidates are expected to show that situational factors relate to how Libby reacts with others in specific situations. This should then be followed with a description of what she might do in the situation. For situational factors, candidates may choose one of the following: • Size of group – conformity tends to increase with unanimous agreement of three people (1). Libby is more likely to conform if the other three girls agree (1). • There is little change in conformity (1) once the group size reaches 4-5. (1) • Status of majority group (1) – if the other girls are very popular they will be more influential (1) and Libby is more likely to conform. (1) Or any other acceptable answer that accurately describes an individual or situational factor.

| 2 | e | Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. For this question, candidates must state the weakness and then say why it is a weakness. Candidates may not express the points opposite as stated, but any response that reflects the same idea should be awarded 2 marks. | 2 | For 2 marks, candidates should correctly name and describe one weakness. Candidates may choose one weakness from the following list: |

Weakness (1 mark)	Description (1 mark)
Biased sample	All participants were male and belonged to the same age group.
Low in ecological validity	The task was artificial, not similar to a real-life situation.
Ethical issues	Participants were not protected from psychological stress; participants were deceived.
Outdated	Conformity was the social norm in 1950s America, the era of individualism did not take place until the 1960s.

Question		Specific marking instructions for this question	Max mark	General marking instructions for this type of question
3	a	Questions that ask the candidate to 'explain' require the candidate to give reasons or show connections. For this question, the candidate is expected to provide information about the biological approach and its use within psychology.	6	The biological approach in psychology: • uses scientific methods such as controlled experiments in a laboratory to study behaviour • explains human behaviour in terms of biology such as the function of structures of the brain or nervous system [A further mark should be awarded for an appropriate example of the function of the structures of the brain or nervous system] • studies the behaviour of different types of animal to find out more about human behaviour • involves an understanding of the role of genes, hormones or neurotransmitters in behaviour • may use technical equipment in their research, for example psychologists researching sleep will use polysomnograms • emphasises the role of nature rather than nurture when explaining behaviour • is not concerned with individual thoughts and feelings that can't be measured or researched • is generally focused on medical solutions to problems

| 3 | b | Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information.

As candidates may choose any individual behaviour topic they have studied, giving marking instructions for every topic is not possible. Memory and addiction have been exemplified. | 4 | Where a candidate answers using a social behaviour or topic other than an individual topic, marks for question 3b would not be awarded.

This question enables candidates to draw on knowledge and understanding of any optional individual behaviour topic that has been studied.

The following responses would be awarded full marks.

Example topic – memory

Below is an acceptable description of memory that would achieve 4 marks.

• Memory is involved in processing information (1). Memory encodes (1), stores this information (1) and retrieves it when required (1).

A description of what is meant by encoding, or how information is stored or how it could be retrieved, would also achieve 2 marks.

Likewise a description of the stages of memory, such as sensory, short term memory (STM) and long term memory (LTM) could achieve full marks.

Example topic – addiction

Below is an acceptable description of addiction which would achieve 4 marks.

Addiction is a person's dependence on the continued use (1) of mind-altering substances or behaviours (1). Addiction may increase the risk of health problems (1) and/or associated personal and social problems (1). |

3	c			6
		This question uses two command words – 'name' and 'describe'. It asks the candidate firstly to name a research study and then to describe it. The first is purely recall, ie recalling the name of a study. The candidate then develops this by giving further information on the study. The amount of information given opposite for experimental method is unlikely to be given in full by a candidate in a response. The following would be enough to gain the 2 marks allocated to this part. Regular and non-regular gamblers were divided into 'thinking aloud' and 'non-thinking aloud' conditions. If they managed to achieve 60 gambles with the initial £3 stake they were given the choice of either keeping any of the winnings or carrying on gambling.		For full marks the study described should be appropriate to the topic. Candidates should give a developed response and refer to aims method/procedure and findings of the study. **Example topic – memory** 1 mark for naming an appropriate study. 1 mark for giving a brief description of the aim. 2 marks for correct description method/procedure. A partial description of the study would achieve only 1 mark. 2 marks for correct description of findings. For example, Craik and Tulving (1975). (1) Aim of study: the aim of the study was to investigate how deep and shallow processing affects memory recall. (1) Experimental method: they gave participants a list of words via a tachistoscope (1). They were asked yes/no questions (1). The questions involved visual, phonemic or semantic processing (1). Findings: participants recalled more words that were semantically processed (1) compared to phonemically processed words (1) or visually processed words (1). Recognition was also better when the answer was 'yes' rather than 'no' (1).

Example topic – addiction

1 mark for naming an appropriate study.

1 mark for giving a brief description of the aim.

2 marks for correct description method/procedure. A partial description of the study would achieve only 1 mark.

2 marks for correct description of findings.

For example, Griffiths (1994) – the role of cognitive bias and skill in fruit machine gambling. (1)

Aim of study: the aim of this study was to investigate whether there would be significant differences in the thought processes (irrational verbalisations) between regular and non-regular gamblers. (1)

Experimental method: 30 regular and 30 non-regular gamblers were divided into two random groups: 'thinking aloud' and 'non-thinking aloud' (1). In the 'thinking aloud' condition they had to say whatever they were thinking as they played the fruit machine (1). Each participant was given £3 (which would give them 30 'free' gambles) (1). Their aim was to stay on the machine for 60 – so at the least they had to win back the £3 and break even (1). After that they could either carry on or keep the money (1).

Findings: Regular gamblers had a higher playing rate (1) (8 gambles per minute compared to 6 in the non-regular group) (1). Regular gamblers who thought aloud had a lower win rate (1).

| 3 | d | Questions that ask the candidate to 'describe' require the candidate to make a point and then develop this point by giving further information. In describing the strength or weakness, the candidate should state what the strength or weakness is and then say why it is so. Each bullet point would be awarded the full 2 marks. 1 mark would be awarded for ecological validity. 1 mark would be awarded for quantitative data. 1 mark would be awarded for the thinking aloud method.

2 marks should be awarded for one strength and 2 marks for one weakness. | 4 | For 4 marks, candidates should correctly identify one strength and one weakness of the study and provide accurate information about this strength or weakness.

Example topic – memory

Each of the following strengths is enough to gain 2 marks as they each make a statement and then follow that up with a further description.

One strength from:

• Supports Craig and Tulving's (1) level of processing theory (1).
• It was a laboratory experiment (1) therefore easy to replicate due to the high level of control (1).

Each of the following weaknesses is enough to gain 2 marks as they each make a statement and then follow that up with a further description.

One weakness from:

• Deeper processing would logically take more time to execute than shallow processing (1) but it's not known whether time **taken to process or level of processing** is the actual cause of recall (1).
• Lacks a degree of ecological validity (1) in that only word recall is tested. (1)

Example topic – addiction

Each of the following strengths is enough to gain 2 marks as they each make a statement and then follow that up with a further description.

One strength from:

• High ecological validity (1) as carried out in an amusement arcade (1). |

- The behavioural data such as fruit machine (1) gambling was quantitative (1) so allowing for comparisons and statistical analysis to be made (1).
- The thinking aloud method can be seen as a very useful way of assessing private thought processes (1) as it allows the researcher to capture some of the thoughts of the participants as they actually gambled (1).

Each of the following weaknesses is enough to gain 2 marks as they each make a statement and then follow that up with a further description.

One weakness from:

- It is doubtful whether this technique (1) captured all of the thoughts of the participants (1).
- For example, some participants may have censured their thoughts (1), would not be able to put their thoughts into words (1), and of course there were periods of time (up to 30 seconds) when the participants were silent (1).
- Demand characteristics (1) – the participants were aware they were being studied and may have responded when verbalising their thoughts (1), playing the fruit machine or responding to the interview in ways they thought the experimenter wanted them to behave (1).
- Social desirability (1) – some gamblers may be dishonest about their gambling behaviour (1).

2 marks should be awarded for one strength and 2 marks for one weakness. As before, candidates may not use the same terminology as above but if their explanation resembles the above points then 4 marks should be awarded.

[END OF SPECIMEN MARKING INSTRUCTIONS]