

**PSYCHOLOGY**

**ATAR YEAR 11**

**UNITS 1 and 2**

**2021**

**Marking Guide**

**Section One: Research methods** **20% (31 Marks)**

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**Question 1 (12 marks)**

1. Decide whether Veronica, May or both girls are using a scientific approach. Explain your response. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| May is using a scientific approach | 1 |
| Veronica is not | 1 |
| May is using a systematic approach to conduct her investigation | 1 |
| Veronica is not using a systematic approach | 1 |
| **Total** | **4** |

1. Following the correct order of steps in the scientific method, outline what May’s next **three** steps would be. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| She would analyse her data | 1 |
| She would interpret her data | 1 |
| She would report her data/findings | 1 |
| **Total** | **3** |

1. Name **one** non-experimental research method Veronica could use to find out what her friends think. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Survey OR Rating scale | 1 |
| **Total** | **1** |

1. If Veronica asked a question that was seeking a descriptive response, what type of data would she collect? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Qualitative | 1 |
| **Total** | **1** |

1. If Veronica only used fixed response questions, what type of data would she collect?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative | 1 |
| **Total** | **1** |

(f) Provide **one** disadvantage of each of the two types of data collection named in part (d)

and (e). (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Qualitative – can be difficult to statistically analyse | 1 |
| Quantitative – does not allow for explanation for behaviour / attitude | 1 |
| **Total** | **2** |
| **Note: Accept relevant answers** | |

**Question 2** **(19 marks)**

1. Provide an operational hypothesis for Tatiana’s experiment. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population mentioned | 1 |
| A predicted direction or difference | 1 |
| Operationalised independent variable: continually run to the net while trying to hit balls for an hour, or stay still while hitting balls from the base line | 1 |
| Operationalised dependent variable: court fitness | 1 |
| *Example:* *It is hypothesised that 18-year-old male tennis players (1), who continually run to the net while trying to hit balls for an hour (1), will have better court fitness (1) then 18-year-old females who stay still while hitting balls from the base line, as measured through a tennis tournament (1).* |  |
| **Total** | **4** |

(b) Identify the experimental and control groups. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Experimental – 18-year-old males continually running to the net while hitting balls | 1 |
| Control – 18-year-old females staying still while hitting balls from the baseline | 1 |
| **Total** | **2** |

(c) Create a table of the raw scores of games won for both groups. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly labelled axes | 1-2 |
| Correct data entry of raw scores | 1-2 |
| **Total** | **4** |

|  |  |
| --- | --- |
|  | **Raw Scores / Number of Wins** |
| **Experimental Group** | 14 |
| **Control Group** | 9 |

(d) Outline what descriptive statistics are and propose why they are a better format to use in tables as opposed to raw scores. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Descriptive statistics are used to summarise, organise and describe data  obtained from research (1). They allow data to be more easily interpreted (1). | 1-2 |
| **Total** | **2** |

(e) After gathering her results, Tatiana enlisted the help from her friend, a sports Psychologist. The friend suggested her study was not actually assessing court fitness and that the way in which she had conducted her study meant she would not be able to generalise her results to a wider population. Identify **two** concerns related to validity the sports psychologist is referring to. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The test is not accurately measuring the intended behaviour | 1 |
| Tatiana will not be able to generalise her results to a wider population | 1 |
| **Total** | **2** |

(f) (i) List **two** uncontrolled variables. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Uneven numbers of participants in each group | 1 |
| Gender was not evenly spread between the two groups | 1 |
| **Total** | **2** |

(ii) State **one** controlled variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **one** of the following:  All participants were 18 years old; all participants trained for one hour | 1 |
| **Total** | **1** |

(iii) Suggest **one** source of error in regard to how the tournament was run, and provide a

reason as to why this is problematic. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Three girls had to play more than one game | 1 |
| This would affect how tired these girls were and consequently their court fitness which would impact the results | 1 |
| **Total** | **2** |

**End of Section One**

|  |  |
| --- | --- |
| **Section Two: Short answer** | **55% (100 Marks)** |

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**Question 3 (11 marks)**

1. (i) State the lobe of the brain the rod went through. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Frontal lobe | 1 |
| **Total** | **1** |

(ii) Suggest **one** way Gage would have been affected if it were his parietal lobe that was damaged. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| His experience of sensations / touch might be impaired | 1 |
| **Total** | **1** |

(iii) Suggest **one** way Gage would have been affected if it were his occipital lobe that was damaged. (1 mark) .

|  |  |
| --- | --- |
| **Description** | **Marks** |
| His vision might be impaired | 1 |
| **Total** | **1** |

(iv) Gage was said to have changed after the incident, having previously been well-mannered. Suggest why this change may have occurred. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The frontal lobe is responsible for impulse control / expression of personality  which was affected in the incident. | 1 |
| **Total** | **1** |

(b) (i) Label the structures of the brain. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A – Frontal lobe | 1 |
| B – Parietal lobe | 1 |
| C – Occipital lobe | 1 |
| D – Temporal lobe | 1 |
| **Total** | **4** |

(ii) Suggest **two** issues that may have occurred if Phineas Gage damaged the structure labelled D. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **two** of the following | |
| * experience problems with his hearing * experience problems with his memory * he may experience some difficulty with language | 1-2 |
| **Total** | **2** |

(iii) If Phineas complained of blind spots, which lobe is he likely to be experiencing problems with? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Occipital lobe | 1 |
| **Total** | **1** |

**Question 4 (14 marks)**

1. Demonstrate your understanding of effective communication by identifying **four** important steps of the communication cycle. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A - Sender | 1 |
| B - Message / communication | 1 |
| C - Receiver | 1 |
| D - Feedback | 1 |
| **Total** | **4** |

(b) (i) Explain how this message may not have been effectively communicated.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Husband thought wife was collecting Arlo and vice versa | 1 |
| The message was not received the way the sender had meant it to be received | 1 |
| **Total** | **2** |

(ii) Propose how this communication could be changed to be more effective. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Husband could clearly ask wife to pick up Arlo, OR  Wife could ask ‘do you want me to collect Arlo?’ | 1 |
| **Note: Accept other relevant response** | |
| **Total** | **1** |

(c) (i) Suggest **one** attribute of the receiver of the message, which may have led to

Humza getting agitated. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Jade was distracted / was not paying attention to him | 1 |
| **Total** | **1** |

(ii) Provide **two** suggestions as to how Humza could be more effective in his

communication. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Humza could make sure he has Jade’s attention before speaking | 1 |
| Humza could speak slowly to make sure Jade understands him | 1 |
| **Total** | **2** |

(iii) Jade was not impressed with the way in which she was spoken to. What form of

communication would you suggest Jade use as an effective response to Humza?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Assertive communication | 1 |
| **Total** | **1** |

(iv) To be able to deliver her message to Humza in this way, suggest **three** things

she should do to effectively deliver her message. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| She should be confident in her ability to deliver her message | 1 |
| She should speak clearly | 1 |
| She should speak calmly | 1 |
| **Note: Accept other relevant response** | |
| **Total** | **3** |

**Question 5 (15 marks)**

1. (i) Using the determinates of liking, suggest which **two** are the likely reason for Lila

and Ottis getting together. Apply each to the scenario. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Proximity (1) – they both live in Perth (1) | 1-2 |
| Similarity (1) – both interested in history / humanities (1) | 1-2 |
| **Total** | **4** |

(ii) Define the determinants of liking mentioned in part (a)(i). (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Proximity – liking caused by a person’s physical proximity to another | 1 |
| Similarity – we are attracted to those with similar views / interests | 1 |
| **Total** | **2** |

(iii) Ottis wasn’t keen on buying presents for anniversaries, but he knew Lila was going to buy him something, so he did the same to show he cared about her. Name the

determinant of liking Ottis is demonstrating. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reciprocity | 1 |
| **Total** | **1** |

(b) (i) According to Dunphy, how would Lila and Ottis from part (a) be classified? Define this concept. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dyad | 1 |
| A pair of close friends / lovers | 1 |
| **Total** | **2** |

(ii) In stage one Dunphy suggested cliques were formed. List **three** things you might

see a clique doing. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Plan and engage in social activities | 1 |
| Share and gossip | 1 |
| Conform with dress / interests / attitudes | 1 |
| **Total** | **3** |
| **Note: Accept relevant answers** | |

(iii) Name the stage where higher ranking clique members start to date. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stage 3 | 1 |
| **Total** | **1** |

(iv) Referring to Lila and Ottis from the previous question, what stage do you

hypothesise they are in and why? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stage 5 | 1 |
| The couple has gone their separate ways | 1 |
| **Total** | **2** |
| **Note: Accept stage 4 if the example is relevant** | |

**Question 6 (8 marks)**

(a) (i) Identify the type of twins they are and explain how you drew this conclusion.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dizygotic twins | 1 |
| They have different genders | 1 |
| **Total** | **2** |

(ii) From a biological perspective, explain the difference between the two types of

twins. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Monozygotic / identical twins share the same egg in the womb | 1 |
| Dizygotic / fraternal twins are formed from two separate eggs in the womb | 1 |
| **Total** | **2** |

(b) Propose **one** reason as to why psychologists use twin and adoption studies. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They provide a way of gathering information to see if behaviour / traits are due to one’s genetics (nature) or their environment. | 1-2 |
| **Total** | **2** |

(c) (i) Summarise these findings. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There is a higher correlation of monozygotic twin’s intelligence when they are reared in the same environment | 1 |
| **Total** | **1** |

(ii) What do these findings suggest for the nature / nurture debate of twin studies?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It suggests that both nature and nurture contribute to one’s level of intelligence. | 1 |
| **Total** | **1** |

**Question 7 (20 marks)**

1. Define personality. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Personality refers to the relatively stable characteristics that influence the way a person thinks, feels and behaves | 1 |
| **Total** | **1** |

1. Temperament refers to consistent individual differences in behaviour that are biologically based and independent of learning (e.g., activity level, regularity and adaptability).

Suggest **one** way in which this is similar to trait theory. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Traits are said to have a genetic / biological basis | 1 |
| **Total** | **1** |

1. According to Freud’s Psychodynamic theory, personality is said to be the result of several factors. State **two** factors proposed by Freud that influence personality. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Internal conflicts of the mind / interplay between conscious and unconscious forces of the mind | 1 |
| How effectively these conflicts are resolved / the impact of past experiences | 1 |
| **Total** | **2** |

(d) (i) Using Freud’s theory, name **three** different levels of awareness Sarah is using, and

apply each to the scenario. (6 marks)

|  |  |
| --- | --- |
| **Level of Awareness** | **Application** |
| Conscious (1) | Telling her friends on Monday that she was happy to be single and didn’t need a partner in her life to make her feel fulfilled (1) |
| Pre-conscious (1) | Recalling on Friday what she had told her friends on Monday (1) |
| Unconscious (1) | Dreaming she had meet someone and it made her feel elated (1) |

(ii) Mikala, one of Sarah’s friends’ thought Sarah was using a defence mechanism.

Explain what a defence mechanism is and why Sarah might use one. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A psychological strategy used at an unconscious level | 1 |
| The aim is to protect the individual and reduce anxiety by refusing to except  the reality / unacceptable thoughts and feelings | 1 |
| **Total** | **2** |

**Question 7** (continued)

(e) Complete the following table of Freud’s Psychosexual stages. (8 marks)

|  |  |  |
| --- | --- | --- |
| **Stage** | **Description** | **Fixation** |
| **Oral** | Pleasure for the child centres around the mouth, through sucking, biting and chewing | Infant could develop oral fixation if it found the experience of being fed too frustrating or too pleasurable. Behaviours such as smoking, nail biting, chewing on pens or gum, overeating or becoming an alcoholic. |
| **Anal** | **During toilet training, child for the first time has some power over gaining approval from parents either by ‘holding it in’ or ‘letting it go’.** | Anal fixations include being anal-retentive (excessively clean, orderly, organised, hoards things, stubborn and stingy) or anal-expulsive (untidy, destructive, disorderly and cruel) |
| Phallic | At this time the child is said to seek genital stimulation and develop an unconscious attraction to the parent of the opposite sex, while at the same time developing unconscious feelings of jealously and hatred toward the parent of the same sex. | **Oedipus and Electra complex which, if we do not resolve, will impact negatively on future relationships.** |
| **Latency** | Attention is focused away from bodily zones and pleasure seeking and psychosexual development is put on hold while the child focuses on developing close relationships with others of the same sex |  |
| Genital | Sexual energies are focused on the genitals as they mature and the ability to reproduce occurs. |  |
| **Note: Award marks for demonstrating an understanding of the answers** | | |

**Question 8 (13 marks)**

1. (i) Name and apply each of Allport’s traits to Mr Bump. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cardinal (1) – narcissistic / relentless reward seeker (1) | 1-2 |
| Central (1) – intelligent (1) | 1-2 |
| Secondary (1) – sexist (1) | 1-2 |
| **Total** | **6** |

(ii) Provide a personality profile for Mr Bump using Eysenck’s personality theory. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mr Bump is high in extroversion | 1 |
| Mr Bump is more neurotic than emotionally stable | 1 |
| Mr Bump is tough-minded / lacks empathy therefore higher on the psychoticism scale | 1 |
| **Total** | **3** |

(b) Provide **two** strengths and **two** limitations of the trait approach to Personality. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Strengths:   * empirically tested / scientifically validated * helps us to understand how personality is structured | 1-2 |
| Limitations:   * doesn't explain why personality can change over time or in different situations * inconsistency as to how many traits make up a person’s personality | 1-2 |
| **Total** | **4** |
| **Note: Accept relevant answers** | |

**Question 9 (9 marks)**

(a) (i) Define ‘self-concept’ (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A collection of beliefs, ideas and feelings about one’s own identity | 1 |
| Answer | **1** |

(ii) Suggest how Elliot’s experiment would have impacted upon the self-concept of both

groups. Refer to both the blue-eyed group and the brown-eyed group.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Self-concept develops as we mix with others and get their reactions to us | 1 |
| The brown-eyes self-concept would increase due to being told they are smarter, faster and better than the blue-eyes | 1 |
| The blue-eyes self-concept would decrease as they were told they were not as good as the brown-eyes | 1 |
| **Total** | **3** |

(b) (i) Identify the in-group in Elliott’s study and suggest how they formed their social

identity, providing an example. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The initial in-group was the Brown eyed students | 1 |
| They sought out negative aspects of the Blue eyed students to enhance their own self-image | 1 |
| Such as stating the Blue eye students were not as smart and not as fast as them | 1 |
| Answer | **3** |

(ii) Elliott’s study created a ‘them’ and ‘us’. What is this process called? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social-categorisation. | 1 |
| Answer | **1** |

(iii) Referring to your response from (b)(ii), what can this process lead to? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stereotyping | 1 |
| Answer | **1** |

**Question 10 (10 marks)**

(a) Provide a definition of an attitude. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| An evaluation a person makes of an event, object, group, person or issue | 1 |
| **Total** | **1** |

(b) Identify the **three** components of the Tripartite model. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective | 1 |
| Behavioural | 1 |
| Cognitive | 1 |
| **Total** | **3** |

(c) (i) After the arrival of COVID, a local secondary school implemented a new rule that all

students should wear masks. Belinda thought this was a good idea as she wanted everyone to stay safe. She wore her mask every day. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective – happy to wear a mask | 1 |
| Behavioural – wearing her mask | 1 |
| Cognitive – belief that mask were a good idea and would help to keep everyone safe | 1 |
| **Total** | **3** |

(ii) Adam was concerned about the increase in pollutants in the environment. He was fearful that later generations would not be able to enjoy the world as much as he had been able to. He decided to start recycling as a small step to do his bit to reduce pollution. He took his plastics to a containers for change venue.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective – fearful of global warming | 1 |
| Behavioural – taking his plastics to a containers for change venue | 1 |
| Cognitive – belief that recycling may help reduce pollution | 1 |
| **Total** | **3** |

**End of Section Two**

|  |  |
| --- | --- |
| **Section Three: Extended answer** | **25% (52 Marks)** |

**Question 11 (26 marks)**

Monique was applying for a Deputy leadership role within her school. The application process asked her to demonstrate her emotional intelligence as this was deemed essential to the role. Compare Goleman’s theory of emotional intelligence with that of Gardner’s theory of Multiple Intelligences and suggest ways in which Monique can demonstrate her emotional intelligence within her application.

In your answer you should:

* define emotional intelligence (1 mark)
* describe Goleman’s **five** key elements of emotional intelligence (5 marks)
* apply Goleman’s **five** key elements of emotional intelligence to Monique (5 marks)
* compare Goleman’s and Gardner’s theories, including the **two** types of intelligence from Gardner’s Multiple Intelligence theory that most clearly resembles Goleman’s theory (4 marks)
* provide **two** limitations and **two** strengths of each theory (8 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Definition of Emotional Intelligence** | |
| ‘The capacity to be aware of, control and express one’s emotions, and to handle interpersonal relationships judiciously and empathetically’ | 1 |
| **Subtotal** | **1** |
| **Description of Goleman’s five key elements of emotional intelligence** | |
| Self-awareness – a person’s ability to know their own emotions, their own strengths and weaknesses, and their own drives | 1 |
| Self-regulation – being able to control and direct their own emotions | 1 |
| Social skill – being able to manage their relationships | 1 |
| Empathy – able to consider the feelings of other people | 1 |
| Motivation – being driven to work beyond the need for money / status | 1 |
| **Subtotal** | **5** |
| **Application of Goleman’s theory** | |
| Self-awareness – e.g., keeping a journal OR recognizing strong emotions when they occur, such as getting frustrated with a student, and slowing down to recognise the emotion to then choose how to react | 1 |
| Self-regulation – e.g. practicing being calm in a stressful situation OR holding herself accountable | 1 |
| Social skill – e.g. demonstrating how she has learnt to resolve conflict OR demonstrating when to give others praise | 1 |
| Empathy – e.g. demonstrating how she has responded to other people’s emotions OR providing an example of where she has paid attention to body language | 1 |
| Motivation – e.g. demonstrating she can remain optimistic OR look for a positive in  every situation OR contributes to/volunteers for work that is not paid or for promotion,  but which benefits those she works for/with e.g. coaching a team/ball attendance | 1 |
| **Subtotal** | **5** |
| **Compare theories** | |
| Howard Gardner’s theory on Multiple Intelligences identifies nine different types of intelligence, all of which makes up a persons’ intelligence | 1 |
| Goleman focuses only on Emotional Intelligence with five key areas | 1 |
| The two types of intelligence from Gardner’s theory that most resembles Goleman’s theory are interpersonal intelligence and intrapersonal intelligence | 1-2 |
| **Subtotal** | **4** |

|  |  |
| --- | --- |
| **Limitations and Strengths** | |
| **Gardner:**  Limitations:   * there is little empirical support * it is questioned whether intelligences such as interpersonal skills and body control are talents or abilities rather than intelligences * the theory is not complete * there is a lack of clarity in distinguishing between the intelligences   Strengths:   * simple in nature * acknowledges that intelligence is more than an IQ score | 1-2  1-2 |
| **Goleman:**  Limitations:   * emotional intelligence is not clearly defined * emotional intelligence is not recognisable as a form of intelligence, it is argued to be confused with ‘moral qualities’ * ability-based measures examine knowledge and not real ability * concerns exist as to the predictive power of Emotional intelligence * innate Emotional intelligence is not measured, and culture, beliefs or personality is not taken into consideration   Strengths:   * allows for those who aren’t ‘book smart’ to be deemed high in intelligence * emotional intelligence is key to relating well to others and allows a person to achieve their goals * used in a business environment to drive leadership performance / evaluate effectiveness of the workplace culture | 1-2  1-2 |
| **Accept other relevant responses** |  |
| **Subtotal** | **8** |
| **Quality of written response** | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding. | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar. | 1 |
| **Subtotal** | **3** |
| **Overall total** | **26** |

**Question 12 (26 marks)**

Meeshka and Mo are preparing their three children for the start of the new school year. Two-year old Narla will be going to daycare, Romy will be starting pre-primary, and their older sibling Rolo, will be going into Year 8 at his local secondary school. Using your understanding of developmental psychology, suggest to Meeshka and Mo what they can expect in regard to their children’s social, emotional, cognitive and physical development.

In your answer you should:

* define developmental psychology (1 mark)
* state what stage of the lifespan Narla, Romy and Rolo are in (3 marks)
* describe each of the four aspects of development (4 marks)
* apply each aspect of development to the children (12 marks)
* suggest how each of the kids might increase their development through the role of play

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Define developmental psychology** | |
| A scientific approach which aims to explain how children and adults change over time | 1 |
| **Subtotal** | **1** |
| **Stage of the lifespan** | |
| Narla – infancy | 1 |
| Romy – (early) childhood / pre-school age | 1 |
| Rolo – adolescence | 1 |
| **Subtotal** | **3** |
| **Description of the four aspects of development** | |
| Social – gaining knowledge and skills to successfully interact with others | 1 |
| Emotional – learning to understand one’s own, and those of other’s emotions and responding appropriately | 1 |
| Cognitive – developing the use of language, ability to problem solve and organize ideas | 1 |
| Physical – changing in size and weight and dealing with other physical changes such as puberty and coordination | 1 |
| **Subtotal** | **4** |
| **Application of development** | |
| **Narla:**  Social – engages in joint attention; playing alongside others; smiling at another person; experiencing conflict over toys  Emotional – formation of attachment (parents and caregivers); learning to cry to get one’s own way; showing pride and pleasure in accomplishing something  Cognitive – focusing on the properties of toys; learning to talk  Physical – learning to walk / run; coordinating their gross motor skills like throwing a ball | 1-4 |
| **Romy:**  Social – beginning to play in groups; able to assign roles for pretend play; formation of friendships  Emotional – beginning to have self-awareness; better impulse control; able to recognise other people’s emotions and respond appropriately  Cognitive – improved attention span; learning to read; can do minor mathematical equations  Physical – better coordination with fine and gross motor skills | 1-4 |
| **Rolo:**  Social – formation of cliques; developing a sense of identity; potential of increase in risk taking behaviour  Emotional – developing resilience, self-esteem and self-worth; emotional needs often meet through peers  Cognitive – increased memory processing; ability to think logically and develop hypotheses  Physical – increase in height, weight, internal organ size, skeletal and muscular systems; puberty | 1-4 |
| **Note – accept relevant response** |  |
| **Subtotal** | **12** |
| **Role of play** | |
| Narla – playing with / pointing at objects / toys (focus on properties of object), developing fine motor skills | 1 |
| Romy – pretend play such as playing doctors (modeling social actions and using symbols), developing social skills such as turn taking in communication | 1 |
| Rolo – physical play might include kicking a football at recess and lunch, developing coordination and gross motor skills | 1 |
| **Note – accept relevant response** |  |
| **Subtotal** | **3** |
| **Quality of written response** | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding. | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar. | 1 |
| **Subtotal** | **3** |
| **Overall total** | **26** |

**End of questions**

C.