****

**Southern River College**

**Task 3 Psychology ATAR**

**Extended Answer – in class**

Weighting: 6%

Time: 60 minutes

Lily is a Year 11 student trying to establish a good study routine early in the year. She studies in her bedroom but finds this quite boring so she usually has Netflix on in the background and because it’s very hot where Lily lives she always has the fan on when she is studying. One day, Lily invited one of her friends over to study with her in her room. Lily’s friend got quite annoyed at Lily and asked her to turn the fan off as it was too distracting. By the end of the year Lily had been studying for several hours every day, and her fan was feeling the strain. As a result of its prolonged use it began to shake profusely, and Lily became very frustrated as it was distracting her from her work.

* Define relevant terms
* Explain in terms of selected and divided attention how Lily could improve her study habits
* Explain why the fan does not distract Lily but does distract her friend
* Explain why the shaking fan began to distract Lily and describe the effect this will have on her study habits
* Include psychological evidence to support your response.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Possible mark** | **Mark** |
| **Definition** | **2** |  |
| * Defines and explains ‘attention’ (selected, divided, habituation, dishabituation) | 2 |  |
| * Provides a definition of ‘attention’ | 1 |  |
| **Selected and Divided Attention** | **3** |  |
| * Defines selected and divided attention * Explains how Lily is dividing her attention between studying and Netflix * Explains how Lily could use selective attention to improve her study habits | 3 |  |
| * Defines selected and divided attention * Describes how selected and divided attention are being used by Lily | 2 |  |
| * Identifies and briefly describes selected and divided attention | 1 |  |
| **Habituation** | **3** |  |
| * Defines habituation * Explains how Lily has habituated to the fan * Explain why Lily’s friend has not habituated to the fan | 3 |  |
| * Defines habituation * Describes how habituation has affected Lily and her friend | 2 |  |
| * Identifies and briefly describes habituation and how it relates to Lily or her friend | 1 |  |
| **Dishabituation** | **3** |  |
| * Defines dishabituation * Explains how and why lily has dishabituated to the fan and what effect this will have on her study | 3 |  |
| * Defines dishabituation * Describes why Lily is distracted by the fan | 2 |  |
| * Identifies and briefly describes dishabituation | 1 |  |
| **Use of psychological evidence – quantity** | **3** |  |
| Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist or example of a study) | 3 |  |
| One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist or example of a study) | 1 – 2 |  |
| **Use of psychological evidence – quality** | **3** |  |
| One example of detailed relevant psychological evidence (e.g. 3-4 sentences about a specific research study and findings) – researchers, aim, method, results | 3 |  |
| One example of relevant psychological evidence, including some description | 2 |  |
| Psychological evidence consists of names/statements only without description (e.g. name of study, name of researcher) | 1 |  |
| **Communication** | **3** |  |
| Well-developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation | 3 |  |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | 2 |  |
| Lack of paragraph/sentence structure or colloquial language or poor English expression or many spelling errors | 1 |  |
|  | **20** |  |