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Description automatically generated with low confidence**PSYCHOLOGY ATAR – YEAR 11 2023  
Unit 1**

**Task 3: Test**

*Science Inquiry & Lifespan Psychology*

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Syllabus Points:**

* Science Inquiry
* Lifespan Psychology

**Conditions**

Time for the task:

* Reading time: 5 minutes
* Working time: 50 minutes to complete the test under supervised conditions

**Task weighting**

* 10%

**Structure of this paper**

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| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be attempted | Suggested working time  (minutes) | Marks | Score |
| Section Two:  Short Answer | 3 | 3 | 30 | 39 |  |
| Section Two:  Extended Response | 1 | 1 | 20 | 19 |  |
|  |  |  | **Total** | 58 |  |

# Section One: Short Answer 70% (39 marks)

This section has **three** questions. Answer **all** questions. Write your answers in the space provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of the Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. – give the page number.

Suggested working time for this section is 35 minutes.

**Question 1 (13 marks)**

Psychological theories have evolved over time based on collection of empirical evidence.

1. Distinguish between the psychological concepts of deprived and enriched environments. (2 marks)

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1. Justify why a case study is the preferred method for conducting research into deprivation. (3 marks)

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1. Outline three limitations in using a case study to conduct research. (3 marks)

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1. Identify a case study of a child (or children) in a deprived environment. (1 mark)

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1. Describe two findings from this research. (4 marks)

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**Question 2 (16 marks)**

Dr Sung was investigating risk taking behaviour in adolescents. 200 participants aged between 10 and 19 years old (110 females, 90 males) were recruited through local schools using posters and social media. Participants were told that they would receive a reward for pumping up as many balloons as possible to maximum inflation. However, no reward would be received for any balloons that burst. The number of pumps used by each participant was recorded and, after each participant had completed the activity, they were asked a series of questions where they described their experiences.

1. Identify the population and sample for this research. (2 marks)

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| **Population** |  |
| **Sample** |  |

1. Explain the type of data being collected by Dr Sung when she asked participants a series of questions. (2 marks)

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1. Dr Sung was interested to see if there was a relationship between the average number of pumps and age of participants. She collated her data and presented it in the graph below:

Chart, scatter chart

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1. Name the type of graph above. (1 mark)

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1. Describe the relationship between participants’ age and the mean number of pumps represented in the graph. (1 mark)

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1. Dr Sung compared the number of balloons that were inflated to their maximum level for male and female participants for three age groups.

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| **Mean number of fully inflated balloons by females and males** | | | | |
| Age | 10 to 12 | | 13 to 15 | 16 to 18 |
| Females | 71 | 82 | | 87 |
| Males | 67 | 80 | | 84 |

1. Calculate the mean number of balloons inflated to their maximum for females and males.

(2 marks)

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1. One female participant in the 10 to 12 years group inflated 80 balloons which was the highest score. The next highest score was 55. Explain the likely impact of this score on the mean for females in this study. (2 marks)

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1. Dr Sung told her participants that they would be rewarded for the number of balloons they inflated to maximum. However, at the end, they were told there was no actual reward.
2. What is the term used to describe giving misleading or false information to participants?

(1 mark)

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1. Why would Dr Sung have included this false information in this experiment? (2 marks)

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1. Having used false information, describe what Dr Sung must ensure that she does at the conclusion of the experiment? (3 marks)

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**Question 3 (10 marks)**

1. Describe two key features of Bowlby’s attachment theory. (4 marks)

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1. The ground-breaking studies that laid the foundation for our current psychological understandings of parent-child attachment were conducted by John Bowlby and Harry Harlow in the 1950’s-60’s. Outline the key features of Harlow’s study on attachment:
2. Subjects / participants used (1 mark)

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1. Independent and dependent variables (2 marks)

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1. Findings (2 marks)

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1. State one similarity between Harlow and Bowlby’s findings. (1 mark)

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1. During the pandemic, a radical shift in working arrangements occurred where majority of parents shifted their workplace from their office to their homes. A UK study conducted in 2020 interviewed parents of 0-5 year old children who worked from home during the height of the pandemic. All parents interviewed were full-time carers of their child.

The parents were classified into a high stress group and a low stress group. The high stress group experienced financial difficulties, were mostly single parents or had relationship problems while the low stress group had lower income but felt supported by family and friends. Table 1 summarizes the perceptions of parents about themselves and their child rearing practices during the pandemic.

*Table 1. Perceptions of parents about themselves and their child rearing practices during the pandemic*.

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| **High Stress Group** | **Low Stress Group** |
| Allowed their child to watch TV or play with technological devices (phone or tablet) for at least 4 hours a day alone | Read books, watched TV, and used technological devices with their child for at least 2 hours a day. |
| More episodes of becoming annoyed or short-tempered with their child | Shared daily routines (bathing, house chores, cooking) with their child |
| Felt lonely more than half the time | Felt lonely a few times |
| Hesitant to ask for help | Do not hesitate to ask for help |
| Feel that the pandemic would have negative impacts on their child’s development | Feel that the pandemic had positive outcomes for them and their child. |

1. Based on the parents’ perceptions listed in Table 1 above, differentiate the type of parent-child attachment that the children of the high stress and low stress group would have using Ainsworth’s attachment types. Your answer should include a justification for the attachment type identified. (4 marks)

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|  | **High stress group** | **Low stress group** |
| **Attachment type** |  |  |
| **Justification** |  |  |

1. Based on Bowlby’s explanation of the impact of attachment, suggest how the experiences of the children in the high stress group during the pandemic would impact on their future relationships as adults. (2 marks)

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**END OF SECTION ONE**

# Section Two: Extended Response 30% (19 marks)

This section has **one** part.

You must answer **one** question.

Supplementary pages for planning/continuing your answers to questions are provided at the end of the Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. – give the page number.

Suggested working time for this section is 20 minutes.

**Question 4 (19 marks)**

Isaac is a five year old boy who attends day-care. He loves to run and jump and has been known to throw toys. Isaac says his best friend at day-care is another boy named Ale. However, educators have told Isaac’s parents he struggles to share with others and recently bit Ale when Ale wouldn’t share.

* Define ‘brain plasticity’. (1 mark)
* Identify and explain the type of brain plasticity Isaac is experiencing. Justify your response by referring to two stages of plasticity relevant to Isaac. (6 marks)
* Explain the difference between cognitive and social development. (4 marks)
* Propose an area of development that Isaac is developed in and an area that Isaac is not developed in. Justify your response by referring to the scenario. (4 marks)
* Quality of response. (4 marks)

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**END OF TEST**