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Description automatically generated with low confidence**PSYCHOLOGY ATAR – YEAR 11 2024  
Unit 2**

**Task 7: Test**

*Science Inquiry, Attitudes and Stereotypes & Social Influences*

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

**Syllabus Points:**

* Science Inquiry
* Attitudes and stereotypes
* Social Influence

**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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be attempted | Suggested working time  (minutes) | Marks | Score |
| Section Two:  Short Answer | 4 | 4 | 30 | 34 |  |
| Section Two:  Extended Response | 1 | 1 | 20 | 22 |  |
|  |  |  | **Total** | 56 |  |
|  |  |  | **%** |  | |

# Section One: Short Answer 70% (34 marks)

This section has **four** 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 30 minutes.

**Question 1 (5 marks)**

1. Identify the aim of Milgram’s obedience study. (1 mark)

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1. Explain **two (2)** key findings of Milgram’s study. (2 marks)

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Some psychologists criticise Milgram’s research into obedience to authority, in terms of both methodological issues and ethical issues.

1. Explain **two (2)** criticisms of Milgram’s research. (2 marks)
2. **Criticism One:**

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1. **Criticism Two:**

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Question 2 (14 marks)

During the pandemic, many schools had to conduct lessons online. Teachers were concerned about learning outcomes as they were uncertain about how much of the content students actually understood. Mr Banner, a high school Maths teacher decided to compare the effectiveness of delivering Year 8 Maths online with traditional face-to-face teaching. He compared the test scores of two of his year 8 classes. Class X attended class on site and was taught year 8 Maths entirely face-to-face while Class Y was a remote class and was taught purely online. Each class had 21 students.

1. Identify the sample of Mr Banner’s investigation. (1 mark)

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1. What data did Mr Banner collect? State whether it provides subjective or objective information. (2 marks)

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Question 2 (cont.) (14 marks)

The final grade of each student in Class Y (online teaching) is recorded in the table below:

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| --- | --- | --- | --- | --- | --- | --- |
| 52 | 56 | 58 | 61 | 64 | 66 | 68 |
| 70 | 71 | 72 | 74 | 74 | 74 | 75 |
| 76 | 76 | 78 | 79 | 83 | 85 | 87 |

1. Construct a histogram of the frequencies of final grades of students in Class Y using the gridlines provided below. (5 marks)

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Question 2 (cont.) (14 marks)

1. A statistical comparison of the percentage of final grades of Class X and Class Y is given in the table below. Fill in the missing information for Class Y using the percentage of final grades of each student based on the raw data provided in (c). (2 marks)

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| --- | --- | --- |
| **Statistical Measure** | **Class X**  **(face-to-face teaching)** | **Class Y**  **(online teaching)** |
| **Mean** | 61.2 |  |
| **Median** | 61 |  |
| **Std Dev** | 11.6 | 9.3 |

Mr Banner was not entirely convinced about what his results showed and looked for possible sources of error. He found that 90% of his students who were attending school on-site (Class X) had a parent who worked away from home most of the time and the parent staying home did not have a university education. In contrast, parents of students who did the course entirely online (Class Y) had parents who were university graduates and were home most nights of the week.

1. How did the parents’ work schedule and educational background become a source of error in Mr Banner’s results? (2 marks)

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1. Mr Banner wants to repeat his investigation in the next school year. How can he improve his investigation to make sure that the source of error would be eliminated? (2 marks)

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**Question 3 (10 marks)**

It was free dress day at school and Melissa wanted to go as her favourite football player, but all of her friends decided to go as their favourite singers. On the day Melissa changed her mind and decided to go as Katy Perry.

1. Identify the type of influence that made Melissa change her mind. (1 mark)

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1. Explain the type of influence you stated in part (a). Refer to a psychological theory in your response. (5 marks)

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1. Identify and explain **two (2)** factors that can influence Melissa’s decision. (4 marks)

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Question 4 (5 marks)

Below is an advertisement for a popular breakfast cereal. Food advertisers use persuasive communication to increase the amount of products sold. Unfortunately, not all food is good for us and parent’s undergo cognitive dissonance every day when purchasing food for their children.



1. Define the term cognitive dissonance. (1 mark)

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1. Identify two (2) responses to cognitive dissonance a parent may have when buying the cereal.

(4 marks)

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**END OF SECTION ONE**

# Section Two: Extended Response 30% (22 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 5 (22 marks)**

In the heart of Riverton, a fire erupted in an old, timber-framed house. John, a seasoned firefighter, noticed the smoke immediately, and without hesitation, he grabbed the closest fire hose and directed a stream of water towards the flames. Mary, a young nurse from the local clinic, saw the fire on her way to work. As the crowd gathered and anxiously watched the fire, she glanced around at the concerned faces and hesitated, unsure if she should step forward to offer her newly acquired medical expertise. Meanwhile, Peter, a retired accountant, observed from the sidelines, questioning the significance of the fire's impact and meticulously weighing the costs and benefits of getting involve.

* Explain the difference between anti-social and pro-social behaviour. (2 marks)
* Summarise the aim and findings of the Smoke -Filled Room experiment conducted by Latane & Darley (1968). (4 marks)
* Explain why Mary hesitated to intervene in the emergency. (2 marks)
* Describe an example of anti-social behaviour from the scenario and explain one factor that influenced this response. (5 marks)
* Identify and explain one factor that contributed to the likelihood of pro-social behaviours occurring using an example from the scenario. (5 marks)
* Quality of response (4 marks)

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**END OF TEST**