**Insert School Logo**

**Semester Two**

**Marking Key**

**PSYCHOLOGY**

**UNITS 1 & 2**

**Time allowed for this paper**

Reading time before commencing work: ten minutes

Working time: three hours

**Materials required/recommended for this paper**

**To be provided by the supervisor:**

This Question/Answer Booklet.

***To be provided by the candidate:***

Standard items: pens, pencils, sharpener, eraser or correction fluid, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store programmes or text, are permitted

**Important note to candidates**

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

# Section One: Short Answer 70% (130 marks)

**Question 1 (14 marks)**

(a) Neurons play a variety of roles in the human body. Sensory and motor neurons are two types of neurons found in the human body. Name a third type. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interneuron (1) | 1 |
| **Total** | **1** |

(b) State the structure and the function of Structure 5. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Myelin Sheath (1)  Protects axon and speeds up messages (1) | 0-2 |
| **Total** | **2** |

(c) State the structure and the function of Structure 2. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dendrite (1)  Carry nerve impulses into the cell body (1) | 0-2 |
| **Total** | **2** |

(d) Contrast the function of sensory neurons with motor neurons. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sensory neurons carry information from the peripheral nervous system (1) to the central nervous system (1), whereas motor neurons carry information from the central nervous system (1) to the peripheral nervous system (1). | 1-4 |
| **Total** | **4** |

(e) Describe neural transmission in terms of an electro-chemical signal. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The electric signal occurs inside the neuron (1) when an action potential is released (1). When the electric signal reaches the synapse, it changes to a chemical signal (1), in the form of neurotransmitters (1) to cross the synapse and attach to the following neuron (1). | 1-5 |
| **Total** | **5** |

**Question 2 (22 marks)**

1. Using the image of the brain, complete the table below demonstrating your knowledge of the lobes of the brain and their functions. (8 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | | | **Marks** |
|  | **Lobe of the brain** | **Function** | |
| **A** | Frontal | Motor control, personality, emotional response, decision making, problem solving, cognitive functions | 1-2 |
| **B** | Parietal | Processing sensory information; perceiving our bodies; proprioception; spatial awareness | 1-2 |
| **C** | Occipital | Processing visual information | 1-2 |
| **D** | Temporal | Associated with hearing; memory; aspects of language e.g. responsible for understanding speech | 1-2 |
| **Total** | | | **8** |
| Accept other relevant answers. | | | |

1. State an aim for the researcher’s experiment. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| To find out whether the drug/Flume will increase cognitive functions (such as problem-solving abilities) in rats | 1 |
| **Total** | **1** |

(c) Propose a research question based on your aim from part (b). (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Will Flume increase the time it takes rats to complete a maze? | 1 |
| **Total** | **1** |

(d) Identify the independent and dependent variables for the researcher’s experiment.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent - ingestion of the drug/Flume | 1 |
| Dependent - time it takes to complete the maze | 1 |
| **Total** | **2** |

(e) Create a table using means to summarise the researchers’ findings. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Title: Mean scores of the time taken in minutes for the rats to complete the maze with either 5mg or 10mg of (the drug) Flume | 1 |
| |  |  |  | | --- | --- | --- | |  | **5mg (1)** | **10mg (1)** | | Mean | 6.34 (1) | 2.83 (1) | | 1-4 |
| **Total** | **5** |

(f) Outline what the mean scores suggest about the results of the researcher’s experiment.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The rats that consumed 10mg of the drug/Flume, on average completed the maze much quicker than rats who consumed 5mg of the drug Flume. | 1-2 |
| **Total** | **2** |

(g) One limitation in research is the impact of uncontrolled variables. Name the type of variable that should be controlled (where possible) and include **one** example of an environmental limitation from the study above. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Extraneous variable | 1 |
| The rats in each group had a different amount of pellet food. | 1 |
| **Total** | **2** |

(h) Suggest a relevant improvement to address this limitation. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Keep the food pellets consistent across the two groups. | 1 |
| **Total** | **1** |

**Question 3 (18 marks)**

1. State the developmental term for Felina’s unborn child. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Prenatal | 1 |
| **Total** | **1** |

(b) List **three** stages of this type of development. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Germinal | 1 |
| Embryonic | 1 |
| Foetal | 1 |
| **Total** | **3** |

(c) Contrast gross and fine motor skills and provide an example of each that Ruben and Hannah should be able to perform. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Gross motor skills include large muscles such as legs and arms. | 1 |
| Ruben and Hannah should be able to hop/skip/jump. | 1 |
| Fine motor skills include the use of fingers, toes, eyes and small actions that require coordination. | 1 |
| Ruben and Hannah should be able to hold a pencil and draw and colour in | 1 |
| **Total** | **4** |
| Accept other relevant answers. | |

(d) Complete the table below to demonstrate your understanding of their developmental changes. (6 marks)

|  |  |  |
| --- | --- | --- |
|  |  | **Marks** |
| **Developmental change** | **Example from the scenario** | |
| Physical | Using forks and spoons to eat | 1-2 |
| Cognitive | Choosing weather appropriate clothes | 1-2 |
| Social and emotional | Role playing together | 1-2 |
| **Total** | | **6** |

(e) Identify the ethical guideline the doctor considered. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Informed consent | 1 |
| **Total** | **1** |

(f) Identify the type of data the doctor will collect using an interview method. (1 mark)

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

(g) State **one** strength and **one** limitation of the doctor using the method identified in part (f). (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Strength – any one of   * + doctor can directly seek clarification on information communicated   + doctor can demonstrate empathy   + doctor can be flexible with the questions they ask   + doctor can gather rich and detailed data | 1 |
| Limitation – any one of   * + there may be inaccuracies with the information given   + it may be time consuming   + the doctor’s presence may influence the responses | 1 |
| **Total** | **2** |
| Accept other relevant answers. | |

**Question 4 (10 marks)**

(a) Define the term ‘attachment’ according to Bowlby. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A lasting psychological (emotional) bond/connectedness between human beings | 1 |
| **Total** | **1** |

(b) Outline **one** similarity between Van Ijzendoorn and Kroonenberg’s and Ainsworth’s findings. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Secure attachment was the most common type of attachment across all cultures. | 1 |
| **Total** | **1** |

(c) Describe their main finding about cross-cultural patterns of attachment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There is greater variation of the attachment types within cultures (1) than between cultures (1). | 1-2 |
| **Total** | **2** |

(d) State the type of data Van Ijzendoorn and Kroonenberg collected and justify your response. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative | 1 |
| (The meta-analysis) uses a statistical technique. | 1 |
| **Total** | **2** |

(e) Propose how researcher’s using the Strange Situation could minimise the effects of extraneous and confounding variables. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| By standardising the procedure and instructions given. | 1 |
| **Total** | **1** |

(f) The Strange Situation is thought to have good reliability. State what this suggests.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It consistently produces similar results. | 1 |
| **Total** | **1** |

(g) The Strange Situation has been criticised on ethical grounds. Identify the ethical guideline it is thought to have breached and state how it breaches it. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Protection from harm | 1 |
| It is thought the Strange Situation caused psychological distress for the babies. | 1 |
| **Total** | **2** |

**Question 5 (14 marks)**

(a) Define the term ‘attitude’. (1 mark)

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

(b) Attitudes can be explicit or implicit. Demonstrate your understanding of these two types of attitudes by completing the table below. (5 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | | | **Marks** |
|  | **Explicit attitude** | **Implicit attitude** |  |
| **Description** | They are deliberate | They are autonomic | 1-2 |
| **Resistant to change** | Explicit attitudes can easily change | Implicit attitudes are resistant to change | 1 |
| **Conscious or unconscious** | The individual is consciously aware of them | The individual is not consciously aware of them | 1-2 |
| **Total** | | | **5** |

(c) Measuring explicit attitudes is said to be direct. State the **most** accurate method of collecting quantitative data (from the syllabus) on a person’s explicit attitude. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Likert scale | 1 |
| **Total** | **1** |

(d) Propose why the data collection technique identified in part (c) is useful in finding out about attitudes. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It allows for subjective quantitative data | 1 |
| It provides the strength of the attitude | 1 |
| **Total** | **2** |

(e) State whether an individual reporting on their attitudes demonstrates subjective or objective data. Justify your response. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Subjective | 1 |
| It is their own personal account of their attitude. | 1 |
| **Total** | **2** |

(f) List **three** factors which contribute to a person’s implicit attitudes. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cultural conditioning | 1 |
| Upbringing | 1 |
| Media | 1 |
| **Total** | **3** |
| Accept other relevant answers. | |

**Question 6 (23 marks)**

(a) State the type of prejudice occurring in this scenario. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Gender | 1 |
| **Total** | **1** |

(b) Distinguish between prejudice and discrimination. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Prejudice involves holding a usually negative attitude towards a person (due to their identification and membership within a group) | 1-2 |
| whereas discrimination refers to either a positive or negative behaviour towards an individual or group based on their membership to that group | 1-2 |
| **Total** | **4** |

(c) Propose **one** example of direct discrimination and **one** example of indirect discrimination from the scenario on page 16. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Fred is demonstrating direct discrimination (1) as he wants to hire males only (1) | 1-2 |
| Mishka is demonstrating indirect discrimination (1) as she is wanting to hire females purely because they currently have more males, but this decreases males chances of being successful in getting the job (1) | 1-2 |
| **Total** | **4** |
| Accept other relevant answers. | |

(d) Identify and describe the cause of prejudice that can most likely be attributed towards Fred’s attitude. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Just world phenomenon | 1 |
| He believes that men are better equipped in the technology field so women should not get jobs in that area and that they get what they deserve. | 1-2 |
| **Total** | **3** |
| Accept other relevant answers. | |

(e) State the aim for this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| To find out what causes conflict between groups (1) and how this conflict can be reduced (1). | 1-2 |
| **Total** | **2** |
| Accept other relevant answers. | |

(f) It was found in Sherif’s study that superordinate goals were more effective at reducing prejudice than any other means. Outline what a superordinate goal is. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A goal that requires more than one group to achieve the goal together. | 1 |
| **Total** | **1** |

(g) Describe **two** scenarios from Sherif’s study that demonstrates the attainment of a superordinate goal. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The boys encountered a drinking water problem in which the water system became blocked (1). The boys all had to work together to brainstorm ways in which they could unblock the drain (1). | 1-2 |
| The boys were offered a movie night but were told it came at a monetary cost (1). The boys from both groups had to pool their money to raise enough to be able to watch the movie (1). | 1-2 |
| **Total** | **4** |
| Accept other relevant answers. | |

(h) Sherif’s study is said to have ecological validity as it was a field study. State what being valid suggests for this study. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The measurement tool/s accurately measured what they intended to. | 1 |
| **Total** | **1** |

(i) Sherif’s study used only eleven and 12-year-old white middle class boys. Evaluate what this suggests about the generalisability to the population. Suggest how it could be improved. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It can only be generalised to 12-year-old white middle class boys (1) as it is not a representative sample of a greater population (1). | 1-2 |
| They should include a more representative sample such as having females or different age groups. | 1 |
| **Total** | **3** |
| Accept other relevant answers. | |

**Question 7 (25 marks)**

(a) Define the concept ‘bystander effect’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The bystander effect suggests that a person’s likelihood of helping in a situation is reduced when there are other people around. | 1 |
| **Total** | **1** |

(b) Using your understanding of the bystander effect, explain why no one went to help the person having a seizure on the floor. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| As the café bar was very busy (1), all of the customers thought somebody else would take responsibility for helping (1). | 1-2 |
| **Total** | **2** |

(c) Define the ‘diffusion of responsibility’ and ‘audience inhibition’ and apply each to the scenario to explain why no one went to help. (8 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The diffusion of responsibility relates to people spreading the shared responsibility amongst those around them (1), therefore the more people around the less likely they will take shared responsibility/their share of responsibility will decrease (1) | 1-2 |
| As the cafe was busy each bystander divided the responsibility amongst the large group (1), minimising their responsibility to help (1) | 1-2 |
| Audience inhibition relates to individuals being afraid to help in a public situation (1) in case their actions are not deemed the most appropriate ones (1) | 1-2 |
| The people in the café bar may have felt unsure of the correct first aid to administer when a person experiences a seizure (1), and therefore decided the best action to take was to do nothing for fear of embarrassing themselves (1). | 1-2 |
| **Total** | **8** |

(d) List **three** other explanations of antisocial behaviour that could account for the bystander’s inaction. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social influence | 1 |
| Cost-benefit analysis | 1 |
| Groupthink | 1 |
| **Total** | **3** |

(e) Outline the aim of their study. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| To see if participants are more likely to intervene in an emergency situation when others are present or alone. | 1 |
| **Total** | **1** |

(f) Propose a directional hypothesis for Latane and Darley’s (1968) experiment. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It is hypothesised that individuals will take longer to act in getting help (1) when sitting in a room that fills with smoke when they are surrounded by others (1) then when they are by themselves (1). | 1-3 |
| **Total** | **3** |
| Accept other relevant answers. | |

(g) Complete the sentences below to recap the results of Latane and Darley’s (1968) experiment for individuals present in the smoke-filled room by themselves, and in a group of three. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **50%** of participants in the smoke-filled room by themselves acted within **two** minutes. A further **72%** had acted after **six** minutes when the experiment concluded. Of the participants who were in a group three, **62%** continued to complete their questionnaire whilst the room filled with smoke. | 1-5 |
| **Total** | **5** |

(h) Draw an evidence-based conclusion, consistent with the aim of Latane and Darley’s (1968) study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The results suggest that people are more likely to intervene in an emergency situation when they are alone (1) compared to when they are in a room with other people (1). | 1-2 |
| **Total** | **2** |

**End of Section One**

# Section Two: Extended Response 30% (52 marks)

**Part A**

**Question 8 (31 marks)**

This question is compulsory. You **must** answer this question.

Coco had been teaching at the same school for over 10 years. She loved that school and the relationships she formed with her students. Students rarely failed to follow her instructions. When she moved house, she started doing relief teaching at a different primary school. She was not enjoying it as she found many of the students in the Grade 6 class she was taking to be disruptive and were not following her instructions. She reflected on why the behaviour of these students was so different to her previous school.

Demonstrate your understanding of this social response to an authority figure, by referring to Milgram’s (1963) obedience study.

* Define obedience (1 mark)
* Outline the aim of Milgram’s study (1 mark)
* Propose the method Milgram used and state **one** advantage and **one** disadvantage of using this method (8 marks)
* Apply the findings of Milgram’s study to explain the behaviour of the students Coco experienced (4 marks)
* Milgram’s study was said to follow a standardised procedure. Explain why this is seen as a strength of the study (3 marks)
* Evaluate the ethical practices of Milgram’s study (8 marks)
* With reference to the sample used, provide **two** limitations of Milgram’s study (2 marks)
* Communicate psychological understandings with correct use of psychological language. (4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Define obedience | |
| A change in a persons’ behaviour due an authority figure telling them to do so. | 1 |
| Subtotal | 1 |
| Outline the aim of Milgram’s study | |
| To investigate the length/extent individuals would behave/take actions in response to an authority figure. | 1 |
| Subtotal | 1 |
| Propose the method Milgram used and state one advantage and one disadvantage of using this method | |
| * Participants believed they were involved in a learning and memory experiment (1) * Participants picked out of a hat if they were to be a Teacher or a learner (who was an alliance with experimenter) (1) * Teachers were told to give learner an electric shock of increasing voltage for every wrong answer (1) * Shock was on request from experimenter when they got an answer wrong (1) * Each time the shock would increase by 15 volts (1) * All participants admitted at least 300 volts (1) | 1 - 6 |
| Advantage: any one of   * the observer does not need to ask a participant for information, they can simply observe * allows the observed phenomenon to be recorded precisely as it occurs * able to conduct multiple sessions in a short period of time | 1 |
| Limitation: any one of   * can be time-consuming * personal opinions and beliefs cannot always be observed * observer bias * lack of ecological validity/ability to replicate real-life situations | 1 |
| Subtotal | 8 |

|  |  |
| --- | --- |
| Apply the findings of Milgram’s study to explain the behaviour of the students Coco experienced | |
| Coco was considered a legitimate authority figure at the school she worked at for over 10 years. | 1 |
| Her students followed her instructions and obeyed her (because they viewed her as a legitimate authority figure). | 1 |
| When Coco began relief teaching at a new school, the students did not follow her instructions/obey her. | 1 |
| They did not view her as being a legitimate authority figure. | 1 |
| **Subtotal** | **4** |
| Milgram’s study was said to follow a standardised procedure. Explain why this is seen as a strength of the study | |
| Milgram’s standardised procedure involved each participant experiencing the exact same process. | 1 |
| This was seen as a strength as it improves the reliability (1) of the study and helps establish a causal relationship (1) OR  Minimises the effects (1) of extraneous of confounding variables (1). | 1-2 |
| **Subtotal** | **3** |
| Evaluate the ethical practices of Milgram’s study | |
| Any four of (4 x 2 marks)   * Participants were not able to give informed consent (1) as telling participants the true nature of the study would influence the results and findings (1) * the participants believed they were shocking the learner, when in fact they weren’t, (1) they were deceived (1) * the participants were not protected from psychological harm (1) as many experienced distress at the thought of harming another individual (1) * Milgram debriefed (1) his participants at the conclusion of the study, and again a period of time later to ensure they experienced no prolonged distress (1) * The right to withdraw (1) was not made clear, as the four prods encouraged the participant to continue (1). | 1-8 |
| **Subtotal** | **8** |
| With reference to the sample used, provide two limitations of Milgram’s study | |
| The sample involved only males and may not be representative of a female population. | 1 |
| It is questioned whether similar results would be found in a non-western population. | 1 |
| **Subtotal** | **2** |
| Communicate psychological understandings with correct use of psychological language. | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate  psychological terminology used consistently, extensively, and correctly.  Punctuation and grammar do not impede meaning.  Does not need essay style broad introduction or conclusion for full marks. | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of  psychological terminology that is mostly correct. There may be some errors in  punctuation/grammar evident but these do not impede meaning. | 3 |
| Candidate uses paragraphs. Uses simple psychological terminology. May have  some errors in punctuation/grammar evident but these do not impede meaning. | 2 |
| Candidate uses some psychological terminology correctly and may have limited  correct spelling, punctuation and grammar. | 1 |
| Subtotal | 4 |
| Total | 31 |
| Accept other relevant answers. | |

**Part B:** Select **one** question from this section.

**Question 9 (21 marks)**

Miles is the parent of three children, Max, Lulu and Mia. Max (aged 12) recently begun high school; Lulu (aged 8) attends primary school and Mia (aged 5) is about to start primary school. Each child has a different idea about what school involves. Max initially thought school was about playing, but since starting high school, he changed his understanding and behaviour. He now believes school is about learning different subjects, studying hard, socialising with his friends and for working out what he wants to do when he grows up. For Lulu it was initially about wearing a school uniform, but now it also includes creating colourful pictures, learning to play musical instruments, and getting to play games at recess and lunch. For Mia it’s about getting to wear a school uniform. Miles found his children’s different ideas about school very interesting, and it inspired him to find out if each child demonstrated age-appropriate cognitive development skills.

Using the cognitive development theory from your syllabus, discuss the cognitive development of each of Miles’ children by including the following in your response:

* Name the theorist behind the cognitive development theory (1 mark)
* Define the term ‘schema’ and discuss the process of schema formation in

relation to Max (3 marks)

* Identify the stage of cognitive development Max, Lulu and Mia are likely in and explain why using evidence from the scenario provided. (6 marks)
* Describe a task that would appropriately test Lulu’s developmental changes. Apply this task to Lulu suggesting how she might respond to the task (5 marks)
* State **one** strength and **one** limitation of this cognitive development theory (2 marks)
* communicate psychological understandings with correct use of psychological language. (4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Name the theorist behind the cognitive development theory | |
| Piaget | 1 |
| Subtotal | 1 |
| Define the term ‘schema’ and discuss the process of schema formation in relation to each child by referring to assimilation and accommodation | |
| A schema refers to the way in which people categorise information to help them interpret the world around them/a mental idea or concept of experiences | 1 |
| Max has demonstrated accommodation in his schema for school since starting high school (1). He has changed his schema for school since starting high school and has taken in new information to conclude that school is more than just playing; it is a place that helps determine what you want to do when you grow up (1). | 1-2 |
| Subtotal | 3 |
| List the four stages of the cognitive development theory and identify the stage each child is likely in | |
| Pre-operational (1) – Mia is in this stage (1) | 1-2 |
| Concrete operational (1) – Lulu is in this stage (1) | 1-2 |
| Formal operational (1) – Max is in this stage (1) | 1-2 |
| Subtotal | 6 |
| Describe a task that would appropriately test Lulu’s developmental changes. Apply this task to Lulu suggesting how she might respond to the task | |
| Lulu  Conservation (1)  Piaget conducted a number of tasks that test whether a child can understand that something stays the same in quantity even if it changes its appearance (in mass, length, number or volume) (1). Such as the volume task where he poured liquid into two similar sized containers, then poured one into a taller and thinner container and asked if the containers had the same amount of liquid (1). It is likely that Lulu can conserve volume (1) and will say that the containers contain the same amount of  liquid (1). | 1-5 |
| Subtotal | 5 |
| State onestrength and one limitation of this cognitive development theory | |
| Strength  Cross-cultural research suggests development occurs in the same order suggesting cognitive development is a biological process, as Piaget suggested. | 1 |
| Limitation  While the order of development is universal, the age at which these stages occur is dependent on social and cultural influences. | 1 |
| **Subtotal** | **2** |
| Communicate psychological understandings with correct use of psychological language. | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate  psychological terminology used consistently, extensively, and correctly.  Punctuation and grammar do not impede meaning.  Does not need essay style broad introduction or conclusion for full marks. | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of  psychological terminology that is mostly correct. There may be some errors in  punctuation/grammar evident but these do not impede meaning. | 3 |
| Candidate uses paragraphs. Uses simple psychological terminology. May have  some errors in punctuation/grammar evident but these do not impede meaning. | 2 |
| Candidate uses some psychological terminology correctly and may have limited  correct spelling, punctuation and grammar. | 1 |
| Subtotal | 4 |
| Total | 21 |
| Accept other relevant answers. | |

**Question 10 (21 marks)**

Jasmine and her brother Nathan recently moved house and wanted to join a tennis team in the area. They had the choice of two clubs. The first club they visited were the reigning premiers of the previous seasons’ competition. When visiting, Jasmine noticed all the players had coaches, trained hard and took their sport seriously. Nathan noticed that no one seemed to be laughing. At the second club, Nathan noticed the players were much more social, they chatted to each other while having a casual hit and there seemed to be a lot more friendliness between them. Jasmine noticed there were no coaches and people didn’t seem to care if they hit the ball out. Jasmine decided to join the first club as she considered herself to be quite sporty and competitive. Nathan decided to join the second club as he thought this club had a good team and social culture and seemed to have fun.

Using Tajfel and Turner’s (1979) social identity theory, discuss Jasmine’s and Nathan’s social identity. In your response:

* Define social identity theory according to Tajfel and Turner (1979) (2 marks)
* Identify **three** mental processes for evaluating others according to Tajfel and Turner’s (1979) theory (3 marks)
* Apply the **three** mental processes for evaluating others to Jasmine (3 marks)
* Apply the **three** mental processes for evaluating others to Nathan (3 marks)
* State **one** strength and **one** limitation of Tajfel and Turner’s (1979) theory (2 marks)
* Explain the function of stereotypes and include an example of a stereotype both Jasmine and Nathan could make about the teams they joined (4 marks)
* Communicate psychological understandings with correct use of psychological language (4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Outline social identity theory | |
| (It suggests how) people develop their social identity (1) as they interact with society (1) | 1 - 2 |
| Subtotal | 2 |
| Identify three mental processes for evaluating others according to Tajfel and Turner’s (1979) theory | |
| Social categorisation | 1 |
| Social identity | 1 |
| Social comparison | 1 |
| Subtotal | 3 |
| Apply the three mental processes for evaluating others to Jasmine | |
| categorises herself as a competitive, sporty tennis player | 1 |
| identifies with a winning team who work and train hard at being good tennis players | 1 |
| uses social comparison to reinforce her self-esteem by being a part of a winning team | 1 |
| Subtotal | 3 |
| Apply the three mental processes for evaluating others to Nathan | |
| categorises himself as a social tennis player | 1 |
| identifies as a social and team player who likes to have fun | 1 |
| uses social comparison (to reinforce his self-esteem) by being a part of a social team who likes to have fun | 1 |
| Subtotal | 3 |
| State one strength and one limitation of Tajfel and Turner’s (1979) theory | |
| Strength: any one of   * it explains behaviour where there is a desire to benefit the welfare of others * it explains in-group bias | 1 |
| Limitation: any one of   * It has poor predictive power * It fails to explain the affiliation between similar groups | 1 |
| **Subtotal** | **2** |
| Explain the function of stereotypes and include an example of a stereotype both Jasmine and Nathan could make about the teams they joined | |
| A stereotype is an oversimplified belief bout an outgroup pertaining to either positive or negative thoughts about its members | 1 |
| Stereotypes allow people to make decisions quickly and easily | 1 |
| Jasmine: any one of   * all players are serious * all players train hard   Nathan: any one of   * all players are friendly/fun * all players like to have a chat | 1-2 |
| **Subtotal** | **4** |
| Communicate psychological understandings with correct use of psychological language. | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate  psychological terminology used consistently, extensively, and correctly.  Punctuation and grammar do not impede meaning.  Does not need essay style broad introduction or conclusion for full marks. | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of  psychological terminology that is mostly correct. There may be some errors in  punctuation/grammar evident but these do not impede meaning. | 3 |
| Candidate uses paragraphs. Uses simple psychological terminology. May have  some errors in punctuation/grammar evident but these do not impede meaning. | 2 |
| Candidate uses some psychological terminology correctly and may have limited  correct spelling, punctuation and grammar. | 1 |
| Subtotal | 4 |
| Total | 21 |
| Accept other relevant answers. | |

**ACKNOWLEDGEMENTS**

Question 1b – Nerve cell

<https://www.istockphoto.com/vector/sensory-and-motor-neurons-and-interneuron-gm1071118372-286636212?phrase=sensory%20neuron>

Question 2 – Image of the brain

<https://www.istockphoto.com/photo/colored-brain-gm187151238-26051305?phrase=lobes%20of%20the%20brain%20>

Question 4b – Bowlby

McCloud, S. (2023). *Attachment Theory: Bowlby and Ainsworth Theory Explained.* <https://www.simplypsychology.org/attachment.html>

Question 10 - Milgram

McLeod, S. A. (2017, February 05). The Milgram shock experiment. Simply Psychology. [www.simplypsychology.org/milgram.html](http://www.simplypsychology.org/milgram.html)