

Name: _____

Joseph Banks Secondary College
Year 12 ATAR Psychology

Assessment Task 8 – Test 3
60 marks (5% Response)

OUTCOMES:

Outcome 1:	<i>Psychological understandings</i>
Outcome 3:	<i>Applying and relating psychological understandings</i>
Outcome 4:	<i>Communication in psychology</i>

ALLOCATED TIME FOR THE TASK:

- You will have one period to complete the test in class.

INSTRUCTIONS:

- Attempt all questions
- No notes, files etc. to be accessed during the test

Section One – Research Methods	
Question 1	/ 6
Question 2	/ 8
Question 3	/ 6
Total	/19

Section Two – Short Answer	
Developmental Psychology	/ 23
Psychology of Personality	/ 22
Total	/ 45

Total Marks	
Section 1 – Research Methods	/ 19
Section 2 – Short Answer	/ 45
Assessment Task 8 – Total Marks	/ 64 marks

Question 1**(6 marks)**

Researchers were interested in the relationship between exercise and life satisfaction. Data from six participants are shown in the table below.

Participant	Hours of exercise per week	Life satisfaction score
1	2.0	14
2	2.5	16
3	1.5	12
4	5.0	18
5	3.5	17
6	1.0	11

(a) Produce a scatter plot of the data on the grid below.

(4 marks)**Correlation between hours of exercise per week and life satisfaction scores**

Description	Marks
Title includes both variables	1
Both axis scaled appropriately	1
Both axis labelled appropriately with units	1
Scatterplot drawn and plotted correctly	1

(b) Outline what the results indicate about the association between exercise and life satisfaction.

(2 marks)

Description	Marks
There is a moderate positive correlation between hours a week of exercise and life satisfaction.	1
Meaning the more that a person exercises the higher they have rated their life satisfaction	1

Question Two**(6 marks)**

A psychologist wanted to investigate the relationship between temperature and performance on a test of divided attention. The psychologist required a sample of 30 adults to participate in the study. Each participant would complete a divided attention task under two conditions: firstly, in a room where the temperature was 16 degrees Celsius. and secondly in a room where the temperature was 24 degrees Celsius.

(a) Outline **Two (2)** pieces of information that the psychologist must tell potential participants to ensure

they can give informed consent to their participation to **this** study

(2 marks)

Description	Marks
They would have to mention the temperature of each room.	1
They would have to explain that there will be an attention test that participants shall have to sit	1

(b) Identify whether this study was experimental or non-experimental

(1 mark)

Description	Marks
Experimental	1

The results of the study are shown in the table below. Higher scores indicate better performance on the divided attention task.

Room temperature	Mean divided attention score
16 degrees Celcius	48/80
24 degrees Celcius	60/80

(c) Identify **two (2)** sources of error in the study and suggest **two (2)** ways of reducing this error (4 marks)

Description	Marks
Participants may be subject to practice effects whereby they did better in the 24-degree room as they had already done it in the 16-degree room	1
To reduce this error researchers should split the sample into two groups and use counter balancing – one group start in the 24 degree room the other starting in the 16 degree room.	1
Each participant would be wearing different clothes which would impact their temperature more than the external room temperature.	1
To reduce this source of error there needs to be more standardised procedure in which participants wear the same clothes throughout each condition of the experiment	1

Question Three

(6 marks)

Two teachers measured the height of the children in their classes. The mean height of children in Class A was 132.8cm and the mean height of children in Class B was 134.6cm

(a) Name one measure that could be used to show the dispersion (spread) of heights in each class.

(1 mark)

Description	Marks
Standard Deviation or Range	1

(b) The distribution of height followed a normal curve. State two features of a normal curve.

(2 marks)

Description	Marks
Symmetrical bell shape	1
mean and median are equal; both located at the centre of the distribution	1
Roughly 68% of the data falls within 1 standard deviation of the mean	1
Roughly 95% of the data falls within 2 standard deviations of the mean	1
Any two of the above	

(c) State one way in which the role of the experimenter is different in qualitative research compared with quantitative research (1 mark)

Description	Marks
The experimenter is much more involved in qualitative research, they can impact how the participant responds and how the data is interpreted	1

(d) Explain what is meant by the term double-blind study and why it is used. (2 marks)

Description	Marks
neither the participants nor the experimenters know the whether the participant is in one of the experimental or control groups	1
particularly useful for preventing bias due to demand characteristics or the placebo effect.	1

Section Two - Short answer questions

Question Four – Developmental Psychology

(23 marks)

- (a) Compare and contrast Kohlberg's Pre-Conventional and Conventional stages of moral development. (2 marks)

Description	Marks
Compare Pre-Conventional and Conventional stages both have not developed an internalised sense of morality. OR both need external influences to help guide their moral code Do not accept – they are both before post-conventional	1
Contrast In the pre-conventional stage morality is solely dependant on themselves and what the consequences would be for them. The Conventional stage of morality is based upon trying to obey social convention (laws etc) and	1

- (b) Citing the relevant researcher, outline a criticism of Kohlberg's theory of moral development.

(3 marks)

Description	Marks
Gilligan - Gender bias in the sample used to create this stage theory of morality as Kohlberg only tested men OR hierarchical structure is sexist, favouring the male perception of morality. Women are socialised to take on a nurturing and socially responsible role for others, which is not "lesser" than a man's "justice driven" morality. One for theorist, One for criticism and One for explaining the criticism	1 1 1
Sweder – Ethnocentric bias the model only fits for western morality and does not take into consideration the fact that other cultures see acts such as stealing as far worse than preserving life. Therefore low cross-cultural generalisability	

- (c) Outline two characteristics of a stage theory

(2 marks)

Description	Marks
Has distinct characteristics for each level that an individual moves through It is universal and individuals move through the stages in the order – you do not skip a stage	1 1
Accept any other reasonable answer	

- (d) According to Erikson's theory of identity, describe each of the following crises that occur at each of the following stages. (6 marks)

Name	Description
Pre-schooler (1-3 years)	Autonomy v Shame and doubt Toddlers begin to develop independence and autonomy. If a parent does not allow the toddler to explore their independence, they experience shame and doubt
Early adulthood (20 – 35 years)	Intimacy v isolation Early adults begin to foster the ability to care about others and share experiences with them. If they are unable to resolve this error this can lead to feelings of isolation and an inability to form deep connections
Middle-age adult (40– 60 years)	Generativity v Stagnation Generativity refers to the adult assisting and/or being caring towards the next generation. Stagnation means adults are failing to find a way to contribute and may feel disconnected or uninvolved with their community and with society.

- e) Outline two similarities between Kohlberg's theory of moral development and Piaget's theory of cognitive development (2 marks)

Description	Marks
Both are theories of cognitive development – how our thinking changes over time	1
Both are stage theories of human development that they believe are universal for all humans to move through	1
Accept any other reasonable answer	

- f) What did Erikson mean by the term psychosocial crisis (2 marks)

Description	Marks
psychosocial crisis can be a time of psychological and social vulnerability but also strength as people work toward success or failure.	1
The conflict the individual is working through is a turning point where each person faces a struggle to attain a specific psychological quality	1

- (g) Some researchers have criticised the tasks Piaget used with children to develop his theory of cognitive development. Citing the relevant researcher, outline two (2) of these criticisms. (6 marks)

Description	Marks
Hughes found that children as young as 3-5 are able to take the perspective of others. He found that the three mountains task had low ecological validity as it was so unfamiliar for children, Hughes tested egocentrism by using the “hide and seek” task which	1 1
Siegal the questioning and conversation formats that the conservation tasks uses leads the child to change their answers. Therefore an invalid way of measuring whether that child understands conservation / reversibility	

Question Five – Psychology of Personality (22 marks)

- (a) Contrast how a trait theorist and a humanistic theorist would measure personality (2 marks)

Description	Marks
A trait theorist would measure personality through self-report questionnaires , gathering quantitative data to measure individuals against specific traits	1
A humanistic theorist would not “measure” personality, they would have the individual use the Q-sort method to identify a holistic image of their “ current / true self ” and then to their “ideal self” – who they want to be	1

- (b) From the humanistic perspective what does anxiety and depression stem from? (2 marks)

Description	Marks
From the humanistic perspective anxiety and depression can arise when there is a large gap between the characteristics of who we current are “true self” and our “ideal self”	1 1

- c) Outline two criticisms of the humanistic perspective on personality (4 marks)

Description	Marks
Very subjective and open to interpretation	1
Non-scientific as the concepts aren't operationalizable and cannot be tested	
Accept any other reasonable answer	1

- (b) Explain the ‘cognitive’ part of Mischel’s social cognitive theory of personality (2 marks)

Description	Marks
According to Mischel, people’s behaviour in a situation is affected by: Their perceptions of/beliefs about /interpretation of a situation	1 1
Their thoughts about the likely consequences of behaving in a particular way	1

- c) At age 23 Anna gets her first full-time job in a large company. At work, Anna eats her lunch at her desk rather than going out to lunch with her colleagues. However, on the weekends, she enjoys going out to lunch with her friends. Explain, with reference to Michel’s Social-Cognitive Theory why Anna’s behaviour is not consistent across these **different situations**. (2 marks)

Description	Marks
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From Michel's Social Cognitive Theory Annas behaviour is inconsistent between these two events as we all have personality signatures; different stimuli bring our different responses in an individual. In Annas case there the environment of being at work with colleagues, she prefer to eat lone where as when she is with her friends she is happy to eat out and socialise. 1 mark for explanation 1 mark for application	1 1
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(d) Maurice is a very shy person who prefers to spend time by himself doing familiar activities. He likes to do things his own way and feels anxious if he has to do something new or meet new people.

According to McCrae and Costa's trait theory:

(i) identify **one** trait that Maurice would be high on: (1 mark)

Description	Marks
Introversion OR Neuroticism	1

(ii) State **two** limitations of trait theories of personality. (2 marks)

Description	Marks
It does not account for differences in behaviour that people may present in different situations	1
It does not explain how people's personality changes over time Accept any other relevant answer	1

(e) The school principal requested a Year 12 student to present a talk to Year 7 students on study tips for high school. Raphael volunteered to do the talk. Describe how each of the following theories of personality would explain why Raphael volunteered.

(i) Trait theory (2 marks)

Description	Marks
Raphael is naturally high in extroversion and conscientiousness therefore volunteered as he enjoys public speaking and is naturally good at studying and keeping organised	1
Accept any other relevant answer	1

(ii) Rogers' humanistic theory (2 marks)

Description	Marks
Raphael wants to grow as a person and meet his need so that his current self or " true self " matches up with his " ideal self "	1
Accept any other reasonable answer	1

(iii) Bandura's social cognitive theory (2 marks)

Description	Marks
From Banduras social learning cognitive theory, Raphael has high self-efficacy and believes that he can present to a large audience and has information to offer the year 7s	1 1
Accept any other reasonable answer	