



**PSYCHOLOGY**

**Stage 2**

**WACE Examination 2014**

**Marking Key**

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Research methods

25% (25 Marks)

Question 1

(6 marks)

Researchers design an experiment to determine whether listening to music while exercising causes people to exercise harder.

- (a) Name the independent variable and the dependent variable. (2 marks)

Description	Marks
Independent variable: music	0–1
Dependent variable: exercise	0–1
<b>Total</b>	<b>2</b>

- (b) List **two** variables that should be controlled in this experiment. (2 marks)

Description	Marks
Any two of: previous health history/diet/exercise/fitness level/ability to hear/ any other logical correct response	0–2
<b>Total</b>	<b>2</b>

- (c) Identify **one** ethical consideration relevant to this study. Explain how the researchers would deal with this consideration in their research. (2 marks)

Description	Marks
Confidentiality/informed consent/voluntary participation/equitable treatment/nonmalficence/beneficence/privacy/honesty	0–1
An explanation relevant to the ethical consideration mentioned, such as: Assign numbers rather than use names/ensure participants understand research and sign to indicate consent – they may withdraw at any time/treat all fairly and equally/do no harm – ethically approve research/do some benefit from research/do not share personal details or collect unnecessary personal information/do not deceive participants and explain process and results – or debrief afterwards.	0–1
<b>Total</b>	<b>2</b>

Question 2

(5 marks)

An experiment was conducted to determine whether the number of times people heard a list of 20 words increased their ability to recall those words. The data from the experiment are shown below.

Number of words recalled with increasing number of trials

Number of trials	Number of words recalled
2	3
3	5
4	7
5	11
6	12
7	14
8	15

Construct a graph to display these data on the grid below. A spare grid is provided at the end of this Question/Answer booklet. If you need to use it, cross out this attempt.

Description	Marks
<div><p>Number of words recalled with increasing number of trials</p><p>Number of trials</p></div> <div><p>One mark awarded for each of the following:</p><ul style="list-style-type: none"><li>Title must explain graph e.g. 'Number of words recalled with increasing number of trials' (1)</li><li>Vertical axis – Number of words recalled (1)</li><li>Horizontal axis – Number of trials (1)</li><li>Continuous/even labelling of numbers on axes (1)</li><li>Data plotted appropriately and accurately (1)</li></ul></div>	<div>0–5</div> <div>Total5</div>

Question 3

(11 marks)

Dr Singh is planning an experiment to determine the effect of a study strategy called 'mind mapping' on student test scores. There are one hundred 17-year-old Psychology students in her experiment; 50 in the experimental group, and 50 in the control group.

- (a) Describe **one** method Dr Singh could use to determine which students will be in the control group and which students will be in the experimental group. (2 marks)

Description	Marks
One mark for naming method and one mark for describing method	0–2
Randomisation Computer randomly generates codes assigned to each student for allocation into groups/ draw numbers or names from a hat.	
OR	
Matched pair design Students paired for similarity from each pair into the two groups	
<b>Total</b>	<b>2</b>

- (b) Write an operational hypothesis for this experiment. (3 marks)

Description	Marks
Must include description of participants/population (1), mind mapping or not (1) and results from test scores (1)	0–3
For example: Students using mind mapping strategies will have higher test scores at the completion of class than students from the same class that do not use the mind mapping strategies.	
<b>Total</b>	<b>3</b>

- (c) Identify **two** ethical considerations relevant to this experiment. Explain how Dr Singh would deal with each of these considerations. (4 marks)

Description	Marks
One mark for each of two named ethical considerations: withdrawal rights/ informed consent from parents or guardians/ anonymity/confidentiality/ privacy/ professional conduct (2)	0–4
One mark for each explanation of how the consideration would be met by the researcher: Participants are free to leave the study at any time without pressure/ parents or guardians must be provided with full details of the experiment and provide written indication they agree with the student participating/ numbers can be used instead of names to prevent identification of participants/ results and details of the research must be kept secure from outside parties/ personal details must be kept secure/ researchers must be qualified, registered and have the research approved. Candidates must not simply restate the ethical consideration.	
<b>Total</b>	<b>4</b>

- (d) Name **one** possible source of error in this experimental design and explain how Dr Singh could address it. (2 marks)

Description	Marks
One mark for naming the error: Students may have used mind mapping before/students not using mind mapping may be studying for the test in different ways/mind mapping students may be tired and confused by the strategy-affecting test scores. One mark for explanation of how it could be prevented: ensure all students are equally familiar with mind mapping/ensure control group studies for the test the same way/provide a short break for all participants before the test.  Limitations to the ability to generalise the study to a wider population are not acceptable responses.	0–2
<b>Total</b>	<b>2</b>

**Question 4** (3 marks)

Test scores for a group of students are listed below.

1, 2, 2, 3, 5, 7, 8

Calculate the mean, mode and median for these scores.

Description	Marks
Mean: 4 (1)	0–3
Mode: 2 (1)	
Median 3 (1)	
<b>Total</b>	<b>3</b>

Section Two: Short answer

60% (60 Marks)

Question 5

(6 marks)

- (a) Define and give an example of 'social facilitation'.

(2 marks)

Description	Marks
Definition: Improved/better performance in easy tasks due to the presence of others.	0–1
An example that indicates when people are performing well-learned tasks or easy tasks in the presence of others performance is maximised (such as tying shoes, riding a bicycle, driving a car, kicking a ball, plaiting hair, dance routine, any other logical and correct response).	0–1
<b>Total</b>	<b>2</b>

- (b) Define and give an example of 'social inhibition'.

(2 marks)

Description	Marks
Definition: Reduced/decreased/worse performance in difficult tasks due to the presence of others.	0–1
An example that describes a complex task that the individual has yet to master or a new task that the individual has not attempted before (such as playing a musical instrument, public speaking, driving in a foreign country, playing chess, any other logical and correct response).	0–1
<b>Total</b>	<b>2</b>

- (c) High school students can be required to give oral presentations as a form of assessment. Teachers can use their understanding of social facilitation and social inhibition to maximise students' oral presentation performance. Describe **two** strategies a teacher might use for this purpose. (2 marks)

Description	Marks
Any answer that includes reducing arousal levels and/or increasing self-assurance. Examples include the teacher can provide time to practice the oral presentation so that mastery is gained and the oral presentation becomes a simple task; the oral presentation can be delivered in small groups to reduce arousal levels.	0–2
<b>Total</b>	<b>2</b>

Question 6

(7 marks)

- (a) Name and provide an example of each of the **three** determinants of liking. (6 marks)

Describe		Marks
Determinant of liking	Example	
Proximity (1)	Physical closeness such as living close by, attending the same school, or working together so that there are regular or frequent meetings. (1)	0–2
Similarity (1)	Mutual attraction, attitudes, values are common. Liking the same movies, food, music, clothes, or any other correct and logical response. (1)	0–2
Reciprocity (1)	Knowing or thinking someone likes us is enough to make us attracted to them, for example, inviting us to their party, or being paid a compliment, or any other correct and logical response. (1)	0–2
Total		6

- (b) Using **one** of the determinants of liking, explain how a friendship can break down. (1 mark)

Description	Marks
Examples of a correct response include: Proximity – moving far enough away/ leaving school/ changing workplace so that they can no longer meet regularly. Similarity – changing attitudes, values or whatever the mutual attraction was so they are no longer similar Reciprocity – not acting in a likeable manner so we are no longer attracted to them, talking behind their back, name-calling, bullying Any logical and correct answer	0–1
Total	1

Question 7

(11 marks)

- (a) Provide a psychological definition of 'attitude'. (1 mark)

Description	Marks
Long lasting beliefs and feelings we hold about ourselves, other people, objects and issues OR the tendency to evaluate a person, concept, or group either negatively or positively OR any ideas about ourselves, others, objects or experiences and our evaluation of these things OR tendency to respond positively or negatively to a particular object.	0–1
<b>Total</b>	<b>1</b>

- (b) Provide a psychological definition of 'culture'. (1 mark)

Description	Marks
The behaviours, beliefs, attitudes and traditions that are shared by a group of people and passed on from generation to generation OR the shared values that govern the behaviour of a group and enable the members of the group to co-exist and survive.	0–1
<b>Total</b>	<b>1</b>

- (c) (i) Describe **one** characteristic of 'individualistic cultures'. (1 mark)

Description	Marks
Any one of: People in individualistic cultures <ul style="list-style-type: none"> <li>• emphasise the individual over the group</li> <li>• give priority to their own goals</li> <li>• define themselves with individual identities and attributes.</li> </ul>	0–1
<b>Total</b>	<b>1</b>

- (ii) Describe **one** characteristic of 'collectivist cultures'. (1 mark)

Description	Marks
Any one of: People in collectivist cultures <ul style="list-style-type: none"> <li>• emphasise the group over the individual</li> <li>• give priority to the group's goals</li> <li>• define themselves as part of a group.</li> </ul>	0–1
<b>Total</b>	<b>1</b>



- (iii) Cross-cultural psychologists compare similarities and differences in attitudes towards a variety of issues across types of cultures. Complete the table below by describing **two** attitudes towards ageing for each of the two types of cultures. (4 marks)

Description		Marks
Types of Culture	Attitude	
Individualistic	Any two of: financial drain, burdensome, not considered wise, not valued, in the way, taking up time, frail, senile, disengaged, not adaptable, or any other logical and correct answer (1 mark for each attitude to a maximum of 2 marks).	0–2
Collectivist	Any two of: useful, helpful, valued, wise, knowledgeable, important, or any other logical and correct answer (1 mark for each attitude to a maximum of 2 marks).	0–2
<b>Total</b>		<b>4</b>

- (d) List **three** ways by which attitudes can be measured. (3 marks)

Description	Marks
Any three of: observation, self-reports, interviews, focus groups, rating scales, Likert scales, reaction time (1 mark per answer).	0–3
<b>Total</b>	<b>3</b>

Question 8

(10 marks)

- (a) Give **two** words which describe the basic principles of classical conditioning. (2 marks)

Description	Marks
Stimulus	0–1
Response	0–1
<b>Total</b>	<b>2</b>

- (b) Pavlov studied the digestive systems of dogs. Salivation is a reflex action that normally occurred before Pavlov fed the dogs. He conducted an experiment after he noticed that the dogs began to salivate at the sound of footsteps. This was done by pairing food powder with a buzzer just before the dogs were fed. After a number of pairings, the buzzer, without food powder, would trigger salivation. The experiment illustrated how learning could occur by modifying a reflex behaviour. Identify the unconditioned stimulus, the unconditioned response, the neutral stimulus, the conditioned stimulus and the conditioned response in this experiment. (5 marks)

Description	Marks
Unconditioned stimulus – food powder (1) Unconditioned response – salivation (1) Neutral stimulus – buzzer (1) Conditioned stimulus – buzzer (1) Conditioned response – salivation (1)	0–5
<b>Total</b>	<b>5</b>

- (c) Classical conditioning theory can be applied in the treatment of fears and phobias in humans. Name and describe the behaviour modification technique used to treat fears and phobias. (3 marks)

Description	Marks
Systematic desensitisation	0–1
This technique begins by making a graded list of the most fearful situation to the least fearful situation and then gradually introducing the least fearful in a relaxed environment. (1) Once the individual relaxes and is comfortable they are exposed to the next least fearful. (1) OR Graded exposure (2)	0–2
<b>Total</b>	<b>3</b>

Question 9

(12 marks)

- (a) List **three** agents of socialisation. (3 marks)

Description	Marks
Any three of family, peers, school, mass media, religion, sporting clubs or any logical and correct response (1 mark for each answer).	0–3
<b>Total</b>	<b>3</b>

- (b) Define 'socialisation'. (1 mark)

Description	Marks
The learned beliefs, values and behaviours that we acquire throughout our lives that are thought to be important and appropriate to function effectively as a member of society OR the process by which children and adults learn the rules, beliefs, skills, values, and patterns of behaviour of their society.	0–1
<b>Total</b>	<b>1</b>

- (c) Define and give an example of associative play. (2 marks)

Description	Marks
Definition: play that has no interaction	0–1
Examples include any logical and correct response that show there is no interaction, such as playing with blocks side by side, doing a puzzle unassisted.	0–1
<b>Total</b>	<b>2</b>

- (d) Define and give an example of cooperative play. (2 marks)

Description	Marks
Definition: play that involves interaction	0–1
Examples include any logical and correct response that show there is interaction, such as mummies and daddies, doctors and nurses, police and robbers.	0–1
<b>Total</b>	<b>2</b>

- (e) Describe **two** differences between a clique and a crowd. (2 marks)

Description	Marks
Any two of: A clique is a small close group usually 4–8 people, cliques are of the same gender, cliques like doing the same type of things. A crowd is a loosely organised group of several cliques, crowds share the same sorts of values, or any correct and logical response (1 mark for each difference)	0–2
<b>Total</b>	<b>2</b>

- (f) Describe how cliques influence the socialisation process of adolescents. (2 marks)

Description	Marks
Cliques allow adolescents the opportunity to try out new roles, identities, beliefs, values, patterns of behaviours (1) Cliques offer adolescents an opportunity to explore away from the family OR integrate into society (1)	0–2
<b>Total</b>	<b>2</b>

**Question 10** (7 marks)

- (a) Define and give an example of social justice. (2 marks)

Description	Marks
Definition: Social justice is the fair and proper administration of laws conforming to the principle that all people irrespective of ethnic origin, gender, wealth, race, religion are treated equally without prejudice.	0–1
Examples: Education, practice religion, work/minimum wage, health care, shelter, equal opportunity, anything that removes barriers people may face because of personal attributes	0–1
<b>Total</b>	<b>2</b>

- (b) Define and give an example of human rights. (2 marks)

Description	Marks
Definition: Human rights are the rights which everyone is entitled to, based on the principle of respect for the individual.	0–1
Examples: Free speech, freedom to obtain a job, raise children, travel, any correct and logical response	0–1
<b>Total</b>	<b>2</b>

- (c) Name **one** element of citizenship participation. (1 mark)

Description	Marks
Legal and political status OR community involvement e.g voting or volunteering	0–1
<b>Total</b>	<b>1</b>

- (d) Name and describe **one** real life example of how citizenship participation promotes community empowerment. (2 marks)

Description	Marks
One mark for naming the example and one mark for describing how participation promotes community empowerment <ul style="list-style-type: none"> <li>Clean Up Australia Day – allows the individual to take responsibility for local environment</li> <li>Neighbourhood Watch – allows the individual to take responsibility for crime reduction in their community</li> <li>Stop Killing Sharks – allows the individual to facilitating community democratic involvement</li> <li>Community service – working together to achieve a shared goal</li> <li>Any other logical and correct response.</li> </ul>	0–2
<b>Total</b>	<b>2</b>

Question 11

(7 marks)

Communication plays an important role in the initiation, maintenance and regulation of relationships.

- (a) Studies of children with language difficulties have highlighted the importance of communication in establishing and maintaining peer relationships. Describe **two** ways in which children with language impairment differ from children with normally developing language in their interactions with peers. (2 marks)

Description	Marks
Any two of the following: Children with language impairment <ul style="list-style-type: none"> <li>talk less, are spoken to less, have fewer peer friendships, are more liable to resort to physical means to resolve conflict, have more difficulty in breaking into games, talk more frequently with (sympathetic) adults.</li> </ul> Children with normal language development <ul style="list-style-type: none"> <li>have more peer friendships, have better skills in negotiation, persuasion, explanation and compromise.</li> </ul>	0–2
<b>Total</b>	<b>2</b>

- (b) Young children define friendships in terms of the quality of their interactions in play situations. Describe **two** advantages children with normally developing language skills have in a play situation. (2 marks)

Description	Marks
Any two of the following: Children with normally developing language skills can <ul style="list-style-type: none"> <li>set up games</li> <li>establish rules</li> <li>determine who plays</li> <li>resolve conflicts.</li> </ul>	0–2
<b>Total</b>	<b>2</b>

- (c) Effective communication defines our adult interactions and relationships. State **one** obstacle to effective communication. (1 mark)

Description	Marks
Any one of the following: being distracted/being judgemental/‘topping’ the story/use of jargon/lack of attention/distractions/hearing problems/speech difficulties/cultural differences/unfamiliar accents/poor speaking/poor listening/dissimilar language/any other logical and correct response.	0–1
<b>Total</b>	<b>1</b>

- (d) Psychologists are often consulted when there are problems in a relationship. Assertive communication strategies are used to promote the honest expression of opinions and feelings without infringing on the rights of others in a relationship. Describe any **two** of the main steps a psychologist may use to teach assertive communication. (2 marks)

Description	Marks
Any two of the following: <ul style="list-style-type: none"><li>• make 'I' statements</li><li>• keep to the facts</li><li>• express ownership of your thoughts/feelings</li></ul>	0–2
<b>Total</b>	<b>2</b>

Section Three: Extended answer

15% (15 Marks)

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Question 12

(15 marks)

Part of the role of a psychologist is to assess people's intelligence in workplaces. Different theories of intelligence include intelligence quotient (IQ), emotional intelligence and multiple intelligences. Describe **two** of these different theories of intelligences and how they may be used to understand an individual.

In your answer, you should

- define intelligence, IQ, emotional intelligence and multiple intelligences.
- describe how an understanding of different theories of intelligence may be useful.
- refer to theorists related to different understandings of intelligence.

Question 13

(15 marks)

Joe finds it difficult to maintain relationships. Explain how this situation might have developed, according to learning theorists **and** humanistic theorists.

In your answer, you should

- describe **one** learning theory.
- name **one** influential learning theorist.
- describe **one** humanistic theory.
- name **one** influential humanistic theorist.
- describe how learning theories might explain the development of Joe's relationship difficulties.
- describe how humanistic theories might explain the development of Joe's relationship difficulties.

**Question 14**

**(15 marks)**

Within a school, social influences are used to define appropriate thoughts, actions and feelings. These influences shape what is considered 'appropriate' behaviour at a school. Describe the role of conformity and obedience in defining appropriate behaviour at a school.

In your answer

- define conformity
- define obedience
- describe the role of both conformity and obedience at school
- refer to relevant theories and theorists.

Behaviour modification is often used in schools to increase the frequency of appropriate behaviour. Sally is often late to school. Describe a token economy that could be used to modify Sally's behaviour.

In your answer, you should

- define what is meant by 'behaviour modification'.
- define what is meant by 'token economy'.
- describe a token economy that might be used to change Sally's behaviour in relation to being late for school
- refer to relevant theories and theorists.

Questions 12, 13 and 14 have been answered in dot point form to assist the markers with a list of key understandings that candidates could include in their answers. This list is not exhaustive. Markers should be prepared to accept other appropriate answers and mark them on their merits.



Question 12	Guide to marking extended answers	Marks
<b>Definitions</b>		<b>3</b>
Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> definitions are a series of personal opinions.		1
No definitions.		0
<b>First type of intelligence</b>		<b>5</b>
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> answer is a series of personal opinions <b>or</b> produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
<b>Second type of intelligence</b>		<b>5</b>
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> answer is a series of personal opinions <b>or</b> produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
<b>Structure</b>		<b>2</b>
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well-developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning <b>or</b> answer cannot be understood by the marker.		0
<b>TOTAL</b>		<b>/15</b>

**Question 12**

**(15 marks)**

**Intelligence**

- The ability to acquire knowledge and skills
- Galton – all intelligence is quantifiable, measured by objective tests
- Binet and Simon – mental age (MA) and chronological age (CA)
- Terman revised Binet-Simon – Stanford-Binet Intelligence Scale
- Spearman's 'g' – general intelligence
- Cattell – crystallised and fluid intelligence

**IQ**

- Intelligence quotient
- Stanford-Binet – mental age/chronological age  $\times 100$
- Determined through standardised tests
- Wechsler WAIS, WISC
- Prediction of educational achievement, special needs, job performance

**Emotional intelligence**

- Ability to identify, assess and control one's emotions
- Payne, Beasley, Greenspan, Salovey and Mayer
- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)
- Little predictive value

**Multiple intelligences**

- Intelligence comes in multiple forms
- Eight types of intelligence (logical-mathematical, linguistic, naturalist, musical, spatial, bodily kinaesthetic, interpersonal, intrapersonal)
- Gardner

Question 13	Guide to marking extended answers	Marks
<b>Descriptions</b>		<b>3</b>
Correct descriptions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct descriptions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> definitions are a series of personal opinions.		1
No definitions.		0
<b>Learning theories/theorists</b>		<b>5</b>
An extended answer with detailed references to relevant theorists, psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant theorists, psychological concepts, theories and research with some links to Joe's behaviour.		3–4
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> answer is a series of personal opinions <b>or</b> produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
<b>Humanistic theories</b>		<b>5</b>
An extended answer with detailed references to relevant theorists, psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant theorists, psychological concepts, theories and research with some links to Joe's behaviour.		3–4
Contains some generalisations and statements consistent with current psychological understandings <b>or</b> answer is a series of personal opinions <b>or</b> produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
<b>Structure</b>		<b>2</b>
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well-developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning <b>or</b> answer cannot be understood by the marker.		0
<b>TOTAL</b>		<b>/15</b>

**Question 13**

**(15 marks)**

Learning theory

- Changes in behaviour produced by practice, rather than other factors (such as physiological development)
- Watson, Skinner, Bandura
- Operant conditioning
- Behaviourism
- Reinforcement and punishment
- Social learning theory (Bandura, discussion about the Bobo doll experiments) is acceptable

Humanistic theory

- People are inherently good
- Free will, human potential
- Maslow, Rogers
- Maslow's hierarchy of needs
- Person-centred therapy (Rogers)

Question 14	Guide to marking extended answers	Marks
<b>Appropriate behaviour</b>		<b>5</b>
Correct definitions of conformity and obedience are given with reference to relevant psychological concepts, theories and research that describe and explain explicitly what the theory and research contribute to promotion of appropriate behaviour at school.		5
Correct definitions are given with minimal, brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer without making reference to empirical evidence.		1–2
No answer		0
<b>Definitions</b>		<b>3</b>
Correct definitions are given, with detailed references to relevant theorists, psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions.		1
No definitions.		0
<b>Token economy</b>		<b>5</b>
An extended answer with detailed references to relevant theorists, psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
<b>Structure</b>		<b>2</b>
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well-developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning or answer cannot be understood by the marker.		0
<b>TOTAL</b>		<b>/15</b>

**Question 14**

**(15 marks)**

Conformity

- increases predictability of behaviour
- changes behaviour due to group pressure
- maintains the norm and standards
- promotes unanimity/students tend to not want to stand out.
- Asch

Obedience

- belief in authority
- involves little/no responsibility
- makes explicit the requirement to change behaviour
- Milgram, Zimbardo

Behaviour modification

- Increase or decrease frequency of behaviours
- Positive or negative reinforcement or punishment
- Skinner, Thorndike

Token economy

- Systematic reinforcement of target behaviour
- Operant conditioning
- Tokens must reinforce good behaviour
- Criteria needs to be specific and clear

Examples of token economies (not exhaustive)

- Star chart
- Lollies
- Canteen voucher
- Stickers
- Check marks
- Points on a counter
- Use of a computer
- Extra recess time
- Ice-cream
- Fake money

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