

ATAR Psychology

Unit 2 Test – Answer Key

QUESTION 1 (9 marks)

Alex has always wanted to go skydiving. He is fascinated by the idea of freefalling from the sky, but he is also terrified of heights. His friends invite him to go on a Skydiving trip, but he avoids the opportunity because he is afraid that he will get hurt.

Briefly describe the three components of the ABC model of attitudes and relate them to Alex's scenario (6 marks)

a. **Affective:**

- feelings/emotions we hold towards an object or situation (1)
- Alex feels fascinated by skydiving but is also terrified due to his fear of heights (1)

b. **Behavioural:**

- our actions/behaviours in response to an object or situation (1)
- Alex avoids going on the skydiving trip (1)

c. **Cognitive:**

- beliefs and thoughts we hold about an object or situation (1)
- Alex believes that skydiving is dangerous and he might get hurt (1)

Alex's friends pressured him to go skydiving, and despite his initial hesitation, he found it exhilarating and enjoyed his experience.

- d. Describe how social influence from Alex's friends changed his attitude towards heights (3 marks)

- Social influence can change attitudes/behaviours, as they are shaped by the people around you / our environment (1)
- Alex's friends exerted normative social influence to convince Alex to face his fear of skydiving (1)
- This changed his cognition and belief, making him more happy and less fearful towards skydiving (1)

Accept reasonable answers

QUESTION 2 (8 marks)

a) Circle **either** prejudice or discrimination: (4 marks)

- i. An employer refuses to hire a person who is in a wheelchair

Prejudice	Discrimination
-----------	-----------------------

- ii. A gender-neutral person is unable to use the toilet at her school

Prejudice	Discrimination
-----------	-----------------------

- iii. A volleyball umpire secretly favours his hometown team

Prejudice	Discrimination
------------------	----------------

- iv. A person believes that white people are supreme and inferior to any other races

Prejudice	Discrimination
------------------	----------------

b) Explain what is meant by Just world phenomenon (2 marks)

- the belief that the world is fair and people get what they deserve (1)
- as a result, people justify suffering/bad events by assuming the victims must have done something to deserve it (1)

no marks for examples

QUESTION 3 (8 marks)

Miller (1984) asked groups of middle-class adults and children aged 8, 11 and 15 from two different cultures to narrate antisocial behaviours and explain what prompts them. The proportion of dispositional attributions for each culture are shown.

Group	Culture 1	Culture 2
8-year-olds	0.13	0.08
11-year-olds	0.13	0.07
15-year-olds	0.30	0.07
Adults	0.45	0.15

a. Explain what attribution theory is (2 marks)

- Attribution theory the process for explaining the causes of behavior and events. (1)
- It examines what information we have and how it is used to form a causal judgment / cause-and-effect relationship (1)

b. Describe what is meant by dispositional attributions and identify **two** observed differences between cultures 1 and 2. Use data to explain your reasoning (5 marks)

- A dispositional attribution is when we blame someone's behaviour on their personality/ character instead of considering external outside factors. (1)
- Culture 1 participants were more likely to use dispositional attributions for antisocial behaviours than culture 2 (1)
- This is seen in the data table, where in culture 1 dispositional attributions were used up to 0.45, whereas for culture 2 they were used only up to 0.15. (1)
- the number of dispositional attributions increases considerably earlier for culture 1 than for culture 2. (1)
- This is seen in the data table as the number of dispositional attributions made at 11 years old (0.13 in culture 1) is similar to adults in culture 2 (0.15). (1)

[This is a hard question]

QUESTION 4 (6 marks)

Leon Festinger and James Carlsmith conducted a study on cognitive dissonance investigating the cognitive consequences of forced compliance.

Participants were asked to perform a series of dull, repetitive tasks. Afterwards, the participants were offered either \$1 or \$20 to convince another participant (actually a confederate) that the tasks were interesting and enjoyable.

- a) Identify the year in which the study took place (1 mark)
 - 1959

- b) Outline the key findings from the experiment, highlighting the differences between the \$1 and \$20 conditions. (3 marks)
 - \$1 Condition: Participants felt more cognitive dissonance and genuinely rate the task as more enjoyable to justify the small reward.
 - \$20 Condition: Participants felt less dissonance and rated the task as more boring since the larger reward justified their lie.
 - Smaller rewards led to greater attitude change to reduce dissonance, while larger rewards did not create much dissonance.

- c) Define cognitive dissonance and identify three ways its effect can be reduced (2 marks)
 - Cognitive dissonance is the mental discomfort that comes from holding two conflicting attitudes or beliefs. (1)
 - Its effects can be reduced by changing beliefs, changing behaviour, or changing the perception of the action. (1)

QUESTION 5 (16 marks)

Jan and Norah have just finished their first year at university where they lived in a house with six other students. All the other students were very health conscious and ate only organic food. Jan had listened to their point of view and now she also eats only organic food. Norah was happy to eat organic food while in the house, but when she went home for the holidays she ate whatever her mother cooked. Both girls conformed, but for different reasons.

a. Explain which type of conformity each girl was showing. (4 marks)

- Jan is showing internalization (1), she has taken the others' beliefs as her own and this behaviour continues even when she is away from the group. (1)
- Norah is showing compliance (1), because away from the group she reverted back to her original behaviour. (1)

[Explanations of conformity are also credit-worthy here and reference to NSI and ISI can gain marks. Jan believes the others were right (ISI) while Norah just wanted to be accepted by her housemates (NSI). Credit explanation in terms of private / public behaviour.]

b. Write **one** term that best matches with each statement in the box below (4 marks)

Publically changing behaviour whilst maintaining a different private view.	Compliance (1)
Group pressure leading to a desire to fit in with the group.	Normative social influence (1)
When a person lacks knowledge of how to behave and looks to the group for guidance.	Informational social influence (1)
When a person looks to the group for guidance	Identification (1)

a. Explain how internalization can change your beliefs, using one appropriate example. (4 marks)

- Internalisation is where you accept the group's beliefs apart of your own belief system (1).
- You change both your public and private views (1)
- and it is a permanent change as you continue to believe this even when the group is absent (1).
- appropriate example of internalisation (1)

After a school bake sale, a group of students has to decide what to do with the profits they made. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.

1. Briefly explain how **two** factors might affect whether or not Lisa and Sean will conform to the rest of the group. (4 marks)

- If the group size (1) is large / small this will increase / decrease the likelihood that Lisa and Sean will conform to the group (1).
- Social support may affect conformity (1). As Lisa and Sean agree with each other, this will decrease the likelihood that they will conform to the rest of the group (1).

QUESTION 6 (13 marks)

Milgram's Obedience Research (1961), conducted by psychologist Stanley Milgram, aimed to investigate the extent to which individuals would obey an authority figure.

The following results are percentages of participants who gave the maximum shock:

Condition	% Participants obeying
Experimenter and two obedient confederates are in the same room as the participant.	92.5%
Experimenter is in the same room as the participant.	65%
Experimenter is in a different room from the participant.	20.5%
Experimenter and two disobedient confederates are in the same room as the participant.	10%

- a. What do these results suggest about the power of the confederates in variations of Milgram's study? (4 marks)
 - The data suggest that the confederates have a considerable influence on whether or not the participant obeys (1)
 - difference between 92.5% when confederates obey and 10% when confederates disobey (1)
 - confederates are acting as role models, informing the participant how to behave. (1)
 - includes comparison of power of confederates with power of having the experimenter in the same room. (1)
- b. Explain why some participants still administered the maximum shock, despite knowing it was harmful and dangerous. (2 marks)
 - participants were influenced by the authority figure (1) who told them to continue with direct prompts (1).
 - shock levels increased gradually, making it easier for them to continue (1)
 - they were also told that the experimenter would take full responsibility for any harm caused (1)

c. Describe **two** ethical issues that can be illustrated by Milgram's research. (2 marks)

Any of:

- Deception – participants were deceived in many ways, the initial advert, the selection of teacher and learner, the fake shocks etc.
- Lack of informed consent – because they were deceived participants could not give their full informed consent
- Harm – some participants suffered extreme stress reactions, as well as embarrassment and the feelings of being used.

Students must have identified the ethical issue and described it succinctly to gain the mark

d. Choose **one** of the ethical issues identified in your answer to (c) and explain a way of dealing with it. (2 marks)

Accept reasonable answers

In a hospital, you are very likely to obey a nurse. However, if you meet her outside the hospital, for example in a shop, you are much less likely to obey.

e. Explain why you are less likely to obey the nurse outside the hospital. (2 marks)

- Not accepting that the person giving the order has legitimate authority (1)
- Questioning the motives of the person giving the order. (1)

Any other reason for resisting obedience which has been made relevant to the stem. One mark for identifying the reason(s) and further marks for elaboration.

QUESTION 7 (18 marks)

A 2009 study published by International Ombudsman Association suggests that—in reality—there are dozens of reasons why people do not act on the spot or come forward in the workplace when they see behaviour they consider anti-social.

The most important reasons cited for not acting were:

- the fear of loss of important relationships in and out of the workplace
- a fear of "bad consequences"
- a fear of embarrassment or judgment by colleagues
- the belief that HR is supposed to handle such situations, not them.

Discuss the reasons for not acting on anti-social behaviour. Your response should include:

- (a) Definition of anti-social behavior [3 marks]
- (b) Brief analysis of each reason, relating them to a psychological process [12 marks]
- (c) Grammar/punctuation and use of correct psychological terminology [5 marks]

Description	Marks
Differentiation between prejudice and discrimination	
<ul style="list-style-type: none"> • Clear and accurate definition of anti-social behaviour (2) <ul style="list-style-type: none"> ○ Actions that deviate from societal norms and negatively affects others • Provides a relevant example to illustrate anti-social behaviour. (1) <ul style="list-style-type: none"> ○ Bullying 	3
Analysis of Reasons	
<p>Identification of the correct psychological process – 4 marks. Maximum ONE mark for each process:</p> <ul style="list-style-type: none"> • Fear of loss of important relationships in and out of the workplace = group think • Fear of "bad consequences" = cost-benefit analysis • Fear of embarrassment or judgment by colleagues = audience inhibition • The belief that HR is supposed to handle such situations = Diffusion of Responsibility (do not accept bystander effect) <p>Description of said psychological process – 8 marks. Maximum ONE mark for each process.</p> <p>NOTE: no marks awarded if incorrect process is mentioned</p> <ul style="list-style-type: none"> • Example: <p>“Groupthink occurs when the desire for harmony in a group leads to poor decision-making and discourages members from expressing dissent.”</p> <p>“Cost–benefit analysis is when individuals weigh the potential risks with the rewards of acting in a situation.”</p> 	12

<p>Application of said psychological process to not reporting anti-social behaviour in the workplace – 4 marks. Maximum ONE mark for each process.</p> <p>NOTE: no marks awarded if incorrect process is mentioned</p> <ul style="list-style-type: none"> Example: <p>“Employees may avoid confronting antisocial behavior because they don't want to cause a conflict or damage personal/professional relationships. “</p> <p>“Employees may choose to stay silent if they think the potential risks (e.g., losing their job) outweighs the benefits of speaking up (e.g., improving the work environment).”</p> 	
<p>Communication</p>	
<ul style="list-style-type: none"> Coherent and logically ordered paragraphs (1) Appropriate psychological terminology used consistently and correctly. (1) Punctuation and grammar do not impede meaning. (1) 	3
<p style="text-align: right;">TOTAL</p>	18

NOTE: check with moderating school on alternative answers before accepting