**PSYCHOLOGY**

**STAGE 2**

**MARKING GUIDE 2014**

Section One: Research methods 25%(25 Marks)

This section has three (3) questions. Answer all questions. Write your answers in the spaces provided.

Question 1

**Total 13 marks**

A researcher was interested in determining the effect of music therapy on a person’s stress levels. The researcher collected 200 university students. 100 students were allocated to Group One- music therapy and 100 students were allocated to Group Two- Control. Students were asked to complete a questionnaire to indicate each persons stress level before commencing the study. Group One would undergo music therapy (listening or composing music) for two hours a day for one semester. Group Two would not use music therapy throughout the semester. The students would complete the questionnaire at the end of the semester and stress levels were compared.

At the conclusion of the study, the research found the following results:

* Group One - Mean stress levels reduced by 45%
* Group Two - Mean stress levels reduced by 5%

a) Write an appropriate operational hypothesis for this research study.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark each for:  E.g. University students (1) who had music therapy (1) will reduce their stress level score (1) more than those university students who did not have music therapy. | 1-3 |
| **Total** | **3** |

b) Name the independent variable and the dependent variable in this research study.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent Variable: Music therapy vs. no music therapy  Dependent Variable: Stress level score | 1  1 |
| **Total** | **2** |

c) Name **two** controlled variables in this research study.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following:  University students/same questionnaire/ length of study (one semester) | 0-2 |
| **Total** | **2** |

d) State and explain **two** ethical considerations the researcher would need to follow.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following: informed consent/confidentiality/ voluntary participation/ right to withdrawal | 0-2 |
| Any two explanations: students are made aware of the experiment and sign permission to be involved in the experiment/all information provided by the student is anonymous and disposed of correctly/ students are willing to partake in the experiment/ students are able to leave the experiment at any time without consequences. | 0-2 |
| **Total** | **4** |

e) Identify the type of data collection used in the study above and state **one** advantage of using this type of collection.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative | 0-1 |
| Any of the following: gives statistical data/quick/easy to use/cost effective | 0-1 |
| **Total** | **2** |

Question 2

**Total 7 marks**

A University professor conducted a study to determine the correlation between number of hours spent on social media and number of classes missed per week. The professor asked 10 of his first year Psychology students to log the number of hours spent on social media for one week and how many classes they missed in the same week.

a) Identify the population and sample of the study.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population: First Year University students | 0-1 |
| Sample: Psychology students | 0-1 |
| **Total** | **2** |

b) Identify **one (1)** source of error and suggest **one (1)** way of reducing it.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Small Sample Size/extraneous variables (history of stress) | 0-1 |
| Increase the number of participants/screen participants to control extraneous variables | 0-1 |
| **Total** | **2** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mean: 26.7 hours | 0-1 |
| Median: 27 hours | 0-1 |
| **Total** | **2** |

c) Calculate the mean and median of the number of hours spent on social media.

(2 marks)

d) For the above study it was found that the results were not reliable. Define the term reliability.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reliability: the same results are obtained when retested. | 0-1 |
| **Total** | **1** |

Question 3

**Total 5 marks**

The graph below shows the number of hours on social media and number of classes missed.

a) Identify the strength and direction of the correlation between number of hours on social media and number of classes missed.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive (1) Strong/Moderate (1) | 0-2 |
| **Total** | **2** |

b) Does this graph show that increasing the number of hours on social media per week causes you to miss more classes per week. Explain your answer.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No | 0-1 |
| Correlation does not imply cause; a third variable could be involved. | 0-2 |
| **Total** | **3** |

**Section Two: Short Answer 60 Marks**

This section has six (6) questions. Attempt ALL questions.

Suggested working time: 100 minutes

Question 4

**Total 10 marks**

1. Define the term classical conditioning.

(1 mark)

1. Identify **one** theorist of classical conditioning.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Learning through the association of two stimuli | 0-1 |
| **Total** | **1** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pavlov | 0-1 |
| **Total** | **1** |

Max had Mexican food for dinner, that same night he came down with the flu and felt very sick. Now every time he smells Mexican food she becomes sick.

1. Using your knowledge of classical conditioning, explain Max’s behaviour.

(5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for each of the following:  Unconditioned Stimulus: Flu  Unconditioned Response: Feeling sick  Neutral Stimulus: Mexican Food  Conditioned Stimulus: Mexican Food  Conditioned Response: Feeling sick | 0-5 |
| **Total** | **5** |

d) Complete this table:

(3 marks)

|  |  |
| --- | --- |
| Type of learning | Explanation |
| Observational Learning | **Watching a person’s behaviour and imitating/copy that behaviour (1)** |
| **Negative Reinforcement (1)** | Removing an unpleasant stimulus to cause a behaviour to occur more frequently. |
| **Positive Reinforcement (1)** | Removing a pleasant stimulus to cause a behaviour to occur less frequently |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Encoding (1)- processing information by the brain (1)  Storage (1) – retention of information (1)  Retrieval (1) – recovery of information (1) | 0-6 |
| **Total** | **6** |

**Question 5 Total 14 marks**

a) The human brain has been said to be similar to a computer. Name and explain the **three** processes associated with memories that are similar to a computer.

(6 marks)

b) Identify and explain **two** types of forgetting.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following types of forgetting:  Retrieval Failure (1): Inability to access information (1)  Interference (1): information retrieved is disrupted by similar information (1)  Motivated forgetting (1): inability to remember information when there is an advantage to not remembering the information (1)  Decay (1): fading away of memories over time (1) | 0-4 |
| **Total** | **4** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following strategies:  Elaborative rehearsal (1): associating information with already stored information to transfer to the long-term memory  Chunking (1): placing information into groups rather than remembering them individually (1)  Contextual Cues (1): remembering information in the same place as the information was learnt (1)  Mnemonics (1): associating information needed to remember with something familiar | 0-4 |
| **Total** | **4** |

c) Identify and explain **two** strategies to improve memory.

(4 marks)

**Question 6 Total 9 marks**

a) Complete the following table detailing Piaget’s Cognitive stages of development

(6 marks)

|  |  |  |
| --- | --- | --- |
| **Name of Stage** | **Age** | **Key Feature** |
| Sensori-motor | Birth – 2 years | **Object permanence/simple ideas/ use of senses and motor skills (1)** |
| **Preoperational (1)** | **2 to 7 (1)** | Egocentric |
| **Concrete Operational (1)** | 7-11 | **Conservation/logical though processes**  **(1)** |
| **Formal Operational (1)** | 11- 15 | Think hypothetically |

b) Name the theorist associated with social learning theory.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura | 0-1 |
| **Total** | **1** |

c) Describe **two** revised ideas to the social learning theory.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the following two:  Active process/copy those who hold similar beliefs and values/copy role models/copy those that give positive outcomes. | 0-2 |
| **Total** | **2** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Responding to instructions from an authority figure | 0-1 |
| **Total** | **1** |

Question 7: Total 11 marks

1. Define obedience.

(1 mark)

1. List **two** theorists commonly associated with obedience studies.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Zimbardo  Milgram | 0-2 |
| **Total** | **2** |

c) Individual’s behaviours are impacted by the presence of others and by group influences. Fill in the following table.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following  Formally addresses (SIR MRS)  Dresses formally  Use of formal language/Does not use slang  Being punctual and making a time that suits the person of higher status | 0-4 |
| **Total** | **4** |

(4 marks)

|  |  |
| --- | --- |
| **Behaviour** | **Definition** |
| **Compliance** | A surface change of behaviour that is requested from another person |
| Conformity | **Changing behaviours due to group pressures (1)** |
| **Social Facilitation (1)** | An increase in performance in the presence of others |
| **Group Polarisation (1)** | Strengthened attitudes when in a group of people with similar attitudes |

d) Describe **two** ways a person of lower status behaves towards a person of higher status.

(4 marks)

Question 8 Total 8 marks

a) Explain, using examples, the psychological concepts of **two** determinants of liking.

(4 marks)

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| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following  Similarity (1) sharing the same hobbies or interests (1)  Reciprocity (1) helping someone that has helped you in the past (1)  Proximity (1) being close by (same school) (1) | 0-4 |
| **Total** | **4** |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following  Mediation (1) a third party becomes involved and assists both parties in resolving the issue (1)  Bargaining (1) offers and counter offers are made until both parties agree (1)  Negotiation (1) discussions between two people to aim at reaching an agreement. (1) | 0-4 |
| **Total** | **4** |

b) Identify and explain **two** types of conflict resolution.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Winning: team membership/ increase in merchandise/community cohesion/improved mood/increase of self esteem and sense of belonging  Losing: violence/ loss of money/decreased mood/lack of community togetherness | 0-4 |
| **Total** | **4** |

**Question 9: Total 4 marks**

Describe **two** impacts of winning and losing in sport on individuals within a community.

(4 marks)

**Question 10 Total 4 marks**

Explain the difference in attitudes of **two** different types of cultures.

(4marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Individualistic Culture (1) individual’s needs out way the groups needs. (1)  Collectivist Culture (1) groups needs out way the needs of the individual (1) | 0-4 |
| **Total** | **4** |

**Question 11 (15 marks)**

Jim and John were involved in a world event. Both men were impacted in different ways. Jim had a positive response, whereas John had a negative response. Discuss the responses these men could have had from the world event.

In your answer, you should:

* Define world event
* Discuss positive responses to world events
* Discuss negative responses to world events

|  |  |
| --- | --- |
| **Question 11 Guide to Marking Extended Responses** | **Marks** |
| **Definitions** |  |
| Correct definitions, with psychological theory discussed in relation to the topic | 3 |
| Correct definitions, but with some inaccuracy. | 2 |
| Generalisations, definitions using anecdotal evidence. | 1 |
| No definitions. | 0 |
| **Positive responses to world event** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Negative response to world event** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Structure** | **2** |
| A well-constructed answer, use of appropriate psychological language | 2 |
| Answers with well-developed sentences and paragraphs | 1 |
| Answer is not clear | 0 |
| **TOTAL** | **/15** |

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Define world event

* Large-scale event that affects individuals, communities and nations.

Discuss positive responses to world events

* Resilience- ability to bounce back from situations
* Kobasa- low illness/high illness vs. high stress
* Hardy personality (control in lives, believed change was a challenge, sense of direction)
* Those with hardy personalities would have more positive outcomes to a world event
* Growth

Discuss negative responses to world events

* Post traumatic stress disorder
* Caused by unexpected, traumatic events
* Physical, emotional and cognitive symptoms discussed

**Information from Fletcher and Garton, 2007**

**Question 12 (15 marks)**

Personality theories help to explain the way we behave. Discuss **two** personality theories that relate to health and learning.

In your answer, you should:

* Define personality
* Discuss personality and health
* Discuss a learning theory of personality

|  |  |
| --- | --- |
| **Question 12 Guide to Marking Extended Responses** | **Marks** |
| **Definitions** | **3** |
| Correct definitions, with psychological theory discussed in relation to the topic | 3 |
| Correct definitions, but with some inaccuracy. | 2 |
| Generalisations, definitions using anecdotal evidence. | 1 |
| No definitions. | 0 |
| **Personality and Health** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Learning theory of personality** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Structure** | **2** |
| A well-constructed answer, use of appropriate psychological language | 2 |
| Answers with well-developed sentences and paragraphs | 1 |
| Answer is not clear | 0 |
| **TOTAL** | **/15** |

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Define personality

* Individual’s thoughts, feelings and behaviours that make them unique

Discuss personality and health

* Meyer Friedman and Rosenman
* Type A personality-busy, hostile
* Type B personality-easy-going, low hostility
* 35-59 year old men followed for 8.5 years
* 257 men suffered from heart attack during the study
* 69% of men were type A
* No pure type B man had a heart attack

Discuss a learning theory of personality

* Skinner
* Behaviours can be learned and unlearned
* Behaviours that have been rewarded in the past are continued
* Behaviours that have been punished in the past are discontinued.

**Information from Fletcher and Garton, 2007**

**Question 13 (15 marks)**

Parents are considered a major agent of socialisation. Overtime, parents tend to have less influence over their children. Discuss how parents and peers influence socialisation.

In your answer, you should:

* Define Socialisation
* Discuss the Attachment theory of socialisation
* Define and discuss how cliques and crowds impact adolescent socialisation.

|  |  |
| --- | --- |
| **Question 13 Guide to Marking Extended Responses** | **Marks** |
| **Definitions** | **3** |
| Correct definitions, with psychological theory discussed in relation to the topic | 3 |
| Correct definitions, but with some inaccuracy. | 2 |
| Generalisations, definitions using anecdotal evidence. | 1 |
| No definitions. | 0 |
| **Attachment theory** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Cliques and Crowds** | **5** |
| Detailed answer, using psychological concepts and explains the theory in relation to the topic | 5 |
| Answers with some inaccuracies of psychological concepts | 3-4 |
| Generalisations, with no empirical evidence and use of anecdotal evidence | 1-2 |
| No answer. | 0 |
| **Structure** | **2** |
| A well-constructed answer, use of appropriate psychological language | 2 |
| Answers with well-developed sentences and paragraphs | 1 |
| Answer is not clear | 0 |
| **TOTAL** | **/15** |

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Define Socialisation

* Acquiring beliefs and values that are acceptable in society

Discuss the Attachment theory of socialisation

* Ainsworth
* Strange situation
* Type A- Anxious Avoidant
* Type B- Secure
* Type C- Anxious Resistant

Define and discuss how cliques and crowds impact adolescent socialisation.

* Cliques- a small group (4-8 members) of similar gender and age who share common interests
* Crowd- several cliques joined together to form mixed gender groups (jocks)
* Peers have similar beliefs and values, spend more time with each other than parents.
* Peers allow each other to develop their own identity

**Information from Fletcher and Garton, 2007**

**Acknowledgements**

**Information from: Fletcher, J., & Garton, A. (2007). *Psychology – Self, Others and society.* Sydney: Pearson education Australia**

**School Curriculum and Standards Authority of Western Australia**