

**PSYCHOLOGY**

**ATAR YEAR 11**

**UNITS 1 and 2**

**2021**

**Marking Guide**

**Section One: Research methods** **20% (31 Marks)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 1 (12 marks)**

1. Decide whether Veronica, May or both girls are using a scientific approach. Explain your response. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| May is using a scientific approach | 1 |
| Veronica is not | 1 |
| **Total** | **2** |

1. Following the correct order of steps in the scientific method, outline what May’s next **three** steps would be. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| She would analyse her data | 1 |
| She would interpret her data | 1 |
| She would report her data/findings | 1 |
| **Total** | **3** |

1. Name **one** descriptive data collection method Veronica could use to find out what her friends think. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interview/ survey/ observation | 1 |
| **Total** | **1** |

1. Identify the **type** of data collection method used in question (c) (qualitative or quantitative).

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Qualitative (question states descriptive) | 1 |
| **Total** | **1** |

1. Identify the type of data that is better suited to testing a hypothesis, justify your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative  Easier to statistically analyse and interpret the results | 1 |
| **Total** | **1** |

1. Identify the data collection method that is better suited for exploratory research, justify your answer.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interviews / Open ended questionaires / observations  Rich data collected or inductive in nature | 1  1 |
| **Total** | **1** |

**Question 2** **(19 marks)**

1. Suggest an operational hypothesis for this study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population mentioned | 1 |
| A predicted direction or difference | 1 |
| Operationalised independent variable: continually run to the net while trying to hit balls for an hour, or stay still while hitting balls from the base line | 1 |
| Operationalised dependent variable: court fitness | 1 |
| *Example:* *It is hypothesised that 18-year-old male tennis players (1), who continually run to the net while trying to hit balls for an hour (1), will have better court fitness (1) then 18-year-old females who stay still while hitting balls from the base line, as measured through a tennis tournament (1).* |  |
| **Total** | **4** |

(b) Identify the experimental and control groups. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Experimental – 18-year-old males continually running to the net while hitting balls | 1 |
| Control – 18-year-old females staying still while hitting balls from the baseline | 1 |
| **Total** | **2** |

(c) Create a table of the raw scores of games won for both groups. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly labelled axes (IV and DV) | 1 |
| Correct data entry of scores | 1 |
| Correct use of title | 1 |
| Correct table format | 1 |
| **Total** | **4** |

Title: Number of tennis wins according to sustained running training or stationary training

|  |  |
| --- | --- |
|  | **Raw Scores / Number of Wins** |
| **Experimental Group** | 14 |
| **Control Group** | 9 |

(e) After gathering her results, Tatiana enlisted the help from her friend, a sports Psychologist. The friend suggested her study was not valid.

(i) Define validity. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Whether the test/study is measuring what it intends to test. | 1 |
| **Total** | **1** |

Tatiana wanted to find out whether her results were statistically significant.

(ii) Describe what this term means. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Statistical significance means that the results likely did not occur by chance | 1 |
| This means the study can support the hypothesis / which is shown as p < 0.05 | 1 |
| **Total** | **2** |

(iii) Suggest **two** sources of error in regard to this experiment, and provide

reasons as to why these are problematic. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A non-standardized allocation of participants into groups (girls in control, boys in experimental) | 1 |
| The effects of sex could influence validity as sex can have an impact on physical fitness. | 1 |
| Three girls had to play more than one game | 1 |
| This would affect validity as girls were likely more tired and consequently their court fitness which would impact the results | 1 |
| **Total** | **4** |

(iv) Identify the sampling technique used in this experiment and outline **one** strength and **one** weakness of this sampling technique (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Convenience sampling | 1 |
| Strength: Participants are easily available/accessible. | 1 |
| Weakness: Participants not are necessarily representative of the population/biased sample to location. | 1 |
| **Total** | **3** |

|  |  |
| --- | --- |
| **Section Two: Short answer** | **55% (100 Marks)** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 3 (11 marks)**

The below diagram represents the synapse between two neurons.

A picture containing logo

Description automatically generated

1. Use the above diagram to label features A and B. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A: Neurotransmitters | 1 |
| B: Post-synaptic neuron OR dendrite | 1 |
| **Total** | **2** |

(b) After age 50, the myelin sheath around certain neurons becomes more susceptible to damage, causing problems such as Alzheimer’s disease.

Explain why damage to the myelin sheath of neurons could cause decreased cognitive processing speed in older adults, such as problem solving or decision-making. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The myelin sheath is responsible for protecting and increasing the speed of neural transmission. | 1 |
| If damaged, the neuron is unable to transmit the message quickly | 1 |
| Therefore, patients with Alzheimer’s disease are unable to perform cognitive functions as efficiently as younger adults. | 1 |
| **Total** | **1** |

1. Suggest one brain scan that will be appropriate in examining both function and structure of the brain suffering from Alzheimer’s disease. Explain how this scan works.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| FMRI  noninvasive test that uses a strong magnetic field and radio waves to create detailed images  by detecting the changes in blood oxygenation and flow that occur in response to neural activity | 1  1  1 |
| **Total** | **1** |

(c) In the 19th century, Phineas Gage, a construction worker experienced an accident where a metal rod went through part of his skull. Surprisingly, Gage was conscious and was able to get up, walk and speak.

1. State the lobe of the brain the rod went through. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Frontal lobe | 1 |
| **Total** | **1** |

1. Suggest one way Gage would have been affected if it were his occipital lobe that was damaged. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| His experience of sight / vision might be impaired | 1 |
| **Total** | **1** |

iii. Gage was said to have changed after the incident, having previously been well-mannered and a good foreman. Suggest why this change may have occurred. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The frontal lobe is responsible for impulse control / expression of personality  which was affected in the incident. | 1 |
| **Total** | **1** |

(d) Andy has recently turned 18 and has been going to the bars most days to drink with her friends. As she was designated driver this Friday, she started to feel off and panicked as it seemed her drink may have been spiked. She started to have a racing heart, her vision was blurry and she felt jittery.

1. Identify what type of drug Anday may have been spiked with and justify your response using examples from the scenario.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stimulant  As her heart race is increased and she feels jittery meaning her NS is sped up | 1 |
| **Total** | **1** |

Andy has quit going out and drinking as she realized it impacted her mental health in a negative way.

1. With reference to a piece of research, outline one way in which Andy could improve her mental health. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| McCann and Holmes – tested 43 depressed female students and found that aerobic exercise reduced symptoms of depression  Andy could try some form of aerobic exercise or sport | 1  1  1 |
| **Total** | **1** |

**Question 4 (14 marks)**

1. Marty is a four-year-old boy who contracted Meniere’s disease, which changes the volume of fluid in your inner ear.
2. Identify the type of hearing loss Marty would likely be experiencing. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sensorineural | 1 |
| **Total** | **1** |

1. Outline three methods that are available to Marty to help him communicate with others. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cochlear implant: A device implanted into the ear to transduce sound into  electrical messages. | 1 |
| Sign language – learning how to communicate through hand motions such as AUSLAN | 1 |
| Use of gestures/eye contact/body language to communicate non-verbally | 1 |
| **Total** | **3** |
| **Accept other reasonable response except hearing air (only useful for conductive hearing loss)** |  |

(b) (i) Suggest **one** attribute of the receiver of the message, which may have led to

Humza getting agitated. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Jade was distracted / was not paying attention to him | 1 |
| **Total** | **1** |

(ii) Provide **two** suggestions as to how Humza could be more effective in his

communication. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Humza could make sure he has Jade’s attention before speaking | 1 |
| Humza could speak slowly/more loudly to make sure Jade understands him | 1 |
| **Total** | **2** |

(iii) Jade was not impressed with the way in which she was spoken to. What form of

communication would you suggest Jade use as an effective response to Humza?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Assertive communication | 1 |
| **Total** | **1** |

(iv) Outline each step of this communication style. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Saying something that shows that you are trying to understand the other person’s position and not trying to pick a fight. | 1 |
| Stating the problem by describing your dissatisfaction and outlining what you want to change. | 1 |
| Making a specific statement about what you want to change. | 1 |
| **Total** | **3** |

(v) Using steps identified in (iv), provide an example of what Jade could say. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| I know you have a lot to do running your own business and it is my role to do as you say. | 1 |
| But I am trying my best and feel very upset when talked to aggressively. | 1 |
| Could you please try to say things nicer in the future. | 1 |
| **Accept other reasonable response that demonstrates each step.** |  |
| **Total** | **3** |

**Question 5 (15 marks)**

1. (i) Using the determinates of liking, suggest which **two** are the likely reason for Lila

and Ottis getting together. Apply each to the scenario. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Proximity (1) – they both live in Perth (1) | 1-2 |
| Similarity (1) – both interested in history / humanities (1) | 1-2 |
| **Total** | **4** |

(ii) Ottis wasn’t keen on buying presents for anniversaries, but he knew Lila was going to buy him something, so he did the same to show he cared about her. Name the

determinant of liking Ottis is demonstrating. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reciprocity | 1 |
| **Total** | **1** |

1. Dunphy based his theory of adolescent group formation off of research he conducted in Sydney. Outline this piece of research. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of three from:  303 participants aged 13 to 21 years  Based in Sydney  Naturalistic, longitudinal observations of adolescent groups – beaches, cafes, parties etc  Observed and catagorised 5 stages that adolescence groups would move  through | 1  1  1 |
| * **Total** | **2** |

**Question 6 (8 marks)**

(a) (i) Identify the type of twins they are and explain how you drew this conclusion.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dizygotic twins | 1 |
| They have different genders | 1 |
| **Total** | **2** |

(ii) From a biological perspective, explain the difference between the two types of

twins. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Monozygotic / identical twins share the same egg in the womb | 1 |
| Dizygotic / fraternal twins are formed from two separate eggs in the womb | 1 |
| **Total** | **2** |

(b) Identify **one** reason as to why psychologists use twin and adoption studies. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They provide a way of gathering information to see if behaviour / traits are due to one’s genetics (nature) or their environment. | 1-2 |
| **Total** | **2** |

(c) A study conducted by Bouchard, found the following correlations of monozygotic twins using a Weschler intelligence test. Twins reared apart had a correlation coefficient of 0.69 in IQ while twins reared together had a correlation coefficient of 0.88.

(i) Summarise these findings

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Twins reared together and apart had a **strong, positive correlation** in IQ scores. | 1 |
| There is a **higher** correlation of monozygotic twin’s intelligence when they are reared in the same environment | 1 |
| **Total** | **1** |

(ii) What can be concluded from these findings?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It suggests that both nature and nurture contribute to one’s level of intelligence. OR Intelligence has a high genetic component but also an environmental component.  **Any other relevant response – must mention influence of both variables.** | 1 |
| **Total** | **1** |

**Question 7 (20 marks)**

(a) Complete the following table of Freud’s Psychosexual stages. (2 marks)

|  |  |  |
| --- | --- | --- |
| **Stage** | **Description** | **Fixation** |
| **Anal** | **During toilet training, child for the first time has some power over gaining approval from parents either by ‘holding it in’ or ‘letting it go’.** | Anal fixations include being anal-retentive (excessively clean, orderly, organised, hoards things, stubborn and stingy) or anal-expulsive (untidy, destructive, disorderly and cruel) |
| Phallic | At this time the child is said to seek genital stimulation and develop an unconscious attraction to the parent of the opposite sex, while at the same time developing unconscious feelings of jealously and hatred toward the parent of the same sex. | **Oedipus and Electra complex which, if we do not resolve, will impact negatively on future relationships.** |
| **Note: Award marks for demonstrating an understanding of the answers** | | |

(b) (i) Mikala, one of Sarah’s friends’ thought Sarah was using a defence mechanism. Explain what a defence mechanism is and why Sarah might use one. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Unconscious psychological mechanisms that deny, distort or falsify reality | 1 |
| The aim is to protect the individual and reduce anxiety/protect ourselves | 1 |
| **Total** | **2** |

(ii) Mikala wanted to use a projective test to help uncover Sarah’s unconscious thoughts. Outline **one** projective test she could use

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Rorschach Inkblot Test  OR  TAT/Thematic Apperception | 1 |
| Ask the participant to view inkblots and tells the tester what each one resembles in turn  OR  A series of ambiguous pictures about which participants make up a dramatic story. | 1 |
| **Total** | **1** |

(iii).Explain two weaknesses of using a projective test to describe personality.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Can be subject to misuse or unfairness (1) as the test taker may be using the information for important decisions such as custody for children. (1) | 1-2 |
| Due to being highly subjective (1) the test can be highly influenced by the administrator’s attitudes/bias (1) | 1-2 |
| The tests have low reliability (1), this is the case both within participants as well as inter-rater reliability in scoring a participants response (1) | 1-2 |
| The tests have low validity (1) as it is unclear what subjects’ reports actually even reveal about their psyche (1) | 1-2 |
| **Any other relevant response (any two of the above or otherwise)** |  |
| **Total** | **4** |

(c) Using Erikson’s theory of psychosocial development, Sarah (b) is experiencing a psychosocial dilemma.

1. Identify and describe the stage Sarah is in. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Intimacy vs Isolation | 1 |
| Usually by this age the young adult is looking to have deep friendship or love with others. | 1 |
| **Total** | **2** |

ii. Define ‘psycho-social dilemma’ and describe the likely outcome of not resolving this dilemma.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| conflict between personal impulses and the social world | 1 |
| the adult will be unable to develop deep relationships. | 1 |
| **Total** | **2** |

**Question 8 (13 marks)**

1. (i) Name and apply each of Eysenck’s traits to Mr Bump. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Extroverted | 1 |
| He commanded everybody’s attention and happier to receive attention from others | 1 |
| Neurotic/emotional instable | 1 |
| Prone to emotional outbursts if he did not get his own way | 1 |
| Psychotic | 1 |
| He lacked empathy/did not care what other people thought of him | 1 |
| **Total** | **6** |

(ii) Frederik believed in the humanistic theory of psychology and was curious as to why Mr Bump behaved the way he did. Explain how a humanistic psychologist would explain Mr Bump’s behaviour. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A humanistic psychologist believes that everyone is born good | 1 |
| Therefore Mr Bump’s dysfunctional behaviour is caused by poor upbringing/development. | 1 |
| A humanistic psychologist believes that everyone strives to achieve self-actualization/is motivated to achieve needs according to a hierarchy | 1 |
| Mr Bump’s behaviors may be caused by a lack of love and belonging | 1 |
| **Any other relevant response** |  |
| **Total** | **4** |

(b) Compare humanist and trait theory of personality. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Similarities:   * Both are not focused on unhealthy personality/problems * Both attempt to describe human personality/behaviours | 1-2 |
| Differences:   * Humanist theory does not attempt to be scientific, whereas trait does. * Humanist theory believes in free-will, whereas trait theory believes personality is biological. | 1-2 |
| **Total** | **4** |
| **Note: Accept relevant answers** | |

**Question 9 (9 marks)**

(a) Define ‘self-concept’ (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A collection of values, beliefs, ideas and feelings about one’s own identity / our view of ourselves formed through social norms and roles. | 1 |
| Answer | **1** |

(b) In reference to the Social Identity Theory, suggest how Elliot’s experiment would have impacted the self-esteem of both groups.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social identify develops through categorization, identification and comparison.  OR  Social Identity is the way in which an individual categorises and identifies themselves and others into social groups | 1 |
| Self-esteem is increased or decreased depending on how we compare to other groups. | 1 |
| The brown-eyes self-esteem would increase due to being told they are smarter, faster and better than the blue-eyes. | 1 |
| The blue-eyes self-esteem would decrease as they were told they were not as good as the brown-eyes. | 1 |
| **Total** | **4** |

(c) Referring to relevant research by Tajfel (1971), explain why brown-eyed students would try to boost their ‘in group’ and disadvantage the blue-eyed students as the ‘out-group’. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The brown-eyed group would try to disadvantage the blue-eyed group to increase their owns elf-esteem  Tajfel found that even small perceived differences between in-groups and out-groups lead to in-group favouritism (bias) and out group discrimination  Any 3 of the following:  Aim: Tajfel wanted to see if random allocation to groups would result in favoritism and outgroup discrimination.  Procedure: Boys were randomly allocated into two groups, but were deceived to believe they were allocated according to art preferences. Boys were asked to distribute points to ingroup and outgroup members  Results: Boys showed a strong tendency to favor their in-group.  Conclusion: This study demonstrates that as participants perceived that they were part of a group, they assign meaning and self-esteem to the group | 1 |
| 1 |
| 0-3 |
| Answer | **5** |

(d) Riley, a brown-eyed student in the class, noticed that all other brown-eyed students were bullying the blue-eyed students. He felt uncomfortable with what they were doing, however, decided to also bully the brown-eyed students to fit in with the group. Explain, referring to relevant research by Asch (1955), why Riley is changing his behaviour according to the group. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conformity: the act of adjusting behaviour to fit in with the perceived social norm  Asch’s study demonstrates that some people (such as Riley) conform to the behaviors of the group even though they know the group is wrong.  Or  Riley is showing normative social influence as he is adjusting his behaviour to fit in with the group but doesn’t change his underlying values as he felt uncomfortable joining in.  Any 3 of the following:  Aim: Asch wanted to investigate the extent to which social pressure from a majority group could affect a person to conform.  Procedure: A naïve participant in a room with seven confederates who agreed to answer in the same way (incorrectly) to a simple line length task.  Results: Approximately one third of participants confirmed to the incorrect answer OR at least 75% of participants conformed at least once in 12 trials.  Conclusion: This is explained by Ash as normative influence, which is the need to fit in with the group/avoid disapproval from the group. | 1 |
| 1 |
| 0-3 |
| Answer | **5** |

**Question 10 (10 marks)**

(a) Provide a definition of an attitude. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| An evaluation/opinion a person makes of an event, object, group, person or issue | 1 |
| **Total** | **1** |

(b) Identify the **three** components of the Tripartite model. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective | 1 |
| Behavioural | 1 |
| Cognitive | 1 |
| **Total** | **3** |

(c) (i) After the arrival of COVID, a local secondary school implemented a new rule that all

students should wear masks. Belinda thought this was a good idea as she wanted everyone to stay safe. She wore her mask every day. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective – happy to wear a mask | 1 |
| Behavioural – wearing her mask | 1 |
| Cognitive – belief that mask were a good idea and would help to keep everyone safe | 1 |
| **Total** | **3** |

(ii) Adam was concerned about the increase in pollutants in the environment. He was fearful that later generations would not be able to enjoy the world as much as he had been able to. He decided to start recycling as a small step to do his bit to reduce pollution. He took his plastics to a containers for change venue.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective – fearful of global warming | 1 |
| Behavioural – taking his plastics to a containers for change venue | 1 |
| Cognitive – belief that recycling may help reduce pollution | 1 |
| **Total** | **3** |

**End of Section Two**

|  |  |
| --- | --- |
| **Section Three: Extended answer** | **25% (52 Marks)** |

**Question 11 (26 marks)**

Monique was applying for a Deputy leadership role within her school. The application process asked her to demonstrate her emotional intelligence as this was deemed essential to the role. Compare Goleman’s theory of emotional intelligence with that of Gardner’s theory of Multiple Intelligences and suggest ways in which Monique can demonstrate her emotional intelligence within her application.

In your answer you should:

* define emotional intelligence (1 mark)
* describe Goleman’s **five** key elements of emotional intelligence (5 marks)
* apply Goleman’s **five** key elements of emotional intelligence to Monique (5 marks)
* compare Goleman’s and Gardner’s theories, including the **two** types of intelligence from Gardner’s Multiple Intelligence theory that most clearly resembles Goleman’s theory (4 marks)
* provide **two** limitations and **two** strengths of each theory (8 marks)
* Quality of response (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Definition of Emotional Intelligence** | |
| ‘The capacity to be aware of, control and express one’s emotions, and to handle interpersonal relationships judiciously and empathetically’ | 1 |
| **Subtotal** | **1** |
| **Description of Goleman’s five key elements of emotional intelligence** | |
| Self-awareness – a person’s ability to know their own emotions, their own strengths and weaknesses, and their own drives | 1 |
| Self-regulation – being able to control and direct their own emotions | 1 |
| Social skill – being able to manage their relationships | 1 |
| Empathy – able to consider the feelings of other people | 1 |
| Motivation – being driven to work beyond the need for money / status | 1 |
| **Subtotal** | **5** |
| **Application of Goleman’s theory** | |
| Self-awareness – e.g., keeping a journal OR recognizing strong emotions when they occur, such as getting frustrated with a student, and slowing down to recognise the emotion to then choose how to react | 1 |
| Self-regulation – e.g. practicing being calm in a stressful situation OR holding herself accountable | 1 |
| Social skill – e.g. demonstrating how she has learnt to resolve conflict OR demonstrating when to give others praise | 1 |
| Empathy – e.g. demonstrating how she has responded to other people’s emotions OR providing an example of where she has paid attention to body language | 1 |
| Motivation – e.g. demonstrating she can remain optimistic OR look for a positive in  every situation OR contributes to/volunteers for work that is not paid or for promotion,  but which benefits those she works for/with e.g. coaching a team/ball attendance | 1 |
| **Subtotal** | **5** |
| **Compare theories** | |
| Howard Gardner’s theory on Multiple Intelligences identifies nine different types of intelligence, all of which makes up a persons’ intelligence | 1 |
| Goleman focuses only on Emotional Intelligence with five key areas | 1 |
| The two types of intelligence from Gardner’s theory that most resembles Goleman’s theory are interpersonal intelligence and intrapersonal intelligence | 1-2 |
| **Subtotal** | **4** |

|  |  |
| --- | --- |
| **Limitations and Strengths** | |
| **Gardner:**  Limitations:   * there is little empirical support * it is questioned whether intelligences such as interpersonal skills and body control are talents or abilities rather than intelligences * the theory is not complete * there is a lack of clarity in distinguishing between the intelligences   Strengths:   * simple in nature * acknowledges that intelligence is more than an IQ score | 1-2  1-2 |
| **Goleman:**  Limitations:   * emotional intelligence is not clearly defined * emotional intelligence is not recognisable as a form of intelligence, it is argued to be confused with ‘moral qualities’ * ability-based measures examine knowledge and not real ability * concerns exist as to the predictive power of Emotional intelligence * innate Emotional intelligence is not measured, and culture, beliefs or personality is not taken into consideration   Strengths:   * allows for those who aren’t ‘book smart’ to be deemed high in intelligence * emotional intelligence is key to relating well to others and allows a person to achieve their goals * used in a business environment to drive leadership performance / evaluate effectiveness of the workplace culture | 1-2  1-2 |
| **Accept other relevant responses** |  |
| **Subtotal** | **8** |
| **Quality of written response** | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding. | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar. | 1 |
| **Subtotal** | **3** |
| **Overall total** | **23** |

**Question 12 (21 marks)**

Meeshka and Mo are 34-years-old and are taking their children to the first day back for the new school year. 1-year-old Narla spent a day in day-care, Romy is 4-year-old and has begun pre-primary, and their older sibling Rolo, went into Year 8 at his local secondary school.

Narla screamed profusely when Meeshka and Mo left her at Daycare, not responding to any of the carers or other toddlers. This is very different to Romy, who confidently played with the other children at school and asked intelligent questions to his teacher. Rolo was also confident to be starting high school, being top of his class in primary school and an accomplished flute player.

Using your understanding of developmental psychology, explain the children’s social and cognitive development.

In your answer you should:

* Define developmental psychology (1 mark)
* Identify and briefly describe each child’s cognitive development stage, according to Piaget. (6 marks)
* Describe the test for Narla’s stage of cognitive development (3 marks)
* Using Eriksons theory of identity development describe the psychosocial stages that three of the family members are currently experiencing (9 marks)
* Compare Piaget and Erikson’s developmental theories. (4 marks)
* Quality of response (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Define developmental psychology** | |
| A scientific approach which aims to explain how children and adults change over time | 1 |
| **Subtotal** | **1** |
| **Identify and briefly describe each child’s cognitive development stage** | |
| **Narla:**  Sensori-motor (1)  A child learns about the world by using their senses to interact with their surroundings / life happens through experience and development of motor skills (1) | 1-2 |
| **Romy:**  Pre-operational (1) marked by a dramatic increase in children’s use of the symbolic function (e.g. language and symbolic play). (1) | 1-2 |
| **Rolo:**  Concrete operational (1) or Formal Operational (1). Mature enough to use logical thought or operations (i.e. rules) but can only apply logic to physical objects (1) or ability to tackle abstract concept and create hypotheses. | 1-2 |
| **Note – accept relevant response** |  |
| **Subtotal** | **6** |
| **Identify the cognitive goal of Narla’s stage of cognitive development and describe a test that can be used to observe Narla’s development.** | |
| Narla must overcome the concept of **object permeance.** | 1 |
| This involves a test where a tester gives a baby a toy before hiding the toy underneath a cloth | 1 |
| If the child becomes upset that the toy no longer exists it shows they have not achieveved object permanence. | 1 |
| **Note – accept relevant response for description** |  |
| **Subtotal** | **3** |
| **Use Erikson’s psychosocial stages of development to explain the behaviour of Narla, Romy and Rolo** | |
| **Identify:** Narla is within the trust vs mistrust stage (1)  **Describe**: This is where infants develop trust to the outside world if provided with warmth, love and attention from caregiver. (1)  **Apply:** Narla has established mistrust, as she is unable to relate to others/is suspicious of new people by not responding to carers or toddlers. (1) | 1-3 |
| **Identify:** Romy is within the initiative v guilg stage (1)  **Describe**: This is where children develop self-esteem through play, imagination and asking questions. (1)  **Apply:** Romy has established initiative, as he confidently plays with others and asks his teacher intelligent questions. (1) | 1 |
| **Identify:** Rolo is within the industry vs inferiority stage (1)  **Describe**: This is where children become interested in how things are made and how they work, and they may get praise (or criticism) for activities such as building, painting, cooking or reading / friends, teachers and other adults are important in shaping self-concept through mastering or failing at activities (1)  **Apply:** Rolo has established industry, as he was praised for being top of his class in primary school and being good at flute (1) | 1 |
| **Subtotal** | **4** |
| **Compare Piaget and Erikson’s theories of development** |  |
| Piaget and Erikson are both stage theories where successful ‘completion’ of each stage results in the acquisition of an ability or strength | 1 |
| Piaget and Erikson both believe that failure to complete a certain stage can lead to reduced ability to move along to further stages | 1 |
| Piaget proposed 4 stages, Erikson 8 / Piaget concerned with childhood, Erikson with the entire lifespan | 1 |
| Piaget was concerned with cognitive development (ability to problem solve, gaining knowledge, language, etc), Erikson with psychosocial (interrelation of social and individual factors) | 1 |
| **Any other relevant response** |  |
| **Subtotal** | **4** |
| **Quality of written response** | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding. | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar. | 1 |
| **Subtotal** | **3** |
| **Overall total** | **26** |

C.