Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Joseph Banks Secondary College

Year 11 ATAR Psychology

Assessment Task 5 – In-class Test 2

55 marks (5% Response)

**OUTCOMES:**

|  |  |
| --- | --- |
| *Outcome 1:* | *Psychological understandings* |
| *Outcome 3:* | *Applying and relating psychological understandings* |
| *Outcome 4:* | *Communication in psychology* |

**ALLOCATED TIME FOR THE TASK:**

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

**INSTRUCTIONS:**

* *Attempt all questions*
* *Complete under test conditions (no notes, files etc. to be accessed)*
* *Ensure mobiles phones are switched off and are not on your person*

|  |  |
| --- | --- |
| **Section One – Multiple Choice** | |
| **Total** | **/17** |

|  |  |
| --- | --- |
| **Section Two – Short Answer** | |
| Question 1 – Relational Influences | /6 |
| Question 2 – Communication | /3 |
| Question 3 - Cognition | /2 |
| Question 4 – Cognition | /5 |
| Question 5 – Cognition | /16 |
| **Total** | **/32** |

|  |  |
| --- | --- |
| **Total Marks** | |
| Section 1 | /17 |
| Section 2 | /32 |
| **Assessment Task 4 – Total Marks** | **/49 ( %)** |

Teacher comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Section One – Research Methods**

**Question One (6 marks)**

Dr Chaz is planning an experiment to determine the effect of a study strategy called ‘mind mapping’ on student test scores at Marina Senior College. He used 100, 17-year-old Year 11 Psychology students, 50 of which he taught to use the mind mapping strategy and 50 which he did not.

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

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Must include:  Population  Measurable IV / DV  Compared to a control group  *Must be written in a predictive format*  e.g.  **It is hypothesised that 50 Year 11 Psychology students who utilise the mind mapping strategy, will achieve higher test scores, than 50 Year 11 Psychology students who do not utilise the strategy and complete the same assessments.** | 1  1  1 |

1. State the population from which the sample was drawn.

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Year 11 Psychology students** | 1 |

1. State the independent variable:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Mind mapping or no mind mapping** | 1 |

1. State the dependent variable:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Test scores** | 1 |

**Question Two (3 marks)**

Cognitive test scores for a group of students are listed below.

2, 1, 7, 9, 5, 5, 4, 11

Calculate the following:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Mean 5.5**  **Median: 5** |  |

b) Explain which measure of central tendancy is impacted by outliers in the data.

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Mean** | 1 |

**Question Three (8 marks)**

A psychologist wanted to investigate the relationship between temperature and performance on a test of memory. The psychologist required a sample of 60 adults to participate, firstly in a room where the temperature was 16 °C; and secondly in a room where the temperature was 44 °C.

1. Outline **three** ethical considerations the psychologist must adhere to and **how** they can achieve this.

(6 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| 1. For identifying the participant right (1) for describing HOW the researcher can follow this   Informed consent: Will need to inform subjects that may be put in a room that is very hot or quite cold, outline the purpose and sign a consent form  right to withdraw: at any stage without penalty  Confidentiality: no personal information will be given out a code instead of name  OR ANYOTHER REASONABLE RESPONSE |  |

1. Identify whether this is an experimental or non-experimental study and give a reason for your answer. (2 marks)

**Experimental (1) manipulating variables to see cause & effect; there is an IV and DV.(1)**

**Question 4**

A psychologist collected data on the self-esteem of ten young people who were currently involved in volunteer work in their community, using a Likert-scale. The Likert scale produced scores from each person ranging from 10 to 50. Higher scores indicated higher levels of self-esteem.

The self-esteem of 10 young people were:

30, 32, 38, 40, 45, 43, 46, 38, 45, 46

|  |  |
| --- | --- |
| **Self-esteem score** | **Number of people** |
| 11-15 |  |
| 16-20 |  |
| 21-25 |  |
| 26-30 | 1 |
| 31-35 | 1 |
| 36-40 | 3 |
| 41-45 | 3 |
| 46-50 | 2 |
| **Total** | 10 |

Complete the frequency table below:

1. The psychologist is writing a report on the results of the research and needs to include a graph of the frequency of self-esteem scores. Graph the results from the frequency table below:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Histogram drawn – as the data involves frequencies / intervals**  **Title includes both variables**  **Appropriately plotted and scaled**  **Number of people up the Y axis**  **Self-esteem scores along the X axis** | 1  1  1  1  1 |

**Section Two- Short Answer Questions**

**Question 2 - Communication**

1. Compare the aggressive and assertive communication styles. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Similarity: both able to freely express their needs  Difference: Assertive does not infringe on the rights of others  Aggressive may not always take into account the other persons perspective  Accept any other correct reasonable answer | 1  1 |

1. List **three** elements of body language. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Facial expressions**  **Gestures**  **Posture**  **Physical touch or closeness**  **Smell** | 1  1  1 |

1. Outline the aim, method and conclusions that Matsumato and Ekman (1989) found in their research on facial expressions (5 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Aim: to see whether facial expressions are universal and thus biological (1)  Method: Travelled to remote tribes in papau new guinea who had m=never had contact with the outside world (1)  Showed the tribes people various faces of different common emotions and got the tribes people to explain a story or emotion that matched the face (1)  Conclusions: 7 universal facial expressions (1)  Thus there is a biological basis for the way in which we portray emotion (1) | 1  1  1  1  1 |

**Question Three – Cognition**

1. Modern tests use deviation IQs. The formula is IQ = MA/CA x 100

i. Identify what the abbreviation ‘MA’ stands for. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Mental age** | 1 |

ii. Identify what the abbreviation ‘CA’ stands for. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Chronological age** | 1 |

1. Outline two advantages of group intelligence testing. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Answer may include:  - Can test multiple people at once  - Easy to compare results and find “normal ranges” and put appropriate measures in place for those who are not in normal range  - Does not need to be conducted by a health professional / for diagnostic purposes | 1  1 |

1. Jamaal is a grade A student when it comes to child card and hospitality, he finds it easy to understand and respond to the needs of others and finds he picks up fine motor skills in the kitchen really easy such as using a knife properly.
2. According to Howard Gardeners theory of multiple intelligence. What intelligence is Jamaal high in? Explain your answer using examples form the scenario. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Jamaal is high in interpersonal intelligence (1)  This is the capacity to detect and respond appropriately to the moods, motivations and desires of others (1) Jamaal demonstrates this through finding it easy to understand and respond to the needs of others (1).  Also accept: Bodily-kinesthetic intelligence. |  |

1. Which theorists coined the term emotional intelligence?

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Salovey and Mayer (1) |  |

iii. Outline the four components of emotional intelligence. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Managing emotions so as to attain specific goals (1)  Understanding emotions, emotional language, the signals conveyed by emotions (1)  Using emotions to facilitate thinking (1)  Perceiving emotions accurately in oneself and others (1). |  |

iv. Is Jamaal high or low in emotional intelligence? Use an example from the scenario as evidence.

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Jamaal is high in emotional intelligence (1) as he finds it easy to understand and respond to the needs of others (1). |  |

**Question Four – Cognition (18 marks****)**

1. State whether or not the following statement is **true** or **false**: “all individuals presented with an identical stimulus will process it in the same way”. Justify your answer with a short description of the processes involved.

|  |  |
| --- | --- |
| **Description** | **Mark** |
| False(1). Each individual will process the stimulus differently due to the process of perception. (1). This involves the selection of important stimuli (1), organisation of stimuli to see the whole form (1) and interpreting the stimuli to attach meaning (1). Interpreting is dependent on past experiences/memories/expectations, therefore will be different for each person (1) |  |

1. Leonard High School does not allow students to listen to music while doing their classwork due to a large body of published research into the effectiveness of multi-tasking. Using psychological terminology, explain why the school does not allow students to listen to music while they are doing class work. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Students will have divided attention (1) if listening to music while completing school work. This means that attention is split between two sources of information (1). This is not as effective as selective attention for effective learning (1). |  |

1. Define the term consciousness (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| our awareness of internal and external environments (1) at any given moment in time (1) |  |

1. What is a limitation of using *observation* to measure a person’s state of consciousness? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Answers referencing to objectivity of the data, limited accuracy of observations, reliability of data collected or demand characteristics or hawthorn effect in the participant being measured  For terminology (1) application and explanation |  |

1. Steven is preparing to complete a timed IQ test. He is feeling alert and slightly anxious before the start of the test, however as soon as the test starts he feels calm and confident. Steven concentrates solidly and without a break for the entire hour-duration of the test. Immediately after completing the IQ test Steven, feeling slightly tired and fatigued at his efforts, sits and daydreams for a short period.

Explain the changes in each of the measures of states of consciousness below that Steven would have experienced from before the IQ test began, through to his daydreaming at the end.

(8 marks)

**At least (2) from each section talked about**

1. *Body temperature*:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Increases before the test / when anxious (1)**  **Test starts back to normal range ~ 38 degrees (1)**  **After test temperature drops slightly (1)** |  |

1. *Brain waves*:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Beta waves – alert / stressed**  **Alpha – Calm / Relaxed**  **Theta – Tired / Daydreaming** |  |

1. *Galvanic skin response*:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Conductivity of the skin increases before the test / more sweat when anxious (1)**  **Test starts back to average conductivity as he calms (1)**  **After skin is at its lowest level of conductivity (1)** |  |

1. *Heart rate*:

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Increases before the test / when anxious (1)**  **Test starts back to normal range ~ 38 degrees (1)**  **After Heart rate back to normal / slows slightly (1)** |  |