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)

**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. State the population from which the sample was drawn. (1 mark)

**Year 11 Psychology student**

1. State the independent variable: **using mind mapping or not** (1 mark)
2. State the dependent variable: **test scores** (1 mark)

**Question Two (3 marks)**

Cognitive test scores for a group of students are listed below. (3 marks)

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

Calculate the following:

Mean: **5.5**

Median: **1, 2, 4, 5, 5, 7, 9, 11 = 5**

Range: **11 – 1 = 10**

**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)

* **Will need to inform subjects that may be put in a room that is very hot or quite cold.**
* **right to withdraw at any stage without penalty**
* **Information will be confidential / non-identifiable**
* **That they will be doing a memory test**
* **How much time the study should take**

**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)**

**Section Two- Short Answer Questions**

**Question One – Relational Influences**

Abdul and Anouk are friends who are in their first year at the University of New South Wales. Abdul came from Melbourne while Anouk grew up in Sydney. Abdul is studying Biomedicine whereas Anouk is studying Pharmacology. They have 4 year-long modules together and attend the same lectures. Abdul and Anouk often study together, sharing notes and quizzing each other on the content.

With reference to the *determinants of liking* and utilising evidence from the scenario, explain why Abdul and Anouk are friends

(6 marks)

**Explains key terms Proximity (1), Similarity (1) and Reciprocity (1)**

**Applies each to the scenario above (2)**

**Details on expectancy of continued interaction, availability, distance (1)**

**Question Two - Communication**

With reference to Robinsons (2003) Social skills. Explain how adults initiate, maintain and regulate social relationships**.**  (3 marks)

**Shaking Hands, Being Polite and Forms of Address – (1) each when explained how each plays a role in adult relationships.**

**Question Three – Cognition**

Compare the processes of sensation and perception. (2 marks)

**Both play a role in how we interact with the world around us**

**Sensation (Bottom-up processing) taking in environmental information / stimuli through the sensory organs (1). Perception (Top-down processing) how the brain applied meaning to the sensory stimuli taken in (1).**

**Question Four – Cognition**

1. **I**dentify the correct Intelligence theorist or researcher  (3 marks)
2. **Galton**

Proposed that intelligence is a general overarching ability to that shows itself in different ways depending on the environment.

1. **Binet**

Theorised that intelligence is inherited and the strongest predictor of success in life, he then popularised the Stanford-Binet scale of intelligence in America.

1. **Gardner**

Theorised that intelligence is not one ability but split into nine separate intelligences, which we each have in unique combinations.

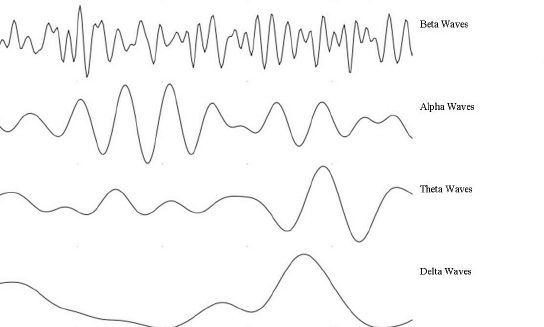
1. What is a limitation of using *observation* to measure a person’s state of consciousness? (2 marks)

**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**

1. **For terminology (1) application and explanation**

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

1. With reference to the brain wave diagram complete the table below. (8 marks)



1. **Frequency (1) for State of Consciousness**

|  |  |  |  |
| --- | --- | --- | --- |
| Brain Wave | Name | Frequency (per second) and amplitude of waves | State of consciousness of the person |
| 1 | Beta | **~ 12 – 27 Hz** | **Awake, normal waking consciousness, Alert** |
| 2 | Alpha | **~8 – 12 Hz** | **Relaxed, Calm, Lucid, Not thinking** |
| 3 | Theta | **~ 3 – 8 Hz** | **Tired, Relaxed, Daydreaming** |
| 4 | Delta | **~0.2 – 3 Hz** | **Deep sleep, REM sleep** |

|  |  |  |  |
| --- | --- | --- | --- |
| Brain Wave | Name | Frequency (per second) and amplitude of waves | State of consciousness of the person |
| 1 | Beta | * 15-40 cycles per second * Smallest amplitude (small peaks and troughs) | Alert |
| 2 | Alpha | * 9-14 cycles per second * Higher amplitude than Beta | Relaxed/reflecting |
| 3 | Theta | * 5-8 cycles per second * Higher amplitude than Beta, smaller than Alpha | Drowsy/ideating |
| 4 | Delta | * 1.5-4 cycles per second * Higher peaks and troughs than all previous brain waves | Asleep (REM) |
| 5 | Delta | * 2-3 cycles per second * Highest amplitude of all brain waves | Asleep (non-REM) |

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*:

**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*:

**Beta waves – alert / stressed**

**Alpha – Calm / Relaxed**

**Theta – Tired / Daydreaming**

1. *Galvanic skin response*:

**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*:

**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)**