(a) i. 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”. (1 mark)

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

Question 5 (12 marks)

(a) Name two recreational drugs (2 marks)

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 6 (18 marks)

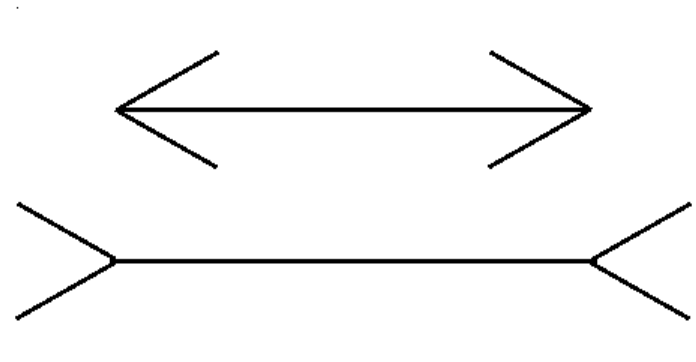
(a) i. State whether or not the following statement is **true** or **false**: “all individuals

presented with an identical stimulus will process it in the same way”. (1 mark)

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

(b) i. The Müller-Lyer illusion (shown below) is considered to be a visual illusion.

Define the term ‘visual illusion’. (1 mark)



ii. Outline one theory of that can be used to explain visual illusions

(2 marks)

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

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

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

iii. Name the feature of the stimulus being consistently misjudged in the Müller-

Lyer illusion. (1 mark)

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

(d) Identify the test that measures the electrical activity of the skin and outline how it works (3 marks)

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

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

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

(e) 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)

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

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

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

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

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a) Define the term ‘intelligence test’. (1 mark)

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

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

ii. Using the Multiple Intelligence theory what one intelligence is Mohammad struggling with. Explain your answer using examples from the scenario (2 marks)

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

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

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

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

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

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

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

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

Question 8 (continued)

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

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

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

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

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

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

(a) After two days of torrential rain, a state of emergency was declared in Vienna after

flooding occurred. During such disasters, examples of both anti-social and pro-

social behaviour occurs.

i. Referring specifically to floods, describe **one** examples of anti-social behaviour

that may be evident. (1 marks)

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

ii. Referring specifically to floods, describe one examples of pro-social behaviour

that may be evident. (1 marks)

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

(b) A high school teacher was noticing an increase in anti-social behaviour amongst middle school students. Outline one way that this teacher could promote pro-social behaviour. (2 marks)

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

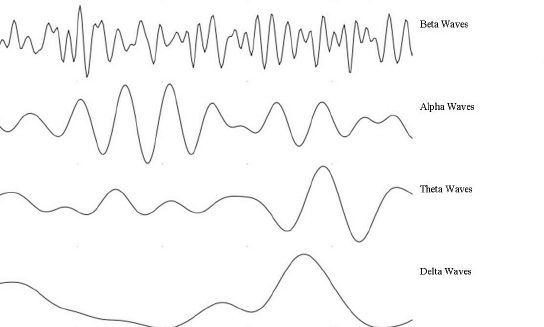
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iii. How many participants were in his study (2 mark)

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

**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.

(6 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)**

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.

a) State **two** reasons why people take recreational drugs. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  To get a ‘high’.   To alter their consciousness.   To have fun.   To reduce psychological distress.   To help enhance identity.   To feel accepted.   To reduce a sense of alienation.   To relax.   As a mechanism for coping with pressure.  *Any relevant reason accepted for one mark* | 1-2 |
| **Total** | **2** |

a) i. 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”.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| False | 1 |
| **Total** | **1** |

ii. List **two** features of a stimulus that are consistently misjudged in visual illusions. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  Position.   Curvature.   Motion.   Size.   Direction.   Length.   Colour. | 1-2 |
| **Total** | **2** |

ii. List **two** features of a stimulus that are consistently misjudged in visual illusions. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  Position.   Curvature.   Motion.   Size.   Direction.   Length.   Colour. | 1-2 |
| **Total** | **2** |

ii. List **two** features of a stimulus that are consistently misjudged in visual illusions. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  Position.   Curvature.   Motion.   Size.   Direction.   Length.   Colour. | 1-2 |
| **Total** | **2** |

e) 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** | **Marks** |
| Listening to music at the same time as doing classwork involves divided attention.  This means that only part attention will be given to both tasks  rather than full attention given to the school work. | 1  1  1 |
| **Total** | **3** |

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

|  |  |
| --- | --- |
| **Description (any three of the following)** | **Marks** |
|  Body posture.   Facial expressions.   Hand gestures.   Eye movement.   Touch.   Use of space.  *Any relevant element accepted for one mark* | 1-3 |
| **Total** | **3** |

d) Contrast between effective listening and active listening. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Effective listening occurs when the listener tries to understand what the speaker is saying as clearly as possible whereas;  active listening involves the listener trying to empathise with the speaker/understand what the speaker is feeling. | 1  1 |
| **Total** | **2** |

a) Define the term ‘intelligence test’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A series of tasks created to assess the ability to learn, adapt to new situations and think abstractly.  *Any relevant definition accepted for one mark* | 1 |
| **Total** | **1** |

b) The test created by Simon and Binet consisted of a number of items which were scored on a

pass or fail basis. Identify the number of items included in the scale. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 30 | 1 |
| **Total** | **1** |

c) According to Simon and Binet’s intelligence test, if a child who sat the test was able to answer

the majority of questions that other children of the same age could answer, what could be said of

the intelligence of the child? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The child has normal intelligence | 1 |
| **Total** | **1** |

e) Outline **two** changes that Terman, an American psychologist at Stanford University, made to

Simon and Binet’s original intelligence test. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
|  Translated the test from French into English.   Revised the test so it was suitable for ages 2 to 85+ rather than just for children.  *Any relevant change accepted for one mark* | 1  1 |
| **Total** | **2** |

f) Both the Stanford-Binet Intelligence Scale (created by Simon, Binet then revised by Terman)

and Wechsler’s Intelligence scales separate subtests or factors into two main categories. These

two categories allow for those with limitations in reading to not be disadvantaged. Name these

**two** categories. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Verbal/verbal-based questions | 1 |
| Non-verbal/non-verbal based questions | 1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Intelligence quotient | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mental age | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Chronological age | 1 |
| **Total** | **1** |

h) There are advantages and disadvantages of both group and individual intelligence testing.

i. Explain how the examiner needing to have rapport or a positive relationship with the test taker

can be an advantage as well as a disadvantage in individual intelligence testing. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Advantage: building a positive relationship allows the test-taker to feel at ease.  Disadvantage: building a positive relationship takes time to establish. | 1  1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
|  Test conditions are the same for all test-takers in the group.   It is less expensive to run compared to individual intelligence testing.   Test-takers can complete the test without interacting with the examiner.   The instructions are simpler to follow than instructions for individual intelligence  testing.  *Any relevant advantage accepted for one mark* | 1-2 |
| **Total** | **2** |

After two days of torrential rain, a state of emergency was declared in Vienna after flooding

occurred. During such disasters, examples of both anti-social and pro-social behaviour occur.

i. Referring specifically to floods, describe **two** examples of anti-social behaviour that may

be evident. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  People looting shops and businesses.   People stealing donations collected for victims of the flood.   People claiming benefits/insurance payouts that they are not entitled to.  *Any relevant example accepted for one mark* | 1-2 |
| **Total** | **2** |

ii. Referring specifically to floods, describe **two** examples of pro-social behaviour that may

occur. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  People donating to charities/helping to fundraise for victims of the floods.   People volunteering for organisations that help victims of the floods.   People acting as volunteers for disaster relief.  *Any relevant example accepted for one mark* | 1-2 |
| **Total** | **2** |

e) For each of the statements below, decide whether it is describing a dyad, clique, crowd or none

of the above.

i. Andrea and Michael from question (9d). (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dyad | 1 |
| **Total** | **1** |

ii. All the people waiting at the Perth train station for the 8am train. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| None of the above | 1 |
| **Total** | **1** |

iii. Year 12 students attending the ball after party. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Crowd | 1 |
| **Total** | **1** |

iv. Four primary school students who sit together every recess and lunch time. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Clique | 1 |
| **Total** | **1** |