**Year 11 ATAR Psychology**

**Personality Project – VALIDATION**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task:**

You will be provided with two (2) questions where you will be required to demonstrate your understanding of the personality theories studied throughout the unit. **You must answer two (2) questions**.

Please record your response on the lined paper provided, clearly labelling which question you are addressing at the top of the page.

**You have 50 minutes to complete this task.**

**Question 1 (23 marks)**

Tony and Maria are a married couple who no longer enjoy each other’s company. This has caused distress for Maria, who values a healthy marriage and romance. Without realising it, Maria gives Tony her full attention when they get home from work, asking him how his day was, asking relevant questions and smiling and nodding so she appears very interested in what he has to say, even though she finds the conversation really boring. For over a year Maria did this, before becoming increasingly frustrated with other aspects of his personality, such as his orderliness and compulsion for control. She then confronts Tony about their marriage problems, he shrugs and simply says that “Every couple eventually loses the romance.”

**Use your understanding of Psychodynamic theory to explain Tony and Maria’s personality and behaviour. In your response:**

* **describe/define Psychodynamic theory of personality and name the theorist associated with the theory you are discussing**
* **apply/relate the theory to Maria’s behaviour/ personality**
* **apply/relate the theory to Tony’s behaviour/ personality**
* **explain the change that motivated Maria to confront Tony**
* **Identify and describe how personality is measured by psychoanalysts, including an example and limitation.**

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| Descriptors | Marks |
| describe/define Psychodynamic theory of personality and name the theorist associated  ***example***  The psychodynamic theory of personality first proposed by Sigmund Freud (1) theorises that personality is fixed from early childhood experiences and largely driven unconscious desires (1). From the psychodynamic perspective our personality is governed by three universal features of our minds; the Id our unconscious, primal instincts, the Superego that is our moral reasoning and our Ego which tries to balance the two opposing forces (1). Early childhood helps shape our personality as we develop through the psychosexual stages where our libidinal energy is focused on various erogenous zones (1), if our needs at these stages are not met or overindulged this can lead to lasting personality characteristics in adulthood.(1) | 5 in total |
| apply/relate the theory to Maria and Tony’s behaviour/ personality  1 mark for identifying an aspect of the theory - defence mechanism or anal fixation  1 mark for defining the concept  1 mark for applying to the scenario  ***At least 3 applications, example:***  Identifies: Tony is using the defence mechanism denial  Describes: Defence mechanisms are where the ego is protecting itself from negative feelings such as anxiety or shame. Denial is where an individual refuses to accept reality or fact that is painful or stressful.  Applies: “Every couple eventually loses the romance.” | 9 |
| explain the change that motivated Maria to confront Tony  explain why defence mechanism are healthy (1)  apply to Maria (1)  explain why defence mechanisms are limiting (1)  apply to Maria (1)  Sometimes defence mechanisms are healthy as they can protect us from issues, we are not able to deal with at the current time (1). This explains Maria’s use of reaction formation when first realing she no longer found Tony interesting (1).  However, defence mechanisms can limit our personal growth and development, sometimes feeling and facing discomfort about ourselves is needed to improve us (1). This explains why Maria eventually decided to confront Tony, trying to move past her initial discomfort to improve her marriage (1) | 4 |
| Identify and describe how personality is measured by psychoanalysts, including an example and limitation.  1 mark identify  1 mark describe  1 mark identify example (Rorschach Inkblot test or Thematic Appreciation Test)  1 mark describe example  1 mark limitation  ***Example***  Projective tests are used by psychoanalysts (1) where test-takers are presented with an ambiguous stimulus and are asked to define, describe or create a story in reference to the stimulus (1). For example, the Rorschach Inkblot Test (1) asks participants to view inkblots and to tell test-administrators what each of them resembles to them. These are scored according to location, influences and content (1). A major limitation of these tests are that the scoring is highly subjective to the test-administration, with low inter-rater reliability (1). | 5 |

**Question 2 - 25 marks**

Alanna is a 15-year-old teenager who is known by her peers as fiery and stubborn, losing her temper easily and swears like a sailor, which doesn’t really endear her to her teachers. Even though she is talkative and excitable in class, she refuses to ask for help even when she really needs it. Alanna is currently experiencing issues with her current friendship group, as her friends find her restlessness disruptive and unpredictable. Basically, they do not know what they are going to get when they hang out with her. However, instead of confronting her about how they feel, they instead avoid sitting in the same spot, so she does not know where to find them at recess and lunch. Alanna becomes extremely distressed and lonely at break time, vigorously searching the school grounds for her group of friends.

**Using your understanding of Trait and Humanistic theories to explain Alanna’s personality and behaviour. In your response:**

* **describe/define Trait theory of personality and name the theorist associated with the theory you are discussing**
* **describe/define humanistic theory of personality and name the theorist associated with the theory you are discussing**
* **apply/relate these theories to Alanna’s behaviour/ personality**
* **compare and contrast the strengths and limitations of the Trait and Humanistic theories***.*

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| Descriptors | Marks |
| describe/define Trait theory of personality and name the theorist associated with the theory you are discussing  ***example***  Trait theory is a theory to help explain human personality and behaviour. Trait theorists such as Eysenck and Allport believed that our personality can be broken down into smaller units(1) that can predict our behaviour (1), these are called traits. Eysenck’s trait theory of personality proposed that personality is consistent over time (1), largely inherited from our genes(1) and all human personalities fall on a spectrum of 3 super trait continuums: extroversion – introversion, neuroticism to emotional stability and psychoticism – normality(1). Eysenck believed all personalities can be described in terms of the unique combination and levels of each of these traits (1). Not all trait theories agree on the number of underlying traits that we all share (1) | 5 in total |
| apply/relate the theory to Alanna’s behaviour/ personality  1 mark for identifying a trait  1 mark for defining the trait  1 mark for applying the trait  ***At least 2 applications, example:***  Identifies: Neuroticism (1),  Defines: neuroticism (1) is a trait characterised as emotional instability, moodiness and to experience such feelings as anxiety, fear, anger, frustration, envy, irritation, guilt, depressed mood, and loneliness.  Apply: This can be seen in the scenario where by Alanna is seen as “fiery and stubborn, losing her temper easily and swears like a sailor,” (1) | 6 |
| describe/define Humanistic theory of personality and name the theorist associated  ***example***  Humanistic approach to personality was first proposed by Abraham Maslow(1). From this perspective there are universal needs that drive all human behaviour. These needs can be categorised into 5 levels from the more basic needs such as physiological needs, safety, love and belonging (1) to the more psychologically advanced needs such as the need for self-esteem and self-actualisation(1). Maslow proposed that all people are born inherently good, with the drive for self-improvement (1), proposing that individuals have a lot of free-will and choice is deciding who they become and how they shape their personality (1). Maslow and other humanistic psychologists rejected more scientific or objective views of personality, stating that people are unique and can only be understood in a holistic way (1) and not reduced down to a number. | 5 in total |
| apply/relate the theory to Alanna’s behaviour/ personality  1 mark for identifying an aspect of the theory e.g a level on the hierarchy  1 mark for defining the concept  1 mark for applying to the scenario  ***At least 1 applications, example:***  Identifies: that Alanna does not have her belongingness needs met  Describes: All humans universally desire to have a sense of belonging, the need for interpersonal relationships motivates behaviour.  Applies: “Alanna becomes extremely distressed and lonely at break time, vigorously searching the school grounds for her group of friends.” | 3 |
| *Compare and contrast the strengths and limitations of the Trait and Humanistic theories.*  1 mark for comparing strengths  1 mark for comparing limitations  2 marks for contrasting limitation/strength  2 marks for contrasting limitation/strength  ***Example***    A limitation of humanistic theory is that it is difficult to scientifically measure (1), which is a strength of trait theory which measures personality easily through a Likert scale questionnaire. (1) However, both theories have an element of subjectivity in their measurement (1)  A limitation of trait theory is that traits are assumed to be enduring and consistent across situations and time, which does not take into consideration social and situational effects on personality (1). This is a strength of the humanistic theory, which considers how life situation, such as a need for shelter, can affect our personality (1). Both theories use a simple categorisation of behaviours that are easily applicable to work and school settings (1). | 6 |