

**Year 11**

**PSYCHOLOGY ATAR 2021**

**TASK 4 – Relational Influences**

**In class – Extended Essay**

**(Weighting: 5%)**

Time allowed: 45 minutes

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

|  |  |
| --- | --- |
| **MARKS AVAILABLE** | **YOUR MARK** |
| **34** |  |
|  | **%** |

Scenario:

Lisa and John, along with a small group of their friends, were shopping in the Hay Street Mall when an older male walking in front of them collapsed. The male looked to be approximately 60 years old, was wearing very old and dirty clothes, and had been behaving erratically just prior to his collapse. Lisa, John and their group of adolescent friends stopped and just looked at the man. One of them, Steve, thought it was funny and took out his mobile phone to film the incident. Lisa turned to John and said, “What should we do?” Most people around the group continued to walk on and behaved as if nothing had happened. Finally a young woman stepped in to assist the man, and asked someone to call an ambulance. Later, the group went to have coffee together and Steve took out his phone and was making fun of the situation. Some of the group laughed along with him and made some nasty remarks about the victim. Lisa and John, who were in a relationship, later discussed their disappointment in Steve’s behaviour and that of the others who joined in with him.

Using your understanding of theories in psychology and with reference to empirical evidence:

* Define pro-social and anti-social behaviour, giving reasons why they occur and examples of each (12 marks)
* discuss why the people in the Mall did not stop to assist the old man. (6 marks)
* Identify the levels of adolescent peer groups described, discuss the stages of group development and apply these to the scenario (6 marks)
* Explain Steve’s role in the group and why some of the group joined in the negative behaviour. (3 marks)
* Use of evidence (4 marks)
* Quality of response (3 marks)

Marking key for assessment task 4 — Unit 1

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Possible mark** | **Mark** |
| **Pro-social behaviour** | | **/6** |
| * Clearly defines pro-social behaviour | **1** |  |
| * Describes 2-3 common examples of pro-social behaviour * Describes 1 common example of pro-social behaviour | **2**  **1** |  |
| * Discusses the three main reasons for pro-social behaviour. * Briefly describes the three main reasons for pro-social behaviour * Lists three reasons for pro-social behaviour or describes less than three | **3**  2  1 |  |
| **Anti-social behaviour** | | **/6** |
| * Clearly defines anti-social behaviour | **1** |  |
| * Describes 2-3 common examples of anti-social behaviour * Describes 1 common example of anti-social behaviour | **2**  **1** |  |
| * Discusses the three main reasons for pro-social behaviour. * Briefly describes the three main reasons for pro-social behaviour * Lists three reasons for pro-social behaviour or describes less than three | **3**  2  1 |  |
| **Why they did not assist /6** | | |
| **Darley and Latane**   * Clearly outlines the stages of helping and how they relate to the scenario. * Briefly outlines the stages of helping. * Refers to the stages of helping. | **3**  2  1 |  |
| * Discuss what prevents pro-social responses, mentioning bystander effect and diffusion of responsibilities * Describes what prevents pro-social responses, mentioning bystander effect **or** diffusion of responsibilities * Mentions what prevents pro-social responses without using psychological terminology | **3**  2  1 |  |
| **Dunphy /6** | | |
| * Discusses how adolescent relationships develop, referring to Dunphy’s ‘participant observation’ and mentioning the three levels, identifying each in the scenario * Discusses the three levels and identifies each in the scenario * Lists the three levels of peer groups | **3**  2  1 |  |
| * Discusses Dunphy’s 5 stages, relating them to the scenario * Discusses Dunphy’s 5 stages * Briefly mentions Dunphy’s 5 stages | **3**  2  1 |  |
| **Social conformity /3** | | |
| * Clearly explains how social conformity including “peer groups” determines behaviour * Describes social conformity * Briefly mentions social conformity and its effect on the group | **3**  2  1 |  |
| **Use of psychological evidence** |  | **/4** |
| * **Two** or more statements are supported with a description of relevant evidence using **three** or more sentences. * Two or more statements are provided with a brief description of relevant evidence using less than **three** sentences. * **One or two** statements are supported with reference to relevant evidence. | **4**  3  1-2 |  |
| **Quality of extended response /3** | | |
| * A well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout * Satisfactory structure and everyday language with adequate spelling, grammar and punctuation * Poor Structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout | **3**  2  1 |  |
| **TOTAL** |  | **/34** |