**MARKING GUIDE**

**Year 11**

**PSYCHOLOGY ATAR 2022**

**TASK 7**

**Developmental and Social Psychology**

**Topic test**

**(Weighting: 7.5%)**

Time allowed: 60 minutes

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

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| **SECTION** | **MARKS AVAILABLE** | **YOUR MARK** |
| Developmental Psyc | 20 |  |
| Social Psyc | 24 |  |
| Extended Response | 17 |  |
| **TOTAL MARKS** | **61** |  |
|  |  | **%** |

**Part 1 – Developmental Psychology (20 Marks)**

1. Give two specific examples of how an individual’s physical development could influence their social and emotional development in adolescence. (4 marks)

* **\*note – must be during adolescence, must be a scenario, must relate to social and emotional outcomes**

**Examples:**

* **Acne – embarrassed, less social contact, withdrawn**
* **Short person – picked on, bullied, retreats into oneself**
* **Overweight – self conscious, low self esteem, poor self identity.**
* **Menstruation – self conscious, not participating in same activities, withdrawn**

1. Name one quantitative and one qualitative method of data collection that we can use to measure developmental change in children. (2 marks)

**Qualitative** - Observations, case studies, anecdotal evidence.

**Quantitative**. Measurements of height and weight, surveys, questionnaires, likert scales.

1. Identify the last stage of both Parten’s and Piaget’s stages of play. Describe the similarities between these stages. (3 marks)

Parten – Cooperative play (1)

Piaget – Play with rules (1)

**Both play with rules and cooperative play involve more concrete roles and rules which players all communicate and understand (1 mark)**

1. For each of the following statements suggest whether it relates to the developmental change of physical, cognitive, social or emotional: (5 marks)
2. Play reduces fear, anxiety, stress and irritability \_\_\_\_\_emotional\_
3. Play increases calmness, resilience and adaptability and ability to deal with surprise and change emotional\_
4. Play allows for modelling of relationships based on inclusion rather than exclusion. social
5. Play increases a range of motion, agility, coordination, balance, flexibility, and fine and gross motor exploration. \_physical
6. Play increases creative thinking.\_\_cognitive
7. Piaget identified three key terms when discussing cognitive development.

State and define the three terms. (3 marks)

**Schema – mental structures or concepts that help people organise and interpret information**

**Assimilation – the current schema takes in a new experience**

**Accommodation – schemas change to incorporate new experiences**

1. Dana is playing hide-and-seek with her brother Dion (aged three). Dion stands in the centre of the room and covers his eyes with his hands and says ‘I am hiding’. Explain, why Dion believes that he is ‘hiding’, referring to the relevant concept from Piaget’s theory of cognitive development. (3 marks)

**Dion is at the pre-operational stage (1 mark)**

**He is egocentric (1 mark) . Cannot take other’s point of view – If he can’t see then nobody can see him. (1 mark)**

**Part 2 – Social Psychology (24 Marks)**

1. You are in charge of your social netball team and there have been some displays of negative intergroup behaviour that is affecting your team on the court. Using your knowledge of competition and cooperation, explain how you would improve your team’s intergroup relationships. Use empirical evidence to justify your answer. **(6 marks)**

* Defines competition – rival trying to outdo each other to achieve a goal
* Defines cooperation – work together as a group to achieve a goal
* Identifies that the conflict is between different groups
* Suggestion to improve –create a common goal for both teams to work together and co-operate

Evidence:

* Identifies Sherif – Eagles and Rattlers study and briefly describes conflict
* States that inter-group hostility was lowered in the study when common goal introduced

1. Soccer hooliganism can be a consequence of deindividuation. Provide a definition of deindividuation and explain which factors must be present for an individual to become deindividuated in this situation. **(5 marks)**

* Defines deindividuation – abandoning usual restraints to join in group behaviour
* Defines anonymity – sense you cannot be individually identified
* Defines shift of attention – shift from shift from own thoughts/internal stimuli to external stimuli/the group

Relates to scenario:

* Team uniforms convey sense of anonymity – all dressed the same
* The large group leads to shift of attention

1. Explain the relationship between group size and social loafing. Include a definition of social loafing and empirical research to support your answer. **(4 marks)**

* Definition – an individual puts in less effort to a task when working in a group compared to working by themselves (\* note – not ‘less effort than others’)
* Larger group size = more social loafing

Evidence:

* Describe Ingham’s study – blindfolded and pulling on rope
* States results – Those who thought they were in a group pulled less hard

1. Describe the outcome of the study conducted by Tajfel and Turner (1986). With reference to **social identity**, describe a scenario of when this could occur in Western Australia. **(5 marks)**

* Defines social identity – aspects of personal identity or self-concept that come from group membership
* If you perceive your group as ‘better’ then your self esteem increases
* This can lead to prejudice/conflict between in-groups and out-groups

1-2 marks for example in detail (accept relevant response) e.g.:

* Sporting teams e.g. Dockers and Eagles
* Rivalry between prestigious schools

**Question 11. (4 marks)**

In 1968, Jane Elliot conducted what was to become a well-known social experiment, known as the blue-eyes / brown-eyes experiment. Within her experiment she divided her class of primary aged students into two groups, blue-eyes and brown-eyes. She initially told the brown-eyes they were smarter, faster and better than the blue-eyes and taught the class by comparing the blue-eyes’ behaviour negatively to the brown-eyes. Her experiment demonstrated that prejudice can be learnt, therefore unlearnt.

(a) (i) Elliott’s study created a ‘them’ and ‘us’. What is this process called? (1 mark)

Social categorisation (do NOT accept stereotypes)

(ii) Define the term self-fulfilling prophecy, identify the in-group and explain why Elliot’s experiment could have contributed to this occurring in the in-group. (3 marks)

* Definition - A stereotype that becomes true due to the prophecy itself (1)
* Identifies the in-group as brown eyed (1)
* Explains the idea of feedback between a belief and behaviour – for example “The belief that they are better influences behaviour (e.g. running faster) which then reinforces the stereotype”

**Question 12 - Extended answer (17 marks)**

Psychologists have researched and theorised about the influence that biological factors and the environment have on the development of intelligence and language.

Describe what twin and adoption studies reveal about the nature and nurture debate in relation to the development of intelligence (as measured by IQ).

In your response you should:

* Define key terms (2 marks)
* Describe examples of biological and environmental factors that can influence the

development of intelligence (3 marks)

* describe how twin studies are carried out including an example of a study and its findings (4 marks)
* describe how adoption studies are carried out including an example of a study and its findings (4 marks)
* Give a conclusion on the current understanding of IQ development (1 mark)
* Quality of response (3 marks)

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| **Guide to Marking Extended Response** | **Marks** |
| **Definitions** | **2** |
| Correct definitions (nature and nurture) (1 each) | 2 |
| No definitions. | 0 |
| **Examples of biological and environmental factors** | **3** |
| Comprehensive examples of both, with descriptions  \*Must have: Nature – genes/DNA  Examples of nurture– income of parents, schooling, nutrition etc. | 3 |
| Some examples of both, listed | 2 |
| Examples of either biological or environmental | 1 |
| No examples | 0 |
| **Twin studies** | **4** |
| Clear understanding and explaining the methodology  Monozygotic twins’ concordance rates of a trait are determined and compared to dizygotic twins (1)  Higher concordance rate of MZ twins means larger genetic/nature component (1) | 1-2 |
| Describing a specific study | 1 |
| Giving a conclusion for the study | 1 |
| Not addressed | 0 |
| **Adoption studies** | **4** |
| Clear understanding and explaining the methodology  Concordance rates of trait compared – child and biological parents vs child and adoptive parents (1)  If more similar to biological parents it indicates more of a genetic component (1) | 1-2 |
| Describing a specific study | 1 |
| Giving a conclusion for the study | 1 |
| Not addressed | 0 |
| **Conclusion** | **1** |
| States that there is a genetically determined window (nature) influenced by the environment (nurture) | 1 |
| **Structure/ Quality of Response** | **3** |
| • A well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout | 3 |
| • Satisfactory structure and everyday language with adequate spelling, grammar and punctuation | 2 |
| • Poor Structure (inc. dot points) with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout | 1 |
| **TOTAL** | **/17** |