

**Year 11**

**PSYCHOLOGY ATAR 2022**

**TASK 9**

**Culture and Values**

**Topic test**

**(Weighting: 7.5%)**

Time allowed: 60 minutes

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

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| **SECTION** | **MARKS AVAILABLE** | **YOUR MARK** |
| **Short Answer** | **24** |  |
| **Extended Response** | **20** |  |
| **TOTAL MARKS** | **44** |  |
|  |  | **%** |

Question 1 (6 marks)

Katie and Libby have very different attitudes when it comes to listening to music while they study. Katie never listens to music while she studies as she believes it will distract her. She often gets frustrated when people are playing music out loud during her study period. Libby once told Katie that listening to music puts her in a more positive mood and she gets more work done when she’s happy.

Provide the affective, behavioural and cognitive components of both Katie and Libby’s attitudes towards listening to music while studying.

Katie:

Affective: Frustrated

Behavioural: Doesn’t listen to music while studying

Cognitive: Thinks it is distracting

Libby:

Affective: Happy

Behavioural: Listens to music while studying

Cognitive: Thinks it will improve her performance

Question 2.

Describe the two main qualitative self-report methods for measuring attitudes. Outline one advantage and one disadvantage of using these methods over quantitative self-report measures. (4 marks)

* Interviews – interviewer asks subject to comment freely about personal attitudes toward a topic
* Focus group – small group discusses their attitude toward a topic with mediator/interview giving open-ended questions
* Advantage: more detailed responses/can provide reasoning behind answers
* Disadvantage: harder/more time consuming to interpret/analyse

Question 3.

A common way of measuring attitudes is to use a Likert scale. Describe a Likert Scale and explain why it can be more useful than a simple checklist. (2 marks)

* A likert scale requires the participant to respond to a statement with responses from strongly agree to strongly disagree, with neutral in the middle
* It is more useful as it can provide information on the strength of an attitude

Question 4.

Contrast the importance of the self in collectivist and individualistic cultures. Explain how this can influence family structures in both cultures. (6 marks)

The self is more important/valued in individualistic cultures (1) whereas the group is more valued in collectivist cultures (1)

In individualistic cultures people tend to move around according to their individual work/goals etc (1) so there are less multigenerational families/more individuals living alone/children move out of home at a younger age (1)

In collectivist cultures family is more important so family often will stick together, with individuals putting family needs ahead of their own (1) therefore there are more multigenerational families/children leave their homes later (1)

Accept relevant responses

Question 3.

A person migrating to Australia from a collectivist culture might have trouble adjusting in the workplace context. State at least one core value of each culture and explain, using an example, why the differences may lead to struggles in the workplace. (6 marks)

Collectivist cultures tend to value collaboration/cooperation/harmony/unity (1) whereas individualistic cultures tend to value competition/personal gain (1)

Values influence behaviour (1) and the values of society underpin the social norms/attitudes of how we work/relate with colleagues (1)

Two marks each for a detailed example in the workplace

e.g. they might not feel comfortable asking for a pay raise due to not prioritising competitiveness/not wanting to put colleagues out by taking more than their fair share

**Question 12 - Extended answer (20 marks)**

Account for the prejudice seen in the movie that you viewedand explain ways to reduce this behaviour.

Your response should:

* define and discuss prejudice, including real life examples (3 marks)
* identify **three (3)** factors that contribute to the development of prejudice and identify these in the film (6 marks)
* describe **three (3)** examples of prejudicial behaviours in the film and their effects on others (3 marks)
* explain **three (3)** strategies that can reduce prejudice, explaining in detail how **one** of them is used/shown in the film. (5 marks)

Marks will be awarded for communication skills. (3 marks)

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| **Criteria** | **Possible mark** | **Mark** |
| **Prejudice** | | **/3** |
| * Clearly defines prejudice | **1** |  |
| * Discusses prejudice clearly, giving more than one example * Discusses prejudice briefly, gives one example | 2  1 |  |
| **Causes of prejudice** | | **/3** |
| * Clearly describes and explains three causes of prejudice * Briefly describes three causes of prejudice * Lists/describes one or two causes of prejudice | **3**  **2**  **1** |  |
| **Causes of prejudice in film** | | **/3** |
| * Clearly describes three scenarios and explains the cause of prejudice behind them * Describes one or two scenarios and explains the cause of prejudice behind them * Identifies one or two moments in the film that depict different causes of prejudice but does not describe in enough detail | **3**  **2**  **1** |  |
| **Prejudical behaviour** | | **/3** |
| * Clearly describes three examples of prejudice that are presented in the film and describes, in detail, their effect on others. * Briefly describes three examples of prejudice that are presented in the film and mentions their effect on others. * Briefly describes one or two examples of prejudice that are presented in the film without mentioning their effect on others. | **3**  **2**  **1** |  |
| **Strategies to reduce prejudice /5** | | |
| * Clearly describes and explains three strategies to reduce prejudice. * Briefly describes three strategies to reduce prejudice. * Lists/describes one or two strategies to reduce prejudice. | 3  2  1 |  |
| * Clearly explains how one strategy is used in the film * Briefly explains how one strategy is used in the film | 2  1 |  |
| **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** |  | **/20** |