

**PSYCHOLOGY**

**ATAR YEAR 12**

**UNIT 3 and 4**

**2017**

**Marking Guide**

**Section One: Research methods 20% (29 Marks)**

**Question 1 11 marks**

The 2013 [Community Attitudes to Road Safety](http://www.infrastructure.gov.au/roads/safety/publications/2013/pdf/community_att_13.pdf) survey showed that 32 per cent of drivers admit to reading a text message and 18 per cent of drivers admit to sending a text message while drivingi. Inattention or lack of concentration was rated as one of the top perceived factors contributing to accidentsi.

In an observational study conducted by RACWA, 100 cars were fitted with video cameras to record driver behaviour. The following was discovered:

75% of accidents involved driver inattention. Most commonly talking on hands free and texting while driving where identified.

The Study was then expanded and 60, 18 year old drivers were sampled to complete computer simulated tests in order to determine which of these two distractions was the most dangerous. Participants watched a simulated road video and had to click when they noticed a potential hazard. Three separate conditions were conducted:

1. Test A: Chatting on the phone (hands-free) while driving
2. Test B: writing a series of provided text message while driving
3. Test C: driving in silence, with no distractions

The order in which the tests were conducted was counterbalanced.

1. Define the term “counterbalance”. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Involves dividing the groups of participants in half and arranging the order of the conditions so that each condition occurs equally as often in each position.  Eg, half exposed to control then experimental condition and other half exposed to experimental and then control condition. | 0-1 |
| **Total** | **1** |

1. Write an operationalised hypothesis for this study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any answer must include the following 4 aspects:   1. A testable prediction about the direction of the interaction between variables 2. The population from which the sample is drawn 3. The independent variable: operationalized 4. The dependent variable: operationalised | 1 mark  1 mark  1 mark  1 mark |
| **Total** | **4** |

1. Identify **one (1)** possible extraneous variable and explain how it could affect the experiment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark naming variable  1 mark explanation  Any relevant example. Possible answers:  Participant variables: male/female, experience driving, driving ability, mood, nervousness  Situational variables: How much the person talks, is the conversation distracting to them or not.  Artificiality: change due to experimental, laboratory environment  Demand Characteristics: participant alters behavior as they know they are being experimented on and why. (Hawthorne effect) |  |
| **Total** | **2** |

**Table 1**: Table showing difference between mean number of Hazards detected and mean reaction time in seconds for tests A, B and C.

|  |  |  |
| --- | --- | --- |
|  | **Number of Hazards Detected (out of 40)** | **Reaction Time in Seconds** |
| Test A: Chatting on phone (hands-free) | 30 | 0.34 |
| Test B: Texting while Driving | 21 | 0.49 |
| Test C: Driving in silence | 35 | 0.22 |

Statistical significance for the number of hazards detected: p > 0.05

Statistical significance for Reaction time in seconds: p < 0.01

1. What conclusions can be drawn from the above data? (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Number of hazards detected: Conclusions cannot be drawn from this data as the probability of the results being due to chance is too high as the P value is greater than 5%. The results are not statistically significant.  Reaction Time: Conclusions can be drawn as results are statistically significant and likely due to the IV.  Results show that reaction time was greatly increased when no other distractions were present.  Hypothesis is supported due to the p value < 1% chance | 2 marks  2 marks |
| **Total** | **4** |

**Question 2 10 marks**

An investigator was interested in studying the relationship between caffeine intake and happiness. To research this the investigator chose a sample of 10 teachers between the ages of 25 and 60 years old. He asked the teachers to complete a self-report questionnaire designed to measure happiness. The Happiness score was correlated with the amount of caffeine intake per day (in milligrams).

**Table 2**: Results of Caffeine and Happiness score

|  |  |  |
| --- | --- | --- |
| **Participant** | **Amount of Caffeine** | **Happiness Score** |
| 1 | 50mg | 40 |
| 2 | 90mg | 70 |
| 3 | 100mg | 60 |
| 4 | 70mg | 50 |
| 5 | 50mg | 35 |
| 6 | 80mg | 65 |
| 7 | 90mg | 85 |
| 8 | 60mg | 30 |
| 9 | 40mg | 20 |
| 10 | 110mg | 80 |

1. Write a Hypothesis for this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The higher the amount of caffeine a teacher intakes, the higher their score on a happiness scale. Must include direction and both variables. |  |
| **Total** | **2** |

1. The investigator used a self-report to collect data. Provide an example of **one (1)** quantitative objective measure and **one (1)** qualitative subjective measure that could be used to collect data about happiness in this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Response can include but is not limited to:  i) Quantitative Objective Data: Measurement of dopamine levels  ii) Qualitative Subjective Data: open ended questionnaire |  |
| **Total** | **2** |

1. Explain what Internal Validity refers to? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The extent to which the assessment tool is measuring what it is designed to measure. |  |
| **Total** | **1** |

1. Draw a graph representing the results below: (5 marks)

Amount of Caffeine consumed

Happiness Score

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly plotted data  Correlation graph  Correctly labelled X axis  Correctly labelled Y Axis  Title (accept correct title above the graph and/or Figure description below the graph) | 1 mark  1 mark  1 mark  1 mark  1 mark |
| **Total** | **5** |

**Question 3 9 marks**

Mrs Haliburton was concerned with the declining level of playground behaviour at her primary school and believed it could be linked to TV watching habits. She decided to investigate her claim that watching violent TV programs increased aggressive behavior in the playground. She has access to 600 children in the local schooling district and decides to use a sample size of 50 children (25 experimental group, 25 control group). The children were prescribed television shows to watch with or without violence based on the group they were randomly allocated to and then their playground behavior was recorded over a period of 1 month. Mrs Haliburton needs to obtain parental consent for all children in her sample as they are primary school age.

1. Name the independent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Type of Television shows observed, with violence or without |  |
| **Total** | **1** |

1. Name the dependent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Amount of aggressive behaviour |  |
| **Total** | **1** |

1. Mrs Haliburton used a random sampling method. Describe what this involves and identify how she could have obtained this sample using this method. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ensures every member of the population has an equal chance of being used in the study. Eg, pulling names out of a hat. |  |
| **Total** | **2** |

1. Outline **one (1)** limitation of using random sampling in this study. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It doesn’t minimize potential participant differences. Eg: amount of violent TV watched before the experiment. |  |
| **Total** | **1** |

1. Define the term “experimenter effect”. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Occurs when there is an unintentional change in the participant’s behaviour, and therefore results, due to the experimenter’s influence.  Eg: body language, mood, preferential treatment, age, culture |  |
| **Total** | **1** |

1. Identify and explain **one (1)** ethical consideration Mrs Haliburton must use in this investigation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Informed Consent (from parent/guardian)  Mrs Haliburton needs to obtain parental consent for all children in her sample as they are primary school age. | 1 mark  1 mark |
| **Total** | **2** |

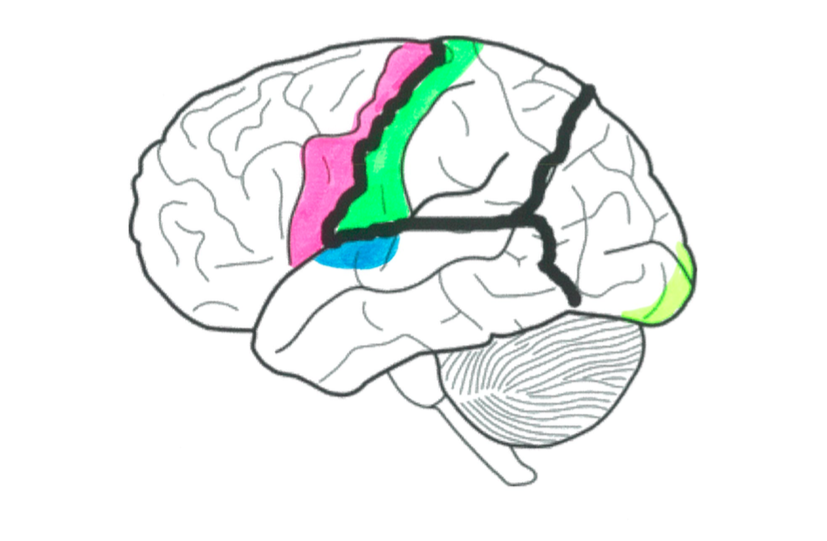
**Section Two: Short answer 55% (94 Marks)**

**Question 4 12 marks**

1. On the below diagram label the **four (4)** primary cortexes found in each of the lobes of the brain.

(4 marks)

1. Describe **one (1)** difference and **one (1)** similarity between the neurotransmitters Noradrenaline and Adrenaline. (2 marks)



Primary Sensory Cortex

Primary Motor Cortex

Primary Visual

Cortex

Primary Auditory Cortex

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark Difference  Example:  Epinephrine (Adrenaline) is only released during times of stress.  Norepinephrine (Noradrenalin) is continuously released into circulation at low levels  Medically: norepinephrine (noradrenalin) is used to increase or maintain blood pressure during acute medical situations that cause low blood pressure and epinephrine (adrenaline) is used in the emergency treatment of allergic reactions, to treat low blood pressure during septic shock, and in eye surgery to maintain dilation of the pupil.  Epinephrine (adrenaline): mainly produced in the Adrenal Medulla  Norepinephrine (noradrenaline): mainly produced in the nerves  1 mark similarity  Example:  Both used in “fight or flight response”  Both involved in emotional arousal  Both involved in the sympathetic nervous system activation |  |
| **Total** | **2** |

1. Explain the main function of each hemisphere of the temporal lobe. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Right temporal lobe is specialised to process non-verbal sounds eg: an alarm  Left temporal lobe is specialised to process verbal sounds associated with language. | 1 mark  1 mark |
| **Total** | **2** |

1. Summarise the function of the following two areas of the brain. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Wernicke’s Area: Accesses words stored in memory (1 mark). Comprehension of speech and the formulation of meaningful sentences (1 mark)  Broca’s Area: Controls muscles of jaw, mouth, throat and tongue (1 mark). Production of clear and fluent speech (1 mark) | 2 marks  2 marks |
| **Total** | **4** |

**Question 5 9 marks**

1. A “Flashbulb” memory is an extremely vivid memory of a moment or occurrence in a persons’ life. A majority of people over the age of 30 years old would be able to tell you where they were and what they were doing when they heard of Princess Diana’s Death or when the World Trade Centre fell, yet might struggle to tell you what they had for breakfast three days ago. Using your psychological understanding of rehearsal explain why this occurs. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| People attach personal importance, emotion, consequence to the moment, giving it stronger connections and more links in memory (1 mark): a form of Elaborative rehearsal (1 mark).  or  Repetition of the event in the news and in conversation in days following cements the memory in LTM for later retrieval (1 mark): a form of Maintenance rehearsal (1 mark) |  |
| **Total** | **2** |

1. Describe each of the following processes: (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Encoding: The initial Learning of information.  Changing of perceived information into a form that the brain is able to store for later retrieval.  Storage: The maintaining of information over time.  The process of placing newly acquired information into memory, which is modified in the brain for easier storage.  Retrieval: the ability to access information when you need it. | 1 mark  1 mark  1 mark |
| **Total** | **3** |

1. Identify similarities that exist between aspects of Baddeley and Hitch’s Working Memory and Atkinson and Shiffrin’s Sensory Memory. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| AS   * Iconic Storage/ Memory = visual sensory registration   BH   * Visual store – visuo-spatial sketch pad   AS   * Echoic Storage/ Memory = auditory counterpart e.g the echo or voice in your mind after the sound has occurred   BH   * Verbal store – phonological/articulatory store - the phonological loop | 2 marks  2 marks |
| **Total** | **4** |

**Question 6 11 marks**

1. Jen’s mother make’s delicious baked goods. Brownies are one of Jen’s favourite treats. Jen salivate’s whenever she smells brownies cooking. Identify the Unconditioned Stimulus, the Conditioned Stimulus and the Conditioned Response in this situation: (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| UCS: Taste of the Brownie  CS: Aroma (smell) of cooking brownie  CR: Salivation | 1 mark  1 mark  1 mark |
| **Total** | **3** |

1. Rachel believes her dog Daisy is very smart because right before Rachel walks her dog every day she always whistles causing Daisy to run to the front door and bark in anticipation. However, after Rachel started using Twitter Daisy would also run to the door whenever Rachel received a message on her phone. A month after Rachel started using Twitter Daisy stopped running to the door at all.

Define the following terms and identify an example of each from the above situation: (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Extinction:  1 mark define: The diminishing of a conditioned response; occurs in classical conditioning when an UCS does not follow a CS or in Operant conditioning when a response is no longer reinforced.  1 mark example: Daisy stopped running to the door for the whistle because when the twitter sound occurred she thought it was the whistle for her to walk and when it was not followed by a walk she stopped the action.  Generalisation:  1 mark define: the tendency, once a response has been conditioned, for stimuli similar to the conditioned stimulus to elicit a similar response.  1 mark example: The Twitter sound and the whistle are very similar and Daisy gets confused between them and so runs to the door for both. | 2 marks  2 marks |
| **Total** | **4** |

1. Rachel’s young son Oscar is not as well behaved as Daisy.

Explain the above situation in terms of the Operant Conditioning that is occurring.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Oscar’s yelling is being positively reinforced as he gets what he wants after he yells (1 mark). Reward of mum’s attention and shoe being tied (1 mark).  Rachel’s response is negatively reinforced because by tying Oscar’s shoe lace it stops his yelling (1 mark). Removal of annoying behavior (1 mark) | 2 marks  2 marks |
| **Total** | **4** |

**Question 7 11 marks**

1. Joshua and Declan received identical skate boards for Christmas. One skateboard was damaged and couldn’t be used anymore so the brothers began fighting over the remaining skateboard. Both brothers believe that the one skateboard left is their own. They ask their dad to tell them who owns the skateboard. After much consideration, their dad decides, and both boys agree to, the skateboard being cut exactly in two and each brother will get an equal half.
2. What type of solution has their dad used to resolve the conflict? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Distributive – 50/50 solution  No marks for Imposed as it clearly states in situation: “dad decides that if both boys agree” | 1 mark |
| **Total** | **1** |

1. Afterwards the boys are not very happy with this solution and their dad suggests in the future they resolve the conflict themselves. Identify another type of solution to the conflict they could use. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identify solution: Imposed, distributive, integrative | 1 mark |
| **Total** | **1** |

1. Explain a solution the two boys could come to. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Matching explanation  eg: Imposed: go see mum and ask her to make a final decision  Integrative: the boys could decide to share time on the skateboard  Distributive: Josh gets one hour, Declan gets one hour | 1 mark |
| **Total** | **1** |

1. Outline the findings of Harry Harlow’s investigation using rhesus monkeys.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Harlow’s findings:  Terry cloth and wire mesh mothers with and without a feeding bottle to measure which mother the infant rhesus monkeys attached themselves to.  “contact comfort” provided by terry cloth mother is more important in the formation of mother-infant attachment than feeding.  Found emotional bonds were important for subsequent healthy development. | 3 marks |
| **Total** | 3 |

1. Outline the findings of Mary Ainsworth’s investigation into infant attachment.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below findings for one mark each:  Ainsworth’s findings:   * Strange situation designed to see how “securely attached” infants are to their mothers. * Identified 3 types of attachment:   Type A: Anxious-Avoidant infants  Type B: Securely attached  Type C: Anxious-resistant infants   * Securely attached infants in Ainsworth’s experiment are believed to have the most healthy development in later life. * Ainsworth believed infants attachment developed based on the mother’s sensitivity and responsiveness. | 3 marks |
| **Total** | 3 |

1. Identify **one (1)** similarity and **one (1)** difference between Harlow’s and Ainsworth’s investigations. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Difference  Harlow: Human infants become attached to parents who are soft, warm who rock and feed. Ainsworth: Human attachment consists of one person providing a “safe Haven” when distressed and a “secure base” from which to explore.  Similarity  Both Harlow’s experiment and the Strange situation involved exposing the infant to high stress to see how they are attached to a mother figure. | 1 mark  1 mark |
| **Total** | 2 |

**Question 8 11 marks**

1. Name and define **two (2)** strategies Bruner identified that parents employ to facilitate a child’s language acquisition? Provide an example of each strategy in use. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark name of strategy:  Scaffolding  Reference  Joint Attention  Formats  1 mark definition of strategy:  Scaffolding – the deliberate use of language at a level that is slightly beyond what children can comprehend. A framework to support language  Reference – the use of language or non-linguistic means to manage and direct the attention of others  Joint Attention – sustained eye contact between a parent and a child, or a parent and a child and an object, to encourage language development.  Formats – Routines used to assist language development  1 mark example of strategy in use:  EG:  Scaffolding: Expansion and recast – Expansion occurs when an adult takes a child’s utterance and expands on its complexity. For example, when a child might utter something like *Felix eated*, the parent might expand on the complexity, adding *Yes, that’s right, Felix ate his dinner*. Notice here that the parent has also corrected the child’s grammar, changing *eated* to it’s appropriate past tense form, *ate*.  When parents expand, as in this example, they often **recast**the child’s utterance as well, correcting the grammatical form of the utterance.  Reference: begins with directing attention like turning head or pointing, using words like “here” “this”  Joint Attention: pointing at items and objects to draw attention  Formats: meal and bath times | Max 2 marks  Max 2 marks  Max 2 marks |
| **Total** | **6** |

1. Explain, with reference to Chomsky’s Theory of Language Development, how an English-speaking child will put the object of a sentence last (He drove a car) and a Japanese speaking child will put the object before the verb (He a car drove)? (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Universal Grammar  All Human languages have the same grammatical building blocks – nouns, verbs, subjects and objects, negations and questions. Set of linguistic parameters/rules for every language  No language is unlearnable therefore Chomsky believed we have a language acquisition capacity called the “Language Acquisition Device” or LAD  So we are all born with the ability – however we learn how to generate sentences correctly from our environment.  Relation to question – why Japanese and English different structure if language is in built. Both have universal principles: Verbs and Objects, but the environment they grew up in designed what order they are delivered in. | 1 mark  1 mark  1 mark  1 mark  1 mark |
| **Total** | **5** |

**Question 9 14 marks**

1. Define the term ‘self-actualisation’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The motivation to achieve/fulfil one’s full potential. Or   1. the realization or fulfilment of one's talents and potentialities, especially considered as a drive or need present in everyone. | 1 mark |
| **Total** | **1** |

1. Name the theorist who first used the term “self-actualisation” in psychological theory. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1. Maslow | 1 mark |
| **Total** | **1** |

1. Define the term ‘unconditional positive regard’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The attitude of total acceptance toward another person. | 1 mark |
| **Total** | **1** |

1. Complete the below table. (8 marks)

**Table 3**: The “Big Five” personality factors

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1. 1 mark per correct trait dimension and per correct trait continuum (both ends) | Responses on trait continuum include but are not limited to the below |
| **Total** | **8** |
| **Trait Dimension** | **Trait Continuum** |
| Emotional Stability | Calm anxious |
| Extraversion | Social Retiring |
| Openness | Imaginative practical |
| Agreeableness | Trusting suspicious |
| Conscientiousness | Organized disorganized |

1. A notion central to Humanistic theory is “self-concept.” Explain how someone’s self-concept can affect their personality with reference to Roger’s Humanistic Personality theory. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Self-concept = The thoughts and feelings about ourselves in response to the question “who am I”  Rogers = If self-concept is positive, we act and perceive the world positively, if it is negative then we believe we do not meet our own concept of “ideal self”. | 1 mark  2 marks |
| **Total** | **3** |

**Question 10 14 marks**

1. Fill in the blank boxes: (4 marks)

**Situational Attribution:**

Maybe the driver has a baby on board

Any situational attribution

**Behavioural Reaction:**

Proceed cautiously and leave a reasonable amount of space

**Negative Behaviour**

The driver in the car in the lane in front of you is travelling 20km below the speed limit

**Dispositional Attribution:**

This driver is old and stupid.

Any personal attribution

**Behavioural Reaction:**

Speed past the driver and stare at them angrily

1. Define the fundamental attribution error and explain how it can negatively affect social situations. Provide a real-world example to assist your explanation. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Definition: The tendency for observers, when analyzing another’s behaviour, to underestimate the impact of the situation and to overestimate the impact of personal disposition.  Negative impact: we tend to view others in a negative light as we attribute their behaviour to their personality and not a situational factor and so view the person negatively and this can cause people to in turn behave in a negative way towards this person.  Any relevant example explaining a negative response due to a dispositional attribution assigned to the person rather than situational. | 1 mark  2 marks  1 mark |
| **Total** | **4** |

1. Rebecca failed her most recent Psychology test. Explain how Rebecca might attribute this failure using the self-serving bias. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| She will attribute her failure to a situational factor.  relevant explanation: Rebecca believes she failed because the neighbours dog barked all night and she didn’t get any sleep so was tired and couldn’t concentrate during the test. | 1 mark  1 mark |
| **Total** | **2** |

1. Identify and describe the two types of social influence that cause an individual to conform. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Normative Social Influence  influence resulting from a person’s desire to gain approval or avoid disapproval.  Informational Social Influence  influence resulting from one’s willingness to accept others’ opinions about reality | 1 mark  1 mark  1 mark  1 mark |
| **Total** | **4** |

**Question 11 12 marks**

April wanted to study Psychology and applied and got into Monash University. To attend she had to move from Brisbane to Melbourne. She didn’t like Melbourne and was very homesick for the first few months. April missed her friends from netball and from her high school environmental club.

1. Name the **four (4)** aspects of the McMillan-Chavis model. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for each correctly named factor  Membership  Influence  Integration and fulfillment of needs  Shared emotional connection | 1 mark  1 mark  1 mark  1 mark |
| **Total** | **4** |

1. Briefly describe each of the **four (4)** aspects of the McMillan-Chavis model.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark – correct explanation of each factor  Membership – provides a feeling of belonging, a part of being something bigger than yourself. Includes boundaries, emotional safety, a sense of belonging and identification, personal investment and a common symbol system.  Influence – Members need to feel that they have influence on the group and that the group has influence on them.  Integration and fulfillment of needs – Members feel rewarded in some way for their participation in the community.  Shared emotional connection – shared history and shared participation. Connection to another person through a common emotional response or shared activity or event. | 1 mark  1 mark  1 mark  1 mark |
| **Total** | **4** |

1. Give **one (1)** example from April’s situation that demonstrates each of the **four (4)** aspects of the McMillan-Chavis model. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark per factor for link to April’s situation.  Examples include:  Membership – In Melbourne April no longer had the membership of her netball club or environmental group  Influence – As she no longer was a member of any club’s she could not influence any group or have a group like her environmental club have influence over her.  Integration and fulfillment of needs – As she was not participating in the Melbourne community the way she participated in the Brisbane community she was receiving no feelings of fulfilment  Shared emotional connection – No club affiliation and no close friends meant she is unable to share any emotional connection to the community or the people within leading to isolation. | 1 mark  1 mark  1 mark  1 mark |
| **Total** | **4** |

**Section Three: Extended answer 25% (57 Marks)**

**Question 12 29 marks**

A “sensitive period” is a period of development where a child is sensitive to a particular stimulus or type of situation. Identify the most sensitive or critical period of development for the four (4) following developmental theories:

* Morality
* Attachment
* Cognition
* Identity

Explain why this period is critical in development. Use empirical evidence to support your response.

**Question 13 28 marks**

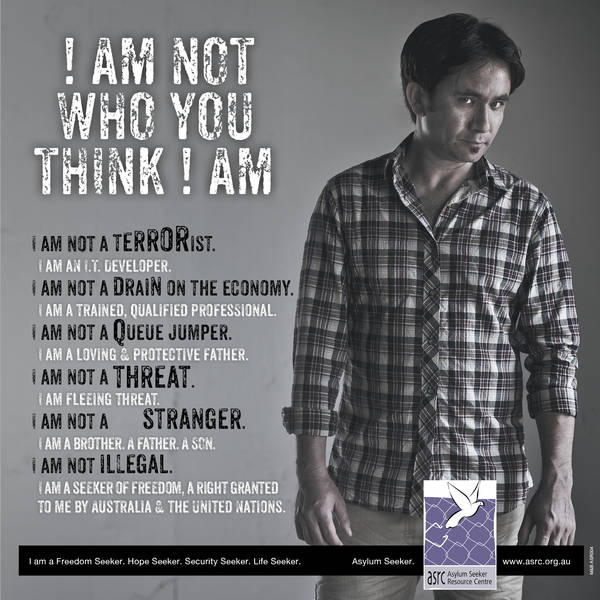
Study the advertisements on the following page. Compare the two advertising campaigns and explain, using your knowledge of persuasive communication, how these advertisements were designed to encourage people towards a particular viewpoint.

Your response should include:

* Source of the Message
* Nature of the communication
* Characteristics of the Audience

Use empirical evidence to support your response.





Question 12

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Attachment** |  |
| Maximum eight marks for describing the theory and use of empirical evidence | 1–8 |
| **Description and Examples:**  Critical Period – an optimal period shortly after birth when certain events must take place to facilitate proper development.  Imprinting - The process by which certain animals form attachments during a critical period very early in life.  Eg: ducklings – Konrad Lorenz  Bowlby and Ainsworth - (4 marks maximum)  The formation of a close emotional bond with a parent or caregiver  Critical Period: Infancy  Bowlby: A child should receive the continuous care of a single most important attachment figure for approximately the first two years of life.  The Strange Situation:  Type A – Anxious Avoidant infants: showed insecurity by ignoring their mothers, failing to look at her and not trying to be close to her.  Type B – Secure infants: used their mother as a secure base from which to explore the room.  Type C – Anxious-resistant infants: show insecurity by resisting their mother, such as by clinging to her but also kicking and pushing away  Ainsworth believed the type of attachment relationship formed between mother and child depended on how sensitive and responsive the mother was to her child’s signals.  According to the study, the children who have a secure attachment by 12 months  they will have:   * curiosity and problem solving at age 2, * social confidence at age 3, * empathy and independence at age 5, * lack of behavioral problem in boys at age 6.   Harlow – (3 marks Maximum)  Critical Period: Infancy  Conducted the experiment where rhesus monkey babies were separated from their natural mothers and reared by surrogates. One cloth covered and the other wire mesh.  The monkeys cling to terry cloth mothers even though the wire mesh mothers had the bottle.  This shows 'contact comfort' is a more important and needed for closeness and affection much deeper. |  |
| **Total** | **8** |
| **Cognitive Development** |  |
| Maximum six marks for describing the theory and use of empirical evidence | 1–6 |
| Description and examples:  (students can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is “Critical” in development.)  A critical period in psychology refers to a specific time during development when the brain is particularly receptive to acquiring a skill or knowledge. When exposure occurs after this critical period has elapsed, it is much less effective.  Piaget’s theory or cognitive development: The process of intellectual development - the progressive changes that occur in human thinking, knowing, understanding, problem solving an information processing. Created developmental stages:  *(student can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is “Critical” in development.)*  Sensori-Motor: During this stage children are mainly concerned with learning to coordinate purposeful movements with information from the senses by looking at, touching and mouthing objects in their immediate environment. They gradually learn that there is a relationship between their actions and the external world. They learn that they can manipulate objects and produce effects. Object permanence, or an understanding that objects continue to exist when they are out of sight, emerges at this stage. At approximately 18 months of age, children begin to actively pursue disappearing objects. By age 2 years, they can anticipate the movement of an object behind a screen.  Pre-Operational Stage: Before the age of 6 or 7 years, children’s thinking is very concrete. Younger children cannot make transformations. This means they are not able to mentally change the shape or form of a substance. Children begin to think symbolically and use language. Children have a tendency to confuse words with the objects they represent. To children, the name of an object is as much a part of the object as its size, shape and colour. During the preoperational stage, the child is also quite egocentric. The child’s ego seems to stand at the centre of their world.  Concrete Operational: From age 7 to 11/12, there is a definite trend toward more logical, adult-like thought. An important development during this stage is mastery of conservation, the concept that mass, weight and volume remain unchanged when the shape of an object changes. Children begin to use concepts of time, space and number and have the ability to reverse thoughts or mental operations.  Formal Operational Stage: 11+. At this stage thinking is based more on abstract principles, such as democracy or honour. In the formal operational stage, children can think about their thoughts, and they become less egocentric. Older children and young adolescents also gradually become able to consider hypothetical possibilities. Full adult intellectual ability is attained during the formal operational stage. Inductive and deductive reasoning, comprehension of more advanced mathematics, physics, philosophy, psychology and other abstract systems. |  |
| **Total** | **6** |
| **Moral Development** |  |
| Maximum six marks for describing the theory and use of empirical evidence | 1–6 |
| Description and examples:  Through moral development, we acquire values, beliefs and thinking abilities that guide responsible behaviour.  Kohlberg’s theory of Moral Development: Heinz Dilemma, Moral development occurs in stage sequence, unlike Piaget does not need to progress through the stages in age ranges and do not need to progress through all stages.  3 levels, 6 stages.  Level 1: pre-conventional. Stage 1: Punishment Avoidance/Obedience Orientation. Stage 2: Exchange of Favours  Level 2: Conventional. Stage 3: Mutual interpersonal expectations and conformity. Stage 4: Social System and Conscience maintenance.  Level 3: Post Conventional. Stage 5: Prior rights and social contracts. Stage 6: Universal Ethical Principles  Gilligan’s female levels of Moral development:  Level 1: Self-interest. Women justified their responses solely in terms of their own needs and wishes  Level 2: Self-sacrifice. Women at this level argued in terms of the rights of others, referring to the wishes of the partner or the rights of the unborn child  Level 3: Care as a universal obligation. Women reasoning at this level tried to reach balance between care for others and personal well-being.  Cultural ideas: Schweder’s 39 scenarios, Santrock’s study on Buddhist Monks  Conclusions related to sensitive periods: Strong evidence for children progressing through Kohlberg’s stages as predicted – across cultures. Most people do not go beyond Stage 4. Difficult to distinguish between stages 5 & 6. Cultural variations not accounted for by Kohlberg. Gender Bias accounted for by Gilligan.  Sensitive/Critical Period: Personal experience at any age in life can affect moral reasoning. So sensitive period not necessarily an age range but more specifically a period in life like personal experience with family member dying of cancer. |  |
| **Total** | **6** |
| **Identity Development** |  |
| Maximum six marks for describing the theory and use of empirical evidence | 1–6 |
| Description and examples:  1 mark for definition of sensitive period as defined by Erikson  Up to 2 marks for description of theory and identifying all stages.  1-3 marks for clear description of one stage and linking that to critical period.  Sensitive periods open a window of opportunity where experiences have a greater impact on certain areas of brain development. During sensitive periods, the brain is most likely to strengthen important connections and eliminate unneeded ones in a specific part of the brain.  *(student can choose any of the stages as long as they clearly and correctly describe the stage and make the link as to why this stage is “Critical” in development.)*  However best stage to select for this section is Adolescence: Identity vs Role Confusion.  Erikson’s Identity Theory: *Identity formation* - Erikson’s view was that the social environment combined with biological maturation provides each individual with a set of “crises” that must be resolved. **The individual is provided with a "sensitive period" in which to successfully resolve each crisis before a new crisis is presented.** This would help to lead the person to develop a *sense of identity* – the enduring personality characteristics of each person. The results of the resolution, whether successful or not, are carried forward to the next crisis and provide the foundation for its resolution.  Stages:   |  |  |  | | --- | --- | --- | | Stage | Crisis | Explanation (including virtues and maladaptions) | | Infancy | Trust vs Mistrust | Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs.  Requires bonding to a care giver to develop trust.  If not, this can lead to mistrust of the world around them. | | Toddlerhood | Autonomy vs Shame and Doubt | Autonomous in the form of walking, talking, using toilet, feeding themselves. This leads to self confidence/self – control  Over-protection/disapproval can lead to shame & doubt on ability to be independent | | Early Childhood | Initiative vs Guilt | Child learns to initiate interactions through social skills, to explore through motor skills, to imagine, as well as feeling remorse for actions.  Must accept parental control and discipline without feeling guilt. | | Middle Childhood | Industry vs Inferiority | Child learns to do things well or correctly /competently (*industry)*  in comparison to a standard or to others. Positive relationships with friends/peers achieved at school.  Failure to achieve competence (industry) leads to a feeling of inferiority. | | Adolescence | Identity vs Role Confusion | Develops a sense of self  “Who am I” in relationship to others and to own internal thoughts and desires   * + social identity   + personal identity   Must include all resolutions to earlier crises.  Failure to resolve the identity conflict will lead to role confusion, indecision, avoidance to commit. | | Young Adulthood | Intimacy vs Isolation | Develops ability to give and receive love; begins to make long-term commitment to relationships  Failure to achieve this, means a young adult is unable to form an intimate r’ship and sink into isolation | | Middle Adulthood | Generativity vs Stagnation | Develops interest in guiding the development of the next generation. Focus on work (providing for children & their future) and family r’ships. Leaving a legacy for the future.  Failure to resolve can lead to self-centeredness and stagnation | | Later Adulthood | Ego-integrity vs Despair | Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan. Positive & satisfactory vs disappointing & unsatisfactory.  Can view death with a sense of integrity.  If not death may be feared or the individual feel despaired. | |  |
| **Total** | **6** |
| **Quality of extended response** |  |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation | **3** |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | **2** |
| Single paragraph response **or** lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language **and/or** poor English expression **and/or** many spelling errors | **1** |
| **Total** | **3** |
| **Overall Total** | **29** |

**Question 13:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Source of the Message** |  |
| Maximum of three marks for describing the theory | 1–3 |
| Maximum of two marks for application to each advertising campaign. | 1–4 |
| Description:  We are likely to accept the word of people with expertise in the area, even without assessing the validity of their claim.  We attribute expertise to people who talk fast. If the message is delivered fast, receiver cannot evaluate validity, and associate this with intelligence.  Trustworthiness: Politicians aim to discredit their opponent’s trustworthiness. Parents often used in health campaigns  Other aspects: Attractiveness, likeability, similarity to message receiver.  **Examples**  *May include but not limited to:*  Expertise: Australian Government Authorized.  Expertise: Border Protection Agency.  Trustworthiness: Australian Government aiming advertisement at People Smugglers, not refugees.  Trustworthiness: Asylum Seeker Recourse Centre. United Nations  Expertise: Use of a real Refugee  Similarity to message receiver: wearing everyday Australian clothing, worker, family man. |  |
| **Total** | **7** |
| **Nature of the Communication** |  |
| Maximum of three marks for describing the theory | 1–3 |
| Maximum of two marks for application to each advertising campaign. | 1–4 |
| Description:  When people understand a message and respond favourably to it, they are likely to be persuaded.  Keep it simple: Need viewers to understand the information presented  Emotional response: campaigns aim to invoke an emotional response in order to change our thinking. Messages are not just absorbed, they are reacted to, and interacted with. If reactions are unfavourable, we are unlikely to respond.  Fear as a tool: arouse anxiety so that viewer will attend to the message and be persuaded. Cannot arouse too much anxiety or else viewer will miss the message due to heightened emotional state. High levels of fear can lead to avoidance. Must evoke enough anxiety to change behaviour, but not so much you start to ignore message ie Ignorance is bliss. Danger must apply to recipient and they can do something about it.  **Examples:**  *May include but not limited to:*  Both printed advertisements which are easier to comprehend than TV advertisements.  Parents’ are often used in political campaigns, this tactic used in ASRC ad.  Fear response used in Australian Government advertisement.  Emotional response: sympathy for asylum seeker used in ASRC ad.  Simple tagline used in Australian government ad to get message across quickly. |  |
| **Total** | **7** |
| **Characteristics of the Audience** |  |
| Maximum of three marks for describing the theory | 1–3 |
| Maximum of two marks for application to each advertising campaign. | 1–4 |
| Description:  Age, gender, personality, education, culture, socio-economic standing, relationship to message.  People with pre-existing, strong opinions are less likely to be persuaded  Some have a high need for cognition = enjoy evaluating arguments, finding holes and weighing up pros and cons.  Some have a low need for cognition = likely to be swayed by expertise of person delivering message.  Some bias their information processing in order to preserve messages they don’t want to change.  **Examples**  *May include but not limited to:*  Australian Government: indicates it is aimed at people smugglers, however it is aimed at Australian public, message across the government is working to stop the boats.  Aus. Government and ASRC: people with pre-existing opinions will be more easily persuaded depending on which side of the argument they are.  ASRC: aimed at as many people as possible by identifying person in ad as a father, son, brother, works in IT (large industry) |  |
| **Total** | **7** |
| **Use of Psychological Evidence** |  |
| 3 to 4 detailed examples of psychological evidence  3 to 4 examples of psychological evidence, correct but lacking detail  2 to 3 detailed examples of psychological evidence  Psychological evidence consists 1 to 2 name/statements only without any description.  **Examples:**  *May include but not limited to:*  We are likely to accept the word of people with expertise in an area, even without assessing the validity of their claim (Smith and Mackie, 2000).  Smith and Schaffer (1995): the use of a fast presentation makes it more difficult for listeners to evaluate the content properly. If the message is delivered fast, receiver cannot evaluate validity, and associate this with intelligence.  Research: links good mood and ability to be persuaded is mixed. When people are in a good mood they won’t process information correctly and won’t be persuaded in a rational way.  Cacioppo and Petty: High cognition audience is more likely to be persuaded by strong arguments than weak ones. Low cognition audience less likely to be swayed by expertise and trustworthiness.  Cacioppo and Petty: Central and Peripheral persuasion routes. Peripheral: listener agrees based on cues, not content. Central: thoughtful consideration of message content.  Zhu Yunxia: letters to Chinese and Australian residences inviting to a trade fair written in different ways: Australian aimed at logic, Chinese letters aimed at logic and emotion and written formally.  Min-Sun Kim and Colleagues: individualistic cultures and collectivist cultures, hint strategies vs direct strategies of persuasion. | 4  3  2  1 |
| **Total** | **4** |
| **Quality of Extended response** |  |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation | **3** |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | **2** |
| Single paragraph response **or** lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language **and/or** poor English expression **and/or** many spelling errors | **1** |
| **Total** | **3** |
| **Overall Total** | **28** |