**ATPSY: Semester One Examination 2017                        PSYCHOLOGY Year 12**

**Section One: Research Methods (20%)**

This section has 3 (Three) questions. Attempt ALL questions.

Suggested working time:    30 minutes

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**Question 1                                                                                                                    (17 marks)**

A study was conducted to determine the effect of meditation on memory in high school students. Researchers randomly divided 100 Year 11 students into two groups, with 50 participants in each group. Group One participated in 20 minutes of meditation before the test while Group Two did not participate in meditation. All participants sat a memory recall test at the same venue at the same time. The test required participants to recall as many words as possible from a list of 20 words they had been shown earlier.

1. Identify the independent and dependent variables

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent Variable – participation in meditation  Dependent Variable – number of words recalled | 0-1  0-1 |
| **Total** | **2** |

1. List **two (2)** variables the researchers controlled in this study

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Participant age – year 11 * Number of participants in each group * Length of time they meditated (20mins) * Venue where recall test was sat * Time of memory recall test * Memory recall test | 0-2 |
| **Total** | **2** |

1. Identify the sample for this study

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 100 Year 11 Students | 0-1 |
| **Total** | **1** |

1. Write an operational hypothesis for this study.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It is hypothesised that high school students (1) who meditate for 20 mins prior to a memory recall test (1) will score higher than high school students who do not meditate prior to the test.(1) | 0-3 |
| **Total** | **3** |

1. Identify **two (2)** ethical considerations relevant to this study. For each consideration, identify how the researchers should deal with it

[4 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for name and 1 mark for how to address issue:   * Confidentiality – ensure that anything disclosed during the study is not released outside of the study. * Voluntary participation – ensure that participants are aware that they do not have to participate and can choose to do so without bribery or coercion * Withdrawal rights – ensure that participants understand they are free to withdraw from the study at any time without consequence * Anonymity – ensure all results can not be identified to a particular participant, that they are nameless * Privacy – ensure all personal details about the participant are kept from third parties * Informed consent – ensure all participants are informed of the true nature and purpose of the experiment before the experiment begins | 0-2 each |
| **Total** | **4** |

**SEE NEXT PAGE**

Below is a selection of the scores attained in the study. Calculate the mean, mode, median and range of the scores.

[4 marks]

|  |  |
| --- | --- |
| Group 1 Participants | No. of words recalled |
| Participant 1 | 17 |
| Participant 2 | 14 |
| Participant 3 | 16 |
| Participant 4 | 10 |
| Participant 5 | 16 |
| Participant 6 | 13 |
| Participant 7 | 7 |
| Participant 8 | 13 |
| Participant 9 | 16 |
| Participant 10 | 11 |

f) Mean: 13.3

g) Mode: 16

h) Median: 13.5

i) Range: 10

The researcher found that, on average, Group 2 participants remembered 12.6 words. A statistical test between the means for both groups found that p>0.05.

1. State whether difference between the means for the two groups were statistically significant.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No (the difference between the means is not statistically significant) | 0-1 |
| **Total** | **1** |

**SEE NEXT PAGE**

**Question 2                                                                                                                   (12 marks)**

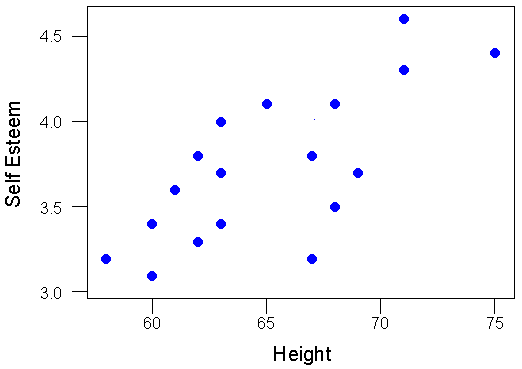
Complete the table below to help classify the type of data collected by three different research methods.

[12 marks]

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Method** | **Interview** | **Likert Scale** | **Heart Rate** |
| **Qualitative or Quantitative** | Qualitative | Quantitative | Quantitative |
| **Subjective or Objective** | Subjective | Subjective | Objective |
| **Describe one strength** | Rich data collected/ opportunity to discover detail or reasons for responses/ any other logical and correct answer | Can analyse data statistically/ cost efficient to study large group/ time efficient to study large group/ any other logical and correct answer | Can analyse data statistically/ cost and time efficient to study large group/ does not rely on participant honesty/ any other logical and correct answer |
| **Describe one limitation** | Responses may not be honest/huge time required to study large group/more difficult to find volunteers/any other logical and correct answer | Responses limited to options provided/no opportunity for rich data or reasons for responses/ any other logical and correct answer | Unable to tell what is causing change in heart rate/ limited detail in data collected/ any other logical and correct answer |

**Question 3                                                                                                                  (7 marks)**

Josephine gathered data about people’s self esteem levels and correlated it to their height to produce the following scatterplot. Use the information provided to answer the questions below.



1. What term is given to the variables studied in the above research?

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Behavioural (variables) | 0-1 |
| **Total** | **1** |

1. Describe the strength and direction of the correlation between self-esteem scores and physical height.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Strong/moderate  Positive | 0-1  0-1 |
| **Total** | **2** |

1. Describe the strength and direction of the correlation between self-esteem scores and physical height.

[2 marks]

I made a boo boo and asked the same question twice! The question should have said; The above scatterplot is missing a number of necessary elements. Name two things that are missing in this scatterplot. Automatic awarded two marks.

1. Josephine used this data to report that ‘being taller gives people higher self-esteem’. Is this an accurate claim to make? Explain your answer.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No (it is not an accurate claim to make)  Correlation does not show cause and effect. | 0-1  0-1 |
| **Total** | **2** |

**SEE NEXT PAGE**

**Section Two: Short Answer Questions (55%)**

**Section includes topics of: Biological Influences, Cognition and Communication**

This section has 7 (Seven) questions. Attempt ALL questions.

Suggested working time:    100 minutes

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**Biological Influences**

**Question 1                                                                                                                    (46 marks)**

Light Blue

Pink

Yellow

Green

Blue

Red



1. Complete the table below in relation to the diagram of the brain above.

[8 marks]

|  |  |  |
| --- | --- | --- |
| **Label** | **Lobe Name** | **Role of Lobe** |
| **Red** | Frontal Lobe | Any one of: cognition, attention, memory, decision making, higher mental ability, motor planning, control of movement |
| **Yellow** | Temporal Lobe | Any one of: hearing, speech, memory, object recognition, semantic knowledge |
| **Green** | Occipital Lobe | Vision |
| **Blue** | Parietal Lobe | Any one of: memory, spatial-motor mapping, attention, bodily sensations such as temperature and touch, awareness of the body’s position in space |

1. Complete the following diagram of the nervous system.

[8 marks]

Nervous System

Peripheral Nervous System

Central Nervous System

Somatic Nervous System

Autonomic Nervous System

Brain

Spinal Cord/Column

Sympathetic Nervous System

Parasympathetic Nervous System

1 mark for each correct answer

1. For the following scenarios, name the area or cortex of the brain that has been damaged and what that area is responsible for.
2. Pepper was playing hockey when the ball was chipped and hit her left temple. Immediately following the accident, she could speak in long sentences but could not be understood by others.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Wernicke’s Area  Understanding and comprehension of language | 0-1  0-1 |
| **Total** | **2** |

**SEE NEXT PAGE**

1. Jason is a motorcross fanatic. Recently, he was demonstrating his skills in front of a group of friends and forgot his helmet. He came off over the handlebars and was unable to move his body for a number of minutes following the accident, even though there was no spinal damage.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Motor cortex (primary motor area)  Initiating voluntary movement | 0-1  0-1 |
| **Total** | **2** |

1. Give a psychological definition for a neuron.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A cell that carries messages between the brain and other parts of the body and that is the basic unit of the nervous system. | 0-1 |
| **Total** | **1** |

1. Provide one example of a neurotransmitter and list two of its’ functions.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for correct neurotransmitter, up to 2 marks for correct functions. Answers include, but are not limited to:  Dopamine (1) – learning, attention, pleasurable sensations  Serotonin (1) – sleep, appetite, memory, mood-boosting | 0-3 |
| **Total** | **3** |

**SEE NEXT PAGE**

1. Explain the process of neural transmission and the role the synapse plays.

[5 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Synapse is the small space between the sending neuron and the receiving neuron and where synaptic transmission occurs (1). Electrical impulse/Action Potential (1) travels down the axon of the pre-synaptic neuron and pushes vescicles containing neurotransmitters to the axon terminal (1). Neurotransmitters/Chemical messengers (1) are sent across the synapse to receptor sites on the dendrite of the post-synaptic neuron (1). | 0-5 |
| **Total** | **5** |

1. Give an appropriate definition for a hormone.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Chemical messengers that are produced by the endocrine glands of the body. | 0-1 |
| **Total** | **1** |

1. The ‘flight or fight’ response happens when we are confronted with something that could potentially be dangerous.
2. Give one real-life example of a situation where the flight or fight response would occur.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any logical answer referred to an ‘emergency’ situation; examples such as, “hearing footsteps behind you on a dark street alley,” or, “being asked to present a speech to a large crowd.” | 0-1 |
| **Total** | **1** |

1. Name one hormone responsible for this response.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Adrenaline/ noradrenaline/ epinephrine/ norepinephine | 0-1 |
| **Total** | **1** |

1. Provide two examples of changes to the way the human body functions to this type of response.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any correct answers acceptable for up to 2 marks. Examples include but are not limited to:   * Increased heartrate * Dilates pupils * Bronchial dilation * Inhibited salivation * Inhibited digestion * Relaxes bladder | 0-2 |
| **Total** | **2** |

1. Behaviour can be affected by a number of factors: heredity, hormones and by psychoactive drugs. Give a specific example of how heredity, hormones and psychoactive drugs can affect behaviour.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answers must be related to specific examples of behaviours.  Answers can include but are not limited to:  Heredity: shyness, intelligence, physical abilities  Hormones: interest in food or sex, influences moods, seek adrenaline rush through risk-taking activities (eg bungee), menopausal behaviour.  Psychoactive drugs: lessen inhibitions, behaviour that shows increased self-confidence, hyperactivity | 0-1 each |
| **Total** | **3** |

**SEE NEXT PAGE**

1. Complete this table on psychoactive drugs:

[9 marks]

|  |  |  |  |
| --- | --- | --- | --- |
| **Class of drug** | **One (1) physiological effect** | **One (1) psychological effect** | **Example of a drug in this class** |
| **Hallucinogen** | * increased heart rate * increased blood pressure * increased body temperature * blurred vision * dilated pupils * convulsions/seizures. | * disrupted cognition * altered perceptions * distorted sense of time * hallucinations * mood swings * dissociation. | LSD  PCP  Cannabis  Ecstasy |
| **Depressant** | * reduced activity in the CNS * decreased heart rate * slower breathing * reduced coordination, etc. | * feel less stressed/calmer * relieves anxiety, etc. | Alcohol  Valium  Barbituates  Cannabis |
| **Stimulant** | * speed up activity in the CNS * increase heart rate * rapid breathing, etc. | * increased feelings of excitement * higher energy levels * increased confidence, etc. | Caffeine  Nicotine  Amphetamines  Cocaine  Crystal meth |

**Cognition**

**Question 2                                                                                                                    (32 marks)**

1. Nicholas notices a strong smell coming from the oven and realises the smell is gas. He goes over and turns off the oven which had been knocked on and was leaking gas. As a child, Nicholas remembers smelling leaking gas and his mother telling him about a house fire caused by a leaking oven. Referring to the multistore model of memory, name and explain how the 3 different registers of memory have been used by Nicholas in processing this situation.

[9 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Registers do NOT have to be in a particular order  Register 1: Sensory Memory (1) – Nicholas noticed the smell and decided it needed attention (1), encoding the sensory information into electrochemical messages to be sent to the short term memory (1)  Register 2: Long-term memory (1) – declarative memory remembers the smell of gas and the story his mother had told him in his episodic memory (1), this has been retrieved to be used by short term memory (1)  Register 3: Short-term/working memory (1) – this is Nicholas being aware of the gas leak (1) and taking an action about it (1) | 0-3  0-3  0-3 |
| **Total** | **9** |

1. Working memory is a name given to the part of short-term memory, which is concerned with immediate conscious perceptual and linguistic processing.
2. In the space provided, draw the Baddeley and Hitch 1974 working memory model.

[4 marks]

Central Executive

Phonological loop

Visio-spatial Sketchpad

1 mark for each component plus 1 mark for cyclic arrows between

1. Explain this model and how it works.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Working memory consists of a central executive which controls and coordinates the operation of two subsystems(1). The phonological loop is assumed to be responsible for the manipulation of speech based information (1), whereas the visuo-spatial sketch pad is assumed to be responsible for manipulating visual images (1). | 0-3 |
| **Total** | **3** |

1. Distinguish between the three psychological terms: recall, recognition and re-learning.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Recall – retrieve information from memory without any prompts or cues  Recognition – identifying the information from a number of alternatives  Re-learning – if information is learned more quickly the second time, it is assumed some information must have been retained | 0-1  0-1  0-1 |
| **Total** | **3** |

1. Katrina has a Maths test coming up next week but will be on camp until then. She decides to spend a night before she leaves for camp cramming her Maths revision and learning the concepts. On camp, she had to learn how to measure and orientate herself on a map, which requires mathematical understandings. When it came to her Maths test, she was unable to recall some of the answers as she kept thinking about mapping skills.
2. Name and outline the theory of forgetting Katrina is experiencing.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interference – forgetting as a result of competing, similar information being stored | 0-2 |
| **Total** | **2** |

1. Name and describe the specific form of this type of forgetting that she is experiencing.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Retroactive interference – new information (map reading) interferes with old (study for the test) | 0-2 |
| **Total** | **2** |

1. Name the other form of this type of forgetting and give an example of it.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Proactive interference – gives a relevant example showing old information interfering with new information | 0-2 |
| **Total** | **2** |

1. Name and outline **two** other theories of forgetting.

[4 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for name, 1 mark for outline. Possible answers include:  Retrieval failure – inability to retrieve a certain piece of material because of the lack of appropriate cues (may not be permanently forgotten, but is unable to be retrieved at the time needed)  Motivated forgetting – inability to retrieve information because there is some advantage to not remembering it  Decay – fading away of memories over time generally due to disuse  Organic theories – memory loss due to disease or injury | 0-4 |
| **Total** | **4** |

1. Monica’s cat comes running into the house as soon as Monica opens the refrigerator to prepare its food.
2. Name the type of learning that this involves.

[1 mark]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. State **two** reasons for your answer to part (e)(i).

[2 marks]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Communication**

**Question 3                                                                                                                   (21 marks)**

There has been much discussion over whether language is something we are born with, or something that we learn as we develop.

1. Name the key theorist who suggested language is learned and outline the key points of their theory.

[3 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bruner (1) suggested that language is learned and proposed LASS – language acquisition support system (1) – where language can only develop through interaction with others (1) | 0-3 |
| **Total** | **3** |

1. How does early book reading assist in children’s language development?

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Book reading begins with the parent pointing at pictures and naming/commenting on the picture (1). Teaches turn-taking and conversation rules (1) | 0-2 |
| **Total** | **2** |

Once learned, the language we come to speak varies depending on a number of things.

1. Define communication style.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The cultural and social aspects of language; it involves accents, vocabulary, grammar and ideas being expressed | 0-1 |
| **Total** | **1** |

1. Discuss, including the names of the theorists involved, the impact of social background on language.

[6 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bernstein (1) claimed that children from the working class has a language deficient and only used restricted codes (1) while the middle class were able to use both restricted and elaborated codes (1)  Labov (1) studied Black English Vernacular and suggested that they were not deficient, just different (1) as the language was just as rule-governed as standard English (1) | 0-3  0-3 |
| **Total** | **6** |

Gabriel, Head Boy and Dux of School at Perth Public School, has been asked to present a speech with which to persuade his audience (fellow students) of the benefits of a strict study plan prior to exams.

1. Define persuasive communication.

[1 mark]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Trying to change the beliefs, feelings and behaviours of others through the use of communication | 0-1 |
| **Total** | **1** |

1. Identify and explain one factor relating to Gabriel as the source of the message that could enhance the persuasiveness of the message.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answers must be specifically related to Gabriel.  1 mark for identifying and 1 mark for explanation  Answers can include but are not limited to:   * Likeability – as Gabriel is Head Boy we can assume he is probably popular and hence can use this fact when presenting * Expert – as Gabriel is Dux of School, students know he has done well in exams and as such would be considered an expert in attaining good grades * Fast-talking – research has shown that we attribute knowledge to fast-talkers so Gabriel could ensure he talks at a decent pace but not too fast so as to persuade his audience * Trustworthiness – Gabriel would hopefully be seen as trustworthy as he has been voted Head Boy and won Dux, therefore his opinion is more likely to be respected/trusted | 0-2 |
| **Total** | **2** |

1. Discuss two characteristics of the audience that Gabriel must consider when preparing his speech.

[2 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answers must be specifically related to Gabriel’s audience (his peers).  Answers can include but are not limited to:   * Age – the audience is fellow students and as such Gabriel could use colloquial language, and not speak patronizingly or ‘above’ them * Relationship to him – Gabriel should view the audience as peers and treat them as such, not considering himself more or less important than them * Culture – as he is speaking at Perth Public School, Gabriel can assume most are from an individualistic culture and consider direct statements a better form of persuasion * Need for Cognition – Gabriel is speaking to a high school audience who will have a range of cognitive needs, both High and Low, high needing logical arguments and being able to weigh up pros and cons, while low will need expertise and trustworthiness, which Gabriel can provide as Head Boy and Dux | 0-2 |
| **Total** | **2** |

1. Identify two persuasive communication techniques relating to the nature of the content that Gabriel could employ for his speech and explain how they could contribute to its persuasiveness.

[4 marks]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for identifying and 1 mark for explanation of each  Answers can include but are not limited to:   * Keep it simple – as the speech is verbal and not written, Gabriel would be best to keep his message simple as the audience cannot reread what he has said later * Emotional response (positive) – Gabriel should try to create a good mood with the audience so they are persuaded by his message * Emotional response (negative) – Gabriel may want to create fear in his audience of poor grades, but not too much fear as this can lead to people ignoring the message | 0-2 each |
| **Total** | **4** |

**Section Three: Extended Answer Questions (25%)**

**Section includes topics of: Cognition and Communication**

This section has 2 (Two) questions. You must answer both questions.

Suggested working time:    50 minutes

Pages are included at the end of Question 2 for planning and writing your answers.

* Planning: If you use a page for planning, indicate this clearly at the top of the page.
* Answering the question: In the pages provided indicate clearly the number of the question you are answering.
* You should refer to relevant psychological concepts, theories and research in your answer.

**Question 1 (21 marks)**

Georgia has an issue with snakes. She wasn’t born afraid of them, but has at some point acquired the fear. Living on a farm, Georgia has found that this fear can be bothersome, as snakes are part of farm life. She seeks different ways to try to overcome her fear.

Discuss three different theories of how Georgia may have acquired this fear as well as two different ways in which this fear could be overcome.

Your answer should include:

* define and discuss three learning theories
* define and discuss two different behavior modification models
* support your discussion with empirical research.

*AND*

**Question 2 (24 marks)**

Jonathon was born in France to his American father and French mother, his first words were in French. When he was 18 months old, they moved to the Bronx in New York. He forgot most of his French and spoke in a way typical of the people from the area. His mother did not want him to completely lose his French and decided to continue routine activities at home in French. As Jonathon aged she often conducted conversations in French with him, educating him on words he may be missing. At 22, Jonathon is now bilingual, speaking both French and “Bronx-style” English.

Discuss the different theories of language development that can explain Jonathon’s language development and how his communication styles can be impacted by different aspects of his life.

Your answer should include:

* define and discuss language development theories.
* define communication styles.
* discuss how socio-economic status and gender affect communication styles.
* support your discussions with empirical research.

**Question 1**

|  |  |
| --- | --- |
| **Learning theories (observational learning, classical conditioning, operant conditioning)  (3 marks each)** | **9** |
| An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed. | 3 |
| An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings **or** produces a short answer without reference to empirical evidence. | 1 |
| No answer. | 0 |
| **Behaviour Modification Techniques**  **(3 marks each)** | **6** |
| An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed. | 3 |
| An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings **or** produces a short answer without reference to empirical evidence. | 1 |
| No answer. | 0 |
| **Application to scenario** | **1** |
| Application is consistent and appropriate | 1 |
| No application to scenario or application is irrelevant | 0 |
| **Evidence** | **2** |
| Detailed description of two or more examples of relevant psychological research. | 2 |
| Refers to one or more examples of research but lacks detail. | 1 |
| No evidence or evidence is irrelevant | 0 |
| **Quality of Extended Response** | **3** |
| Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication. | 3 |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas still clear. Colloquial language. | 1 |
| Response is too short or is irrelevant. | 0 |
| **Total** | **21** |

**Possible points to answer question 1:**

Answers must be in the context of the question.

Learning – a relatively permanent change, often of behaviour, that occurs as a result of experience.

Stimulus-Response models of learning (Classical and Operant Conditioning) suggest we learn through the association of a stimulus to an action/response.

JB Watson and Little Albert – Human Classical Conditioning

Little Albert was introduced to a white rat and was unafraid (conditional stimulus). Watson then made a loud noise (unconditioned stimulus), which frightened Little Albert (respondent behaviour). After several pairing, Little Albert showed fear at the presence of the rat (conditioned response). This fear was later generalized to other similar things such as white beards and fur coats.

Georgia’s parents wanted her to be afraid of snakes and made a loud noise everytime she saw a snake which results in a conditioned response of fear upon seeing a snake.

Operant conditioning - Learning through experiencing consequences, we repeat behaviours that are rewarded and drop responses that are punished (Thorndike’s Law of Effect).

Skinner and the Skinner Box

Box has a number of levers that can be pressed by the animal (rat or pigeon). Food, water, light or a buzzer can be triggered. Animal learns which lever to push (and which to avoid) to get desired outcome.

Georgia was rewarded when she showed a fear of snakes as her parents thought it important for her to know to avoid them. Whenever they saw a snake and she moved away from it, she was given praise.

Observational Learning

Also called modeling or imitation, suggests we learn or modify behaviours through observing other people’s actions and the consequences of their actions. Reciprocal determinism – a person’s behaviour is influenced by and also influences the environment.

Bandura and the Bobo Dolls

(Bobo doll – large inflatable balloon-shaped creature with a weight in the bottom which makes it bob back up when knocked over) Introduced two groups of children to a bobo doll. Before introduction, one group was shown videos of a woman ‘playing’ with a bobo doll, kicking it and knocking it over, yelling at it aggressively. The other group did not see any video. Children who saw the film imitated the woman’s interactions with the bobo doll, they imitated the behaviour without any reinforcement or punishment. In later experiments, Bandura found that we also choose whose behaviour to imitate.

Georgia admires her parents/older siblings and noted that they showed fear when they came across a snake, she models this behaviour.

Token economies are artificial systems of reward and reinforcement. Symbolic markers are given to reward behavior. Markers can then be exchanged for something tangible. Stops a person from becoming “full” and ceasing to respond to reinforce. Markers are not usually withdrawn as a penalty (use other punishment).

Georgia can have a star chart where everytime she reacts with less fear to a snake, she gets a star, after 10 stars, she is given a nice prize.

Systematic desensitization – the application of classical conditioning to fears and phobias in humans. Aim to replace the fear response with a more relaxed response. Undertaken by a psychologist, teaches relaxation techniques, draw up list of most-fear provoking through to least, gradually expose patient to the list from least to most, practicing relaxation in between until patient is comfortable – graded exposure.

Georgia can seek the help of a psychologist to undergo systematic desensitization.

CBT is used to modify a person’s dysfunctional thoughts, beliefs, feelings and behaviours into those that are more helpful. Helping patients understand, manage and change their thoughts and behaviours. Help replace negative feelings with positive ones, reinforce positive actions.

Georgia can seek the help of a psychologist to undergo CBT.

**Question 2**

|  |  |
| --- | --- |
| **Definitions** | **3** |
| Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed. | 3 |
| Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings **or** definitions are a series of personal opinions. | 1 |
| No definition | 0 |
| **Language Development theories (3 marks each)** | **6** |
| An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed. | 3 |
| An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings **or** produces a short answer without reference to empirical evidence. | 1 |
| No answer. | 0 |
| **Impacts on Communication Style - Socio-Economic Background and Gender (3 marks each)** | **6** |
| An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed. | 3 |
| An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings **or** produces a short answer without reference to empirical evidence. | 1 |
| No answer. | 0 |
| **Application to scenario** | **3** |
| Application is consistent and appropriate | 2-3 |
| Application is attempted but not applied throughout | 1 |
| No application to scenario or application is irrelevant | 0 |
| **Evidence** | **3** |
| Detailed description of two or more examples of relevant psychological research. | 2-3 |
| Refers to one or more examples of research but lacks detail. | 1 |
| No evidence or evidence is irrelevant | 0 |
| **Quality of Extended Response** | **3** |
| Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication. | 3 |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas still clear. Colloquial language. | 1 |
| Response is too short or is irrelevant. | 0 |
| **Total** | **24** |

**Possible points to answer question 2:**

Answers must be in context of scenario.

Originally assumed language developed naturally as everyone learnt own language

Language is innate – Chomsky – LAD (Language Acquisition Device)

* ‘black box’ hard-wired for language
* receives native language as input and generates sentences in same language as output
* assumes there are universal rules that could distinguish grammatical sentences from the ungrammatical
* theory paid little attention to the social environment
* Jonathon born in France and started speaking French, however, moved to US and picked up English of those around him.

Language is learned – Bruner – LASS (Language Acquisition Support System)

* Adults assist children to learn language through guidance and interaction
* LASS required LAD and vice versa
* Scaffolding – adult stays one step ahead of child and teaches through familiar routines and activities (called formats) such as meals and bath-time
* Reference – how to direct and manage attention by linguistic means – starts with pointing and then accompanying with sounds/words
  + Joint attention – starts with eye contact, then vocal turn taking, then introducing objects between the two and drawing focus to it, looking gets replaced with pointing
  + Book reading is form of reference
* All pushing child further in their learning
* Jonathon’s mother used formats in order to continue Jonathon’s French skills, she then educated him further in their conversations.

Communication style – the cultural and social aspects of language, depends on culture, socio-economic background and gender, involves accents, vocabulary, grammar and type of ideas expressed. Contributes to our identity, part of our self-image and something by which other people make judgements about us.

Socio-Economic Background

* Bernstein – people from working and middle classes used different kinds of language
  + Working class, **restricted code**, preserving traditional roles
    - Short, simple sentences, much information conveyed nonverbally, meaning only makes sense if context known, few descriptive words used, commands used to gain compliance, here and now is stressed, abstract ideas rarely expressed
  + Middle class, **elaborated code**, developing ideas in relation to personal experience (as well as using restricted code)
    - Complex, precise sentences used, meaning is clear from sentence alone, use descriptive words, explanations used to gain compliance, past and future referred to, abstract ideas expressed easily and often
  + Children in working class have language deficit because only use inferior restricted code, limiting ability to benefit from education
  + Huge influence on education programs for young children in USA in 60s/70s
* Labov – strongly opposed Bernstein
  + Worked with children who spoke BEV (Black English Vernacular)
  + BEV just as rule-governed and complex as standard English, double negatives used in many European languages
  + Should be considered different, not deficient
* Jonathon speaks in “Bronx-style” English – BEV, some people such as Bernstein may say that he has a language deficiency, Labov would say he is different not deficient.

Gender

* Tannen – men and women have different styles of communication which can lead to communication breakdown
  + Men use **report talk**, similar to public speaking, comfortable with centre stage, use talk as a way of gaining status and holding attention of audience, used to negotiate and maintain status
  + Women use **rapport talk**, based on establishing relationships, developing understandings and negotiating difference
* Women are said to use more confirmatory noises “mmm”, “yeah” to show they’re listening, use more indirect requests than men
* Women commonly use ‘hedges’, used to soften a request or statement (eg. If you don’t mind)

Being a male, we can assume Jonathon may use report