0020

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

Joseph Banks Secondary College

Year 12 ATAR Psychology 2020

**MARKING KEY**

Assessment Task 10

Weighting:

**UNIT LEARNING CONTEXT:**

**OUTCOMES:**

|  |  |
| --- | --- |
| *Outcome 2:* | *Investigating in psychology* |
| *Outcome 4:* | *Communication in psychology* |

**ALLOCATED TIME FOR THE TASK:**

* *You will have one period to complete the test in class*.

**INSTRUCTIONS:**

* *Attempt all questions*
* *No notes, files etc. to be accessed during the test*

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| --- | --- |
|  | |
| Question 1 | / 11 |
| Question 2 | / 8 |
| Question 3 | /9 |
| Question 4 | /12 |
| Question 5 | /5 |
| Question 6 | /22 |
| **Total** | **/ 67** |

Teacher comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 1 (14 marks)**

A psychology teacher wanted to investigate the effects of rewarding students for completing their work. She decided to test this idea on her 20 Year 11 students. On the first lesson, students were given a one-page worksheet on Freud’s theories before asking students to complete an anonymous survey to indicate how much they enjoyed (or did not enjoy) completing the worksheet. On the second lesson, students were given a chocolate once they had completed a different worksheet on Maslow’s theories and were then asked to complete the same anonymous survey.

1. Identify the research design of this study. (1 mark)

|  |  |
| --- | --- |
| Repeated measures | 1 |

1. Explain why this study would not be considered internally valid. (2 marks)

|  |  |
| --- | --- |
| The measuring tool does not appear to test what it is supposed to test | 1 |
| Different worksheets with different subject matters | 1 |

1. Is this study generalisable to the population? Justify your answer. (3 marks)

|  |  |
| --- | --- |
| No | 1 |
| Sample includes only year 11 students | 1 |
| Low internal validity | 1 |

1. Identify the **two** most relevant ethical considerations the psychology teacher did not consider. (2 marks)

|  |  |
| --- | --- |
| Voluntary participation | 1 |
| Informed consent | 1 |

1. Create an example of a subjective, quantitative data collection question for the anonymous survey. (3 marks)

**Question 2 (17 marks)**

**Question 2**

A population health specialist wanted to promote healthy living by investigating whether a person’s weight impacted their ability function in society. He decided to conduct a study, asking participants to complete a survey on their weight, height and age to determine their BMI (Body Mass Index) as well as how much money they earned over the last financial year. After initially analysing the results, he decided to exclude participants who had an unhealthy low weight (under 18 BMI) as they typically earned less than those in a healthy weight range (18-25). The results can be seen in the table below:

Table 2: Relationship between BMI and money earned in 2019

|  |  |  |
| --- | --- | --- |
| Participant | BMI | Money Earned in 2019 ($) |
| 1 | 27 | 40, 000 |
| 2 | 25 | 245, 000 |
| 3 | 24 | 65, 000 |
| 4 | 22 | 210, 000 |
| 5 | 24 | 98, 000 |
| 6 | 18 | 125, 000 |
| 7 | 30 | 72, 000 |
| 8 | 35 | 55, 000 |
| 9 | 27 | 18, 000 |
| 10 | 24 | 125, 000 |
| 11 | 32 | 35, 000 |
| 12 | 18 | 95, 000 |
| 13 | 35 | 10, 000 |
| 14 | 29 | 65,000 |

1. Identify the research method used in this study. (1 mark)

|  |  |
| --- | --- |
| Correlation | 1 |

1. Explain your reasoning with reference to the study. (2 marks)

|  |  |
| --- | --- |
| The research is investigating the **relationship** between **BMI** and **Money** earned. | 1 |
| The researcher is not **manipulating** variables (e.g. BMI) | 1 |

1. When is it appropriate to use this research method? (2 marks)

|  |  |
| --- | --- |
| When it is not possible/ethical to undergo experimental research | 1 |
| When it is being used as exploratory research before conducting experimental research | 1 |

1. Explain why the population health specialist should not have excluded participants who had a BMI of less than 18. (2 marks)

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| --- | --- |
| **Experimenter Bias** | 1 |
| Experimenter manipulating the interpretation of results to align with what he was looking for. OR something similar. | 1 |

1. Describe the results of the study (2 marks)

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| --- | --- |
| There is a **moderate**, **negative** correlation | 1 |
| between BMI and money earned in 2019. | 1 |

**Question 3 (9 marks)**

Psychology students of Blue Bonnet Senior High School learned that face to face communication is important in building healthy relationships. They are concerned that excessive use of telecommunication devices may be increasing conflict and destroying friendships. The students wanted to determine if their concerns were true by testing three conditions:

A. friends that communicate only by face to face communication

B. friends that communicate only through telecommunication devices

C. friends that communicate using both face to face and telecommunication devices

Participants were randomly allocated to one condition and asked to use only the type of communication specified with their friendship groups for two weeks. A 10-point Likert scale questionnaire was given to each participant before and after the investigation to measure the quality of their friendships. The questionnaire consisted of the following question – What is the quality of your friendships within your school group?

A table with the results can be seen below:

**Table 1.** Mean scores on ratings of friendship quality before and after the investigation where a rating of 1= extremely poor quality and a rating of 10 – extremely high quality.

|  |  |  |
| --- | --- | --- |
| Type of communication | Mean rating scores of friendship quality | |
| Before the investigation | After the investigation |
| 1. Face-to-face only | 5.1 | 7.8 |
| 1. Telecom devices only | 5.5 | 4.1 |
| 1. Combination of face-to-face and telecom devices | 5.3 | 6.1 |

1. Why was it necessary to randomly assign participants to each condition? (1 mark)

|  |  |
| --- | --- |
| To ensure the procedure is systematic and thus, any differences between groups recorded at the end of the experiment can be more confidently attributed to the experimental procedures or treatment | 1 |

1. Identify the research design of this study. Justify your answer. (2 marks)

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| --- | --- |
| Independent measures (1) – participants are allocated to different conditions. | 2 |

1. Identify **one** source of error in the data and briefly describe **one** way of reducing the error. (2 marks)

|  |  |
| --- | --- |
| Rating responses may be biased or affected by social influences like social desirability or peer pressure (1).  Sample population may not be a true representation of the population (1).  Researchers did not collect information about other factors that could influence the quality of friendship (1).  Researchers only included one question in the questionnaire, cannot ensure internal reliability (1).  **Any 1** | 1 |
| Include items in the questionnaire that test for honesty or influence of social desirability (1). Ensure that the questionnaire is highly valid and reliable – more questions (1). Use stratified random sampling to ensure that the sample is representative of the wider population (1). Collect information about other factors that might affect quality of friendship such as similar characteristics among friends, frequency and reasons of conflict, etc. (1)  **Any 1 relevant to above** | 1 |

1. Describe the results of the study. (3 marks)

|  |  |
| --- | --- |
| Within Condition 1, face-to-face communication only for two weeks, **mean rating scores increased from 5.1 to 7.8.** | 1 |
| Within Condition 2, telecom devices only for two weeks, **mean rating scores decreased from 5.5 to 4.1.** | 1 |
| Within Condition 3, both telecom and face-to-face communication for two weeks, **mean rating scores increased from 5.3 to 6.1.** | 1 |

1. Write a conclusion for this study, including an interpretation of results and an evaluation of the importance of the findings. (5 marks)

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| --- | --- |
| Interpretation: Face-to-face communication only for two weeks, increased the mean rating scores the most (2.7), compared to both face-to-face and telecommunication (0.8) and only telecommunication (-1.4).  **Accept similar response** | 1 |
| This supports the hypothesis | 1 |
| State hypothesis | 1 |
| Evaluation: Despite the trend in the results, cannot generalise results to the population | 1 |
| Outlines source of error – sampling method, reliability, etc. | 1 |

**Section 2 - Culture and Values**

**Question 4 ` (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 and describe the **four (4)** aspects of the McMillan-Chavis model. (8 marks)]

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Membership (1) - Considering yourself, and having others consider you to be a part of the community (1)  Integration and fulfilment of needs (1) – Members of the group are rewarded for their participation, having one or more of their **needs met**, creating i**nterdependence** (1)  Influence (1) - Bi-directional, group members must feel like they have influence and you must be influenced by the group for cohesion (1)  Shared emotional connection (1) - shared history and shared participation (1) | 1-8 |

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

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Membership - April is starting out in a new city so has to find a new sports team / clubs to be a member of (1)  Integration and fulfilment of needs (1) – April is no longer living in her hometown, surrounded by friends and family when she needs them, therefore her love and belonging needs aren’t being met (1)  Influence (1) – April no longer is part of the environmentalist club which she felt influenced her views and she equally had her voice herd in (1)  Shared emotional connection (1) - April no longer has her netball team which she would bond with after every game when they either celebrated or commiserate together (1)  Has to be applied to Aprils no situation –explaining why each factor no longer applies OR how she can gain a sense of community in Melbourne. | 4 |

**Question 5 (5 marks)**

In Kobasa’s (1979) experiment, she examined whether personality differences could account for differing responses to events.

1. Briefly outline the method of this experiment (3 marks)

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| --- | --- |
| **Description** | **Mark** |
| Participants – 600 executives / managers correlational research (1)  2 questionnaires 1 measuring |  |

b) Evaluate the study by Kobasa (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Correlation cannot prove causation so it is impossible to say whether these hardy personally qualities caused the low illness / management of stress of vica versa.  Also low population validity as only tested one socioeconomic group / class – business people  Accept any other accurate relevant answer | 1  1 |

**Question 6 (22 marks)**

A recent terror attack has occurred during Sydney’s largest gay pride event. 140 people have been identified as developing post-traumatic stress disorder as a result of witnessing the horrific event. The local LGBTQIA+ community has tried to do their best to organise group events and the organisers and key members have gone from strength to strength, reporting a greater appreciation for life.

1. List five key criteria or symptoms from the DSM-5, that clinicians use to diagnose Post Traumatic Stress Disorder. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| 1 re-experiencing symptom  1 avoidance symptom  2 arousal and reactivity symptoms  2 cognition and mood symptoms | 1  1  1  1  1 |

1. Define the term trauma (1 mark)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **any event they find physically or emotionally threatening** or harmful that **causes extreme stress** | 1 |

1. Other than having a greater appreciation for life, identify three other characteristics of post-traumatic growth (3 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Changed relationships, with greater intimacy and warmth  A sense of increased personal strength  An awareness of new possibilities and alternate paths for one’s life  Spiritual development | Any of the three |

1. Citing the relevant researchers explain two reasons why some people may be more vulnerable to developing PTSD. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Pooley (2009) people who do not live in competent communities and lack social support are more likely to suffer from PTSD |  |
| **Elliot & Pais (2006)** analysed hurricane Katrina and identified socially disadvantaged groups |  |
| **Buckle (2002)** found that the elderly actually coped better than young people after restrictions to natural gas  **Any of the two above** |  |

1. Relating your response to the scenario above, describe the two characteristics that classify this even as stressful. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Applied** – any 2 of the three:  predictability, expectation of loss or threat or control |  |

1. Compare resilience and post-traumatic growth. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Resilience** is the ability to bounce back from hardships and adversity **in the** moment; whereas **posttraumatic growth** is the process of experiencing positive change beyond the individual's pre-trauma baseline despite the traumatic event. | 1  1 |

1. You have been requested to fly over to New South Wales and work with the individuals diagnosed with PTSD to help them to move forward and improve their quality of life.

Referring to research by McMillian and Chavis outline 2 ways in which you could implement a support group to help these PTSD sufferers (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Have people suffering from PTSD from the attack come together and take through their shared emotional connection and experiences. | 1 |
| Integration and fulfillment of needs – have people suffering from PTSD from the attack. | 1 |
| Influence – The support group could put on events and raise awareness for PTSD whereby each member can contribute ideas and the group works cohesively for the cause.  **Any other relevant aspect of (MIIS) from McMillan and Chavis model accurately applied** | 1 |

Outline two additional ways in which to improve the quality of life for those who are suffering from PTSD (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Drug therapy – through the use of anti-depressants or anti-anxiety medication to support the individual through the hard |  |
| CBT and exposure therapy – working with a therapist to identify negative thought patterns, behaviours or emotions and working to reframe and reshape them so that they no longer negatively impact the individual | 1 |