**PSYCHOLOGY**

**ATAR YEAR 12**

**UNITS 3 & 4**

**2021**

**Marking Guide**

Section One: Research Methods 20% (37 marks)

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Question 1 (20 marks)

(a) Identify and summarise four types of non-experimental research that Eliana could undertake for her PhD study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Name: Case Study (1)  Description: Selection of a single/small number of cases and collect information via interview and observation. (1) | 1-2 |
| Name: Survey (1)  Description: questionnaires that obtain information through face to face or written form via phone or internet. (1) | 1-2 |
| Name: Correlational Study (1)  Description: A study that examines the relationship between different variables. (1) | 1-2 |
| Name: Archival Research (1)  Description: the examination of records, data or documents from past research. (1) | 1-2 |
| **Total** | **2** |

(b) Eliana would like to display her results in a quantitative form. Based on your answer to part b) propose the best way she could accomplish this. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Use a fixed choice questionnaire/survey such as a likert scale | 1 |
| **Total** | **1** |

(c) What is a control group and why is it important inan experiment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The control group is the one in which does no receive the IV | 1 |
| allows researchers to confirm that study results are **due to the manipulation of independent variables (IVs)** rather than extraneous variables. | 1 |
| **Total** | **2** |

(**d**) Eliana chose the topic of her research to be on how school children develop self-control and what impact meditation has on this.

206 young people volunteered for Eliana’s study but only 50 people were accepted to be participant in the study. Explain, using possible examples related to the study, how this would have made the study design: (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| More reliable:  Some students may not have had the time to commit to the meditation needed every day for the study. | 1 |
| More valid:  Some of the participants may have participant extraneous variables such as already having exposure to meditation or having ADHD which impacts their self-control. | 1 |
| More ethical:  Some parents / students may have not consented to participate once they knew what the study entailed. | 1 |
| **Total** | **2** |

iv. Outline two research methods that Elaina could use when designing her research and explain why this method would create reliable or valid results. (4)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ways to increase reliability:  **Standardisation:** Ensure there are even numbers of participants in each experimental and control group or ensure that there are a  **Deception**: Do not fully disclose the true aim of the study to ensure that students do not | 2 |
| Ways to increase validity:  Ensure to record a **baseline level** of self-control in the students prior to starting the meditation course  Ensure to use **match participants** in the experimental and control group so that there isn’t a bias in either group  Needs to relate the terminology to whether it increases validity or reliability for both | 2 |
| **Total** | **2** |

Question 2 (17 marks)

(a) Suggest an operational hypothesis that the class would have developed for this study? (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hypothesis to include: |  |
| population | 1 |
| page2image51432 independent and dependent variables (must have both) | 1 |
| predicted direction | 1 |
| page2image56704measurement tool (memory test). | 1 |
| Example of a 4 mark response:  It is hypothesised that individuals who drink ginger-lemon kombucha one a day for 2 months will score better on a memory test than individuals who drink the grapefruit kombucha one a day for 2 months. |  |
| **Total** | **4** |

(b) State the conclusions that the researchers can draw from their results. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Results are not statistically significant as p>0.05 | 1 |
| The results were likely due to chance and not the independent variable | 1 |
| Therefore, conclusions about the effect of the independent variable cannot be drawn | 1 |
| **Total** | **3** |

(c) Identify two possible sources of error in the conduction of the experiment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answers could include (one mark each for a maximum of 3 marks):  The amount of Kombucha each participant drank  Group three’s normal diet could vary widely  Participants could be familiar with the memory test  No pre-testing was conducted to determine participants baseline memory.  Memory ability declines with age and the age range of participants varied greatly | 1-3 |
| **Total** | **3** |

Question 3 (17 marks)

Ramona and her team were interested in the relationship between self-esteem, depression scores and social support in LGBTQIA+ teenagers. They collected the following data.

Higher LGBTQIA+ scores indicate a stronger sense of community

Higher self-esteem scores indicate positive levels of self-esteem

Higher depression scores indicate stronger symptoms of depression.

*Table 1. To show how LGBTQIA+ inclusion modulates with self-esteem and depression.*

|  |  |  |  |
| --- | --- | --- | --- |
| School groups | Schools LGBTQIA+ community and inclusivity score | Students’ average self-esteem scores | Students’ average depression score |
| 1 | 0 < 30 | 13 | 72 |
| 2 | 31 < 50 | 20 | 68 |
| 3 | 51< 70 | 34 | 50 |
| 4 | 70 < 90 | 56 | 30 |

1. Plot the results for this study on a graph below. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scale is appropriate  Labelled axes  Units / correct axes  Title includes both variables  Correct graph chosen: histogram as it is internal data | 1-3 |
| **Total** | **3** |

1. Describe two trends in the data. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The more inclusive the school community of LGBTQIA the higher the self-esteem of students  The more inclusive the school community of LGBTQIA the lower the average depression scores at the school  The answers must highlight a trend not a finding |  |
| **Total** | **3** |

Ramona then wanted to create a quasi-experiment from the above non-experimental data and collected 500 participants through volunteer sampling from schools across Australia.

1. Outline three aspects of a potential method for the above research that would create reliable for valid results for Ramona. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Increase the sample size – increase generalisability / validity of sample  Ensure the |  |
| **Total** | **3** |

1. Outline two reasons why Ramona would have chosen volunteer sampling. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There may not be a data base that Ramona has access to that shows the LGBTQIA student population  It may be easier and more ethical for students to opt into the research as for some students it may not be safe for them to be “out” in their school environment so they have to self-select to become part of the study |  |
| **Total** | **3** |

**Section Two: Short Answer 55% (103 Marks)**

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Question 3 (19 marks)

1. The nervous system is made up of **two** main parts. Name these **two** parts. (2 marks)

Part one: central nervous system

Part two: peripheral nervous system

1. Blake was driving his car on the freeway when suddenly he noticed a dog running across the highway. He slammed on the breaks to avoid hitting the dog. Describe how each of the below nervous systems coordinates their responses to allow Blake to avoid the dog.
2. The somatic nervous system. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Blakes somatic nervous system would take in information of the dog coming towards the car this would be sent to the brain through sensory neurons | 1 |
| Blakes primary motor cortex would send a signal down the efferent division of the somatic nervous system towards the muscles in his legs / feet to hit the breaks  For 3 marks must be applied to Blake | 1-2 |
| **Total** | **3** |

1. The autonomic nervous system. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Blakes autonomic nervous system would activate the sympathetic division (1) so that Blake is alert and ready to deal with the danger quickly (1) | 1-2 |
| This division would activate a higher heart rate, breathing rate in Blake and increase his levels of adrenalin | 1 |
| **Total** | **3** |

When Blake gets home, he is fairly shaken up, he goes to make a sausage sandwich, as he does he accidently burns himself on the stove in his absent mindedness. Blake quickly removes his hand from the hob and realises what he has burnt himself.

1. Identify the stages of the reflex arc that have allowed Blake to move so quickly.

(5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sensory receptor, sensory neuron, inter neuron, motor neuron, muscle  All in order for 5 marks | 5 |
| **Total** | **5** |

(d) Blake is in a car accident and as a result of her injuries is taken to hospital where she is given morphine to ease her pain and relax her body. After months of rehabilitation, Melanie’s doctors stop prescribing her medications but Melanie is now addicted. She begins to illegally take the drug Heroin, which acts in the same way as morphine, as a way of dealing with her ongoing pain.

i. Identify what type of psychoactive drug Heroin is and explain what this drug is doing to Blake’s nervous system? (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Depressant | 1 |
| Alter’s her reactions to pain (1) by reducing her brain’s perception of pain (1)  or  Works to block neural signals (1) sent by neurotransmitters in the brain (1) | 1-2 |
| **Total** | **3** |

ii. Blake is later introduced to another psychoactive drug called Cocaine. Cocaine is designed to mimic a naturally occurring neurotransmitter as it increases feelings of euphoria and motivation. Name the neurotransmitter this drug is mimicking? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dopamine  \*note, also accept Noradrenaline (or Norepinephrine) | 1 |
| **Total** | **1** |

iii. Explain how the above neurotransmitter identified in part ii is transported through the nervous system? (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dopamine is released from the brain (Hypothalamus) and is transported through the nervous system via neural transmission. (1) Neurotransmitters such as Dopamine are passed between neurons via synaptic transmission (1) which occurs when an electrical signal is transmitted down a neuron resulting in a chemical transmission of the neurotransmitter between neurons across the synapse. (1) | 1-3 |
| **Total** | **3** |

Question 4 (18 marks)

(a) Name the two slave systems developed by Baddeley and Hitch (1974) in their model of working memory. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Visuo-spatial Sketchpad | 1 |
| Phonological Loop (Accept articulatory loop) | 1 |
| **Total** | **2** |

(b) Jamima is attempting to do her hair in a funky braid and is watching a tutorial on YouTube as she follows the steps on her own hair. She is getting ready for a work event and as she braids her hair, she is also trying to rehearse her speech for the event that she is making. Apply the working memory model explain how Jamima is able to complete both tasks at once. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Central executive: Monitors and coordinates the slave systems (1) by selecting what information is attended to and directs activity (1)  Visuo-spatial sketchpad: watching the tutorial and mimicking what the hands are doing in the tutorial (1)  Phonological loop: is using acoustic memory to rehearse her speech out loud of in her head as she moves her hands (1) | 1-4 |
| **Total** | **4** |

(c) For each of the following scenarios, name the type of long-term memory (LTM) that the information would be retrieved from. (4 marks)

1. Writing a speech for your brother’s 21st Birthday Party.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Episodic (not semantic) | 1 |
| **Total** | **1** |

1. The process of typing up an essay from notes onto your computer.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| procedural (the memory of how to type) | 1 |
| **Total** | **1** |

1. Answering a question in an exam.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| semantic | 1 |
| **Total** | **1** |

1. Answering a question in an examination.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| declarative -accept semantic (not episodic) | 1 |
| **Total** | **1** |

(d) Amari is studying for his Chemistry examination. He has been trying to commit the entire periodic table to memory but has struggled to remember past Neon (number 10).

1. Explain why Amari is having trouble remembering the elements past number 10. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Miller (1956) proposed that we can only store between 5 and 9 pieces (magical number seven plus or minus two) (1) of material as STM capacity is limited. (1) | 1-2 |
| Amari can only store up to ten pieces as he is not converting the information correctly to LTM. | 1 |
| **Total** | **3** |

1. The working memory model was created after the multi-store model. Name one reason as to why Baddeley and Hitch (1974) created this model of memory. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The multi-store model is too simplistic – does not account for the fact that humans can multi-task and process different types of information at once | 1 |
| **Total** | **1** |

1. Describe how researchers are able to tell there are different memory store for short-term memory and long-term memory, making reference to evidence in your response

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Duration and capacity for each memory store is evident and can be seen through multiple case studies of patients with different forms of amnesia  Identifies 1 case study (e.g. patient KF) | 1-2 |
| **Total** | **1** |

Question 5 (12 marks)

(a) Define the term attachment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The formation of a strong emotional tie | 1 |
| between primary caregiver and infant | 1 |
| **Total** | **2** |

(b) Sally Ainsworth conducted experimental research to measure the quality of attachment in infants.

1. Outline the procedure of this experiment. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any four of the following:   * Mother, baby enter room with one way mirror, they stay alone for a moment * A stranger joins the mother and infant and mother leaves stranger alone with the baby * Mother returns after time and reunite with the baby * Behaviour by the child at separation and reunion is observed | 0-4 |
| **Total** | **4** |

1. Compare the behaviours of two attachment types identified below. (2 marks)

|  |  |  |
| --- | --- | --- |
|  | Insecure avoidant | Insecure anxious |
| Reunion behaviour | The Infant shows little interest when the mother returns | The infant goes to the mother but is extremely distressed |

c) Explain the reason as to why Ainsworth believed there were different attachment types. (3 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ainsworth suggested the “caregiver sensitivity” hypothesis (1) which states that the responsiveness and accuracy the mother has with catering to the infants needs (1) impacts the quality of attachment and attachment style (1) | 3 |
| **Total** | **3** |

(d)Shivani has just completed her maternity leave period and must go back to work to keep her position. Her baby, Tiarnee, who is 6 months old, will be going into childcare 5 days a week. According to Bowlby’s theory, explain what he believes will happen to Tiarnee because Shivani is going back to work. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bowlby’s theory is that Tiarnee will suffer from Maternal Deprivation (1)  Bowlby identified a critical period being the first 12 months. (1)  If attachment is broken or disrupted during this critical period then the child, Tiarnee, will suffer irreversible, long term consequences. (1) | 1-3 |
| **Total** | **3** |

Question 6 (14 marks)

1. Tannen was a researcher interested in how gender impacts communication styles.
2. Define the term communication style and give one example. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Communication style** is the cultural and social aspect of language(1); it involves accents, vocabulary, grammar and ideas being expressed(1) | 1 |
|  | 1 |
| **Total** | **2** |

1. Identify what circumstances report talk is useful for. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Public speaking | 1 |
| **Total** | **2** |

1. Lord Grey High School is a public school which sits in a very mixed socio-economic location in London. A few students are playing football at recess when a fight breaks out. Once the students are separated. Tim was trying to explain that James had been calling him names for months, in multiple classes, and this was the only reason he punches James.
2. Outline how Tim would say this using elaborative code. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sentence must be self-explanatory and give context.  e.g.  “James has been calling me bullying me and calling me names for months this is why he punched me” | 1 |
| **Total** | **1** |

1. Outline how Tim would say this using restrictive code. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sentence must be short and simple, giving little context  e.g.  “James deserved it” | 1 |
| **Total** | **1** |

c) William Labov studied African American Vernacular English and contrasted the conclusions of Bernstein. Identify Labov’s main finding. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Labov identified that different variants of standard English such as AAVE were just as complex and rule-governed as standard English | 1 |
| and should not be considered deficit, just different. | 1 |
| **Total** | **2** |

(d) Using your knowledge of persuasive communication, identify and explain **one** feature Chad has used in each flyer to persuade students to vote for him. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Flyer 1: Nature of communication: Positive message, catchy slogan | 1-2 |
| Flyer 2: Nature of the communication: trying to provoke a fear response  Characteristics of the audience: Trying to play to the student body identifying topics that would affect them | 1-2 |
| **Total** | **4** |

(d) Chad’s flyers do not seem to be successful in helping his campaign, mostly because the students don’t read them. Create **two** ways Chad could reach his audience better. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any relevant example accepted for up to two marks each, including but not limited to:  Change the source medium, EG: Turn his slogan into a jingle and put it up on Tik Tok or Post his attack ad digitially on Instagram/facebook  Use more convincing medium: EG: Get expert endorsement from a teacher  Appeal to the Audience through humour: EG: post a funny video on Youtube and send the student body the link | 1-4 |
| **Total** | **4** |

Question 7 (11 marks)

(a) Identify the stage of Kohlberg’s theory of moral development that each of the below statements refer to.

1. Some individuals never reach this stage of moral development. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Universal Ethical Principles and moral point of view  \*accept Postconventional | 1 |
| **Total** | **1** |

1. Obeying Society’s rules takes precedence when making decisions about morality. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social System and maintenance of one’s conscience  \*accept conventional | 1 |
| **Total** | **1** |

1. Egocentric thinking in which the perspective of authority is confused with one’s own perspective. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Punishment/obedience  \*accept Preconventional | 1 |
| **Total** | **1** |

(b) Identify two characteristic’s of a stage theory. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following:  All humans move through the stages universally  Stages happen in a sequential order and you do not regress or skip a stage  Each stage has a unique characteristic | 1-2 |
| **Total** | **2** |

c) Evaluate Kohlberg’s theory of moral development. (2 marks)

|  |  |
| --- | --- |
| Strength | Limitations |
| The sequence of the stages has been found across cultures | Gender bias in the sample used to create the theory (only used men).  Culturally bias as other cultures and religion would not put individuals justice above societies rules. |

d) Piaget created a task that tests out a child’s ability to take the perspective of others. Identify and describe this task. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Three mountains task (1)  The child would sit on one side of a diorama and be asked to tell the researcher what they see. The researcher would be sitting facing the diorama from another perspective and ask the child to say what the researcher would see. | 1-2 |
| **Total** | **2** |

e) With reference to the task in part (d) explain this task has received criticism.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Low ecological validity (1)  The task asks the children to complete a task that they don’t often do in their ordinary life. Children are able to take the perspective of others through games like hide and seek. | 1-2 |
| **Total** | **2** |

**Question 8 (18 marks)**

(a) Identify **two** traits Anfernee’s classmates would have assigned to him at his old school and **two** traits his new classmates would use to describe him. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Old School: Any two relevant trait based on the example but likely to include: Neurotic, quiet, loner, passive, reserved, unadventurous, conventional | 1-2 |
| New School: Any two relevant trait based on the example but likely to include: Outgoing, talkative, adventurous, daring, extraverted | 1-2 |
| **Total** | **4** |

(b) Describe one strength and one limitation of trait theory of personality. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Strengths:  Uses objective behaviours to measure personality  The same traits are measured/observed across cultures  Limitation:  Doesn’t account for how personality changes over time  Doesn’t account for how personality is impacted by environmental factors | 1-2 |
| **Total** | **4** |

(b) Explain, with reference to research and Anfernee, stability of personality in trait theory. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Trait theory claims that personality is made up of stable and enduring characteristics | 1 |
| Continuity of personality means that we remain (basically) the same person over time | 1 |
| Pullman et al (2006) found that mean levels of personality traits among adolescents were similar to adults (1). Trait theory would imply that Anfernee would not be able to change his personality traits as by adolescents his personality would be largely stable (1). | 1-2 |
| However, Pullman also found that level of Openness to Experience increased between the ages of 12-18 (1) which could account for Anfernee’s ability to become more open to experiencing new things at his new school (1) | 1-2 |
| **Total** | **6** |

(c)Identify the **three** components of Bandura’s model of reciprocal determinism. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cognitive Factors | 1 |
| Environmental factors | 1 |
| Behavioural factors | 1 |
| **Total** | **3** |

(d) Outline how the below theories would explain Afernee’s behaviour.

1. Social cognitive theory (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura identified that personality has a cognitive factor and people’s behaviour is influenced by motivation | 1 |
| People are motivated by conscious self-generated goals that then influence us to think, feel and behave based on the environment | 1 |
| Anfernee was highly motivated, the cognitive factor (1), to outwardly change the way he behaved from highly introverted to more outgoing, behavioural factor (1) in his new school, the environmental factor (1).  OR an answer that highlights the 3 components of social-cognitive theory applies to Afernee | 1-3 |
| **Total** | **5** |

1. Humanistic theory (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura identified that personality has a cognitive factor and people’s behaviour is influenced by motivation | 1 |
| People are motivated by conscious self-generated goals that then influence us to think, feel and behave based on the environment | 1 |
| Anfernee was highly motivated, the cognitive factor (1), to outwardly change the way he behaved from highly introverted to more outgoing, behavioural factor (1) in his new school, the environmental factor (1). | 1-3 |
| **Total** | **5** |

(e) Describe how a social-cognitive theorise would describe Afernee’s locus of control.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Internal locus of control – she views her behaviour and outcomes as changeable. | 1 |
| **Total** | **3** |

(f) Outline three of Mischels 5 cognitive competencies that impact personality. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three of the following:  Intellectual ability / social skills available to the person, self-regulatory systems, locus of control, expectations, attitudes |  |
| **Total** | **3** |

1. Contrast Maslows and Rogers humanistic theories of personality. (2 marks)

|  |  |
| --- | --- |
| Maslow | Rogers |
| Maslow focuses on the ‘what’ and is more theory focused in that he outlined what the human needs are and in what order | Rogers focused on the ‘how’, how do individuals improve their lives and the conditions needed to do so |

**Question 9 (11 marks)**

(a) David considered himself a regular guy. When the political party he supports, the Patriot Party, loses the election he starts seeing posts online from people who support the Patriots claiming that the election result was rigged by a foreign power so they could control the politicians in the other party that won, the Nationalist Party. David is concerned and sends a private message to a few people claiming this and asks them to provide evidence. They point him to a new online community they say only has like-minded people. After a month of being connected to this new online community, David joins in a protest organised by the group which leads to a riot that injures many and damages Parliament House.

a) Define the term group polarisation. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| the enhancement of a group's prevailing inclinations through discussion within a group that all has the same opinion. | 1 |
| **Total** | **1** |

b) Outline one piece of research that demonstrates group polarisation (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three:   * Myers and Bishop * Measured participants according to their prejudicial attitudes * Allocated participants who had scored low for prejudicial attitudes and participants who scored high into two groups. * Participants discussed prejudicial matters together and their levels of prejudice were then measured after the discussion | 1 |
| **Total** | **1** |

David is arrested at the protest and when questioned by police he makes a statement saying he would never normally intentionally hurt anyone but he wanted to be accepted by the group, so he went along with the violence.

c) Using psychological terminology explain how David’s behaviour was influences by the group (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| David’s behaviour was influenced by conformity (1)  Conformity is where an individual changes their behaviour to match that of the groups behaviour (1)  David is conforming due to normative social influence (1) as he is only involved to be “accepted by the group” (1) | 0-4 |
| **Total** | **1** |

d) Outline one piece of research that demonstrates the psychological concept that influenced David in part (c). (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 5 of the following:   * Asch’s line experiment * Lab experiment using 50 male participants * Using a line judgment task, Asch put a naive participant in a room with seven confederates/stooges. * The confederates had agreed in advance what their responses would be when presented with the line task. * The real participant did not know this and was led to believe that the other seven confederates/stooges were also real participants like themselves. * The confederates gave an obviously wrong answer and the participants would then be asked the same question (to match the lines) and the research would see if they would follow the crowd by giving the wrong answer also * about one third (32%) of the participants who were placed in this situation went along and conformed with the clearly incorrect majority on the critical trials. * Over the 12 critical trials, about 75% of participants conformed at least once, and 25% of participants never conformed. |  |
| **Total** | **0-5** |

Another protestor, Evangeline, is recognised by her mother on the news coverage. Her mother is concerned as her being at the riot is very out of character. When she questions her, Evangeline says that she went there to meet a friend and when the riot started, two men dressed in army clothing with guns told her she had to move with the group. Evangeline states that they were intimidating so she went along with the group until she couldn’t see the two men anymore.

1. Using psychological terminology explain why Evangeline behaved this way.

(4 marks)

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| --- | --- |
| **Description** | **Marks** |
| Evangaline’s behaviour can be explained through obedience (1)  Any of the following 3:  Obedience is compliance with an order, request, or law or submission to another's authority (1)  Evangaline felt like she did not have authority or power in the situation and she felt she had to go along with the group (1)  This happens as Evangaline felt she was not able to go against the perceived authority figures “inn army clothing” (1)  Evangeline would have not felt responsible for her actions as she was acting in an agentic state (1) | 0-4 |
| **Total** | **1** |

d) Outline one piece of research that demonstrates the psychological concept that influenced David in part (e). (5 marks)

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| **Description** | **Marks** |
| Milgrams shock experiment (1)  Any of the 4:   * Volunteer sampling of 40 male participants * beginning of the experiment, they were introduced to another participant, who was a confederate of the experimenter * They drew straws to determine their roles – learner or teacher – although this was fixed and the confederate was always the learner. There was also an “experimenter” dressed in a gray lab coat, played by an actor (not Milgram). * Two rooms were used - one for the learner (with an electric chair) and another for the teacher and experimenter with an electric shock generator. * The “learner” (Mr. Wallace) was strapped to a chair with electrodes. After he has learned a list of word pairs given him to learn, the "teacher" tests him by naming a word and asking the learner to recall its partner/pair from a list of four possible choices. * The teacher is told to administer an electric shock every time the learner makes a mistake, increasing the level of shock each time. There were 30 switches on the shock generator marked from 15 volts (slight shock) to 450 (danger – severe shock). * The learner gave mainly wrong answers on purpose and the teacher (participant) needed to deliver a shock of increasing voltage each time * When the teacher refused to administer the shock the experimenter would prompt with 4 prompts. * Results shows that 2/3 participants continues to the highest voltage and 100% went to 300volts. | 0-4 |
| **Total** | **1** |

**Question 10 (11 marks)**

a) Define the term sense of community. (1 mark)

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| --- | --- |
| **Description** | **Marks** |
| a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together | 1 |
| **Total** | **1** |

1. Lee High School is a struggling secondary college, a lot of local families are moving away from the area so they can enrol their children into better schools. The school often has fights and the behaviour of students is getting worse in-classes and the principal is tasked with creating a greater sense of community amongst students. Using the following features of sense of community describe how the principal can increase the sense of community at Lee High School.

i. Membership. (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| She could: use any of the 5 attributes of membership such as  A sense of belonging and identification (1) through the use of a uniform that the students like, badges or jackets etc (1)  1 mark describe 1 mark apply | 1 |
| **Total** | **1** |

ii. Influence. (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| She could allow students voices to be heard and allow students some direction in how things run at the school e.g. by having a student council or by allowing students to pick some of the uniform choices  1 mark describe 1 mark apply | 1 |
| **Total** | **1** |

iii. Integration and fulfilment of needs. (2 marks)

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| **Description** | **Marks** |
| Has to name a need (1) and apply a way of meeting the need (1)  She could create a points system that allows students too earn points for themselves or their house for sporting activities, academic performance etc (1) to fulfil their self-esteem needs (1) | 1 |
| **Total** | **1** |

c) Define the term trauma. (1 mark)

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

(d) The United Kingdom’s health system, known as the NHS, is widely acknowledged as one of the best health care systems in the world. In 2020, in support of their tireless work, the community started the ‘clap for our carers’ movement. This involved everyone in the UK going to their front doors or windows at 8pm each Thursday night and clapping to show their support for the NHS workers.

Name and explain the criteria of McMillan and Chavis’ sense of community that the above real-world scenario demonstrates.(4 marks)

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| **Description** | **Marks** |
| Shared emotional connection (1).  Refers to the feeling we have when being connected to another person through a common emotional response to a shared event (1).  The people of the United Kingdom were all living through the same shared event, a reliance on the NHS system and its workers (1) and although all people were physically in their own individual homes, they were all connected by the same common emotional response by showing appreciation at 8pm each Thursday night for the workers of the NHS (1) | 1-4 |
| **Total** | **4** |

**End of Section Two**

Section Three: Extended Answer 25% (53 Marks)

**Question 10 (26 marks)**

Rinku is an Indian athlete who was scouted by an American sports agent to play baseball in America, even though he had not played baseball before. Rinku was social and talkative to his new agent and colleagues, he was very excited to go to the United States as he saw it as a huge opportunity to become an international athlete.

After training for 9 months, Rinku had his first try-out for professional teams. The try-out is a complete disaster, as he was very nervous, pitching without speed or control and was extremely embarrassing. Initially, Rinku could not bear the humiliation, every time he saw a baseball pitch or baseball being played on the TV he experienced flashbacks of the try-outs, feeling intense shame with heart palpitations and sweat. He believed he was not worthy to play for a baseball team and wanted to go home and never play the sport again. After a couple of weeks of moping Rinku’s coach, ordered him back to training and to face his fears. Following the orders of his coach he woke up early and did extra strength and cardio sessions. He realised that he needs to let go of his concern of what others think of him and focus on his enjoyment of the game. His coach and friends recommended trying again for another try-out in 6 months, so he trained longer and with a renewed sense of determination, beginning to feel a spiritual connection to the game.

Explain the psychological processes that influenced Rinku’s behaviour during and after the try-outs. In your answer, you should discuss:

* Explain how the presence of others can impact performance applying this to Rinku
* The impact of significant events on individuals and use this to explain Rinku’s response
* Refer to psychological evidence and understanding throughout your response, including an outline and evaluation of ONE relevant piece of evidence
* Quality of response

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| Impact of presence of others | 6 |
| States social facilitation | 1 |
| Definition: Boost in performance when the task is simple or well learnt due to presence of others | 1 |
| States social inhibition | 1 |
| Definition: Complex tasks or new tasks and presence of others leads to decreased performance | 1 |
| Application: Rinku performed poorer in their first try-outs due to the presence of others as it was a complex task they were still learning, over-arousal lead them to making mistakes.  Rinku performed better than ever before in the second try-outs as he had mastered the task, therefore increased arousal allowed for increased performance. | 2 |
| Impact of significant event PTSD and Post-traumatic growth | 12 |
| Definition: A disorder characterised by failure to recover after experiencing or witnessing a traumatic event  Definition: the experience of positive change that occurs as a result of how a person deals with the changed reality after experiencing trauma. | 2 |
| Any of the following (10):  Identify: flashbacks of the traumatic event  Apply – Rinku kept reliving the try outs  Identify – avoidant behaviour  Apply – Rinku felt like giving up the sport completely  Identify - Greater appreciation of life and a change in previous priorities (1)  Apply - ‘focus on his enjoyment of the game’ (1)  Identify - Changed relationships, with greater intimacy and warmth (1)  Apply ‘coach and friends, who he became much closer to’ (1)  Identify - A sense of increased personal strength (1)  Apply ‘he trained longer and with a renewed sense of determination’ (1)  Identify - Spiritual development (1)  Apply - ‘spiritual connection to the game’ (1) | 10 |
| Use of psychological evidence – Quality | 5 |
| One piece of research is outlined using APPRC | 3 |
| One piece of research is evaluated, strength (1) and weakness (1) | 2 |
| Quality of extended response | 3 |
| Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout. | 3 |
| Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation. | 2 |
| Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout | 1 |
| TOTAL | 25 |

**Question 11 (27 marks)**

The Southern Wombats Football Club have been embroiled in controversary for the third time in as many years with several players behaving inappropriately at a birthday party. The AFL fines the club $50,000 and issues it a directive to prevent this behaviour in the future or else the fine will be larger.

The club president orders a review of the club and all its playing and coaching group.

The external reviewer compiled a report and found the following:

* The leadership group (captain, vice captains) were admired and held in high esteem by the other players.
* Members of the leadership group were listed as some of the players who regularly misbehaved on and off the field.
* The club coaches were found to have repetitively ignored bad behaviour and, on some occasions, it was discovered they had actually rewarded some players for off the ball acts that injured the oppositions best players.
* The club hierarchy, president, CEO, CFO and board members, were all found to be negligent in their duties as they were not aware of the toxic culture of bad behaviour occurring at the club as on the field the team was winning.

After the review the club hires a firm that specialises in behaviour modification to help create strategies to address and improve all the above issues.

In your answer, refer to the above scenario by creating a well-constructed response, addressing the following

* Outline the process of Observational Learning. (8 marks)
* Apply Observational Learning theory to the scenario. (2 marks)
* Identify and explain **three** techniques for modifying behaviour. (9 marks)
* Choose **two** behaviour modification techniques and outline how they could be used to change the behaviour of the Southern Wombats players. (4 marks)
* Quality of your response. (4 marks)

**End of questions**

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| **Description** | **Marks Allocation** |
| Process of Observational Learning |  |
| An activity/action or event is modelled  Attention (1): The activity is distinctive enough that a person notices this behaviour (1)  Retention (1): Coding and categorising of this modelled behaviour then occurs (1)  Reproduction (1): The observer is capable of reproducing the activity that was modelled (1)  Motivation (1): rewards and reinforcement are provided from others/self  The behaviour is reproduced (1) | 1-8 |
| **Subtotal** | **8** |
| Application of Observational Learning to the scenario |  |
| High ranking club members behaved badly and were rewarded for the behaviours  Younger members observed and copied the behaviours of the high-ranking members | 1-2 |
| **Subtotal** | **2** |
| Techniques for modifying behaviour |  |
| Any 3 of the below four techniques accepted for up to 3 marks each, totalling 9 marks maximum. |  |
| Positive and negative reinforcement including rewards and punishment (1)  Positive reinforcement occurs when a behaviour is followed by a pleasant reward (1)  Negative reinforcement occurs when a behaviour is followed by the removal of an unpleasant outcome (1) | 1-3 |
| Token Economies (1)  An artificial reward system where symbolic tokens are used to reward behaviour (1). Once enough tokens are collected they can be exchanged for a tangible reward such as goods or privileges (1). | 1-3 |
| Systematic Desensitisation (1)  The application of classical conditioning techniques where undesirable behaviours are replaced by more productive and desirable behaviours (1) by systematically exposing (graded exposure) someone to something they fear and pairing this exposure with relaxation techniques (1) | 1-3 |
| Cognitive behaviour therapy (CBT) (1)  A therapist helps an individual identify unhelpful/distressing thoughts, feelings or emotions (1) and through therapy attempts to replace the dysfunctional thoughts with ones that can be managed (1) | 1-3 |
| **Subtotal** | **9** |
| Examples to modify Wombats behaviour |  |

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| --- | --- |
| Accept any correct application of a behaviour modifying technique for 2 points each to a maximum of 4 points.  Examples:   * Punishment can be used when Wombats players misbehave on or off the field in the form of monetary fines or not being selected for the team (2) * A Token economy can be set up in the form of a rewards system, players that volunteer time to charity off field or show sportsman like behaviour on it can receive points which once accumulated result in higher wage bonuses at the end of the season (2) * Players and coaches can undergo cognitive behaviour therapy helping them to identify the thought processes that have led to their inappropriate behaviour and replace these dysfunctional processes with more appropriate thoughts that will encourage better behaviour (2) | 1-4 |
| **Subtotal** | **4** |
| Quality of Extended Response |  |
| Writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks) | 4 |
| Writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning. | 3 |
| Writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning. | 2 |
| Writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar. | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion but need to be accompanied by an explanation. |  |
| **Subtotal** | **4** |
| **Total** | **27** |