**MARKING GUIDE**

**Section One: Research Methods 20% (40 marks)**

**Question 1 (20 marks)**

Professor Thunberg wanted to test her theory that vegetarians are more intelligent than people who eat meat. She posted a link on twitter to a survey asking questions about eating habits followed by an online intelligence test. She hoped that conducting her research in this way she could recruit a large and diverse sample from around the world.

After one month she stopped the research when she had collected data from 100,000 people globally. However, her sample was highly skewed towards people who are vegetarians. Her results were as follows:

**Table 1: Results of Experiment comparing IQ and Meat consumption**

|  |  |
| --- | --- |
|  | **Average IQ as measured by online intelligence test** |
| Vegetarians (80,679) | 126 |
| Meat eaters (19,321) | 105 |

Professor Thunberg used these results to conclude that eating a vegetarian diet makes people more intelligent.

1. Identify what type of research Professor Thunberg is conducting. Explain your answer?

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Non-experimental or Correlational | 1 |
| Any point for one mark   * This is a correlation of two variables to identify the relationship between vegetarianism and intelligence. * No variable is manipulated. | 1 |
| **Total** | **2** |

1. Explain the difference between sample and population data. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sample data is collected from a subset of a population of interest and are the participants (sample) being used in the study. (1)  Population data is data collected from the entire population, therefore representative (1) | 2 |
| **Total** | **2** |

1. Define the term ‘behavioural variable’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pre-existing variables that cannot be manipulated/changed/varied experimentally | 1 |
| **Total** | **1** |

1. What type of research are behavioural variables used in? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| correlational studies | 1 |
| **Total** | **1** |

1. How are behavioural variables best displayed in graph form? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scatterplot *\*accept scattergram or scatter diagram* | 1 |
| **Total** | **1** |

1. Explain the difference between qualitative and quantitative methods of data collection.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative data:   * Numerical or categorical in form * can easily be statistically analysed and easily measured and compared with other data. | 1-2 |
| Qualitative Data:   * Describes changes in the quality of behaviour and are often expressed in words. * Is difficult to statistically analyse because responses take on a wide variety of forms. | 1-2 |
| **Total** | **4** |

1. Explain the difference between test-retest reliability and interrater reliability (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Test-retest is where the same measurement is taken using the same measurement at another point in time where as inter-rater is when there are two different researchers making the measurement to assess the reliability | 1 |
| **Total** | **1** |

1. Complete the table to identify **two** sources of error in Professor Thunberg’s research design and state **one** way of reducing each. (4 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | | **Marks** |
| *One mark for each source of error one mark for each matching reduction up to a maximum of 4 marks* | |  |
| **Source of Error** | **Way of Reducing Error** (\*must match the corresponding source of error) |  |
| By only placing her research on Twitter she is limiting her sample to twitter users who follow her. It is not a representative sample of a population of all meat eaters and vegetarians. | Place the research link on multiple platforms and mediums in order to reach a wider variety of people and improve the sample diversity. | 0-2 |
| The two variable groups are not even in number with 80% of the sample size in one group (Vegetarians) and only 20% in the other group (meat eaters) | Continue the experiment until the group sizes are similar or randomly select only 20,000 vegetarians to use for the experiment | 0-2 |
| Participant variables are not taken into account such as age, education, socioeconomic group | Complete Pre-testing to gather more information about participant variables that could affect results | 0-2 |
| **Total** |  | **4** |

1. i. Is the conclusion Professor Thunberg drew from the data correct? Explain your answer (2 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No  Professor Thunberg cannot make a conclusion that claims one variable has caused a change in the other variable as a correlation study can only conclude that two variables can be related, not that one variable can cause a change in the other (1). | 1  1 |
| **Total** | **1** |

Professor Thunberg used cross-sectional research design to collect her data.

i. Explain the term cross-sectional research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| collect data from many different individuals at a single point in time. | 1 |
| **Total** | **1** |

ii. Describe what the term “cohort effect” means. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| effect that having been born in a certain time, region, period or having experienced the same life experience (in the same time period) has on the development or perceptions of a particular group. | 1 |
| **Total** | **1** |

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1. State one limitation of longitudinal research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Time consuming, expensive, participants may drop out over time | 1 |
| **Total** | **1** |

**Question 2 (20 marks)**

Mrs Evergreen was concerned her year 12 English classes were feeling a little stressed at school and she wanted to investigate the effect of indoor plants on the mood of high school students in class.

In one of her year 12 classrooms she placed 10 indoor plants and in the other year 12 classroom she made sure no plants were present. At the start of Term Two Mrs Evergreen had all 40 of her year 12 students at the school fill out a closed ended questionnaire composed of 20 questions about mood with a scale ranging from 1 to 10 for each (1 being relaxed and 10 being extremely stressed). She had the students complete the same questions at the end of each week for the entire term. She averaged the rating of the 20 questions for each student and then averaged the class rating to one number out of 10. The results are displayed below:

Table 1.1: Results of experiment measuring if plants affect mood rating of stress.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class 1 (Plants present)** | **Class 2 (Plants Absent)** |
| **Mood Rating (1-10)** | Week 1 | 8 | 8 |
| Week 2 | 7 | 8 |
| Week 3 | 6 | 7 |
| Week 4 | 5 | 7 |
| Week 5 | 6 | 8 |
| Week 6 | 9 | 9 |
| Week 7 | 3 | 6 |
| Week 8 | 3 | 6 |
| Week 9 | 3 | 5 |
| Week 10 | 1 | 1 |

1. Identify the operationalised dependent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mood/stress rating on a scale | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population mentioned, Operationalised IV, Operationalised DV, Compare to control group.  Example  It is hypothesized that Year 12 students who have 10 indoor plants in their classroom for one term will score a higher mood rating on average in comparison to year 12 students who do not have indoor plants in their classroom as measured by a self-report mood questionnaire | 1 each |
| **Total** | **1** |

1. Name and calculate one measures of central tendency for each class. (3l marks)

|  |  |  |
| --- | --- | --- |
| **Measure of central tendency** | **Class 1** | **Class 2** |
| Mean (1) | 5.1 (1) | 6.5 (1) |
| Median (1) | 5.5 (1) | 7 (1) |
| Mode (1) | 3 (1) | 8 (1) |

1. Which measure of central tendency would be the most appropriate to use to compare the results of the two classes? Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Median | 1 |
| This is the best measure as the data set has a skewed frequency distribution and the median is the least influenced measure of central tendency by skewed values. *(also acceptable answers: that refer to not normal distribution or that mean is more affected by outliers so would not be the most appropriate)* | 1 |
| **Total** | **2** |

1. What extraneous variables could account for the changes in scores at week 6 and week 10? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Week 6: Could be a testing period, such as examinations, so stress levels are naturally higher | 1 |
| Week 10: rating taken on the last day of term so students would have been highly relaxed heading into school holidays. | 1 |
| **Total** | **2** |

1. Outline how Mrs Evergreen could have correctly followed the **two** ethical considerations you have named above (e)i. in her investigation. (2 marks

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below answers for one mark each (must match answer from above question e)i:   * Privacy: Mrs Evergreen would have needed to keep all information about students private so she would need to keep all information with students details locked away * Anonymity: in order to protect the student’s identity Mrs Evergreen could have students use numbers so they do not put any identifying information on the mood questionaires * Confidentiality: Mrs Evergreen is required to keep secret all information provided to her by the students participating. * Informed consent: Mrs Evergreen would have had all 40 students complete a consent form that clearly informed the students about the research being conducted and what was required of them as participants. Students and parents would have had to sign the form to participate. * Voluntary participation: Mrs Evergreen had to make sure students were aware that their participation was voluntary and they would not be penalized if they did not participate. * Withdrawal rights: Mrs Evergreen is required to inform all participant’s at the beginning of the experiment that they can withdraw at any time without penalty or disadvantage.   *Note: Marks only awarded if question specifically identifies what Mrs Evergreen would do in her experiment, none awarded for general definition of right.* | 1-2 |
| **Total** | **2** |

(g) Ms. Evergreen also wanted to use a measure of dispersion to interpret her results

i. Identify a measure of dispersion that Ms. Evergreen could use. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Range or Standard Deviation | 1 |
| **Total** | **1** |

ii. What would the measure of dispersion named in part (i) tell Ms. Evergreen? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It would describe how spread out a set of data is.  OR  It would describe the level of variability in the data set. | 1 |
| **Total** | **1** |

**End of Section One**

**Section Two: Short Answer 55% (104 marks)**

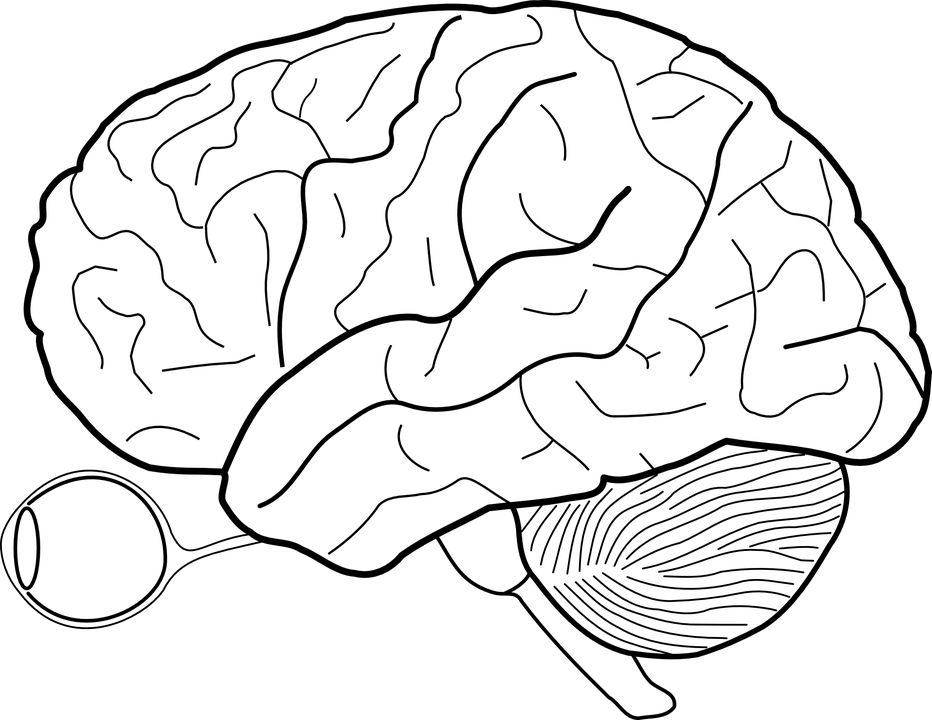
**Question 3 (13 marks)**

A

C

B

D



1. Identify the structures labelled A, B, C and D on Diagram 1 above. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A – Primary Motor Cortex | 1 |
| B – Primary Auditory Cortex | 1 |
| C – Primary Sensory Cortex *\*accept Somatosensory cortex* | 1 |
| D – Primary Visual Cortex | 1 |
| **Total** | **4** |

1. Name and describe the area of the brain that would have been damaged to affect Boris’ speech production? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Broca’s area | 1 |
| Description: located in the left frontal lobe near the primary motor cortex and the primary auditory cortex (1) | 1 |
| **Total** | **2** |

1. Boris finds Dr Muller in Switzerland who is renowned for her experimental methods at treating stoke victims. Boris flies to Zurich and signs up to undertake a number of experimental drug trials with Dr Muller. Boris is exposed to 3 different conditions over a year long trial. The effects on Boris of each drug are outlined below. For each, identify what class of drug Boris is exposed to and explain the effect that type of drug has on Boris’ nervous system.

(c) Identify what class of drug Boris is exposed to and explain the effect that type of drug has on Boris’s nervous system. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hallucinogens (1)  Has the effect of altering/changing our sensory perceptions controlled by the nervous system (1) | 1-2 |
| **Total** | **2** |

(d) Identify one neurotransmitter that psychoactive drugs can impact.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Serotonin, Dopamine, Adrenaline | 1 |
| **Total** | **1** |

(e) Identify and briefly describe one way in which psychoactive drugs can impact the functioning of neurotransmitters at the synapse. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Antagonist  Attached to the receptors for a certain neurotransmitter blocking it from attaching to the post-synaptic neuron thus decreasing that neurotransmitters impact on the post-synaptic neuron OR  Agonist  Attaches to the receptors for a certain neurotransmitter and mimics the action of a certain neurotransmitter thus increasing its effect in the post-synaptic neuron  Reuptake inhibitor OR  This drug blocks the reuptake of the neurotransmitter into the pre-synaptic neuron therefore the neurotransmitter is still available in the synapse to continue to influence the post-synaptic neuron | 1-2 |
| **Total** | **2** |

**Question 4 (15 marks)**

Kenji’s cat Orion has learnt some different behaviours since Kenji brought him home as a kitten 3 years ago. When Orion hears the sound of the 6 o’clock news broadcast he always comes running into the kitchen as this is the time Kenji feeds him his dinner. When Orion was a kitten, he would never go to the toilet in his cat litter, preferring to go on the door mat. Kenji decided to give Orion a sardine whenever he went in the litter box and quickly Orion learnt not to go on the door mat. Orion would also hiss and meow loudly at Kenji’s next-door neighbour and so Kenji would spray him with a small water gun whenever he did this until Orion stopped behaving this way.

a) Identify the two types of conditioning that Orion has learnt behaviour from in the above scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Classical conditioning | 1 |
| Operant conditioning | 1 |
| **Total** | **2** |

b) Compare and contrast the two forms of conditioning identified in your answer to Question a). (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Compare: both are learning processes (1) | 1 |
| Contrast: Operant conditioning reinforces deliberate behaviours through the use of reward and punishment (1). Classical conditioning occurs when involuntary behaviours are repeatedly paired with external stimuli leading to an association between the two stimuli (1) | 2 |
| **Total** | **3** |

c) i. Identify and correctly name one example of how Orion has learnt new behaviour through punishment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive punishment  *(Do not accept ‘punishment’ only as an answer)* | 1 |
| Kenji added the punishment (something unpleasant) of the water spray whenever Orion hissed at his neighbour | 1 |
| **Total** | **2** |

1. Describe the term conditioning and explain how it differs from CBT. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cognitive Behaviour Therapy is built on the idea that cognitions (thoughts) effect feelings and behaviours and that feelings and behaviours in turn influence thoughts (cognitions). | 1 |
| CBT differs from conditioning as the thoughts and feelings (emotions) linked to behavior are identified | 1 |
| and the therapy seeks to change those emotions and cognitions in order to effectively change behaviour in certain environmental situations. | 1 |
| **Total** | **3** |

ii.

e) In order for Orion to learn he must be able to retain the information as a memory, assuming that a cat’s memory systems work the same as a human’s.

i. State the function of the Central Executive in the Baddeley and Hitch (1974) Working Memory Model.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| responsible for the control and regulation of cognitive processes; it directs focus and targets information to the correct slave system. | 1 |
| **Total** | **1** |

ii. Name one slave system of the original Baddeley and Hitch (1974) Working Memory Model and state their functions.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Visuo-Spatial Sketch Pad  stores and processes information in a visual or spatial form.  Phonological Loop  holds and processes verbal and auditory information | 0-2 |
| **Total** | **2** |

f) There are several ways to categorise long-term memories. Contrast procedural and episodic memories.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Procedural knowledge involves “knowing how” to do things and remembering when the event of learning took place is not usually possible whereas episodic is the memory of personal facts which can often be consciously brought back into the short term memory | 1-2 |
| **Total** | **2** |

**Question 5 (18 marks)**

a) Baumrind identified different parenting styles based on two dimensions of responsiveness and control. Define each dimension. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Responsiveness:  Refers to the degree in which parents are accepting and sensitive to their children’s needs | 1 |
| Control:  The level of firmness and degree of autonomy a parent gives a child | 1 |
| **Total** | **2** |

b) Identify one of the three types of parenting styles and identify the level (High or Low) for each of the two dimensions. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Authoritarian parenting  Note: Both dimensions must be correct for the one mark  High control  Low responsiveness | 1  1  1 |
| Authoritative parenting  Note: Both dimensions must be correct for the one mark  High control  High responsiveness | 1  1  1 |
| Permissive parenting  Note: Both dimensions must be correct for the one mark  Low control  High responsiveness | 1  1  1 |
| **Total** | **9** |

(c) John Bowlby observed that children who were brought up in orphanages with inconsistent caregivers often showed similar characteristics. Briefly outline the maternal deprivation hypothesis.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A warm, intimate & continuous relationship with a primary caregiver is necessary for healthy psychological/ emotional development.  (1)  A break or inconsistency with the primary care giver can lead to long-term cognitive, social, and emotional difficulties for that infant. (1)  Accept any other correct relevant response | 0-2 |
| **Total** | **2** |

(d) Mary Ainsworth added to Bowlby’s attachment theorys. According to the Ainsworth there are individual differences that impact the attachment type that a baby will have with its primary caregiver. Identify and explain two factors that impact how the child will attach. n m (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Caregiver sensitivity  How sensitive the primary caregiver is to the childs needs and how they respond to their moods and feelings correctly or not. | 1-2 |
| Innate temperaments of the baby  Each baby is born with a different and unique temperament for instance some are easy to sooth and accept new experiences where a some are difficult or take a while to warm up to routines which impact how they attach | 1-2 |
| **Total** | **4** |

**Question 6**  **(11 Marks)**

1. Define the psychological term ‘modelling’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Tendency for a person to reproduce the actions, attitudes and emotional responses exhibited by models. | 1 |
| **Total** | **1** |

Scott idolises his older brother Don. He follows him around and often tries to repeat everything he does because he says, “he wants to be just like Don when he grows up”. Don recently got in trouble because he hit an opponent on the football field after he got tackled. Don’s parents and Scott were on the sidelines and his parents punished him at home by grounding him for a week and banning him from having dessert for a month. Two weeks later, Don and Scott were at their local park and Scott was pushed over by another child. Scott just got up and walked away and Don later asked him why he didn’t defend himself and hit back like he would have.

b) Why did Scott not emulate his brother’s behaviour in this situation? Explain Scott’s behaviour in the above scenario. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scott learnt from observing Don’s earlier behaviour. | 1 |
| When Don hit another person he was punished for that behaviour by his parents. Scott saw this and learnt that if you hit someone you will get punished, therefore he did not hit the other child. | 0-2 |
| **Total** | **3** |

ii. How does Scott’s behaviour demonstrate the principles of Albert Bandura’s Social Learning Theory? (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura’s social learning theory states that children learn through observation of models behaviour and the consequences of those actions (vicarious reinforcement). | 1 |
| If a model is rewarded for the action the child is more likely to repeat that behaviour. | 1 |
| If the model is punished for the action the child is less likely to repeat the behaviour. | 1 |
| **Total** | **3** |

iii. How does Scott’s behaviour refute (not support) the findings of Albert Bandura’s Bobo Doll experiment. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The results found in Bandura’s study were that by watching a model perform aggressive behaviours the children in his study were more likely to model this behaviour (1) and act in an aggressive manner towards the Bobo Doll. (1)  Scott did not model the behaviour he saw from Don. (1) | 0-3 |
| **Total** | **3** |

**Question 7 (17 marks)**

It’s the end of Ramadan and the Abbas family have come together to celebrate the festival of fast-breaking, Eid al-fitr. Maryam and Daleel are in their mid-30’s and have just recently had a baby, and are now proud parents of two children, 4-month old Abdul and toddler Rida who is 4. The Abbas family all gather at the house for the festival, including Sana, Daleel’s mother who is a doting grandmother at 76, and Kareem, Daleel’s younger brother. Kareem has just finished high school and is unsure of what he wants to do with his life, so Sana has been encouraging Daleel to give him advice and spend more time with him. Meanwhile, Kareem is playing with Abdul and tricks him by hiding his toys then making them appear which Abdul does not enjoy, so Maryam steps in and gives Abdul a big hug which cheers him up immediately.

(a) Provide a description of Erikson’s developmental theory (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Erikson described a universal stage theory of identity formation over the full lifespan | 1 |
| There are approximate age ranges where a psychosocial crisis is experienced | 0-2 |
| If the individual manages to resolve the conflict they develop a certain positive virtue if they do not resolve the conflict they are left with a negative attribute |  |
| **Total** | **3** |

(b) Identify the stage and explain the crisis that each of the family members below are going through (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Daleel Generativity vs Stagnation  Daleel needs to feel a sense that he is contributing to the world and the next generation or he will feel like he lacks purpose. | 1-2 |
| Sana Integrity v Despair  Through reflection on her life Sana will either feel a sense of satisfaction or failure | 1-2 |
| **Total** | **3** |

Abdul and Rida are in vastly different stages of cognitive development. Piaget theorises that there are 4 stages of cognitive development.

(c) Identify and describe the cognitive stage that Rida is in. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| .Pre-operational | 1 |
| The child starts to understand symbolic thinking and language use expands. OR  Imagination and intuition are sued more than logical thinking and abstract thought and understanding is not possible yet. | 1 |
| **Total** | **3** |

Kareem has recently been in trouble for protesting against animal cruelty and breaking into a factory farm to film the conditions. Kohlberg used moral dilemmas to assess the stage and level of moral reasoning an individual was operating in.

(d) What does the term moral dilemma refer to? (1 mark)

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|  |  |
| --- | --- |
| **Description** | **Marks** |
| These refer to scenarios where the decision-maker must consider two or more moral values or duties but can only honor one of them; thus, the individual will violate at least one important moral concern, regardless of the decision. | 1 |
| **Total** | **1** |

(e) Identify the level and stage of moral reasoning that Kareem is operating in. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Post-Conventional morality - level | 1 |
| Universal principles or internalised moral values - stage | 0-2 |
| **Total** | **3** |

(f) Explain your answer to part (e) (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Kareem is definitely in the post-conventional stage as even though eating animals is widely accepted Kareem has self-chosen principles that he has internalised around animal welfare. | 1 |
| Kareem is operating in the final stage and not social contract and individual rights as he is prepared to act and defend his principles even though it means going against society | 0-2 |
| **Total** | **3** |

**Question 8 (17 marks)**

1. Describe the following **three** Big 5 Personality traits outlined by McCrae and Costa’s personality theory. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neuroticism: how inward looking a person is. How stable a persons’ emotions are. | 1 |
| Extraversion: Sociability of an individual and how easy they find it to be assertive and emotionally expressive | 1 |
| **Total** | **3** |

1. Carl Rogers and Abraham Maslow outlined the humanistic theory to personality. Identify and describe the three conditions needed for developing a well-adjusted personality according to Carl Rogers.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Genuineness  Openness and self-disclosure  Acceptance  being seen with unconditional positive regard  Empathy  being listened to and understood | 1-2  1-2  1-2 |
| **Total** | **6** |

1. Albert Bandura outlined how self-efficacy can impact a person’s personality and outcomes. List two factors that can help build an individual’s self-efficacy (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mastery experiences  Social Modeling  Social persuasion / encouragement | 1-2 |
| **Total** | **2** |

1. Define ‘continuity’ of personality, explain how trait theory accounts for continuity of personality, and identify an empirical study as evidence of this. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Continuity: Our personality should remain the same over time (1)  Trait theory: If traits are stable and enduring characteristics the personality should not change overtime (1)  Pullman et al conducted research into continuity of traits in adolescents over time and found that personality does have continuity over time (1) | 1-3 |
| **Total** | **3** |

1. Define ‘consistency’ of personality and explain how Mischel’s theory accounts for the consistency of personality. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Consistency: our personality should remain consistent across situations (1)  Social Cognitive Theory: Mischel found that college students’ consistency of conscientiousness could only be predicted with moderate degree of success (1)  Meaning personality measures only mildly predict behavior in different situations (1) | 1-3 |
| **Total** | **3** |

**Question 9 (16 marks)**

1. Define the psychological term ‘obedience’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Changing behaviour in response to instruction or direct request by an authority figure. | 1 |
| **Total** | **1** |

1. “It is the power of social situations, rather than the dispositions of people, that leads to evil behaviour”. Name the psychologist and outline the experiment they conducted based on this belief. (8 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Phillip Zimbardo | 1 |
| Stanford Prison Experiment | 1 |
| One mark for each correct point outlining the experiments procedure up to a maximum of 6 marks. Can include but not limited to:   * Advertisements asking for volunteers to participate in a study of psychological effects of prison life * 24 men chosen to participate and were paid $15 a day to take part in the experiment * Participants were randomly assigned to one of two roles: Prisoner or Guard * Prisoners were subjected to a deindividuation process in which they were stripped naked, deloused, had all their personal possessions removed and locked away, and were given prison clothes and bedding. They were issued a uniform and referred to by number only. * Guards were dressed in khaki uniforms, carried a whistle around their neck and a billy club borrowed from the police. Guards also wore special sunglasses, so no eye contact was made with prisoners. * Guards were instructed to maintain law and order in the prison however they thought necessary and to command the respect of the prisoners. No physical violence was permitted. * The behaviour of prisoners and guards was observed by Zimbardo * The guards quickly began harassing prisoners and exercising control over prisoners. Examples include regular counts and push ups as physical punishment * The prisoners felt dehumanized and began acting out by barricading themselves in their cells, ripping off numbers * As the prisoners acted out the guards became stricter and began to harass and intimidate prisoners. * Zimbardo had to stop the experiment after 6 days instead of the intended 2 week period due to the negative affect it was having on the prisoners mental wellbeing and the excessive aggressive behaviour of the guards. | 1-6 |
| **Total** | **8** |

1. Outline **three** different explanations the subjects of Asch’s conformity experiment give for their incorrect answers. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Some went along as they felt it was what the experimenter wanted and they didn’t want to upset the overall experiment | 1 |
| Some doubted their own eyes and thought maybe they were seated at a misleading angle or suffering from eye strain | 1 |
| Some did not want to stand apart or appear foolish in front of the other students: they wanted to fit in. | 1 |
| **Total** | **3** |

1. Identify and outline **two** reasons why participants were more likely to have maintained the correct response in Asch’s experiment. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Degree of Unanimity (1) - The presence of a confederate who also provided the same answer reduced conformity (1) | 1-2 |
| Anonymity of answers (1) – if allowed to write answers rather than say them allowed (1) | 1-2 |
| **Total** | **4** |

**Question 10 (14 marks)**

Australia is known for its potentially deadly bushfire season. Ash Wednesday, Black Friday and Black Saturday all saw areas devastated, homes destroyed and lives lost. The most recent Bushfire season has seen 34 people killed, 18 million hectares destroyed, almost 3000 homes destroyed and an estimated one billion animals killed.

1. Referring to the bushfire disaster above, outline **three** event characteristics that contribute to stress. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Predictability  Bushfires are unpredictable in how they start, the speed and ferocity and can change direction at any time. This unpredictability adds to the stress of the event. | 1  1 |
| Controllability  Bushfires are difficult to control as they can jump containment lines, are hard to put out if too large and can change direction easily. This lack of control adds to the stress of the event. | 1  1 |
| Experience threat of loss  The recent Australian Bushfire season saw 34 people killed, 18 million hectares destroyed, homes lost and animals killed. This loss across many communities causes more stress. | 1  1 |
| *\*Note: Marks only awarded for specific link to bushfires, not generic outline of each factor.* |  |
| **Total** | **6** |

1. Identify and define **two** positive responses to significant events. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Resilience (1)  The capacity to act positively in the face of difficult or frightening circumstances. (1) | 1-2 |
| Post traumatic growth (1)  A positive psychological/personality change experienced as a result of adversity or traumatic life event (1) | 1-2 |
| **Total** | **4** |

1. The Australian community, who were collectively shocked and saddened by the fires devastation, banded together and with global assistance raised millions of dollars to assist bushfire affected areas.

i. Identify the factor of the McMillan and Chavis model which best describes this above occurrence. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Shared emotional connection | 1 |
| **Total** | **1** |

ii. Explain your answer to question c)i. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Australian’s and global citizens had the feeling of being connected to one another (1) through the shared emotional response of sadness, shock and devastation to the bushfires (1). This emotional connection led many Australian citizens to donate money because they felt an emotional connection to the people and animals who had suffered due to the fires (1) | 1-3 |
| **Total** | **3** |

**End of Section Two**

**Section Three: Extended Answer 25% (60 marks)**

**Question 11 (31 marks)**

Rin is a Year 6 who is causing concern at his school. He does not interact with other students in group work, he never answers questions in class and spends lunch and recess on his own. When other students approach him, he avoids eye contact and folds his arms in front of him. Teachers have spoken to him about his behaviour, but he considers himself friendly and does not see a need to change.

Rin has also demonstrated another unusual behaviour. At his school it is common practice for students to bring in cupcakes once a month to share with other children. The cupcakes are placed at the front of the class and students are required to wait until recess to receive their cupcake. However, Rin consistently runs to the front of the room as soon as the cupcakes are placed and takes one back to his desk. This has caused many of the students to complain about his behaviour.

Outside of school Rin hangs out with his older brother and his mates; they are all in year 8. They usually hang outside the local shops and play on their skateboards and when they get hungry, they all share whatever food they have with them. When eating with his brother’s friends Rin has to be quick and grab what he wants before it is all gone.

Apply your knowledge of Mischel’s theory of personality to explain Rin’s behaviour and explain the cognitive processes of memory and learning which allow Rin to take in information from his environment, store it and later retrieve it for use.

Included in your answer, you should:

* Identify and define Mischel’s personality theory.
* Describe the features of Mischel’s theory of personality and discuss how one of these features would explain Rin’s behaviour.
* State one limitation of this type of theory.
* Identify and briefly outline one memory model which Rin is using to input, store and retrieve information on how to behave.
* Explain how the learning theory in this scenario works and apply two aspects of this theory

which would help explain Rin’s behaviour at school.

* Refer to and apply psychological evidence and understanding.

“=

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identifies Michel’s personality theory (1 x 1 mark) | |
| social–cognitive theory | 1 |
| **Subtotal** | **1** |
| Defines Michel’s personality theory (1 x 1 mark) | |
| Social-cognitive theory acknowledges the importance of situation and individual context in the determination of behaviour. | 1 |
| **Subtotal** | **1** |
| Describes the features of Mischel’s personality theory (5 x 1 marks) | |
| Describes using the **five** individual/person variables:   * Competencies: intellectual capability and social skills * Cognitive strategies: different perceptions of a specific event (e.g. what is threatening to one person may be a positive challenge to another) * Expectancies: how the person expects the behaviour to result * Subjective values: the respective values of each possible outcome of various behaviours * Self-regulatory systems or self-regulation: groups of rules and standards that regulate behaviour   Applies one feature to Rin | 1–6 |
| **Subtotal** | **6** |
| States onelimitations of social-cognitive theory (2 x 1 mark) | |
| Any:   * cannot be directly observed so difficult to quantify the effect social cognition has on personality development * tends to ignore maturation and developmental stages over a lifetime * does not explain how personality changes over time * some traits are consistent across all situations with relevant example e.g. intellect * not a unified theory – different aspects do not tie together to create a cohesive explanation of behaviour * findings are currently preliminary/offers several hypotheses but research not   yet fully supportive | 1 |
| **Subtotal** | **1** |

|  |  |
| --- | --- |
| Identify and briefly outline one memory model which Rin is using the input, store and retrieve information | |
| * Multi-Store model * Information from the external stimuli is taken in through the sensory organs and fleetingly stored in the sensory register * If enough attention is paid to the stimuli then information moves to the short term memory * The short-term memory rehearses the information to keep the information in our attention * There are two kinds of rehearsal within this store: maintenance and elaborative. Maintenance is used to keep things in the short term memory, elaborative is where the new information is attached to old already stored information. * If rehearsed enough or using elaborative rehearsal the information moves to the long-term memory store * Information can be bought out from the long-term memory when needed using retrieval cues, so that it can be used in the short-term memory | 1-6 |
| **Subtotal** | **6** |
| Use of psychological evidence e.g. Bandura Bobo doll experiment | |
| **Two** or more statements are supported with description of relevant evidence using **three** or more sentences (e.g. theories, experiments, examples from  studies/research/real life). With accurate application of the research to the scenario that helps explain Rin’s behaviour | 4-6 |
| **Two** or more statements are supported with brief description of relevant evidence  using less than **three** sentences (e.g. theories, experiments, examples from studies/research/real life). | 3 |
| **One** statement supported with description of relevant evidence using three or more sentences (e.g. theories, experiments, examples from studies/research/real  life). | 2 |
| **One** or **two** statements supported with reference to relevant evidence (e.g. name  of experiment or study). | 1 |
| **Subtotal** | **6** |
| Identifies one **learning theory** and explains the theory | |
| * Observational Learning * People learn by watching and mimicking the behaviour of others / If the behaviour observed is rewarded it is more likely to be imitated whereas if the behaviour has a negative consequence it is less likely to be imitated. * Four mediating factors that are needed for observational learning: * Attention the learner needs to be paying attention to the model * Retention the learner needs to have stored the information /mentally rehearsed the information * Reproduction the learner must have the means to carry out the behaviour * Motivation / Reward there must be sufficient enough incentive for the learner to want to replicate the behaviour | 1-5 |
| **Subtotal** | **5** |
| Applies two aspects of this theory to explain Rin’s behaviour | |
| Any **two** of:   * Rin pays attention to his older brothers as they grab food when they eat together * Rin is motivated to reproduce the behaviour as … * Rin is able to reproduce the behaviour as at school there is food available for him to grab like he watches his older brothers friends do   Accept any relevant and accurate application | 1–2 |
| **Subtotal** | **2** |
| **Quality of Extended Response** | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate  psychological terminology used extensively and correctly. Punctuation/grammar  consistently correct. (Does not need essay style broad introduction or conclusion  for full marks) | 3 |
| Candidate writes using paragraphs. Uses psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning. | 2 |
| Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct use of punctuation and grammar. | 1 |
| **Subtotal** | **3** |

**Question 12 (29 marks)**

Eleanor and Chidi have been happily married for a number of years. Despite this they still have trouble communicating and Eleanor convinces Chidi that it would be beneficial if they went to couples’ counselling. Eleanor tells the therapist that she sometimes feels like Chidi does not listen to what she says and that they don’t talk about meaningful things anymore. Chidi simply shrugs and says he doesn’t understand what Eleanor is talking about, and that they talk all the time.

'Jason and Michael are the couples’ 2-year-old twins. Jason is a big talker and often won’t stop chatting in incomprehensible sentences for long periods of time. Michael however is very different and has not begun talking in sentences at all, in fact he barely ever mutters more than the occasional one word here and there. Eleanor is confused by these vastly different outcomes in the identical twins’ early communication and takes them to a speech therapist for help. The therapist provides Eleanor with a number of strategies to help assist Michael and Jason with their communication.

* Identify and outline the theory of communication that would explain Eleanor and Chidi’s

differing views on the communication in their marriage.

* Identify and explain two types of conflict resolution that Elanor and Chidi could benefit from.
* Identify and explain the communication theories outlining both innate and learned

communication.

* Name and outline four techniques the therapist would have provided Eleanor to assist with
* the boys’ language development and to help each of the boys’ differing language difficulties.

|  |  |
| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Identification and Outline of Gender theory** | **8** |
| Deborah Tannen | 1 |
| Genderlect / Gender difference in communication | 1 |
| Rapport talk used by women  One mark awarded to each of the following points to a maximum of 2 marks:   * Focus on personal and small talk or ‘chat’ * Used in the establishment and maintenance of relationships and intimacy * Used to establish and maintain emotional connections * Tendency to talk over and above one another causing overlapping and simultaneous talk. | 1  1-2 |
| Report talk used by Men  One mark awarded to each of the following points to a maximum of 2 marks:   * Used in public speaking * Used to exchange information with little emotional connection * Used to negotiate status and avoid failure * Talk in turn | 1  1-2 |
| **explain two types of conflict resolution** | **4** |
| Integrative (1)  Both parties have to listen to the intention and motivation behind each others needs and they figure out a solution that can be win-win as both parties needs are met (1)  Distributive (1)  Both were compromising on what they wanted (the whole lemon) in order to reach a mutual concession and solve the conflict. (1)  Imposed (1)  A third partt could help resolve issues or the stronger of the two parties forces the outcome (1) |  |
| **Noam Chomsky – innate** | **5** |
| Chomsky  Language Acquisition Device (LAD)  Any of the below for one mark each up to a maximum of 3 marks:   * Language is something that develops naturally, and everyone learns how to speak their own native language – Nativist theory * Characterised by a black box that Chomsky believed is in-built as a genetic ability for humans to acquire language – language ability is genetically predetermined * LAD receives input in the form of native language and the child generates sentences in that same language as output. * Universal rules that distinguish grammatical sentences from ungrammatical sentences. * Deep structure rules are rules that cover grammatical structure that is applicable to all languages * Surface structure rules are rules that describe the grammatical structure of individual spoken languages. | 1  1  1-3 |
| **Jerome Bruner - Learned** | **5** |
| Bruner  Language Acquisition support system (LASS)  Any of the below for one mark each up to a maximum of 3 marks:   * Took into account the substantial role that the social environment played in language development * Children’s language development occurs through parents talking to their children * Learning of language is developed by the regular undertaking of shared activities and routines where meanings of words develop * LASS describes how parents (mothers) guide and support their children’s emerging language through interaction * Bruner acknowledged that LASS required LAD and vice versa for language to develop * The child has the innate propensity to learn language but needs the adult to provide the necessary social and instructional framework to encourage language development | 1  1  1-3 |
| **Four techniques for language development** | **4** |
| One mark for naming and defining each technique.  One mark for applying technique to Eleanor, Michael and Jason. *\*Not limited to specific examples used below.*  Scaffolding: Is a structural form or framework that encourages children to learn language. (1) Eleanor would stay one step ahead of the boys using familiar routines and activities to try and push Michael beyond his current capabilities and talk more. (1)  Formats: interactional routines used to assist in language development. (1) Eleanor could use meal times and games to provide patterns of language and structure for Jason to speak in more coherent sentences. (1)  Reference: how people manage and direct attention via linguistic means. (1) Eleanor could direct the boys’ attention to as many things as possible in the environment, making sure to pair pointing with sounds and words. This high context sensitive practice could help Jason develop more specific words and would encourage Michael to put names on items. (1)  Joint attention: shared focus of two individuals on an object, established through eye contact (1). Eleanor could undertake book reading with Michael in order to encourage him and use eye contact between the two to generate conversations. | 1  1  1  1-2 |
| **Quality of extended response** | **3** |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation. | 3 |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure. | 2 |
| Single paragraph response or lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language and/or poor English expression **and/or** many spelling errors. | 0-1 |
| **Total** | **29** |

*Acknowledgements:*

*Diagram 1: Brain Diagram. Obtained from :* <https://pixabay.com/vectors/brain-diagram-anatomy-biology-40377/>

**End of Examination**