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**Psychology**

**UNIT 3**

**EXAMINATION**

**2021**

ANSWER KEY



**Name:**

**Teacher:**

Time allowed for this paper

Reading/planning time before commencing work: ten minutes

Working time for paper: three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

To be provided by the candidate

Standard materials:pens (blue/black preferred), pencils (including coloured), sharpener, eraser, correction fluid/tape, ruler, and highlighters

Special items: non-programmable calculators approved for use in the WACE examinations

Important note to candidates

No other materials may be taken into the examination room. It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor before reading any further.

Structure of this paper

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time  (minutes) | Marks  available | Percentage of examination |
| Section One  Research Methods | 2 | 2 | 30 | 35 | 20 |
| Section Two  Short Answer | 8 | 8 | 90 | 109 | 55 |
| Section Three  Extended Answer | 2 | 2 | 60 | 56 | 25 |
|  |  |  | Total | 200 | 100 |

# Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021.* Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. Answer the questions according to the following instructions.

Sections One and Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answer to the line spaces provided.

Section Three: Consists of two questions. You must answer both questions.

1. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.

1. Supplementary pages for the use of planning/continuing your answer to a question have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Research Methods 20% (35 marks)

This section has two questions. Answer all questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 30 minutes

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Question 1 (20 marks)

Forgetfulness and cognitive decline is often associated with ageing. A group of scientists from Stanford University conducted a clinical study to test the effect of taking low doses of donepezil (a drug that is used to delay memory loss in patients with Alzheimer’s disease) to help improve cognitive abilities of healthy elderly individuals without Alzheimer’s disease and minimize the impact of normal ageing on memory. The clinical study enlisted 186 healthy participants between 60 to 75 years old. All participants did not have any psychological nor physical impairments that could affect their memory.

a) Describe **two** key characteristics of the sample. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * 186 healthy participants * between 60 to 75 years old * do not have any psychological nor physical impairments that could affect their memory | 0-2 |
| **Total** | **2** |

Half of the participants were randomly selected to take a pill containing 5-mg of donepezil once daily for 1 year while the other half were provided with a placebo. Different memory tests were given to all participants to measure the effect on their cognitive abilities.

b) State **one** reason for randomly selecting participants who will receive the drug or placebo. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Any ONE of the following:   * to ensure that all participants had equal chance of getting either the drug or placebo * to minimize/eliminate bias in assigning participants to either treatment | 0-1 |
| **Total** | **1** |

c) Using a placebo to measure the placebo effect is a key element of the standard protocol for testing experimental drugs or treatments.

i. Describe the ‘placebo effect’. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A significant improvement in the well-being/health of a participant (receiving the placebo) | 0-1 |
| that is based solely on the perception or expectation that the treatment received will be effective | 0-1 |
| **Total** | **2** |

ii. Briefly explain why it is important to measure the placebo effect in a clinical study such as the one described above. (1 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It can establish the true efficacy of the drug or treatment by eliminating participant bias/expectations. | 0-1 |
| **Total** | **1** |

iii. Identify the participant’s right that is breached when testing for the placebo effect.  
 (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Informed Consent | 0-1 |
| **Total** | **1** |

iv. State how the researchers can compensate for this breach to meet ethical standards.  
 (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Carry out a debriefing session to explain why the participant was given a placebo and what the results indicate. | 0-1 |
| **Total** | **1** |
| NOTE: No mark for stating “Debriefing” alone. Brief explanation must be given about how a debriefing session is carried out. |  |

d) Write an operational hypothesis for this clinical study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Includes the following FOUR key elements of an operational hypothesis:   * Identifies the population * Identifies the two levels of the independent variable (must mention both for 1 mark) * Provides a predicted relationship * Outlines how the dependent variable was measured | 0-4 |
| Example of a 4-mark response:  It is hypothesized that healthy participants between 60 to 75 years old who took donepezil tablets daily for 1 year will have better cognitive abilities than those who took the placebo as measured by different memory tests. |
| **Total** | **4** |
| NOTE: Could include - *with no psychological nor physical impairments that could affect their memory* - as part of population description but no additional marks will be given |  |

e) Outline a method for minimizing errors due to both experimenter and participant bias in the described study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neither the participants nor researchers will know who is getting the placebo or vaccine. | 0-1 |
| An objective third party does the random allocation. | 0-1 |
| **Total** | **2** |
| NOTE: Also accept ‘use a double blind study’ for 1 mark. A brief explanation of a double blind study should be included for 2 marks. |  |

f) Standard protocol for measuring the effectiveness of a drug requires clinical monitoring up to at least 1 year after the start of treatment. The data collected by the donepezil clinical study described above are outlined in Table 1.

Table 1. Monitored outcomes assessing the effectiveness of donepezil pills used in the clinical study.

|  |  |
| --- | --- |
| **Type of Data collected** | **When data was collected** |
| Participant description of their reaction to the drug (questionnaire responses and personal assessment) | Weekly journal entries from day 1 until week 54 |
| Test Scores from:   * Word list Recall * Name-face Recall * Everyday Problem Solving Test for functional abilities | Prior to start of treatment,  at 14 weeks and 52 weeks after start of treatment |
| Clinical assessment of number and severity of adverse psychological and physiological reactions such as insomnia, loss of appetite, irregular heart rate, high blood pressure. | Weekly from week 1 to week 54 |

i. Give **one** example of an objective data collected by the clinical trial. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following:   * Test scores from (names at least 1 test) Word list recall / Name-face recall / Everyday problem solving test * clinical assessment of number and severity of adverse reactions (with or without example) | 0-1 |
| **Total** | **1** |

ii. State **one** strength of using objective data in clinical studies. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Data is unbiased as it is measured using an identified standardised/validated test.  NB: unbiased data alone is not enough for 1 mark. Explanation should be given  Do not accept: Data can be compared and statistically analysed – this is true for any quantitative data (objective or subjective). | 0-1 |
| **Total** | **1** |

iii. Give **one** example of qualitative data collected by the clinical study and state why this data is important. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participant description of their reaction to the drug | 1 |
| Importance: provides richer details/reasons/descriptions of thoughts and feelings that can give better interpretation of objective data | 1 |
| **Total** | **2** |

g) Beneficence is a key principle in the code of ethics. It requires researchers and practitioners to ensure that the risks participants are exposed to be given greater importance than the benefits that science or society gains from the study or treatment.

Describe **two** ways that the researchers could use to ensure that beneficence is practiced in this clinical study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * Researchers, to the best of their knowledge, are fully aware of and have weighed the risks associated with exposing healthy individuals to a drug that may potentially have negative side effects * Have determined that the benefits gained by the wider society from the knowledge obtained by the research is worth the risk associated with potential harmful side effects * Negative side effects will not cause long term harm to participants OR can be reversed by an established treatment * Researchers are open and honest when communicating the potential safety hazards to participants prior to gaining consent. | 0-2 |
| **Total** | **2** |
| Other Relevant responses accepted |  |

Question 2 (15 marks)

In December 2020, a group of researchers from the University of Pennsylvania conducted a survey of America’s public attitude towards compulsory Covid-19 vaccination. The survey was conducted online between Sept 14 – 27, 2020 with 2,730 respondents aged 18 years and older coming from diverse educational, economic, ethnic backgrounds and belonging to different political affiliations.

a) Outline **two** ways that the described diversity in the sample would impact on the statistical relevance of the findings. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * It will make the results more representative of the population (1) * It will improve the generalisability of the results (1) * It will increase the variability/standard deviation of the data set (1) | 0-2 |
| **Total** | **2** |

b) Evaluate the use of an online survey as a method for collecting data. (2 marks)

i. Advantage:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following:   * Survey is easily accessed by participants at their convenience * The sample size can be very large / a wider section of the population can be sampled. * The sample size can be more diverse / a more representative sample can be obtained | 0-1 |
| **Total** | **1** |
| Other RELEVANT responses accepted | |

ii. Disadvantage:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following:   * Participants can be dishonest / lie in their answers. * Participant’s interpretation of the survey questions may be different from what the researchers intended. * Participants may be influenced by others while they are answering the survey (Social desirability bias) | 0-1 |
| **Total** | **1** |
| Other RELEVANT responses accepted | |

c) An example of a question in the survey is given below:

|  |  |  |
| --- | --- | --- |
| If an FDA-approved Covid-19 vaccine was available at no cost, would you agree to be vaccinated? (✓ Tick the box of your answer) |  Yes |  No |

State **one** limitation of this manner of collecting data. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It does not provide any explanation for the answer (which may be more important than the Yes/No response). | 0-1 |
| **Total** | **1** |

The survey examined how compulsory vaccination of children differed from adults among respondents who were affiliated with specific political parties. The results are summarized   
in Table 2.

Table 2. Acceptability of mandatory vaccination for children and adults based on political party affiliation of respondents.

|  |  |  |
| --- | --- | --- |
| Political Party Affiliation | Percentage of respondents who found compulsory vaccination **ACCEPTABLE** | |
| Vaccination of children | Vaccination of adults |
| Democrat | 70.2 | 60.8 |
| Republican | 27.4 | 22.6 |
| Independent | 44.0 | 34.0 |

d) Describe the difference in acceptability when comparing vaccinating adults with vaccinating children. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participants (regardless of party affiliation) found mandatory vaccination more acceptable for children than for adults. | 0-1 |
| **Total** | **1** |

e) Can the researchers conclude that a participant’s political affiliation is causing the difference in attitude? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| NO encircled | 0-1 |
| **Total** | **1** |

Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * The study is a survey which is non-experimental, hence, no manipulation of variables were made. * The political party affiliation was not intentionally changed to determine if acceptability of mandatory vaccination changed * Cause & Effect /Causation between variables cannot be established | 0-2 |
| **Total** | **2** |

f) Based on the results in Table 2, provide a conclusion to this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The percentage acceptability for compulsory vaccination was much higher for participants who were democrats (1) than those who were affiliated with republicans or independents (1) [or vice versa] | 0-2 |
| **Total** | **2** |

g) Describe **one** way that researchers could ensure that survey data collected is valid. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following combinations:   * Face/Content validity (1). Researchers ensure that the survey questions accurately measure attitudes towards mandatory vaccination [and not other traits such as their intellectual or language ability]. (1) * Construct Validity (1) – Researchers ensure that the survey questions follow the standard established protocol for constructing surveys that measure attitudes (1). * Concurrent Validity (1) – Researchers compare their survey questions with other surveys on similar attitudes to determine if there is high congruency/correlation * Predictive Validity (1) – Researchers determine if other individuals who are not participants would show similar responses as the participants in their study (1) | 0-2 |
| **Total** | **2** |

**End of Section One (Research Methods)**

**Section Two: Short Answer 55% (109 Marks)**

This section has eight (8) questions. Answer all questions. Write your answers in the spaces provided.

Additional working space pages at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer, the page number it is planned/continued on and write the question number being panned/continued on the additional working space page.

Suggested working time: 90 minutes

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

Question 3 (8 marks)

a) Compare the psychological effects of serotonin and dopamine by stating **one** similarity and **one** difference.

i. Similarity: (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Similarity:  Both are neurotransmitters that affect mood and the regulation of mood  (Stating that both are ‘neurotransmitters’ - No mark, common psychological effect must be included. | 0-1 |
| **Total** | **1** |

ii. Difference: (1 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Difference:  Serotonin affects or regulates sleep/ appetite (1)  Dopamine affects or regulates pleasure & reward system/ motivation/ motor control (1). | 0-2 |
| **Total** | **2** |

b) Neural transmission is described as an electro-chemical process. Describe the part of neural transmission that is an electrical process and the part that is a chemical process.

Electrical process: (1 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Action potential (electrical impulse) is triggered by receptor sites on dendrites | 0-1 |
| Action potential is directed by the cell body towards the axon OR  Action potential travels down the axon towards axon terminal | 0-1 |
| **Total** | **2** |

Chemical process: (1 marks

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neurotransmitters are released from the axon terminals into the synapse | 0-1 |
| Neurotransmitters cross the synapse and attach to receptor sites on the receiving/post-synaptic neuron | 0-1 |
| **Total** | **2** |

c) Describe the re-uptake process of neural transmission. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| After neurotransmitters have triggered an action potential in the receiving/post synaptic neuron, they are released back into the synapse (1)  Neurotransmitters are reabsorbed by the sending/pre-synaptic neuron to be used in a succeeding transmission process (1) | 0-2 |
| **Total** | **2** |

d) Explain how a drug that interferes via antagonistc means impacts the nervous system.  
 (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neurotransmitter are blocked from attaching to the receptors on the postsynaptic neuron (1)  Thus the neurotransmitter is unable to stimulate the post-synaptic neuron (1) | 0-2 |
| **Total** | **2** |

Question 4 (13 marks)

One of the activities that Year 7 students perform in Science is testing the effect of detergents on plant growth. The teacher discusses the activity, provides an activity sheet containing instructions and lets the students perform the activity in groups of three or four.

a) Describe how each of the lobes of Year 7 students’ brains would be responding as they perform the science activity. (3 marks)

|  |  |  |
| --- | --- | --- |
| **Lobe of the brain** | **Description of response** | **Marks** |
| Frontal lobe | Any ONE of the following for 1 mark:   * Plans the sequence of steps * Organizes the materials needed * Connects the scientific concepts with observations * Controls movement of hands & feet as they get materials and walk around the classroom | 0-2 |
| Parietal lobe | Any ONE of the following for 1 mark:   * Students know where to go (i.e. position in space) * Make observations about how detergent feels to touch | 0-2 |
| Occipital lobe | Any ONE of the following for 1 mark:   * Students can see what materials they need * students read the instructions on the activity sheet | 0-2 |
| Temporal lobe | Any ONE of the following for 1 mark:   * Students can hear and interpret the teacher’s instructions * Students can hear/understand what their group members are saying | 0-2 |
| **Total** | | **8** |
| Other relevant descriptions accepted as long as it matches the lobe of the brain named and relates to the scenario provided.  No mark if description is simply a general statement of function such as interprets visual information or sounds. | | |

b) Identify the **two** main parts of the peripheral nervous system and outline how each part functions as the Year 7 students perform the activity. (4 marks)

|  |  |  |
| --- | --- | --- |
| **Part of the peripheral nervous system** | **How it functions during the science activity** | **Marks** |
| Somatic NS (1) | Any ONE of the following for 1 mark:   * Receives sensory information (position of materials, benches in the room, what classmates are saying) for the brain to interpret. * Sends out motor messages from the brain for voluntary movement (i.e. where to walk, what to get) | 0-2 |
| Autonomic NS (1) | Regulates involuntary functions such as breathing, heart rate, body temperature, digestion (names at least 1 for 1 mark) | 0-2 |
| **Total** | | **4** |
| Other relevant descriptions accepted as long as it matches the part of the peripheral NS named and relates to the scenario provided | | |

c) One Year 7 student accidentally broke a beaker. He instantaneously moved his hand away as it came in contact with a sharp piece and he felt pain as it pierced his skin.

Describe the role of his spinal cord during this incident. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following:   * Spinal cord received pain signal from the hand (1) and signalled the muscles of the arm to move away from the broken glass (1) * Spinal cord initiated a reflex action (1) to move the hand away from the broken glass (1) * Spinal cord sent the sensation of the hand touching the broken glass to the brain (1); brain interpreted the sensation as painful (1) | 0-2 |
| **Total** | **2** |

d) State the function of Wernicke’s and Broca’s area and explain how each area helps students communicate with each other. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Broca’s area is responsible for the production and/or articulation of speech by controlling the muscle movements of the tongue, face, throat and vocal cords. (1) * Wernicke’s area is responsible for verbal comprehension/giving meaning to words. (1) | 0-2 |
| Explains how Broca’s and Wernicke’s area work together to help students communicate with each other   * When a student hears words from their teacher or other students, Wernicke’s area gives meaning to the words (1) and connects to Broca’s area so that the student can pronounce the words properly by controlling the tongue, vocal cords & facial muscles. (1) OR * When a student reads the activity sheet, Wernicke’s area converts sighted words into an auditory code (1) that is received by Broca’s area where the words are converted into speech. (1) | 0-2 |
| **Total** | **4** |
| Note: Stating that Broca’s and/or Wernicke’s area are found in the left hemisphere is not required to get the mark. | |

Question 5 (19 marks)

a) Laine was sitting on her patio looking at the cloudless blue sky and the gentle sway of the leaves on the trees. She could hear the chirping of the birds. It was a beautiful summer day.

Identify the types of encoding that occurred when she took in her surroundings in the sensory register, justify your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Iconic – image of blue sky, swaying leaves of trees | 0-1 |
| Echoic – sound of birds chirping | 0-1 |
| **Total** | **2** |

b) It was getting too hot and Laine went into her kitchen to make herself a tall glass of iced tea.

i. Using Atkinson and Shiffrin’s multi-store model of memory, explain how Laine’s short term memory would allow her to perform the task of making iced tea. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Laine’s STM retrieves information about how to make tea / where the materials are kept in the pantry that were stored in LTM (1) * The STM also receives information attended to from Sensory Memory such as where the glasses are, what materials to get. (1) * STM will hold a fixed amount information (1) that she needs to make iced tea for a short period of time (1) allowing her to compete the task.   Underlined words represent the key ideas to gain a mark | 0-4 |
| **Total** | **4** |

ii. Using Baddeley and Hitch’s (1974) Working Memory model, explain how her working memory would allow her to perform the task of making iced tea. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * The Central Executive of Laine’s WM directs & coordinates the slave systems to access information from Sensory Memory and LTM about how to make tea and where the materials are kept in the pantry (1) * Phonological loop will hold auditory/verbal information about making ice tea retrieved from LTM and received from Sensory Memory (1) * Visuo-spatial sketchpad will hold visual & spatial information about where the materials are and how to put them together (1). * Central Executive will suppress irrelevant information and will focus only on information needed to make iced tea.   Underlined words represent the key ideas to gain a mark | 0-4 |
| **Total** | **4** |

b) A science teacher was marking test papers and found that her students got high marks for questions that required them to name structures in diagrams but performed poorly in questions that required them to apply concepts to scenarios.

i. What rehearsal technique are her students most likely using when studying? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Maintenance rehearsal | 0-1 |
| **Total** | **1** |

ii. What rehearsal technique should her students use in order to improve their marks with application questions? Explain why this technique would give better results. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Elaborative rehearsal | 0-1 |
| The newly learned information is made more meaningful by linking it with information already stored in LTM making the connections more stable/durable and easier to retrieve. | 0-1 |
| **Total** | **2** |

c) Students generally perform better in multiple choice tests than in short answer tests. Explain why this is so. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Multiple choice tests measure the ability to recognize the correct answer from a set of alternatives (1)  The different alternatives act as retrieval cues that make it easier to remember the correct answer. (1) | 0-2 |
| Short answer tests measure the ability to recall information with no or very little cues. (1)  The lack of retrieval cues makes it more difficult to retrieve stored information.(1) | 0-2 |
| **Total** | **4** |

d) Outline a study strategy that Year 12 students can use to prevent interference of irrelevant information and enhance retrieval of relevant information. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Prevent interference of similar information by studying subjects with similar terms such as Psychology and Human Biology on different days so that similar information do not compete with each other during retrieval | 0-1 |
| Enhance retrieval by paying attention and organising your notes so that there are plenty of prompts or retrieval cues to help you remember relevant info. | 0-1 |
| **Total** | **2** |
| Other relevant responses accepted | |

Question 6 (14 marks)

a) A dog training school used classical conditioning to train dogs. Explain how the elements of classical conditioning would be used to toilet train dogs. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Unconditioned stimulus (UCS) – when dog gets the urge to poo or pee | 1 |
| Unconditioned response (UCR) – dog poos or pees | 1 |
| The dog trainer observes the dog behaving like it needs to poo or pee/ notes the time of day when this happens, the dog is quickly taken to the spot in the garden or the park where it does this. Neutral stimulus (NS) – a spot in the garden or park. | 1 |
| After doing this around a dozen times, the dog associates the spot in the garden or park with pooing or peeing. The garden or park spot becomes the Conditioned stimulus (CS) | 1 |
| Every time the dog is taken to the garden or park, it will feel the urge to poo or pee (CR). | 1 |
| Must apply to the dog scenario, for each variable, for mark |  |
| **Total** | **5** |

b) Another dog training school used operant conditioning to teach dogs new behaviours. Explain how the elements of operant conditioning would be used to toilet train a dog.

(5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| When the dog poos/pees in the house or an undesirable spot (behaviour), the dog is scolded (negative consequence – punishment) | 1 |
| When the dog poos/pees in the garden or park, the dog is praised, patted or given a treat (positive consequence – reward) | 1 |
| The dog associates the peeing/pooing in the garden with a desirable consequence and will keep repeating this behaviour | 1 |
| The scolding is a negative consequence that will discourage the dog from peeing or pooing in the house. | 1 |
| Dog trainer uses a combination of reward (reinforcement) to increase desirable behaviour and punishment to extinguish undesirable behaviour | 1 |
| **Total** | **6** |

c) One dog owner was convinced that classical conditioning was better than operant conditioning when toilet training dogs. Provide **two** reasons to support the dog owner’s preference.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Toilet training involves involuntary behaviour (pooing & peeing are autonomic responses) which is the focus of classical conditioning. | 0-1 |
| It does not require reinforcements or punishment (consequences) for the dog to learn the behaviour / to keep performing the behaviour. | 0-1 |
| **Total** | **2** |
| Other relevant responses accepted | |

d) The Borneo Orangutan Survival Foundation in Sabah, Malaysia runs a jungle survival school for orphaned orangutans. These baby orangutans do not have parents to teach them survival skills and learn what they need to survive on their own in the jungle from human caretakers. One such lesson is coconut cracking. The caretaker demonstrates how to crack open a coconut as the baby orangutans watch. Each baby orangutan is then given a coconut during meal time and they need to open it on their own so that they can have their meal.

i. Identify the learning theory used by caretakers to teach orphaned orangutans survival skills. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Observational Learning / Modelling/ Learning by imitation | 1 |
| **Total** | **1** |

ii. According to the learning theory identified in d) i., explain the role of the caretaker.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The care taker is the role model who performs the behaviour that the orphaned orangutans imitate | 1 |
| **Total** | **1** |

Question 7 (8 marks)

a) A father was exhausted after a particularly challenging day in the office. He found himself arriving home without any recollection of how he drove home. Which type of long term memory was he using to get home? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Procedural Memory | 1 |
| **Total** | **1** |

b) Some survivors of trauma never forget the experience whereas some end up suppressing the memory and not remember large periods of their life. Which type of long term memory would store this experience? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Episodic Memory | 1 |
| **Total** | **1** |

c) Counselling Psychologists use cognitive behaviour therapy (CBT ) to help trauma survivors continue with their life after the ordeal.

i. Define cognitive behaviour therapy. Your definition should include the key premise of CBT. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| CBT is based on the premise that negative emotions /feelings and maladaptive behaviours/action result from unrealistic or irrational thoughts about oneself, others or situations. (1)  CBT is aimed at changing these negative thoughts so that a corresponding positive change in feelings and behaviour can come about (1) | 0-2 |
| **Total** | **2** |

ii. Outline how the counselling psychologist will conduct CBT sessions to help a trauma survivor deal with his/her fear. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| CBT program described includes the following points:   * The trauma survivor learns to identify negative thoughts and consciously change them into positive ones (e.g. when thoughts of trauma-related situations come into consciousness) * The counsellor challenges any of their client’s thinking patterns that may lead to unhelpful feelings. * The patient is made to focus on the positive things that have occurred (support from family, neighbours & strangers, his/her ability to rebuild) * Patient learns techniques to help his/her manage her problems – connects with other survivors/ gets involved in community activities/ learns breathing techniques to help her control her panic attacks. | 1  1  1  1 |
| **Total** | **4** |

Question 8 (7 marks)

Pia and Chrissy are best friends but are having a disagreement. Pia feels that Chrissy is getting too involved with a boy who is not good for her. Pia is sure that Chrissy is becoming too self-centred and is neglecting her friends who do not want to see her hurt. Chrissy feels that Pia does not understand her and is being too selfish.

a) Describe how Pia and Chrissy can arrive at an integrative solution to their conflict. (2 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They share the underlying motivations/hidden fears to each other (1)  They recognize/emphasize what is important to both – i.e., they both care about each other’s happiness. (1) | 0-2 |
| **Total** | **2** |
| Accept other relevant responses. | |

b) A close friend of both girls learned about what was going on. She invited them over to her house and acted as the third party to help them resolve their conflict.

i. State **one** advantage of using a third party in conflict resolution. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A third party can: (Lists any ONE of the following)   * help each party in conflict focus on the issues rather than personal biases * listen to each party and make an unbiased decision * arrange times/venues for meetings so that these do not add fuel to the conflict * help each party recognize common ground * bring fresh ideas and perspective to the problem * stop parties in conflict from getting into untenable positions | 1 |
| **Total** | **1** |
| Accept other relevant responses. | |

ii. A third party can provide a distributive or an imposed solution to a conflict. Differentiate between a distributive from an imposed solution. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Distributive solution – Any ONE of the following:   * when both parties compromise or make mutual concessions to arrive at an acceptable solution * When neither party get exactly what they want (lose-lose) | 1 |
| Imposed solution –the stronger or more powerful of the two parties in conflict (may be the mediator) dictates the solution. | 1 |
| **Total** | **2** |

iii. The conflict between the girls escalated to the point of causing adverse psychological effects on each one. Intervention from a counsellor was required to resolve the conflict.

List **two** advantages of using a counsellor over a mediator. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * A counsellor is professionally trained to recognise people’s strengths and/or has access to resources available to help teach strategies that provide long term solutions * A counsellor can help one or both parties develop skills that will allow them to deal with the conflict or reach a solution themselves. | 0-2 |
| **Total** | **2** |
| Other relevant responses accepted |  |

Question 9 (13 marks)

A longitudinal study from Minnesota University found that children who showed secure attachment at 1-year old became self-reliant, self-confident adults with positive self-image. Children with insecure attachment had low levels of self-esteem, became anxious when situations changed, and were highly dependent on others frequently needing reassurance.

a) Bowlby suggested that the mother-child relationship acts as a prototype for future relationships through the formation of an internal working model. Based on the findings from the longitudinal study described above, contrast the internal working model of children with secure and insecure attachments by providing the missing information in the table below. (9 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptions** | | | **Marks** |
| **Feature of the Internal Working Model** | **Children with**  **Secure attachment** | **Children with**  **Insecure attachment** |
| Model of others as trustworthy (1) | Any ONE of the following for 1 mark:   * Child received the correct responses from its mother * Mother was a safe haven * Child perceives others to be reliable/trustworthy | Any ONE of the following for 1 mark:   * Child was ignored by mother * response from its mother is inconsistent * cannot rely on mother to respond to his/her needs correctly * perceives others to be unreliable | 0-3 |
| Model of self as valuable (1) | Any ONE of the following for 1 mark:   * Child felt secure/ important / valued * He/she is self-confident / has healthy self-esteem | Any ONE of the following for 1 mark:   * Child is not sure of mother’s love / does not feel valued or important * He/she has low self-esteem | 0-3 |
| Model of self as effective in interacting with others (1) | Any ONE of the following for 1 mark:   * Child feels able to communicate his/her needs accurately * Child feels understood by others * He/she is comfortable showing initiative/ becomes self-reliant | Any ONE of the following for 1 mark:   * Child doubts him/herself as his/her mother did not respond appropriately * He/she requires a lot of prompts or reassurance that he/she is doing the right thing. (1) | 0-3 |
| **Total** | | | **9** |
| NOTES:  Features of Internal Working Model (IWM) can be presented in any order.  Other relevant descriptions accepted as long as it is aligned with the identified IWM.  Descriptions should relate to described study findings for mark to be awarded  “Mother” can be substituted with “parent/s”, “primary caregiver” | | | |

b) Children whose caregivers were spending more than 8 hours a day working had much higher cases of insecure attachments than those with at least one caregiver who was able to stay at home. Provide a possible explanation for this difference. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Parents working more than 8 hours a day: (Any ONE of the following)   * Parents leave their child often to work OR when home may be stressed/anxious about work * They are too tired or anxious to respond to the child’s needs. | 1 |
| Parents who have at least one parent at home:   * Parent spends more time with the child and is more familiar with the child’s mood/ temperament/ behaviour signals and can give appropriate response. | 1 |
| **Total** | **2** |
| Accept other relevant responses. | |

c) Briefly describe an authoritative parenting style and state how it will impact on a child who showed an insecure attachment at 12 months old. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| An authoritative parent sets boundaries but would be affectionate and responsive to the child’s needs. | 1 |
| This can decrease the child’s insecurity. | 1 |
| **Total** | **2** |

Question 10 (12 marks)

In a pre-school playground, two boys are playing in the sand pit with their toy trucks while two girls are playing in a play-kitchen nearby. A transcript of their conversation is given below:

|  |  |
| --- | --- |
| Two girls sitting around a small table in a play kitchen area: | |
| Girl 1: | I will cook pasta today. |
| Girl 2: | I love pasta! My mom makes the yummiest spaghetti! |
| Girl 1: | Mine too! |
| Two boys playing in the sand pit: | |
| Boy 1: | My dad drives a big truck. A whole cow can fit in it! |
| Boy 2: | My dad drives a very big truck in the mines! The wheels are sooo big, it is taller than our house! |
| Boy 1: | My dad drove a truck once that pulled 5 houses strung together! |

a) Using the above scenario, compare and explain the two communication styles used by the boys and girls.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Boys use report talk (1) * Girls use rapport talk (1) | 0-2 |
| * Boys use language to gain status / negotiate their position by topping each other (1) * Girls use language to emphasize similarities / establish bonding or friendship by stating how much in common they have (1) | 0-2 |
| **Total** | **4** |
| Note – descriptions should relate to scenario to be awarded marks |  |

b) According to Chomsky, how did the children acquire their ability to use language to communicate? (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Children are born with a language acquisition device (LAD) hard-wired for language (1) * The LAD is a black box that receives a language input from the surroundings and will provide the same language output from the child (1) | 0-2 |
| * The language that the child hears from people around him/her provides the language input to the LAD (1) * The child will develop his/her language ability (language output) from the words and expression his/her LAD receives from the environment (1) | 0-2 |
| **Total** | **4** |

c) According to Bruner’s theory, how would conversations with peers encourage language development? (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Children develop language competency through a language acquisition support system (LASS) * The LASS exposes the child to others with more advanced language skills that will increase the child’s vocabulary / ability to use more complex expressions (1) | 0-2 |
| * Children practice their language skills /ability to express themselves with their peers through play or negotiating e.g. taking turns (1) * They pick up new words or expressions from peers during conversations (1) | 0-2 |
| **Total** | **4** |

**End of Section Two (Short Answers)**

Section Three: Extended Answer 25% (56 Marks)

Section Three consists of two (2) questions. You must answer both questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you used these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number

Suggested working time: 60 minutes.

Write your answer to Question 11 on pages 27-32. When you have answered this question, turn to page 34 for Question 12 and write your answer on pages 35-40.

**Question 11 (28 marks)**

Research conducted by the National Institute of Mental Health (NIMH) found that mental health issues are caused by a close interaction between one’s biology, physical environment and social factors. Genetic studies have associated certain inherited genes with some psychological disorders like anxiety, depression, bipolar disorder, schizophrenia and attention deficit hyperactivity disorder. However, environmental and social factors are just as influential.

Using your psychological understanding of biological influences and behaviour modification, discuss how some biological and social factors impact on an individual’s mental health. Your response should:

* Explain how an understanding of heredity and knowing one’s family history can contribute positively to one’s mental health. (3 marks)
* Discuss how the release of the hormones adrenaline and noradrenaline will impact on one’s mental health. (5 marks)
* Explain the effect of alcohol consumption on one’s mental health (4 marks)
* Describe how parents can use positive and negative reinforcements to develop healthy behaviours in their children. (5 marks)
* Describe how teachers can use token economies to instil positive behaviours in their students. (5 marks)
* State an advantage and a disadvantage of using token economies to modify behaviour  
   (2 marks)
* Quality of response (3 marks)

**Marking Key for Question 11**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Explain how understanding heredity and knowing one’s family history can contribute positively to one’s mental health | |
| Heredity and knowledge of family history:   * the offspring gets 50% of their genes from each parent and would have 50% similar inherited traits with their siblings (1) * one’s family health history may be one of the best clues for determining one’s risk of developing a mental disorder and many other common illnesses. (1) * knowing the family’s mental health history can help you and your doctor *take action to reduce your risk* (1) * It will enable both you and your doctor to look for *early warning signs* (1) | 0-4 |
| **Subtotal** | **4** |
| Discuss how the release of the hormones adrenaline and noradrenaline, will impact on  one’s mental health | |
| Includes Any FIVE of the following:   * A natural reaction to stress/anxiety is activation of sympathetic NS, i.e. fight or flight response (1) * Adrenaline and noradrenaline released by the adrenal glands results in (provides at least ONE example of a physiological response for 1 mark):   + increased blood pressure, sweating, alertness * When the anxiety provoking event is over, adrenaline and noradrenaline are no longer produced and the parasympathetic NS returns the body to its calm state. (1) * Continuous exposure to stress can lead to psychological disorders (e.g. anxiety, depression, eating/sleep disorders) (1) * For someone with genetic predisposition to mental health issues, continuous exposure to stress could activate the genes that cause the disorder (1) * If no interventions are given or risk factors are high, this can lead to diseases like (gives at least ONE example) high blood pressure, heart failure, stroke (1) | 0-5 |
| **Subtotal** | **5** |
| Explain the effect of alcohol consumption on one’s mental health | |
| Includes any FOUR of the following:   * Alcohol is a depressant that reduces the activity of the nervous system (1) * Gives at least **one** effect of alcohol for 1 mark - it induces drowsiness / loss of self-control / become more uninhibited, delayed response to stimuli (lower alertness)   (No additional marks given for providing more than 1 effect of alcohol)   * Consumption of small amounts of alcohol during social gatherings may be acceptable/ may improve interactions as one may be more relaxed/uninhibited (1) * Excessive consumption of alcohol (binge drinking) can be dangerous as the NS becomes too supressed causing accidents or bad decisions (1) * Alcohol is addictive especially for one with a genetic predisposition/ addictive personality resulting in alcoholism and related psychological problems like depression, anxiety (1) | 0-4 |
| **Subtotal** | **4** |

**Marking Key for Question 11 continued**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Describe how parents can use positive and negative reinforcements to develop healthy behaviours in their children | |
| * Positive reinforcement refers to giving desirable consequences to increase the occurrence of a good behaviour (1) * Gives at least **one** example of a behaviour that is positively reinforced:   + Example - when a child is able to show self-control by patiently waiting for their turn, the parent gives them a hug or an encouraging comment like “I am very proud of what you did!” * Negative reinforcement refers to taking away something undesirable in order to strengthen good/desirable behaviour * Gives at least **one** example of a behaviour that is negatively reinforced:   (behaviour can be the same as above but consequence is changed to show negative reinforcement)   * + Example - when a child comes home after school and shares a frustrating event with their parent (“my friend was so mean to me today!”), the pared excuses the child from a chore (such as setting the table for dinner) so he/she can calm down and relax a bit. * States how reinforcements are used to develop behaviours that promote mental health (1) - by reinforcing these mentally healthy behaviours early and consistently in the home, the child develops the ability to handle stress and becomes more resilient when facing problems in the future. | 0-5 |
| **Subtotal** | **5** |
| Describe how teachers can use token economies to instil positive behaviours in their students | |
| * Token economies is based on operant conditioning. (1) * It involves an artificial system of reinforcers in the form of symbolic markers such as tokens, stars or points. (1) * The symbolic markers can be exchanged for something more tangible such as goods (toys or food) or privileges (free time or excursions) (1) * Parents/teachers can use token economies to reinforce positive behaviours * Gives at least **one** example of a positive behaviour (1)   + When a child is able stay focused and complete an assigned task   + Sit quietly for an hour listening to a story   + Practices politeness or respect for others   + Shows self-control/ stays calm even when frustrated or angry * These desirable/socially acceptable behaviours can become part of their coping strategies/ personality/ attitudes allowing them to handle stressful situations better/ despite having genes associated with psychological disorder (1) | 0-5 |
| **Subtotal** | **5** |
| States an advantage and a disadvantage of token economies | |
| * The exchange system means the learner does not become saturated with the same reward/reinforcers (prevents “fullness”) / does not lose interest/motivation to continue with desirable behaviour. (1) * If motivations are not internalized, it may be difficult to maintain positive behaviours when the tokens or artificial reward system is no longer available. (1) | 0-2 |
| **Subtotal** | **2** |

**Marking Key for Question 11 continued**

|  |  |
| --- | --- |
| Quality of 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 correctly. May have 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 spelling, punctuation and grammar | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation. |  |
| **Subtotal** | **3** |
| **TOTAL** | **28** |

**Question 12 (28 marks)**

The Royal foundation of the Duke and Duchess of Cambridge funded an extensive public survey to assess public attitudes towards the early years of a child’s development. The main goal was to identify the gap between public perception and scientific evidence on early childhood development. The survey found that only 24% of parents recognise the specific importance of the period between conception to 18 months of their child’s development. However, extensive scientific evidence from brain imaging techniques and cognitive studies show that brain development during this time is faster than any other period of development.

How can the gap between scientific evidence and public perception be addressed? You were asked to design an information campaign to help improve public perception of the early years and make it more aligned with the science.

In constructing your response you should apply your psychological understanding of attachment, persuasive communication and communication styles by including the following:

* Describe how Harlow’s experiment on attachment supports the importance of the early years of a child’s development. (4 marks)
* Identify and define each element of persuasive communication (3 marks)
* Explain, with an example, how each element will be used to ensure that the information campaign will be successful. (6 marks)
* Differentiate communication styles that use elaborated and restricted codes (4 marks)
* Explain how elaborated and restricted codes can be used in the information campaign  
   (4 marks)
* Quality of response (3 marks)

**Marking Key for Question 12**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Describe how Harlow’s experiment on attachment supports the importance of the early years. | |
| * Harlow’s Experiment   + Aim - investigated the importance of emotional bonds/attachment to healthy development of infant monkeys (1)   + Sample - used baby rhesus monkeys separated from their mothers at birth (1)   + Brief outline of procedure - baby monkeys were placed in a cage with a cloth and a wire surrogate mother. One group were provided milk through the cloth surrogate mother while the other group had milk provided through the wire surrogate. (1)   + Key findings - baby monkeys spent majority of their time with the cloth surrogate mother regardless of whether it provided the milk or not. * Relate findings to importance of early years (1)   + Harlow’s experiment emphasized the need for contact comfort / secure attachment/ responsive parenting during the early years as more critical to a child’s healthy development than just meeting basic physiological needs of food, clothing and shelter.   Other relevant experiments conducted by Harlow also accepted such as:   * Introduction of a scary object to the cage showed that baby monkeys ran to the cloth mother and not the wire mother regardless of whether it provided milk or not. | 0-4 |
| **Subtotal** | **4** |
| Identify and define each element of persuasive communication | |
| * Source of the message (1)   + refers to who delivers the message of the campaign or where the information given to the audience is obtained from (1) * Nature of the communication (1)   + refers to how the message is presented to the target audience – e.g whether to use print, TV, radio or social media; whether to use catchy phrases or colourful images; how much info to include (1) * Characteristics of the audience (1)   + refers to (names at least one) the age, demographic, educational attainment, socioeconomic status, culture of the target audience (1) | 0-3 |
| **Subtotal** | **6** |
| Explain, with an example, how each element will be used to ensure that the information campaign will be successful | |
| 1 mark for an example of how each element is used in the campaign  1 mark for justifying how a successful campaign is ensured |  |
| Examples of a 2-mark response for each element of persuasive comm.:   * **Source of the message** – use the Duchess of Cambridge as a resource person to speak to key members of the public or deliver a media advertisement (1) * Justification: The Duchess of Cambridge is both famous and powerful, hence, people will take her word without question (1) | 0-2 |
| * **Nature of the communication** – use simple, straightforward messages that is engaging and highly relevant to parents such as “Early Years - How he/she is at 0-2 will shape what he/she will be at 52” (1) * Justification: Using a short and simple message targets what is most precious to each parent – the child – will catch the attention and motivate any parent to learn more about the early years (1) | 0-2 |

**Marking Key for Question 12 continued**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| * **Characteristics of the audience** – campaign should use experts and credible personalities (like the Duchess of Cambridge) to target working parents or those who are at high risk of having parenting difficulties (1) * Justification: Working parents who do not have time to examine evidences or check out accuracy of information will be convinced by trustworthy sources like the Duchess of Cambridge (1) | 0-2 |
| **Subtotal** | **6** |
| Differentiate communication styles that use elaborative and restricted codes | |
| Elaborated code (includes at least TWO of the following):   * there are more descriptive words and meaning is clear * reference is made to past & future events * explanations are used to gain compliance * abstract ideas and future possibilities are expressed easily & often   Restricted code (includes at least TWO of the following):   * short and simple sentences/few descriptive words are used with more non-verbal expressions * much of the meaning requires context to be understood * commands are used to gain compliance * abstract ideas are rarely expressed/ here & now is stressed | 0-2  0-2 |
| **Subtotal** | **4** |
| Explain how elaborated and restricted codes can be used in the campaign | |
| * Elaborated code can be used for those who are educated or belong to the upper middle class (1) * Facts about the importance of the early years can be explained in detail using descriptive words with no hidden meanings / OR by citing scientific evidence and explaining future implications (1) * Restricted code can be used for those who have low educational attainment or belong to the working class (1) * Use short phrases, simple words / Slang or colloquial expressions unique to the target audience can be used / Use more pictures and images to get the message across. (1) | 0-4 |
| **Subtotal** | **4** |
| Quality of 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 correctly. May have 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 spelling, punctuation and grammar | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation. |  |
| **Subtotal** | **3** |
| **TOTAL** | **28** |

**ACKNOWLEDGEMENT**

WATP acknowledges the permission of the School Curriculum and Assessment Authority in providing instructions to students.