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

Joseph Banks Secondary College

Year 12 ATAR Psychology

Assessment Task 9 –Marking Key (70%)

52 marks

**OUTCOMES:**

|  |  |
| --- | --- |
| *Outcome 1:* | *Psychological understandings* |
| *Outcome 3:* | *Applying and relating psychological understandings* |
| *Outcome 4:* | *Communication in psychology* |

**ALLOCATED TIME FOR THE TASK:**

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

**INSTRUCTIONS:**

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

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| --- | --- |
| **Section One – Short Answer Questions** | |
| Question 1 | **/ 6** |
| Question 2 | **/ 9** |
| Question 3 | **/ 6** |
| Question 4 | **/5** |
| Question 5 | **/8** |
| **Total** | **/34** |

|  |  |
| --- | --- |
| **Section Two – Extended Response** | |
| Extended Response | / 18 |
| **Total** | **/ 52** |

**Question 1 (6 marks)**

A museum hired a new security guards to stop people from touching the displays. On training day the guards were told how to get people to obey their orders. Describe two factors that might have been discussed and refer to research by Milgram to support your response.

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| --- | --- |
| **Description** | **Marks** |
| Milgrim found that people were more likely to obey if the researcher was wearing a white lab coat  as the participant found them more legitimate.  Knowing this, the museum could instruct the guards to wear a guard uniform to increase obediance | 1  1  1 |
| Milgrim also found that people were more likely to obey if the researcher was in the same room as them  rather than being told over the speaker.  The museum could tell guards to get close to people who look like they might touch the displays in order to prevent them form doing so. | 1  1  1 |

**Question 2 (9 marks)**

5b

Harold Kelley’s theory of causal attribution (1973) goes further than that of Heider in trying to explain how people make attributions. Kelly considered that people making attributions use three types of information. Identify, explain and apply them to the below scenario.

Bob is watching a horror movie, he finds the whole film really funny as he can’t seem to take the scary scenes seriously. His friends around him seem to be getting to be getting pretty scared and are finding his laughing strange.

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| --- | --- |
| **Description** | **Marks** |
| Consistency  Does the person act the same way frequently or in most cases?  If Bob always laughs during horror films this is high consistency and therefore dispositional  (Must apply in full by saying what the attribute is dispositional / situational for ALL 3 application parts) | 1  1  1 |
| Consensus  Are other peoples behaviour similar to that persons behaviour in the same situation?  Bob seems to be the only one laughing out of his friends therefore low consensus = dispositional | 1  1  1 |
| Distinctiveness  Does the person respond differently in other situations?  If Bob is always laughing at weird / inappropriate moments this is low distinctiveness therefore a dispositional attribution is made | 1  1  1 |

**Question 3 (6 marks)**

Mahmood and Anoushka are in the triathlon team together. Mahmood has taken part in several races since starting the team 3 years ago, Anoushka has only recently joined and is going to be taking part in her first state championship in a couple of weeks. She has noticed that she cycles faster in training with her team rather than on her own. However, she is feeling like as the state championships approaches, she is getting more and more nervous which is impacting her performance. Mahmood seems to find the opposite; his performance times are getting quicker and quicker as the championship approaches.

a) Identify and describe the social psychology concept that applies to Mahmood (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Social Facilitation  The phenomena whereby the presence of others increases the performance of a well-learned or simple task  To gain second mark: must include that it is a well-learned/simple task | 1  1  1 |

b) Give an example from the scenario to justify your answer to (a) (1 mark)

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| --- | --- |
| **Description** | **Marks** |
| The task is well-learned as Mahmood has taken part in several races and as the races approach he is getting quicker and quicker  For the mark – must identify that he has taken part in several races (or been racing for years) and his speed is getting quicker as the race approaches | 1 |

c) Identify and describe the social psychology concept that applies to Anoushka (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Social Inhibition  reduced performance **on complex tasks or new tasks** due to the presence of others  Must include part in bold for second mark | 1  1 |

d) Give an example from the scenario to justify your answer to (c) (1 mark)

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| --- | --- |
| **Description** | **Marks** |
| Anoushka “is going to be taking part in her first state championship” and they approach “she is getting more and more nervous which is impacting her performance”  Both time in team or the fact she is new to the team AND the impact on her performance for the mark | 1  1 |

**Question 4 (5 marks)**

Daniel wants to get a high ATAR for his sake and to not let his class down. He feels he studies best when at home listening to music, on his own. He finds it hard to listen in class, doesn’t finish learning tasks or ask questions when he doesn’t understand content.

a) Identify the conditions that lead to Daniels state of dissonance. (2 marks)

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| **Description** | **Marks** |
| Daniel has conflicting beliefs and actions. He wants a high ATAR “for his sake and his classmate” however this is in conflict with his behaviour to put the work in, in-class “doesn’t finish learning tasks”  For full marks must apply to Daniel. | 1  1 |

b) Describe three methods that Festinger says will reduce the state of dissonance. (3 marks)

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| --- | --- |
| **Description** | **Marks** |
| Seeking out and adding more supporting beliefs to one of the beleifs already held.  Reducing the importance of the conflicting belief by rationalising the conflicting cognitions  Changing your belief / behaviour, where the individual seeks and work towards lasting changed behaviour or thoughts | 1  1 |

**Question 5 (8 marks)**

a) Outline the method and findings of Milgram’s (1963) study

Method: (4 marks)

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| --- | --- |
| **Description** | **Marks** |
| Method: (3)  40 males, volunteer sampling, fixed role draw to be the “teacher” and the confederate to be the “learner”  Participant taken into a separate room from the learner and told to administer a shock to the “learner” every time they got the answer on a memory test wrong.  The learner gave mainly wrong answers. The shock was increasingly higher voltage with each wrong answer from 15 – 450 volts.  When the “teacher” refused to administer a shock, the “teacher” was given 4 prods max in an attempt to ensure they obey. | 1  1  1  1 |

Findings: (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| 65% of participants went to 450 volts  All participants obeyed to 300 volts | 1  1 |

b) Evaluate Milgram’s study in regard to reliability and validity (2 marks)

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| --- | --- |
| **Description** | **Marks** |
| Reliability - controlled procedure as it took place in a lab setting and ensured a standardised procedure was followed, with set prompts and the same confederate (Mr Wallace) being used and the same tape recording. This makes the experiment reliable as the experiment can be repeated and measured for consistency.  Validity- Milgrim’s research design is susceptible to demand characteristics and hawthorn effect therefor lowering the internal validity these extraneous variables were uncontrolled | 1  1 |

**Question 6**

***Read the following scenario, looking for evidence of key psychological processes:***

Groups of students organise to rent houses on Rottnest for a week during Leavers. Some rent close to the main settlement, others further away in houses at Geordie Bay. Pixie, an 18-year-old Psychology student renting with a group of girlfriends, is very observant. As the week progresses, she notices a number of curious things.

Firstly, girls renting near the main settlement, as Pixie is, tend to hang out together. She finds it funny that they all seem to have brought the same sort of clothes to wear. Even their opinions about favourite movies on Netflix are the same! But more worryingly, Pixie has heard girls saying increasingly unpleasant things about the Geordie Bay girls as the week has progressed. It started with some comments like: “Can you believe you they dress like THAT?” But now, they are saying things like: “They are such a bunch of hags” and, “They look like they’re all on drugs”. She is surprised at the comments since the girls don’t really mix between the two areas except at evening parties and concerts. And then all they seem to do is try to get the attention of the boys on the island!

Secondly, Pixie is walking to the shops one day when she sees a girl stumbling from side to side, nearly falling over. As she goes over to check, someone whizzes past on a bicycle and shouts scornfully “Geordie Bay – drunk all day!” But as Pixie gets closer she sees the girl has a Medi-Alert Bracelet on her wrist. It reads “Diabetic”. Pixie realises the girl’s blood sugar levels may be dangerously low. Fortunately, the Nursing Post is on the next corner, and Pixie supports the girl to get there. Pixie does wonder why no one else was prepared to help.

Thirdly, Pixie notices that the chores in the share house are not going as well as she expected. Although all six girls agreed that they would all wash up every evening, and sweep and tidy every morning before leaving, things are just not working out this way. Pip and Carrie in particular seem to be able to slip out of the house or have a reason for not doing things. “Why do some people never do their share?” Pixie wonders. She ponders if there could have been a better way to do things.

Finally, it was time to go home. Pixie thought back over the sick people she had nursed, the nuisance of the chores and how little time she had actually spent having fun. It had cost her at least $500 for the week – and possibly more when she added it all up. But later that night, when her two younger sisters were excitedly asking her about Leavers Pixie found herself thinking – well, actually it was a lot of fun.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Use evidence from the scenario to name, explain, and apply THREE different psychological processes seen in Pixie’s experiences. In your explanation, demonstrate your knowledge of at least one key landmark study in social psychology and any other relevant research.

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| **Criteria** | **Possible Mark** | **Mark** |
| **psychological process 1 – Cognitive Dissonance** | | |
| Provides a clear and descriptive outline of the aspect of social psychology  Example  Cognitive dissonance is a phenomena first proposed by Leon Festinger (1) which states having inconsistent thoughts, beliefs, or attitudes, especially relating to behavioural decisions and attitude change (1). These incongruent cognitions create feelings of guilt, shame or uncomfort (1). | **/3** |  |
| Application to scenario  Example  Pixie is feeling cognitive dissonance as she knows she spent a lot of money on the trip ($500) and she knows she wanted to have a good time, however in reality she spent a lot of time nursing friends and cleaning | **/1** |  |
| **psychological process 2 – Group Polarisation** | | |
| Provides a clear and descriptive outline of the aspect of social psychology | **/3** |  |
| Application to the scenario | **/1** |  |
| **psychological process 3 – Attribution theory** | | |
| Provides a clear and descriptive outline of the aspect of social psychology | **/3** |  |
| Application to the scenario | **/1** |  |
| **Evidence used** |  |  |
| Outline of method | **/3** |  |
| Description of findings | **/1** |  |
| **Quality of Extended response** |  |  |
| Consistently accurate and appropriate use of psychological terminology and correct naming of theorists | **/2** |  |
| Accurate and appropriate use of psychological terminology and correct naming of theorists with some inconsistencies or inaccurate use of terminology | **/1** |  |
| No accurate use of terminology or attempt of terminology use. Use of lay language instead. | **0** |  |
|  | | |
| **TOTAL PROJECT MARK** | **/18** |  |