

PSYCHOLOGY UNIT 3 & 4

Semester Two ATAR course examination 2024

Marking Key

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| --- |
| Marking keys outline the expectations of examinaion responses. They help to ensure a consistent interpretation of the criteria that guide the awarding marks. |

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**Section One: Short answer** **70% (121 Marks)**

**Question 1 (20 marks)**

1. Order the three processes of sensation. (1 mark)

*1 mark is awarded for correctly ordering all three items.*

|  |  |
| --- | --- |
| **Process** | **Order** |
| Reception | **1** |
| Transmission | **3** |
| Transduction | **2** |

1. Contrast sensation and perception. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **one** of | |
| * Sensation is a physical process that occurs through the senses (1) while perception is a psychological process that occurs in the brain (1). * Sensation is a passive process (1) while perception is an active process (1) * Sensation is the same for all individuals (1) while perception is different (1) * Sensation is about taking in information, whereas perception is about interpreting information. | 1-2 |
| Accept other relevant answers |  |
| **Total** | **2** |

1. Explain the process of transduction in relation to the participants viewing diagram 1.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Electromagnetic light energy from the painting (1)  and converted to electrochemical energy/neural impulse/signal/message (1) | 1-2 |
| Accept other relevant answers |  |
| **Total** | **2** |

1. Identify and explain the process of perception the study attempts to investigate. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interpretation | 1 |
| Attempts to understand the impact of (perceptual set) culture (1)  on how stimuli are interpreted (1) | 1-2 |
| **Total** | **3** |

1. Propose a non-directional hypothesis for the study. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent variable | 1 |
| Dependent variable | 1 |
| Non-directional | 1 |
| Example  People living in cultures not regularly exposed to 2D images will interpret 2D images differently from people living in cultures regularly exposed to 2D images. |  |
| **Total** | **3** |

1. Propose a qualitative data collection method that could be used for the above study.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interviewing (1) participants asking them to describe what they see in the picture (1)  OR  Open-ended survey (1) where participants are required to elaborate on their responses/require more extensive response than yes or no (1) | 1-2 |
| **Total** | **2** |

1. Identify and outline two roles of an ethics committee in relation to this study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Approve (1) ensure research proposal meets ethical guidelines and benefits outweigh risks (1) | 1-2 |
| Monitor (1) stop a study from continuing if they suspect ethical guidelines are being breached (1) | 1-2 |
| **Total** | **4** |

**Question 2 (18 marks)**

1. Outline the role of the cerebellum and the hippocampus in the above scenario. (6 marks)

|  |  |  |
| --- | --- | --- |
| **Brain Structure** | **Role in memory formation** | **Application to Greer** |
| **Cerebellum** | Holds unconscious implicit memories (1) associated with procedural memory (memory of learnt skills and actions) (1) | Playing mini-golf  (1 mark) |
| **Hippocampus** | Holds and consolidates short-term explicit memory (1) and transfers to long-term storage (1). Declarative memories – explicit memories | Taylor Swift lyrics  (1 mark) |

1. Name the theorist(s) and year associated with the ‘working memory model’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **one** of: | |
| * Baddeley and Hitch (1974) * Baddeley (2000) | 1 |
| **Total** | **1** |

1. Explain **two** roles of the central executive would play in the above scenario. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Role 1: Would direct attention to particular stimuli (1)  Would help her line up the golf swing (1) | 1-2 |
| Role 2: Filter out irrelevant stimuli (1)  Would help her ignore other players talking nearby as she takes her shot (1) | 1-2 |
| Accept other correct responses | |
| **Total** | **4** |

1. With reference to the working memory model and the above scenario, explain why Greer was able to play mini-golf whilst singing a Taylor Swift song, but not able to listen to her teacher explain an economics concept. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Playing mini-golf utilised the visuo-spatial sketchpad (1) and singing the Taylor Swift son utilised the phonological loop (1). Since these tasks utilise different slave systems, they can be performed simultaneously (1).  Listening to the economics teacher also requires the phonological loop/ the same slave system as singing (1) so the performance is reduced on these tasks (1). | 1-5 |
| **Total** | **5** |

1. Evaluate the working memory model. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1 mark for strength  Provides an explanation of how information is processed rather than limiting memory to storage of information (1) | 1 |
| 1 mark for limitation  Lack of clarity/empirical evidence around the role of the central executive and episodic buffer (1). | 1 |
| Accept other correct responses. | |
| **Total** | **2** |

**Question 3 (19 marks)**

1. Contrast cued recall and recognition. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cued recall uses hints to retrieve information remembered (1) while recognition entails selecting the correct information from a list of distractors (1) | 1-2 |
| **Total** | **2** |

1. Name and describe the type of forgetting experienced by Rodney. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Retrieval failure | 1 |
| Inability to remember information due to lack of cues available | 1 |
| **Total** | **2** |

1. Identify the type of data collected through semi-structured interviews. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Qualitative | 1 |
| **Total** | **1** |

1. With reference to the data, select whether the data collected is subjective or objective.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| subjective | 1 |
| **Total** | **1** |

1. Justify your response to part (d). (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| data is in the form of words/text form rather than numbers (1) which relies on respondent’s interpretation of the question (1) | 1-2 |
| Accept other correct responses. |  |
| **Total** | **2** |

1. Describe correlational research and provide one (1) strength and one (1) limitation of this type of research design. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Description  Research that investigates the relationship or association between two variables. | 1 |
| Strength (any one of the following)   * Permits research into variables that cannot be manipulated for ethical or logistical reasons * May be able to predict/identify/detect a causal relationship | 1 |
| Limitation (any one of the following)   * Cannot determine cause and effect as no variable is being manipulated/Unable to determine the direction of association between variables * The presence of a third (confounding) variable may be influencing the relationship | 1 |
| Accept other correct responses. |  |
| **Total** | **3** |

1. Provide a Pearson’s coefficient that would illustrate a strong positive correlation. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accept any value between r=0.60 and r=0.79  (Very strong correlation 0.8-0.99 – variations exist between interpretations of magnitude) | 1 |
| Example r=0.75 |  |
| **Total** | **1** |

1. Outline how confidentiality could be maintained in this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Information relating to participants must be securely stored (1) so only members of the research team are able to access the information (1) | 1-2 |
| Accept other relevant responses | |
|  | **2** |

**Question 3** (continued)

1. CTE and Alzheimer’s Disease (AD) are associated with memory loss and also a number of other emotional and behavioural outcomes. Complete the table to identify the cause of the memory loss and one (1) behavioural and one (1) emotional impact for CT and AD.

(5 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of memory loss** | **Cause of memory loss** | **Behavioural** | **Emotional** |
|  |  | Any one of the following  (1 mark):  Aggressive/  Memory loss/  Impulse control/  confusion | Any one of the following  (1 mark):  Anxiety/  Depression |
|  | Degeneration  (1 mark) | Any one of the following  (1 mark):  Language difficulties/  Anti-social behaviour/  Physical and/or verbal aggression/  disinhibition | Any one of the following  (1 mark):  Rapid mood changes/  Irritable/  Emotional deregulation/  Worried/  angry |
| Accept other relevant responses | | | |
| **Total** | | | **5** |

**Question 4 (21 marks)**

1. Name the theorist associated with social learning theory. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura | 1 |
| **Total** | **1** |

1. Explain why Francis is an effective model in this scenario and how this relates to the findings in Bandura, Ross and Ross (1961) research. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura, Ross and Ross found that children/participants had higher rates of imitation of modelled behaviour when the model was the same gender (1). This suggests that learners are more likely to copy models they view as similar to themselves (1). | 1-2 |
| Kiera identifies herself as being similar to Francis (1) as they are both female/work in the same occupation (1) | 1-2 |
| **Total** | **4** |

1. Complete the table to identify the mediational processes associated with social learning theory and provide an example of each from the scenario. (6 marks)

|  |  |
| --- | --- |
| **Mediational Process** | **Example** |
|  |  |
| Retention  (1 mark) |  |
|  | Kiera has the required skills to mimic Francis’s behaviour.  (1 mark) |
| Motivation  (1 mark) | Kiera believes that if she reproduces Francis’s behaviour she will be rewarded.  (1 mark) |
| Reinforcement  (1 mark) | Kiera receives praise from her boss and colleagues for her behaviour.  (1 mark) |
| **Total** | **6** |

**Question 4** (continued)

1. Explain how Kiera’s workplace could use token economies to improve workplace sales.

(6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Targeted behaviour is identified (1) ie hits a sale amount of $100 (1) | 1-2 |
| A secondary reinforcer (a token) is provided (1) ie raffle ticket (1) | 1-2 |
| Negotiated number of tokens are exchanged for a reward a primary reinforcer (1) ie 10 raffle tickets exchanged for $25 vouchers to a store (1) | 1-2 |
| Accept other relevant responses | |
| **Total** | **6** |

1. Explain the limitations of token economies as a strategy to modify behaviour. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **two** of | |
| * Adaptive behaviour change (1) rather than deeper change in thought and behaviour (1) * May be an effective short-term strategy while people are participating (1) but unlikely to produce long-term change in behaviour (1). * Tends to serve the needs of the implementers (1) rather than the recipients (1). * Reduces intrinsic motivation (1) for behaviours already intrinsically motivated to do (1) | 1-4 |
| Accept other relevant responses | |
|  | **4** |

**Question 5 (25 marks)**

1. Identify the type of motivation in each of the following examples. (2 marks)

|  |  |
| --- | --- |
| **Example** | **Type of motivation** |
| Sina feels extremely satisfied and pleased with herself after accomplishing a backflip in her acrobatics class. | Intrinsic (1 mark) |
| Sina receives $50 from her parents for each ‘A’ she achieves on her end of year report card. | Extrinsic (1 mark) |
| **Total** | **2** |

1. Define amotivation and provide an example of this in the workplace. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Amotivation is the lack of either intrinsic or extrinsic motivation/Lack of drive to engage in an activity | 1 |
| Example can include anything that references incompetence, lack of control or connectedness to their workplace  Example: Jasmine feels incompetent and ineffective at work so she plays solitaire rather than finishing a report. | 1 |
| **Total** | **2** |

1. Identify and describe the three innate needs of Ryan and Deci (1985) self-determination theory. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Competence (1)  Need for mastery and understanding of the environment/need to feel effective (1) | 1-2 |
| Autonomy (1)  Need for a sense of control/Feeling of being the origin of our behaviour (1) | 1-2 |
| Relatedness/connectedness (1)  Feeling cared for and understood by other people (1) | 1-2 |
| **Total** | **6** |

**Question 5** (continued)

1. Complete the table to identify each of the six factors in Ryff (1989) model of well-being and characteristics of a person low in these factors. (5 marks)

|  |  |  |
| --- | --- | --- |
| **Factor** | **Low** | |
|  |  | |
| Self-acceptance  (1 mark) |  | |
|  | Sense of personal stagnation/feel bored and uninterested in life  (1 mark) | |
| Purpose in life  (1 mark) |  | |
|  | Find it difficult to be war and open with others/have few close and trusting friendships  (1 mark) | |
| Environmental mastery  (1 mark) |  | |
| Accept other relevant answers | | |
| **Total** | | **5** |

1. Define population and identify the population of the study conducted by Tania. (2marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population is the group of people with a common characteristic that is of interest to the researcher. | 1 |
| ScoobiSnacks staff | 1 |
| **Total** | **2** |

1. Name and describe the type of sampling technique utilised by Tania. Provide one (1) strength of this technique. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stratified (1) where members of a population are divided into different categories which may have an impact on the results and participants are chosen from each category (1) | 1-2 |
| It provides a more representative sample of the population than random or convenience sampling. | 1 |
| **Total** | **3** |

1. Explain why Tania is concerned about the reliability of her results. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Due to good news occurring at the same time as her survey participants may have responded in a more positive manner than usual (1)  It may be difficult to replicate the results of the survey at a different time (1) | 1-2 |
| Accept other relevant responses |  |
| **Total** | **2** |

1. Explain one (1) method Tania could use to test the reliability of the results. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Test re-test | 1 |
| Where the same participants complete the same test to determine if the results are the similar | 1 |
| Strong correlation between the two sets of results would indicate high reliability | 1 |
| Accept other relevant answer | |
| **Total** | **3** |

**Question 6 (20 marks)**

1. Identify and define the type of stressor in the above scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cultural | 1 |
| A stressor that occurs in response to cultural identity, cultural values and/or cultural norms. | 1 |
| **Total** | **2** |

1. Identify and outline how one characteristic of the above stressor that may increase its significance for Felix. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Duration (1 mark) as it is an ongoing stressor its impact on Felix may increase if he doesn’t find a resolution (1 mark) | 1-2 |
| **Total** | **2** |

1. Describe the type of physiological response Felix will have to his stressor. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Heart rate increases/breathing rate increases | 1 |
| **Total** | **1** |

1. Describe how the Social Readjustment Scale (Holmes and Rahe, 1967) could be used to assess the impact of stressors on Felix’s health and well-being. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any **three** of | |
| * The scale assesses the amount of stress an individual has experienced over a year * It comprises of 43 different items * A score of 10-100 is allocated to each life the individual has experienced * The score estimates the level of response and adjustment required by the individual experiencing them | 1-3 |
| Accept other relevant responses | |
| **Total** | **3** |

1. Compare and contrast eustress and distress. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Eustress and distress both cause similar physiological responses (1). | 1 |
| Eustress is a positive psychological response to a stressor (1) while distress is a negative psychological response (1). | 1-2 |
| **Total** | **3** |

1. Complete the table below by identifying the three stages of Selye’s General Adaption Syndrome (GAS). Provide a description of each stage. (8 marks)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Stage** | **Description** | |
| **A** |  | Any **two** of the following for **one mark each**:   * Body momentarily enters a state of shock and resistance to stress * Sympathetic nervous system is activated * body prepares for action (flight-or-freeze)   (2 marks) | |
| **B** | Resistance  (1 mark) | Any **two** of the following for **one mark each**:   * Arousal is higher than normal (but lower than Alarm stage) * body attempts to stabilise internal systems * Weakened immune system * signs of illness * unable to cope with additional stressors   (2 marks) | |
| **C** | Exhaustion  (1 mark) | Any **two** of the following for **one mark each**:   * The body’s resources are drained * stress hormones are depleted * Immune system is depleted * individual becomes ill * the body moves into the stage of exhaustion   (2 marks) | |
| Accept other relevant answers | | | |
| **Total** | | | **8** |

1. Name the two substages in the alarm stage. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Shock | 1 |
| Countershock | 1 |
| **Total** | **2** |

**Question 7 (20 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Define a stressor and provide one example each of an environmental stressor and a social stressor from the scenario. | |
| Any object or event that is perceived to be a threat that causes stress. | 1 |
| Environmental stressor – financial insecurity | 1 |
| Social stressor – social isolation | 1 |
| **Subtotal** | **3** |
| Name and outline the model coined by Lazarus and Folkman. | |
| Transactional theory of stress and coping model | 1 |
| View stress from a psychological perspective (1) focuses on how a person interacts with their environment (1) and considers the unique characteristics and individual possesses that will impact how they evaluates a situation and their ability to cope (1) | 1-3 |
| **Subtotal** | **3** |
| Describe the **two** major stages of the model and how they relate to Sandra and Paulo. | |
| Primary appraisal (1) a person will evaluate whether the stimulus/stressor poses harm or benefit now or in the future and in what way (1) and what are the possible implications of the event on the individuals well-being (1) | 1-3 |
| Secondary appraisal (1) an individual will assess their capacity to meet the demands of the stressor (1) individuals will determine whether they can cope or not cope (1). | 1-3 |
| Accept any correct explanation of the scenario to primary appraisal (1) and secondary appraisal (1)  For example:  Sandra will identify the stressor (feeling isolated and alone) and determine the extent the stressor is a threat or challenge (1) and whether she can cope (I have been an only child all my life so am able to cope with the stressor) resulting in eustress (1). | 1-2 |
| Accept any correct explanation of the scenario to primary appraisal (1) and secondary appraisal (1)  For example:  Paulo will identify the stressor (financial) and determine the extent the stressor can cause harm (1) such that if he becomes ill and cannot work he will be unable to pay his bills which may cause distress (1). | 1-2 |
| **Subtotal** | **10** |
| Explain the relationship between deficiency needs and growth needs in Maslow’s hierarchy of needs. | |
| Deficiency needs are basic needs (lower order needs on the hierarchy) which people are motivated to realise due to their absence (1) and which need to be fulfilled before an individual is able to progress to growth needs (which are higher on the hierarchy of needs) and once satisfied act as motivating influence to continue to meet (1) | 1-2 |
| **Subtotal** | **2** |

|  |  |
| --- | --- |
| According to Maslow’s hierarchy of needs, identify the level that has not been fulfilled for Sao and explain the impact on her personal growth. | |
| Love and belongingness has not been fulfilled | 1 |
| Sao will need to fulfill this deficiency need before she will be able to fulfill growth needs in order to self-actualise | 1 |
| **Subtotal** | **2** |
| **Total** | **20** |

**Question 8 (29 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Name and describe the disorder associated with alcohol misuse by referring to impacts on emotion and behaviour | |
| Wernicke-Korsakoff Syndrome (WKS) | 1 |
| Any one of the following:  Emotion  Lack of motivation; lack of empathy; feeling anxious; frustrated due to memory failure | 1 |
| Any one of the following:  Behaviour  Agitation/anger/lack of muscle coordination that can affect posture and balance and can lead to tremors (i.e., involuntary movements in one or more parts of the body) | 1 |
| Accept other relevant answers |  |
| **Subtotal** | **3** |
| Explain the theory of learning that applies to the use of Naltrexone. In your response identify the antecedent, behaviour and consequence. | |
| One mark for correctly identifying each:   * Operant conditioning is learning through consequences * Positive punishment is the consequence * Which reduces the likelihood of a behaviour recurring | 1-3 |
| One mark for correctly identifying each:   * Antecedent - Naltrexone * Behaviour - Drinking alcohol   Consequence - Vomiting and severe stomach cramps | 1-3 |
| **Subtotal** | **6** |
| Explain why Jaspa now experiences negative side effects from carbonated drinks. | |
| One mark for correctly identifying each:   * Stimulus generalisation * learned behaviour is applied to another similar context   Beer is similar to non-alcoholic carbonated drinks so learning has been transferred from alcoholic to non-alcoholic drinks | 1-3 |
| **Subtotal** | **3** |
| Describe the rationale for the use of systematic desensitisation. | |
| Any three of the following:   * Is a behaviour modification technique based on classical conditioning * which involves gradually exposing the individual to the feared object or situation * while pairing the exposure with relaxation techniques   The therapy aims to gradually replace the fear response with a relaxation response using counter-conditioning | 1-3 |
| **Subtotal** | 3 |

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Provide an example of how the psychologist could practically implement a systematic desensitisation process for a social phobia. | |
| * Learn relaxation techniques – individual is taught relaxation and breathing techniques to control physical responses to stress (reciprocal inhibition – feeling tension is incompatible with feeling relaxed) * Create a hierarchy of fears – a fear inducing list of social situations is created from least fearful to the most fearful * Gradual exposure – start with the least anxiety-inducing social situation and pair with relaxation technique. * Move up the hierarchy if able to remain calm at current level | 1-4 |
| **Subtotal** | **4** |
| Explain the type of research design utilised by the doctor. | |
| * Experimental research (1) * As comparing the results of the control group that receives the placebo (1) * And the experimental group that receives the active ingredient (Naltrexone) (1) * To determine if the difference is significant/if there is a cause and effect relationship (1) | 1-4 |
| **Subtotal** | **4** |
| Define the term ‘extraneous variable’. Explain the importance of controlling extraneous variables and provide an example of one. | |
| One mark for each of the following:   * Definition: Any variable that is not the independent or dependent variable (1) * Importance: may have an impact on the research results (1) * Example: participant variable ie economic circumstances of individuals; environmental variable ie amount of social support participants receive from family and friends; researcher variable ie how Jaspa’s doctor treats participants (1) | 1-3 |
| **Subtotal** | **3** |
| Communication | |
| Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way | 3 |
| Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts in a clear and logical way | 2 |
| Uses everyday language with limited relevance to theories, studies, models and concepts | 1 |
| **Subtotal** | **3** |
| **Total** | **29** |
| Accept other relevant answers. | |
| Note: the use of appropriate well-labelled diagrams/drawings are acceptable but must be accompanied with an explanation. | |

**Question 9 (29 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Describe an average adults sleep cycle not impacted by sleep deprivation. | |
| Any four of the following:   * Adults sleep for approx. 8 hours per night * Progress through 90-minute cycles * Sleep includes NREM stages 1-4 and REM sleep * Periods of deep sleep occur earlier in the night * NREM becomes shallower as sleep cycle progresses * REM (Rapid Eye Movement) occurs approx. every 90 minutes with a duration of 10-30 minutes * An adult experiences 1-2 hours of REM sleep per night * An adult experiences 4-5 sessions of REM per night increasing in length   Names the sleep stage and identifies one feature of this stage for one mark each:   * Stage 1 NREM – drifting in and out of sleep, irregular heart rate, relatively tense muscle tension * Stage 2 NREM – light sleep, slower and more regular heart rate, lower muscle tension * Stage 3 NREM – moderately deep sleep, slower and more regular heart rate, lower muscle tension * Stage 4 REM – rapid eye movement/sharp intermittent eye movements, heart rate high/faster/fluctuates, muscle atonia/paralysis | 1-4  1-4 |
| **Subtotal** | **8** |
| Describe shift work and provide examples of two occupations that may require shift work. | |
| Accept any one of the following:   * Work outside the traditional 9-5 schedule * May include evening/night/early morning shifts * May include rotating shifts | 1 |
| Accept two or any other two correct responses   * Nursing; policing; emergency services work; hospitality work; | 1 |
| **Subtotal** | **2** |
| Describe the impact of shift work on sleep-wake cycle. | |
| Any two of the following:   * In the short-term shift workers may experience partial sleep deprivation * In the long-term may experience chronic sleep deprivation * Natural circadian sleep cycles are disrupted * Sleep patterns become irregular | 1-2 |
| **Subtotal** | **2** |

|  |  |
| --- | --- |
| Define partial sleep deprivation and chronic sleep deprivation. Provide a psychological and physiological effects of each type of sleep deprivation. | |
| Partial sleep deprivation – some sleep is attained in a 24-hour period however it does not meet the needs of an individual either in length and/or quality | 1 |
| Any one of the following for each:   * Psychological – mood disturbances; slower performance on tasks; difficulty concentrating * Physiological – slower reflexes; droopy eyelids; headaches | 1-2 |
| Chronic sleep deprivation – not getting enough sleep over an extended period of time | 1 |
| Any one of the following for each:   * Psychological – anxiety disorder; depression * Physiological – diabetes; obesity; accelerated aging | 1-2 |
| **Subtotal** | **6** |
| Identify and describe the type of research design in which Sai was involved. Compare this research design with a cross-sectional research design. | |
| Case study (1) in depth investigation of one person, a group of people or an event (1) | 1-2 |
| Any one of the following (accept other relevant answers):   * Both may occur at a single moment/point in time rather than over an extended period of time * Neither are able to determine cause and effect | 1 |
| **Subtotal** | **3** |
| Outline how voluntary participation would be addressed in this study. |  |
| Participants must freely enter the research (1)  Researchers should not pressure participants to participate (1) | 1-2 |
| **Subtotal** | **2** |
| Propose a conclusion for this study. |  |
| Accept any one of the following:   * As age increases (1), well-being increases (1) for nurses not undertaking shift work (1) * As age increases (1), well-being decreases (1) for nurses undertaking shift work (1) | 1-3 |
| Note: ensure answer is not drawing causal links | |
| **Subtotal** | **3** |
| **Communication** |  |
| Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way | 3 |
| Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts in a clear and logical way | 2 |
| Uses everyday language with limited relevance to theories, studies, models and concepts | 1 |
| Accept other relevant answers. |  |
| **Subtotal** | **3** |
| **Total** | **29** |
| Note: the use of appropriate well-labelled diagrams/drawings are acceptable but must be accompanied with an explanation. |  |