

Year 12 Psychology

Task 5 Unit 4

Motivation and Science Inquiry Response Test

Weighting – 12.5%

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

Date:\_\_\_\_\_\_\_\_ Class: \_\_\_\_ ( )

Potential Mark: /

**Time allowed for this paper:**

* Reading time before commencing work – 5 minutes
* Working time – 50 minutes

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| --- | --- | --- | --- | --- |
| Section | Number of Questions | Available marks | Achievement score | |
| Section 1:  Short Answer | 3 | 35 |  | |
| Section 2:  Extended Response | 1 | 20 |  | |
| Total Score | /55 |

**Section One: Short Answer (35 marks)**

This section has three questions. Answer all questions. Write your answers in the space provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of the 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.

Suggested working time for this section is 30 minutes.

**Question 1. (11 marks)**

Karen is an outgoing and kind person who has received four different awards for her photography and was proud of her achievements. Whilst relocating homes, Karen lost her camera lenses and her purse. Also, she had not made many friends at her new University. Karen would often forget to pack her lunch and eventually, she started leaving the university to go to the café in a dangerous area of town on her own to buy food. Karen became quiet and anti-social, and her family found it difficult to understand how her personality seemed to have changed so much.

1. Using the above scenario, identify two deficiency needs from Maslow’s Hierarchy of needs (1954), one from before she moved, and one from after she had relocated homes, and outline how each effected Karen’s motivation. (4 marks)

|  |  |  |
| --- | --- | --- |
|  | **Need** | **How it affected Karen’s motivation** |
| **Before** |  |  |
| **After** |  |  |

1. With reference to the scenario, suggest why Karen began to engage in dangerous behaviour such as going on the dangerous area of town alone. (2 marks)

Karen has not yet reached transcendence, nor experienced transcendence.

1. Describe what transcendence needs are. (2 marks)

Prior to moving, Karen enjoyed photographing beautiful scenery and found surrounding herself in these environments fulfilling.

1. Explain which need of Maslow’s Hierarchy is influencing Karen’s motivation and behaviour towards photographing. (3 marks)

**Question 2. (14 marks)**

Mahmood plays for the Turkish volleyball team, which has been performing badly recently. The coaching staff are interested in investigating the psychological wellbeing of its players. Most of his teammates describe Mahmood as someone who believes the team can achieve great things and can make the most of their situations, not accepting things for how they are. They also describe him as an individual that has a lot of insecurities and does not accept some parts of his character.

1. Identify **one** factor from Ryff’s (1989) model of psychological wellbeing that Mahmood is high in and identify **one** factor he is low in. (2 marks)

The volleyball team all completed a condensed version of the Ryff psychological wellbeing inventory, which contained 18 statements to respond to on a scale of 1 to 6 from strongly disagree to strongly disagree.

The results from the survey indicated that overall, the team scored high on the positive relations factor of wellbeing.

1. List **two** characteristics of someone who could score high on the positive relations factor of wellbeing. (2 marks)

One:

Two:

Name the measurement tool and the method of data collection to measure the individual factors of wellbeing. (2 marks)

|  |  |
| --- | --- |
| **Method** |  |
| **Measurement tool** |  |

The original medium and long formats of Ryff’s psychological wellbeing inventory consist of 54 and 84 standardised questions respectively.

1. Define reliability and outline why the original inventories would be more reliable that the survey administered to the volleyball team. (2 marks)

To improve the performances of the volleyball team, Mason and his teammate Hugh had been tasked to research some new strategies and gameplays to implement by the head coach. Mason grew up wanting to be a volleyball coach and always read volleyball strategy books in his own time out of interest and enjoyment. When it came to researching some for the team, Mason found that Hugh did not want to contribute and was completely uninterested.

1. Name and explain the types of motivation experienced by Mason and Hugh according to self-determination theory. (2 marks)

Mason:

Hugh:

Mason selected some strategies he needed the team to research and understand so that they could be implemented during their upcoming tournament.

1. Extrinsic motivation can be divided into four different types. Using the scenario of Mason’s volleyball team, describe what would motivate players in each of the four types listed below: (4 marks)

* External regulation
* Introjected regulation
* Identified regulation
* Integrated regulation

**Question 3. (10 marks)**

Sarah is a PhD student who grew up in a third-world country where her family struggled to meet their basic needs. Sarah is working hard to complete her PhD to get a high paying job where she will be able to provide these needs for her family with ease and have the respect of the people from her home country.

1. Explain how three sources of motivation are all contributing toward her drive to succeed.

(6 marks)

Sarah is a very smart and independent individual. She completed her Master’s degree and then decided to further her knowledge and skills so continued in university and went on to do her PhD.

1. Name and define the psychological need that is Sarah is fulfilling through her behaviour according to Deci and Ryan’s self-determination theory. (2 marks)

Sarah’s idea of her own wellbeing has improved significantly since gaining her education. It is generally suggested that there are two main components of subjective wellbeing.

1. State these two components. (2 marks)

**Section Two: Extended Response (20 marks)**

This section has three questions. Answer all questions. Write your answers in the space provided The suggested working time for this section is 20 minutes.

**Question 4. (20 marks)**

Mr. Drake is a Year 11 Geography teacher who is concerned about the level of motivation amongst his students. Their recent test scores have been below average, and they have been reluctant to engage in the learning activities.

Mr. Drake is a committed teacher who always strives to develop his understandings of teaching practice. In attempt to further his understandings and increase the classes level of motivation, he decided to run a study with the students. He decided that for the next upcoming project, he would allow students to work in small groups and to collaborate with each other.

To assess their performance, and measure gained understandings and skills, he would run both a short pre-test and post-test separate from the project that was not counted towards their grade. He would then compare these results with the prior individual test where students scored below average. He is aware that not all students like working together because it may affect their grade. The topic of the project was strictly chosen by Mr. Drake, as he wanted the measurement to be equal across all groups.

In your response you must:

(1 mark)

(3 marks)

(1 mark)

(3 marks)

(5 marks)

(1 mark)

(3 marks)

(3 marks)

* Define Motivation
* Assess which **one** of the three psychological needs (SDT) still isn’t being met for students in Mr. Drakes classroom.
* Suggest how Mr. Drake could support this need in his classroom.
* State **one** strength and **two** limitations of self-determination theory.
* Write a directional hypothesis for Mr. Drakes classroom study.
* State what level/need of Maslow’s Hierarchy Mr. Drake is fulfilling by conducting this study.
* Explain how demand characteristics could have an impact on the results.
* Use appropriate psychological terminology.