# Sample assessment task

# Psychology – ATAR Year 12

## Task 10 — Unit 4

# **Assessment type:** Response

**Conditions**

Time for the task: one hour

**Task weighting**

5% of the school mark for this pair of units

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**Topic test: Social psychology (55 marks)**

1. Define the following terms:
2. Social facilitation (1 mark)

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1. Social inhibition (1 mark)

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1. Describe the process of group polarisation and provide an example of where this process is seen. (3 marks)

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1. (a) Define what is meant by the term 'attribution' in psychology. (2 marks)

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(b) Describe the contributions made to the attribution theory by:

(i) Heider (4 marks)

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(ii) Kelley. (4 marks)

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1. (a) Tamara and Jamie both smoke cigarettes for the first time. Tamara believes that smoking cigarettes is ‘fun’. Jamie believes that smoking cigarettes is ‘unhealthy’. Which person will experience the greater cognitive dissonance? Provide a brief reason for your answer.

(2 marks)

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(b) Explain, using cognitive dissonance theory, why a person who is paid $5 to complete a very boring task might rate the task as more interesting than someone who is paid $100.

(3 marks)

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5. Extended response (35 marks)

Tim has nominated himself to become a school leader. Teachers begin to observe his behaviour to see if he would be suitable for the role. They make some interesting observations. They notice that, on some occasions, Tim conforms to the behaviour of those around him while, at other times, he does not conform. They also notice that Tim is not always obedient.

Discuss **six** factors that determine whether Tim will conform and obey at school. Support your response with reference to studies by Asch, Milgram and Zimbardo.

Your response should include:

* definitions of conformity and obedience (2 marks)
* outline of studies by Asch, Milgram and Zimbardo [method, results and conclusions]   
   (12 marks)
* descriptions of **three** factors which determine whether Tim will conform (9 marks)
* descriptions of **three** factors which determine whether Tim will obey. (9 marks)

Marks will be awarded for the presentation of your response. (3 marks)

# Marking key for sample assessment task 10 — Unit 4

1. Define the following terms:
2. Social facilitation

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * increase or boost performance when in the company of others | 1 |
| **Total** | **1** |

1. Social inhibition

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * lessening of performance when in the company of others   OR   * lessening of performance when performing complex tasks | 1 |
| **Total** | **1** |

1. Describe the process of group polarisation and provide an example of where this process is seen.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * individuals in a group with others who hold similar attitudes or beliefs will have opinions strengthened | 1–2 |
| * examples include: KKK, terrorist groups, gangs, football crowds (or any other logical and correct answer) | 1 |
| **Total** | **3** |

3. (a) Define what is meant by the term ‘attribution’ in psychology.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * making a decision about a behaviour * decision is based on the perceived cause of behaviour | 1–2 |
| **Total** | **2** |

(b) Describe the contribution made to the attribution theory by:

(i) Heider

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Heider believed people make two types of attributions * internal attributions, such as attributing the behaviour to personality or emotional stability * external attributions, such as attributing the behaviour to the situation or environmental factors * internal attributions are usually made when explaining the behaviour of others while external attributions are usually made when explaining our own behaviour | 1–4 |
| **Total** | **4** |

(ii) Kelley.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Kelley’s theory suggests individuals take in three types of information when making decisions about whether a person’s behaviour is due to internal or external factors * consensus – whether others act the same way in a similar situation * distinctiveness – whether the individual acts the same way in other situations * consistency – whether the individual always acts the same way when the situation occurs again | 1–4 |
| **Total** | **4** |

4. (a) Tamara and Jamie both smoke cigarettes for the first time. Tamara believes that smoking cigarettes is ‘fun’. Jamie believes that smoking cigarettes is ‘unhealthy’. Which person will experience the greater cognitive dissonance? Provide a brief reason for your answer.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Jamie (will experience the greater cognitive dissonance) | 1 |
| Any correct explanation of cognitive dissonance theory acceptable for one mark, for example:   * because her behaviour of smoking a cigarette is inconsistent with her belief that smoking is unhealthy * because her behaviour is not consistent with her attitude (about smoking) | 1 |
| **Total** | **2** |

(b) Explain, using cognitive dissonance theory, why a person who is paid $5 to complete a very   
 boring task might rate the task as more interesting than someone who is paid $100.

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| --- | --- |
| **Description** | **Marks** |
| * correct explanation of cognitive dissonance theory * the person who was paid only $5 would be less likely to be able to justify doing the task due to the payment and would experience cognitive dissonance * to reduce this cognitive dissonance, the person would be likely to rate the task as more interesting | 1–3 |
| **Total** | **3** |

5. Extended response

Discuss **six** factors that determine whether Tim will conform and obey at school. Support your response with reference to studies by Asch, Milgram and Zimbardo.

* definitions of conformity and obedience

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * conformity – changing behaviour and attitude in response to group pressure  (to fit in) * obedience – changing behaviour in response to instruction or direct request by an authority figure | 1–2 |
| **Total** | **2** |

* outline of studies by Asch, Milgram and Zimbardo [method, results and conclusions]

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Asch’s (1951) line judgement experiment** | |
| Method   * naive participants were asked to judge the length of lines in a room with seven confederates who agreed to give the incorrect answers * they were all asked to answer aloud which comparision line was most like the original line | 1–2 |
| Results   * 75% of participants conformed and gave the incorrect answer at least once | 1 |
| Conclusion   * this shows that, when in a group setting, individuals are likely to conform to the pressure of the group | 1 |
| **Subtotal** | **4** |
| **Milgram’s (1963) obedience experiment** | |
| Method   * participants believed they were randomly assigned the role of teacher while another participant (confederate) was assigned the role of learner * the experimenter was dressed in a lab coat and asked the teacher to administer electic shocks with increased volts every time the learner made a mistake * the experimenter also urged the teacher to continue when they began to resist giving the shocks | 1–2 |
| Results   * 65% of participants continued to shock the learner to the highest voltage of 450  (all participants reached 300 volts) | 1 |
| Conclusion   * people tend to obey authority figures | 1 |
| **Subtotal** | **4** |
| **Zimbardo’s (1973) prison experiment** | |
| Method   * investigated conformity to social roles by setting up a role-play situation that replicated prison life * participants were randomly assigned the role of guard or prisoner and were given appropriate uniforms | 1–2 |
| Results   * guards became more aggressive and demanded greater obedience; prisoners gradually became more submissive | 1 |
| Conclusion   * people will conform to the social roles expected of them, taking on the typical behaviour | 1 |
| **Subtotal** | **4** |
| **Total** | **12** |

* descriptions of **three** factors which determine whether Tim will conform

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| --- | --- |
| **Description** | **Marks** |
| Descriptions of **three** factors which determine whether Tim will conform  1 mark for identification of factor  1 mark for elaboration of factor  1 mark for application to Tim in a school setting | 1–9 |
| **Total** | **9** |
| **Answer could include, but is not limited to:** | |
| * group size * conformity is at the highest when a group is between 3–5 members * Tim might conform to leaving rubbish on the oval when he is with three other friends and they all leave their rubbish behind | |
| * unanimity * conformity reduces if one other person in the group behaves differently * Tim might pick up his rubbish if one other person also picks up rubbish | |
| * normative conformity * conforming to fit in or to not be rejected * Tim may conform to picking up his rubbish so that his friends don’t think he is careless | |
| Any other suitable responses, for example: status of majority of group, difficulty of task, anonymity, lack of knoweldge or ambiguous situation (informational conformity), expectations of a social role (identification conformity) | |

* descriptions of **three** factors which determine whether Tim will obey

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Descriptions of **three** factors which determine whether Tim will obey  1 mark for identification of factor  1 mark for elaboration of factor  1 mark for application to Tim in a school setting | 1–9 |
| **Total** | **9** |
| **Answer could include, but is not limited to:** | |
| * authority of the person giving the instruction * the greater the perceived authority, the more likely Tim will obey * Tim may be seen to not obey when he is being asked to do something by another student but does obey when he is asked by the principal | |
| * proximity of the person giving the instruction * the closer the instructor is, the more obedient Tim will be * Tim may be disobedient when a teacher asked him to pick up rubbish from across the oval rather than when the teacher is standing next to him | |
| * lack of personal responsibility * Tim may be less obedient if he does not feel persoanlly responsible * he may not obey to pick up rubbish because it was not his rubbish | |

Marks will be awarded for the presentation of your response.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * well-developed sentences and paragraphs; uses appropriate psychological language with accurate grammar, spelling, and punctuation | 3 |
| * clear, everyday language with adequate grammar, spelling, sentences and paragraph structure | 2 |
| * poor literacy skills (very poor spelling, grammar, poor sentence and paragraph structure) | 1 |
| **Total** | **3** |