

**PSYCHOLOGY**

**ATAR YEAR 11**

**UNIT 1 and 2**

**2020**

**Marking Guide**

Section One: Research Methods 20% (25 marks)

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Question 1 (9 marks)

Ingrid, a bootcamp instructor, noticed her participant numbers were dropping off during winter. She decided to enlist the help of a marketing expert to see how she could increase her participant numbers. The marketing expert suggested she should market her business through her social media. Ingrid focused on her Facebook and Instagram profiles. By the following summer she had double her number of participants. Ingrid noticed the number of ‘likes’ on all of her posts continued to increase. She also noticed that posting pictures of her participants working out led to many of her clients leaving positive comments suggesting how much they enjoyed the session. Ingrid concluded that the use of social media had caused her business to grow.

(a) Using your psychological understandings, state whether Ingrid’s conclusion is correct and provide an explanation for your response. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No (1). Ingrid cannot establish a cause-effect relationship as other variables may have influenced the result (1). | 0-2 |
| **Total** | 2 |

(b) Provide an alternative explanation for Ingrid’s result. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The weather may have increased Ingrid’s participant numbers, as there was an increase during summer. | 0-1 |
| **Total** | 1 |

(c) List two behavioural variables from Ingrid’s scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following:   * Use of social media * Participant numbers at her bootcamp * The weather | 0-2 |
| **Total** | **2** |

Question 1 (continued)

(d) Ingrid collected two types of data. Name these two types of data and provide an example of each using the scenario above. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative (1): the number of likes on her social media pages (1)  Qualitative (1): the positive comments her clients wrote on her posts (1) | 0-4 |
| **Total** | 4 |

Question 2 (16 marks)

A researcher was interested in the effect alcohol would have on adults’ ability to drive a simulated car. The following questions relate to the graph below.

1. The graph has a title, however it is missing a label for the Y and X axis. Label each of these axes, including any appropriate measurements. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| One mark for naming, one mark for including the measurement:  Y axis: Number of mistakes made (1) (%) (1)  X axis: Number of standard alcoholic drinks consumed (1) | 0-3 |
| **Total** | 3 |

Question 2 (continued)

1. Provide an operationalised hypothesis for the information in the graph above. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It is hypothesised that adults (1) who drink 8 standard alcoholic drinks in the space of an hour (1), will make more mistakes when driving a simulated car than adults who drink 2 or 4 standard drinks in the space of an hour (1), as measured through the percentage of mistakes made (1). | 0-4 |
| **Total** | 4 |

1. Identify the independent and dependent variables: (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| IV: The number of alcoholic drinks consumed in one hour (1)  DV: The number / percentage of mistakes made on the car simulator (1) | 0-2 |
| **Total** | 2 |

1. Using the data above, conclude whether the hypothesis was supported.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Yes, the hypothesis was supported (1).  The percentage of adults who drank 8 standard drinks in an hour was 88%. This was more than double the amount for adults who drank 4 standard drinks (38%) and triple the number of mistakes made for adults who drank 2 standard drinks (10%) (1).  Note: one mark for stating the hypothesis was supported or not, and one mark for describing the data in an appropriate way to draw conclusions. | 0-2 |
| **Total** | **2** |

1. How could the researcher make sure his experiment was reliable? Explain what this would involve. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The researcher could repeat the experiment (test-retest) (1), which involves repeating the study to see if he gets similar results (1). | 0-2 |
| **Total** | 2 |

Question 2 (continued)

1. The researcher’s assistant claimed the results were not valid. Provide a suggestion as to how this could be so. In your response define the term validity.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Validity refers to whether the measurement tool is actually measuring what it is supposed to (1). The assistant could argue that the participant’s exposure to driving could influence the number of mistakes they make (1), rather than the amount of alcohol they consumed (1). | 0-3 |
| **Total** | 3 |

**End of Section One**

**Section Two: Short Answer 55% (104 Marks)**

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Question 3 (13 marks)

Two-year-old Markus was diagnosed with agenesis, a rare disorder caused by not being born with a corpus callosum.

(a) i. What is the corpus callosum? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A bundle of nerve fibres. | 0-1 |
| **Total** | 1 |

ii. What is the main function of the corpus callosum? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| It connects the left and right hemispheres of the brain to enable communication. | 0-1 |
| **Total** | 1 |

iii. In 1955, Ronald Myers was able to prove an exact function of the corpus

callosum. Provide **one** specific function of the corpus callosum.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Coordination OR Complex problem solving. | 0-1 |
| **Total** | 1 |

iv. A still picture brain scan is needed to confirm problems with the corpus callosum. List **two** types of scans that could be used. Explain **one** of these. (3 marks)

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Note: two marks awarded for correctly naming the scan, one mark for correctly explaining one of the scans.  CT Scan (1) – a medical imaging procedure that uses x-rays and digital computer technology to create a detailed picture of the brain (1).  MRI (1) - a medical imaging technique that uses magnetic and radio waves to take pictures of the brain’s interior (1). | 0-3 |
| **Total** | 3 |

Question 3 (continued)

v. Identify **one** difference and **one** similarity between these the two types of

scans identified in part iv. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any reasonable answer accepted, such as:  Difference - CT scans use x-rays; whereas MRI’s use radio waves; CT scans are less time consuming; MRI’s produce images that are more detailed.  Similarity - Both are used to capture still images of organs within the body; both are relatively low risk; both involve exposure to radiation | 0-2 |
| **Total** | 2 |

vi. How might the lack of a corpus callosum affect Markus’ development?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answer can include but is not limited to:  It may lead to delays in Markus reaching milestones, such as walking or riding a bike.  It may lead to delays in his speech and language development.  It may lead to clumsiness and poor coordination. | 0-1 |
| **Total** | 1 |

(b) State whether the following are controlled by the left or right hemisphere.

(4 marks)

|  |  |
| --- | --- |
| **Task Performed** | **Left or Right Hemisphere** |
| Left field of vision | Right (1) |
| Intuitive thought | Right (1) |
| Planning a wedding | Left (1) |
| Throwing a ball with your right hand | Left (1) |

Question 4 (11 marks)

(a) What do the five sense organs in the human body all have in common?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They each rely on receptors detecting stimuli and passing it on to the appropriate place within the brain/nervous system. | 0-1 |
| **Total** | 1 |

1. List one type of receptor found in the body that sense organs rely on.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any one of the following:  General receptors  Chemoreceptors  Photoreceptors  Mechanoreceptors | 0-1 |
| **Total** | 1 |

For each of the following scenarios decide which sense organ is being relied on.

(c) i. Mikayla came home from work and noticed a strange smell of gas as soon as

she walked through her front door. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Nose | 0-1 |
| **Total** | 1 |

ii. Bob walked out of the cinema into a bright sunny day and needed to put his

sunglasses on straight away. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Eye | 0-1 |
| **Total** | 1 |

iii. Maya was enjoying her kebab so much she did not want to share it with her

boyfriend. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Tongue | 0-1 |
| **Total** | 1 |

Question 4 (continued)

(d) Explain the difference between sensation and perception. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sensation is a physiological process involving sensory receptors detecting stimuli from the five senses (1), whereas perception involves the mental process of organising and interpreting sensory stimuli from the senses to achieve a meaningful form (1). | 0-2 |
| **Total** | **2** |

(e) Ellie, a new mum, was trying to follow a muffin recipe she hadn’t used before while looking after her four-week-old baby. She found herself getting very distracted and had to read the recipe several times. Ellie’s husband told her later that evening he thought the muffins had too much salt in them. Using your understanding of attention explain what may have occurred. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ellie was unable to use selective attention (1), where she can attend to some stimuli while ignoring other stimuli (1) as she needed to attend to her new baby while making a new recipe. She was using divided attention (1), distributing her attention between the baby and the recipe (1), which may have led to her not following the recipe correctly. | 0-4 |
| **Total** | 4 |

Question 5 (9 marks)

Lila grew up watching her mum volunteer to help others. Her mother taught her to respond to the needs of others. When Lila turned 16 years of age, she began volunteering at the local soup kitchen.

(a) i. Name and define the type of behaviour Lila and her mum both demonstrated.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pro-social behaviour (1) – any behaviour intended to help or benefit another person (1). | 0-2 |
| **Total** | **2** |

ii. Provide **two** explanations as to why Lila demonstrates this behaviour and

apply these to the scenario. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following:  The behaviour was inherited (1) – Lila’s mum passed a gene on to her which is thought to have an evolutionary value of helping others to survive (1).  The behaviour was learnt (1) – Lila observed her mother helping others from a young age so learnt this as an acceptable behaviour (1).  Lile has empathy (1) – Lila’s mum taught her to respond to the needs of others (1). | 0-4 |
| **Total** | **4** |

A young boy was getting pushed around by some older boys at his local basketball court. He started calling out for help. Despite there being three other groups of people around, no one came to his aid.

(b) i. Apply the theory of diffusion of responsibility to the behaviour of the bystanders. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Due to other people being around (1), each other group assumed someone else, or another group would take the responsibility of helping (1). | 0-2 |
| **Total** | 2 |

ii. Explain why the bystanders’ behaviour is considered anti-social.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The young boy’s cries for help were being ignored. | 0-1 |
| **Total** | 1 |

Question 6 (15 marks)

(a) Define communication. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The sending and receiving of messages (1) | 0-1 |
| **Total** | **1** |

The following question refers to the image below:

A picture containing person, man, building, indoor

Description automatically generated

(b) The man in the above picture is demonstrating the gesture of a handshake.

List **three** other types of non-verbal communication and describe how the man is using

these in the image above. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three of the following:  Body language (1) – the man is demonstrating open and welcoming body language (1)  Physical distance (1) – the man is not imposing on the other person’s personal space (1)  Facial expression (1) – the man is smiling, demonstrating warm and safe communication (1)  Touch (1) – the handshake is breaking down barriers between the two people OR demonstrating a sign of respect (1) | 0-6 |
| **Total** | **6** |

(c) Robinson suggested the handshake is one way in which adults regulate and maintain relationships. Provide **two** other ways adults regulate social relationships according to Robinson. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Forms of address (1)  Politeness (1) | 0-2 |
| **Total** | **2** |

(d) Robinson’s conventions can be affected by a number of variables. Suggest **three** variables which can influence the way adults regulate and maintain their social relationships. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social status (1)  Familiar and unfamiliar situations (1)  Cultural background (1) | 0-3 |
| **Total** | **3** |

(e) Hearing impairment includes two types of hearing loss. Name **two** types of hearing loss and explain **one**. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conductive (1) - hearing loss caused by problems in the outer or middle ear that prevent sounds being ‘conducted’ to the inner ear and hearing nerves (1).  Sensorineural (1) - hearing loss caused by a problem in the cochlea (the sensory part of the ear) or the hearing nerve (the neural part) (1). | 0-3 |
| **Total** | **3** |

**Question 7 (8 marks)**

(a) Define the term ‘Developmental Psychology’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A scientific approach which aims to explain how children and adults change and develop over time. | 0-1 |
| **Total** | 1 |

(b) List **three** theoretical areas a developmental psychologist would study. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three of the following:  Physical / Biological development (1)  Social development (1)  Emotional development (1)  Cognitive development (1) | 0-3 |
| **Total** | 3 |

(c) Explain the difference between monozygotic and dizygotic twins. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Monozygotic twins develop from the same fertilised egg (1); whereas dizygotic twins develop from two separate fertilised eggs (1). | 0-2 |
| **Total** | 2 |

(d) Why would a psychologist use identical twins who have been adopted in their research? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| To eliminate the effects of the environment / nurture (1) when focusing on the effect of genetics / nature (1). | 0-2 |
| **Total** | 2 |

Question 8 (16 marks)

(a) According to the Psychodynamic theory, explain what personality results from. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The internal conflicts of the mind (1) and how effectively these conflicts are resolved by the individual (1). | 0-2 |
| **Total** | **2** |

Marika was telling her friends about the time she crashed her car into the back of a very angry man’s car. As she told her friends the story, her friends were asking her questions, like ‘what did you do next’ and ‘what did he say’. She couldn’t remember exactly what the man had said to her, only that he had really frightened her.

(b) i. Using Freud’s Psychodynamic theory name the **three** levels of awareness Marika experienced. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conscious awareness (1)  Preconscious (1)  Unconscious (1) | 0-3 |
| **Total** | **3** |

ii. Provide examples from the scenario demonstrating Marika experiencing each level of awareness. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conscious awareness – the retelling of her story (1)  Preconscious – recalling the events of the car accident (1)  Unconscious – not being able to remember what the man said to her (1) | 0-3 |
| **Total** | 3 |

iii. Provide an explanation as to why Marika could not remember what the man had said to her straight after the car accident. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Marika had been very frightened (1) by what the man had said to her, so to reduce her level of anxiety and embarrassment (1) she had buried away what the man had said to her deep into her unconscious level of awareness (1). | 0-3 |
| **Total** | 3 |

Question 8 (continued)

(c) Name and describe **two** types of projective personality tests. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Rorschach inkblot test (1) – A psychological test in which a person’s subjective interpretation of an inkblot is recorded and then analysed for psychological interpretation (1).  Thematic Apperception Test (1) – Ambiguous images are used to draw out a subject’s narrative of events which seeks to unlock their underlying motives, concerns / desires or thoughts of how they see the social world (1). | 0-4 |
| **Total** | 4 |

(d) Outline **one** aspect the two types of tests identified in part (c) have in common. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They both aim to uncover unconscious thoughts, feelings and desires | 0-1 |
| **Total** | **1** |

Question 9 (13 marks)

(a) Provide a definition of a group. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any collection of two or more people who interact with and influence one another (1) and who share a common purpose (1). | 0-2 |
| **Total** | **2** |

An organisational psychologist was asked to work with some employees from the Public Transport Authority (PTA). He decided, that as he had a total of 20 people from the PTA, he would ask them to do some team building activities in groups of four.

(b) i. Provide a psychological explanation as to why working in smaller teams of

four could prove to be beneficial. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accept any reasonable answer such as:  It reduces the likelihood of individuals social loafing;  OR  It enables them to get the best out of any type of brainstorming activity. | 0-1 |
| **Total** | **1** |

ii. The psychologist asked one group to wear masks during a role playing activity

where each group had to act out a confrontational conversation between a

boss and his employee. He noticed that the group wearing masks took the activity too far and started swearing and becoming aggressive during their role play. Suggest why this occurred and provide an explanation for this phenomenon. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The staff wearing the masks had become deindividuated (1), where they experienced a shift in attention (1) and felt anonymous (1). | 0-3 |
| **Total** | **3** |

iii. The psychologist noticed that no one in any of the groups social loafed. What

does social loafing refer to? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A tendency for people to reduce their effort while working in a group. | 0-1 |
| **Total** | **1** |

Question 9 (continued)

(c) Competition can affect individuals differently depending on whether the

competition comes from within a group or between groups. Describe what could happen if competition occurs within groups as opposed to when competition occurs between groups. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Within – reduces cohesion OR hinders efforts to achieve group goals (1)  Between – increases group solidarity / cohesiveness (1) | 0-2 |
| **Total** | **2** |

Mia started attending a new school. She was instantly popular with a number of boys who played football. She had a bad experience with a football player at her previous school, and felt these boys would be just like him, so she ignored the attention she was receiving from these boys.

(d) i. Name and explain the psychological term that explains Mia’s

behaviour. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stereotype (1) – a fixed, over generalised belief about a particular group of people (1) | 0-2 |
| **Total** | **2** |

ii. Include one advantage and one disadvantage of the type of behaviour Mia demonstrated in the scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Responses can include but are not limited to:  Advantage – it enables us to respond rapidly to situations because we may have had a similar experience before (1).  Disadvantage - it makes us ignore differences between individuals, therefore we make assumptions about people that may not be true (1). | 0-2 |
| **Total** | **2** |

Question 10 (19 marks)

(a) Provide a definition of an attitude. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| An evaluation a person makes about an object, person, group, event or issue. | 0-1 |
| **Total** | **1** |

For the following scenarios, suggest where the attitude originated from.

(b) i. Toby’s mum and dad have a number of homosexual friends. Toby was very

supportive of his friend Michael when he came out as gay. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Childrearing / upbringing | 0-1 |
| **Total** | **1** |

ii. Rachel often watches The Project, a TV program where racism is never

condoned. Rachel advocates that everyone should be accepted

regardless of their ethnicity. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Media | 0-1 |
| **Total** | **1** |

(c)Provide **two** other suggestions as to where attitudes originate from. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following:  Direct contact  Interaction  Group membership  Chance conditioning | 0-2 |
| **Total** | **2** |

Question 10 (continued)

(d) The observational method is one way to collect data about a person’s attitude. Explain the difference between an overt and covert way of collecting this type of data. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Covert – the researcher conceals their identity and pretends to be a part of a group in order to collect their data (1); whereas with the overt observational method it is clear and obvious to participants that the researcher is collecting data (1). | 0-2 |
| **Total** | **2** |

(e) List **three** other tools for measuring attitudes and suggest whether each is a qualitative or quantitative self-report method. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Interview (1) – qualitative (1)  Focus group (1) – qualitative (1)  Rating scale (1) – quantitative (1) | 0-6 |
| **Total** | **6** |

Misha and Carol have very different attitudes when it comes to posting about themselves on social media. Misha never posts selfies (photos of herself) on social media as she believes people that do are vain. She often gets annoyed at her friend Carol who posts pictures of herself daily. Carol once told Misha that she feels valued when people like and comment on her posts. And she believes that others enjoy seeing what she gets up to.

(f) Provide the affective, behavioural and cognitive components of both Misha and Carol’s attitude towards posting selfies on social media. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Misha:  Affective – she gets annoyed at people who post selfies (1)  Behavioural – she never posts selfies (1)  Cognitive – she believes that people who post selfies are vain (1)  Carol:  Affective – she feels valued when receiving comments on her selfies (1)  Behavioural – she posts selfies daily (1)  Cognitive - she believes that others enjoy seeing what she gets up to (1) | 0-6 |
| **Total** | **6** |

**End of Section Two**

Section Three: Extended Answer 25% (54 Marks)

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**Question 11 (27 marks)**

Omaly and Fraser had been best friends all throughout primary school. They both enjoyed skate-boarding and playing cricket. By Year 10 they had drifted apart. Omaly continued to skate-board, play cricket and enjoyed other physical activities, but he also started drinking alcohol at the occasional weekend party. Fraser however, lost interest in the physical activities and fell into a crowd of friends that were more interested in smoking cannabis and taking amphetamines on the weekend.

Explain how Omaly and Fraser’s choices could affect their behaviours, emotions and thoughts.

In your response:

* Relate each boys’ choices to their behaviours, emotions and thoughts
* Discuss the different states of consciousness the boys would experience through their different choices and identify **four** different ways of how this could be measured
* Refer to psychological evidence and understandings

|  |  |
| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Behaviour** | **4** |
| **Omaly:**  **Physical activity** - regulates weight; gives more energy; reduces the risk of heart attacks; increases the likelihood of engaging in more physical activity  **Alcohol –** loss of inhibition; increase in aggressive acts; loss of coordination  **Fraser:**  **Cannabis –** impaired body movement; poor coordination; slowed reaction time; sleeplessness  **Amphetamine –** increased bodily movement;violent behaviour;insomnia; reduced appetite; increased talkativeness; repetition of simple acts; increased sweating; faster reaction times | 0-1  0-1  0-1  0-1 |
| **Emotion** | **4** |
| **Omaly:**  **Physical activity** - releases endorphins which will help him feel good about himself; experiences less pain; stress relief; may feel accepted as belonging to a team; increased sense of well-being and self-worth  **Alcohol -** Increased confidence; reduced emotions; a change of emotion  **Fraser:**  **Cannabis –** paranoia, anxiety, changes in mood,  **Amphetamine –** releases serotonin; may experience an imbalance of mood; experience of euphoria, excitement and sense of wellbeing; experience nervousness, anxiety agitation and panic; irritability | 0-1  0-1  0-1  0-1 |
| **Thought** | **4** |
| **Omaly:**  **Physical activity:** endorphins can create sharper memories and increase concentration; feel less tired  **Alcohol:** decreased thought in relation to consequences for actions; impaired memory  **Fraser:**  **Cannabis –** impaired short-term memory; impaired attention; forgetfulness; distorted sense of time; altered senses; difficulty with thinking and problem solving  **Amphetamine –** memory loss; confusion; psychosis; paranoia; increased confidence and motivation; abrupt shifts in thought and speech | 0-1  0-1  0-1  0-1 |
| **States of Consciousness** | **8** |
| Both boys ingested a chemical substance that acts primarily upon the central nervous system. It affects brain function, resulting in temporary changes in perception, mood, consciousness and behaviour.  **Omaly:**  Normal waking consciousness when playing sport; altered state of consciousness when drinking alcohol.  **Fraser:**  Altered state of consciousness when under the influence of cannabis and amphetamines.  **Measuring state of consciousness:**   * electrical activity of the brain * heart rate * body temperature * galvanic skin response | 0-2  0-2  0-4 |
| **Use of Psychological evidence (see below)** | **4** |
| **Two** or more statements are supported with a description of relevant evidence using **three** or more sentences. | 4 |
| **Two** or more statements are provided with a brief description of relevant evidence using less than **three** sentences. | 3 |
| **One** or **two** statements given with reference to relevant evidence. | 1-2 |
| **Quality of Extended response** | **3** |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation | 3 |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | 2 |
| Single paragraph response **or** lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language **and/or** poor English expression **and/or** many spelling errors | 0-1 |
| **Total** | **27** |

**Psychological Evidence:**

Seligman (1994) – moderate amount of exercise can halve the risks of heart attack; adding two years to life expectancy.

Statistics Canada (1999) – one in four Canadian’s reported feeling more energetic, less depressed, and tired less often than those who exercised less frequently.

McCann and Holmes (1984) – study with mildly depressed female college students. One third were assigned to a relaxation group, another third to a program of aerobic exercise and the remaining third, the control group, received no treatment. Ten weeks later, the control group did not change significantly, both treatment groups improved, with the exercise group making greater gains.

Cooney and colleagues (2013) – meta-analyses – exercise is moderately more effective than no intervention but comparable to psychological and pharmacological therapies in reducing depression

Barinaga (1997) - exercise strengthens the heart, increasing blood flow and lowering blood pressure and the blood pressure reaction to stress

Craft (2005) – exercise provides the mastery experiences that help promote perceived ability to cope with depression

Salmon (2001) – exercise increases the mood-boosting neurotransmitters such as noradrenalin, serotonin and the endorphins.

Tanaka and Shirakawa (2004) – exercise leads to higher levels of physical self-concept – we feel better about our bodies, have better sleep and a sense of accomplishment.

**Question 12 (27 marks)**

Imogen was known by her friends to be outgoing, friendly and empathetic. She was goal directed and knew that as soon as she finished school she wanted to go and volunteer in an orphanage in a third world country. She craved excitement and change and was dedicated toward helping others. While her friends considered her to be a calm and well-adjusted person, and knew that she coped well under pressure, they often laughed at how impatient Imogen became when she had to wait in a queue to get her morning coffee. Using Allport and Eysenck’s theories, assess Imogen’s personality.

In your response:

* Include relevant definitions
* Name, describe and apply each trait in Allport’s theory to Imogen
* Name, describe and apply each trait in Eysneck’s theory to Imogen
* Provide **one** similarity and **one** difference between the theories
* Provide **one** strength and **one** limitation of trait theory

|  |  |
| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Definitions** | 2 |
| Personality – A relatively stable set of characteristics that determine how we think, feel and behave.  Trait - an enduring personality characteristic that determines an individual’s behaviour. | 0-1  0-1 |
| **Allport** | **9** |
| One mark for naming the trait; one mark for describing the trait; one mark for applying the trait:  Cardinal trait (1) – an enduring trait that determines one’s path (1). E.g. Imogen is humanistic and has a desire to help others (1).  Central trait (1) – building blocks that shape and define one’s interactions displayed on a daily basis (1). E.g. Imogen is outgoing, friendly and empathetic (1).  Secondary traits (1) – shown in response to specific stimuli or under specific circumstances (1). E.g. Imogen becomes impatient when having to wait for her morning coffee (1). | 0-3  0-3  0-3 |
| **Eysenck** | **9** |
| One mark for naming the trait; one mark for describing the trait; one mark for applying the trait:  Introversion /extroversion (1) – people who are introverted prefer solitary behaviours and like to be alone, whereas people who are extroverted are sociable and outgoing and connect well with others (1). Imogen is extroverted as she is outgoing, she’s friendly, and she craves excitement and change (1).  Neuroticism / emotional stability (1) – people who are neurotic tend be anxious, whereas people who are emotionally stable tend to be calm (1). Imogen is emotionally stable as she is calm, well-adjusted, and copes well under pressure (1).  Psychoticism (1) – people who are psychotic tend to be tough minded, cold, antisocial and hostile; whereas people who are low on psychoticism tend be tender minded, altruistic and empathetic (1). Imogen is more tender minded, therefore low in psychoticism as she demonstrates empathy with a desire to help others (1). | 0-3  0-3  0-3 |
| **Similarities and Difference** | **2** |
| Identifies at least **one** similarity and **one** difference. Possible responses can include but are not limited to:  **Similarity:**  Both theories believe that personalities are relatively stable and predict future behaviour.  Both theories believe that people have ‘more or less’ of each trait.  Both theories focus on three traits.  **Difference:**  Allport’s theory accounts for the impact of the environment/situation on behaviour (secondary trait), whereas Eysenck’s theory does not. | 0-1  0-1 |
| **Strengths and Limitations** | **2** |
| Identifies at least **one** strength and **one** limitation. Possible responses can include but are not limited to:  **Strengths:**  It is empirically tested and scientifically validated.  It helps us to understand how personality is structured.  It is said to have objectivity.  It provides a strong correlation for aggregate behaviours.  **Limitation:**  Often poor predictors of behaviour.  Trait theories do not account for why individual differences in personality develop or emerge.  There is some disagreement as to how many traits accurately describe a person’s personality. | 0-1  0-1 |
| **Quality of Extended response** | **3** |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation | 3 |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | 2 |
| Single paragraph response **or** lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language **and/or** poor English expression **and/or** many spelling errors | 0-1 |
| **Total** | **27** |

**ACKNOWLEDGEMENTS**

**Question 6b Shutterstock**

Close up handshake in the office.

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