

**PSYCHOLOGY**

**ATAR YEAR 12**

**UNIT 3 and 4**

**2018**

**Marking Guide**

**Section One: Research methods 20% (30 Marks)**

**Question 1 (8 marks)**

Mrs Tawney was a brunette and was interested in finding out if the old adage “Blondes have more fun” was true. She surveyed 300 women between the ages of 20 to 50, 100 blondes, 100 brunettes and 100 redheads.

The results of the survey were as follows:

**Table 1: Results of survey comparing hair colour and fun perception.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Percentage of week identified as Fun** | **Percentage of week identified as not fun** | **Percentage of week identified as other** |
| **Blondes** | 30% | 5% | 65% |
| **Brunettes** | 25% | 30% | 45% |
| **Redheads** | 45% | 20% | 35% |

1. Identify if Mrs Tawney’s research is experimental or non-experimental. Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Non-experimental (1) – it uses self-report to describe behaviour, not identify the causes or reasons behind the behaviour (1)  *\*Note: Students may say Experimental as a Variable is being manipulated (Hair Colour).* | 0-2 |
| **Total** | **2** |

1. Identify two (2) other types of data collection using a self-report method Mrs Tawney could have used instead of a survey. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the below for one mark each:  Questionnaire  Rating scale (eg: Likert Scale)  Interview | 0-2 |
| **Total** | **2** |

1. Name one (1) disadvantage of using a survey in psychological research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below answers acceptable for one mark:  Poor representation in sample  Not easily understood survey questions  Participants can be dishonest when answering questions due to social desirability  Hard to compare results statistically | 0-1 |
| **Total** | **1** |

1. Name one (1) advantage of using a survey in psychological research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below answers acceptable for one mark:  Fast  Cheap  Easy  Flexibility  Large amounts of data can be collected | 0-1 |
| **Total** | **1** |

1. Based on the results, Mrs Tawney decides that she will dye her hair Strawberry Blonde. Explain why Mrs Tawney came to this conclusion and why she should conduct further research before making her decision. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Her survey results show that blondes and redheads identified a higher percentage of the week as being fun compared to brunettes (1)  As this is a non-experimental self-report survey it cannot be determined whether being blonde or redhead actually causes those people to have more fun. (1) | 0-2 |
| **Total** | **2** |

**Question 2 (13 marks)**

A psychologist was interested in studying the relationship between water intake and intelligence. To research this the investigator chose a sample of 40 University students who had replied to an advertisement in the University newsletter. The students were separated into four even groups, with group A consuming 3 litres of water a day for 1 month, group B consuming 2.5 litres of water a day for 1 month, group C consuming 2 litres of water a day for 1 month and group D consuming 1.5 litres of water a day for one month. They then sat a standardized IQ test at the end of the month. The probability for the investigation was set at 0.05.

**Table 2: Results of investigation into effects of water intake on intelligence.**

|  |  |  |
| --- | --- | --- |
| **Group** | **Average amount of water consumed per day** | **Average Intelligence Quotient** |
| A | 3 litres | 125 |
| B | 2.5 litres | 105 |
| C | 2 litres | 110 |
| D | 1.5 litres | 105 |

Probability in the investigation was calculated at p ≥ 0.07.

1. Write a hypothesis for this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The higher the amount of water intake a student consumes the higher their intelligence quotient will be.  Must include direction and both variables. | 0-2 |
| **Total** | **2** |

1. Name the independent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Average water consumption per day | 0-1 |
| **Total** | **1** |

1. Name the dependent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Intelligence Quotient | 0-1 |
| **Total** | **1** |

1. Draw a graph below representing results from Table 2: (5 marks)

Intelligence Quotient

Water Consumption

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly plotted data  Bar graph  Correctly labelled X axis (independent variable – water consumption in Litres)  Correctly labelled Y Axis (dependent variable – intelligence quotient)  Title (accept correct title above the graph and/or Figure description below the graph)  *\*Note: Break required on Y axis if does not start at zero* | 1 mark  1 mark  1 mark  1 mark  1 mark |
| **Total** | **5** |

1. Identify the sampling method used by the psychologist and suggest one (1) limitation of this method. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Convenience  Possible Limitations:  Over-representation or under-representation of groups in sample  Bias beyond control of experimenter  High chance of sampling error (inaccuracies due to bias in group)  Cannot generalize results | 0-1  0-1 |
| **Total** | **2** |

1. What conclusions can be drawn from the study? Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No conclusions can be drawn (1) as the probability is greater than 0.05 meaning the results are not statistically significant and are likely due to chance. (1) | 0-2 |
| **Total** | **2** |

**Question 3 (9 marks)**

A nutritionist, Dr Roberts, was investigating memory and iron intake in teenagers as he believed iron rich foods such as fish can improve memory. He gave half his participants a sugar pill, telling them it was an iron pill, and the other half he gave actual iron pills.

1. What is the term given to the sugar pill in the above experimental research design? (1 mark)

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

1. Dr Roberts actually found that teenagers taking the sugar pill scored quite well in their memory tests as they seemed to focus very well on the memory testing. Name this occurrence. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Placebo Effect | 0-1 |
| **Total** | **1** |

1. Explain the difference between an experimental group and a control group. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Experimental: the group (or groups) exposed to the experimental condition(s). Where the variable is being manipulated – the IV. (1)  Control: the group that is exposed to the control condition. Where the variable under investigation is absent. (1) | 0-1  0-1 |
| **Total** | **2** |

1. Dr Roberts was very keen to prove that iron did improve memory and so he unintentionally focused more of his time on the teenagers who were taking the iron tablets and unintentionally gave them more verbal cues.
   1. Name the above occurence in research? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Experimenter Effect | 0-1 |
| **Total** | **1** |

* 1. How could the research design be altered to overcome the above? Name and explain the procedure. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Use a Double-blind procedure. (1) Both the participants and the experimenter do not know which participants have been allocated to the control and experimental groups (1) and therefore Dr Roberts cannot unintentionally affect the results. (1) | 0-3 |
| **Total** | **3** |

1. Dr Roberts’ test was later found to be valid. In psychological testing what does this mean? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Validity is the extent to which an assessment tool actually measures what it is designed to measure. Therefore, Dr Roberts’ test correctly measured what it was meant to measure (memory). | 0-1 |
| **Total** | **1** |

**Section Two: Short answer 55% (92 Marks)**

**Question 4 (11 marks)**

1. Complete the labels on the following diagram about the structure of the nervous system. (7 marks)

**Nervous System**

1. Central Nervous System

ii. Peripheral Nervous System

iii. Brain

iv. Spinal Cord

**Autonomic Nervous System**

v. Somatic Nervous System

vi. Sympathetic NS

vii. Parasympathetic NS

1. Identify the function of the autonomic nervous system. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The autonomic nervous system regulates involuntary functions of the body (1). | 0-1 |
| **Total** | **1** |

c) Ellen enjoys scaring people on her TV show. Many celebrities have been suddenly frightened by Ellen and react in different ways. Taylor Swift screamed, jumped away and fell to the floor.

* 1. Name the branch of the nervous system that is working when Ellen scares Taylor. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sympathetic Nervous System (1). | 0-1 |
| **Total** | **1** |

* 1. Apply your understanding of the fight or flight response by identifying two (2) physiological preparations Taylor’s body would have undergone when presented with the danger. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any 2 of the following physical reactions for one mark each: Rapid heart rate, increased breathing rate, salivation stops and pupils dilate. | 0-2 |
| **Total** | **2** |

**Question 5 (14 marks)**

Quentin and Justine live next door to 7-year-old Benji, who has always appeared to them to be polite and kind. One day, when sitting in their lounge room, they notice Benji outside in the street and they watch him throw a stick at a neighbourhood cat.

Quentin dismissed Benji’s behaviour, believing that it might have been a one off and maybe the cat had scratched Benji. Quentin still thinks Benji is a kind child, although now believes he may be a little mischievous at times.

Justine on the other hand saw the incident and was shocked at Benji’s behaviour. She is now very careful with her small dog when he is near and no longer thinks Benji is a kind child.

1. Identify and explain the two (2) Piagetian concepts Quentin and Justine have used when interpreting this new information. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quentin – Assimilation (1): Quentin dismisses Benji’s behavior, believing that maybe it's something he observed another person doing and that he does not mean to be cruel to cat. He is not revising his opinion of Benji but adding new information to existing knowledge. (1)  Justine – Accommodation (1): Benji's behavior has caused Justine to reevaluate her opinion of Benji. Her old ideas are changed and/or replaced based on new information. (1) | 0-2  0-2 |
| **Total** | **4** |

1. Benji’s mother is a teacher and has been meticulously recording Benji’s cognitive development as he grows. Identify the Piagetian concepts demonstrated by Benji and for each identify which stage of Piaget’s theory Benji was in at the time in the following scenarios.
2. Benji tried to look over his high chair table when his mother bent down and out of sight to pick up something on the floor. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Object Permanence (1) – Sensori-motor Stage (1) | 0-2 |
| **Total** | **2** |

1. Benji had some homework from his teacher that his mum had to help him with. His mum was reading out the problems to Benji who was trying to solve them. “If Phoebe is taller than Rachel and Rachel is taller than Monica, who is the shortest?” Benji thought about it for 10 seconds and then answered “Monica”. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Abstract Thought (1) – Formal operational stage (1) | 0-2 |
| **Total** | **2** |

1. Benji had some friends over and his mum was making them some chocolate milkshakes for afternoon tea. She only had two glasses that were the same size and had to use a shorter fatter glass for the third milkshake. She poured them out in front of the children so that they could see they had the same amount of milkshake each. Benji’s two friends quickly took the taller thinner glasses thinking they had more in them but Benji happily took the shorter, fatter glass telling his friends they were all the same anyway. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conservation (1) – Concrete operational stage (1) | 0-2 |
| **Total** | **2** |

1. Benji’s dad took him to the shops to buy his mum some flowers and chocolates for Mother’s Day. Benji wanted the yellow flowers even though his dad said his mum liked the red ones and he picked a kinder surprise as the chocolate despite his dad trying to get him to pick his mum’s favourite Ferrero Rocher. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Egocentrism (1) – pre-operational stage (1) | 0-2 |
| **Total** | **2** |

1. Outline the major contribution of Piaget’s theory to the education of young children. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Piaget’s theory suggests that the ideal way to guide intellectual development is to provide experiences that are slightly novel, unusual or challenging. (1)  His emphasis on children as active beings who construct understanding through their interactions with the world has transformed education and removed the notion of children as empty vessels waiting to be filled. (1) | 0-2 |
| **Total** | **2** |

**Question 6 (11 marks)**

1. Outline the difference between conformity and obedience. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conformity occurs when someone brings their behaviour into agreement with norms or with behaviour of others in a group (1).  Obedienceoccurs when someone complies with an order, request from an authority figure. | 0-2 |
| **Total** | **2** |

1. Identify and define the concept Triplett tested after he observed improvement in cyclists times when racing together compared to racing alone. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social Facilitation (1).  When performance improves when in the presence of others (1) | 0-2 |
| **Total** | **2** |

1. Roger was very good at his times tables and excelled at school in maths tests. However, when his class competed in quick draw times tables he would always lose because he became flustered having to quickly remember in front of the whole class. Identify, explain and apply what is happening in Roger’s situation using psychological ideas. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social Inhibition (1).  The presence of others diminishes performance for complicated tasks (1)  Roger’s performance is diminished due to the presence of his class mates when he is trying to complete multiplication quickly in his head (1). | 0-3 |
| **Total** | **3** |

1. Explain the difference between internal and external attributions. Provide an example of both to support your answer. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Situational Attribution is the attribution of a person’s actions to external factors in the situation or environment (1). Dispositional attributions occur when a person’s actions are attributed to internal dispositions (1).  Any relevant example of external/situational attribution accepted for one mark – eg: peer pressure.  Any relevant example of internal/dispositional attribution accepted for one mark – eg: personality trait, mood. | 0-2  0-1  0-1 |
| **Total** | **4** |

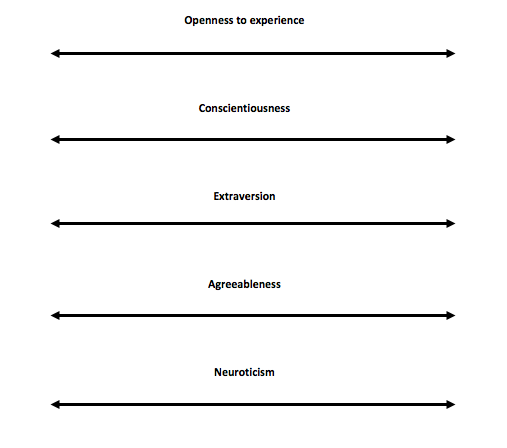
**Question 7 (12 marks)**

1. Define the term personality trait. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The characteristic way in which an individual thinks, feels and acts. | 0-1 |
| **Total** | **1** |

Jack and Max are identical twins who are always compared to each other. Jack hates it when people compare them, but Max loves the fact that he is an identical twin and is much more comfortable in his own skin than Jack who can at times be a little insecure. In primary school they were in different classes at the same school and Max would convince Jack to trick the teachers by swapping classes sometimes. Jack would always give in and tell the teacher quickly. Max excels on the sporting field and always has lots of energy, he loves being the centre of attention. Jack is much shyer than Max and prefers to spend his afternoons rigorously completing his homework and helping his mum out at home with their younger siblings. Max always throws himself into new challenges as he is confident he can excel in whatever he tries. Jack was chosen by his teachers to become a school prefect because of his good-natured demeanour. Max was the school sports captain because of his ability to be ruthless and critical but also calm in stressful situations.

1. Using the letter ‘M’ for Max and ‘J’ for Jack identify where the boys personality traits would fall on the below continuums. (10 marks)



**J**

**J**

**J**

**M**

**M**

**M**

**J**

**M**

**J**

**M**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Marks awarded for each M and J placed correctly on the continuum as shown above.  Openess to experience: Jack is low as he is described as shy and prefers to spend his afternoons at home. Max is high as he throws himself into new challenges  Conscientiousness: Jack is high as he is a school prefect, completes his homework and helps his mum out. Max is concentious as he has been selected as a sports captain but not as high as Jack as he would trick his teachers.  Extraversion: Jack is low as he is said to be shy. Max is very extraverted as he is described as social as he loves being the centre of attention.  Agreeableness: Jack is high as he is good-natured, kind to his mother and siblings. Max is lower in aggreableness as he can be ruthless and critical.  Neuroticism: Jack is slightly more neurotic than Max as he is insecure and was anxious about tricking the teachers. Max is low as he is calm in stressful situations and more comfortable in his own skin. | 0-10 |
| **Total** | **10** |

1. Name the theorist/s who created the above personality theory. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| McCrae and Costa (1) | 0-1 |
| **Total** | **1** |

**Question 8 (6 marks)**

1. The influence of social media has increased the influence people and groups have over others. A negative tweet about Snap Chat in early 2018 from Kylie Jenner had the effect of wiping millions of dollars off the value of the company.

Name the phenomenon that occurs when a group of people come together and the enhancement of similar attitudes are strengthened. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Group polarisation | 0-1 |
| **Total** | **1** |

1. Britney has just moved schools and wants to fit in and make friends. She notices on her first day a group of girls talking about Justin Bieber and how they all follow Selena Gomez on Instagram. When Britney gets home she follows Selena on Instagram and listens to Justin’s latest album so that tomorrow she can talk about them both and make friends. Name and explain a psychological concept that describes what has occurred in Britney’s situation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Normative social influence (1) – the pressure on an individual to change their behaviour and conform to group norms in order to be accepted. (1) | 0-2 |
| **Total** | **2** |

1. Michael wins free tickets to a soccer match and despite not being a fan he decides to go to see what it is like. He has tickets in the main supporter’s area and he watches what everyone around him is doing. He chants along with the cheers and boos when the others boo. When a goal is scored he watches the other supporters throw their drinks up in the air and despite just paying $10 for his drink he does the same as those in his immediate surroundings. Name and explain a psychological concept that describes what has occurred in Michael’s situation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Informational Social Influence (1) – people gather information about the situation and assume actions of those around them in order to reflect correct behaviour (1). | 0-2 |
| **Total** | **2** |

1. Stanley Milgram was interested in the reasons behind the Holocaust in WWII and wished to investigate how it could occur and to investigate whether it could ever occur again. What phenomenon did Milgram discover that many Nazi officers claimed to be the reason for their actions in the Holocaust? (1 mark)

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

**Question 9 (7 marks)**

1. Define the term ‘sensory memory’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Memory for information provided by physical properties of stimulation (senses) retained for a very brief moment (1). | 0-1 |
| **Total** | **1** |

1. Samuel is sitting his Chemistry Mock Examination. During the examination he is required to remember information in different ways.
   * 1. Identify and explain how Samuel’s memory is measured when answering multiple choice questions in the exam. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Recognition (1).  Identifying information from a number of alternatives (1). | 0-2 |
| **Total** | **2** |

* + 1. Identify and explain how Samuel’s memory is measured when answering extended answers in the exam. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Recall (1).  Retrieval of information from memory without prompts or cues (1). | 0-2 |
| **Total** | **2** |

* + 1. Samuel fails the short answer section of the exam as he had particular trouble remembering what he was taught about the periodic table. His teacher tutors him before his final examinations and after only a quick revision on the periodic table, Samuel says he can now remember everything that he was originally taught. Identify and explain what has occurred in this situation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Relearning (1).  Samuel learnt the information more quickly when his teacher re-taught it to him, proving he had retained the information but had simply been unable to retrieve it in the exam (1). | 0-2 |
| **Total** | **2** |

**Question 10 (12 marks)**

1. Define the term morality. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Principles concerning the distinction between right and wrong or good and bad behaviour. | 0-1 |
| **Total** | **1** |

1. Kohlberg’s theory of moral development has three levels that identify how moral reasoning is used when faced with the Heinz dilemma. Name and define the reasoning found in all three (3) levels of Kohlberg’s theory. (6 marks)

Level 1:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pre-conventional level (1).  Moral thinking is guided by the consequences of actions (punishment, reward, exchange). | 0-1  0-1 |
| **Total** | **2** |

Level 2:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conventional level (1).  Reasoning is based on the desire to please others or to follow accepted rules/values. | 0-1  0-1 |
| **Total** | **2** |

Level 3:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Post-conventional level (1).  Reasoning is guided by self-accepted moral principles. | 0-1  0-1 |
| **Total** | **2** |

1. Define the term “sense of identity”. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Enduring qualities, beliefs and personality characteristics of a person. | 0-1 |
| **Total** | **1** |

1. Describe how Erikson’s stage theory of identity aims to explain how a person’s identity and enduring personality characteristics are formed across a lifespan. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Erikson believed that identity develops as an individual encounters crises and conflicts in life and how that individual overcomes/resolves each crisis can lead to the next stage (1).  Successful resolution leads to normal personality development (1).  Unsuccessful resolution of a crisis can lead to someone becoming “stuck” in a stage and this can affect further normal development (1).  Abnormal personality development can be traced to failure to resolve a particular identity crisis at an earlier stage of development (1). | 0-4 |
| **Total** | **4** |

**Question 11 (11 marks)**

“The Forbidden Experiment” refers to the concept of language deprivation experiments which would involve isolating infants from the normal use of spoken or signed language in an attempt to discover the origin of human language. They are considered “forbidden” as they would require exceptional deprivation of human contact and therefore are not ethically acceptable. Therefore theories speculating whether human language is developed due to nature or nurture are not conclusive.

1. **Identify** and **explain** one of the two major theories of language development.
2. **Identify** the theorist who coined the term ‘genderlect’ and explain the theory outlining gender differences in communication style..

|  |  |
| --- | --- |
| 1. **Chomsky** | **7** |
| Marks awarded as follows:  Chomsky (1)  Believed children are innately predisposed to learn how to talk and how to understand language (1)  Language Acquisition Device (LAD) (1)  Black box that is hard wired to receive input in native language and generate sentences in that same language as output (1)  Universal Rules that distinguish grammatical sentences from non-grammatical (1)  Deep structure rules enable the generation and production of grammatical sentences (1)  Surface structure rules describe the grammatical structure of each spoken language (1)  OR | 0-6 |
| 1. **Bruner** | **8** |
| Marks awarded as follows:  Bruner (1)  Language Acquisition Support System (LASS) (1)  Parents’ guide and support children’s language through interaction (1)  LAD requires LASS and vice versa. Child component contains the propensity to learn language and the adult component provides instructional framework to encourage talk (1)  Scaffolding – mother provides a framework for child to develop language by staying one step ahead of the child and encouraging the child to move beyond current capabilities (1)  Formats – routines designed to push children beyond current capabilities through repetition and routine, such as songs and book reading. (1)  Joint attention – eye contact turns into vocal turn-taking and then primitive conversations (1)  Reference – how mothers manage and direct attention by linguistic means such as pointing and gestures accompanied by language (1) | 0-6 |
| 1. **Genderlect** | **5** |
| Marks awarded as follows:  Tannen (1)  Women use Rapport talk (1)  Rapport talk: seeks to establish connection with others and avoid conflict (1)  Men use Report talk (1)  Report talk: Seeks to command attention, convey information and win arguments in order to preserve their status within a hierarchy (1) | 0-5 |

**Question 12 (8 marks)**

Mount Agung in Bali is erupting again. The Smiths are currently on holiday in Bali and cannot get home due to the eruption. The Frasers are at Perth airport and have been told their flight has been cancelled due to the eruption, so they cannot go on their holiday. The Smiths did not buy insurance and were shocked when the volcano erupted. They will have to pay for further accommodation and new flights once the airlines begin flying again. The Frasers made sure they purchased volcano insurance when booking their holiday and they will be reimbursed the cost of their cancelled flights and accommodation but they will not be able to go to Bali on their holiday as Mr Fraser must be back at work by the time the airlines recommence flights to Bali.

1. Explain how the following characteristics of this event would contribute to each family’s stress. (6 marks)
2. Predictability:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Frasers better prepared for the volcano eruption (1).  Smiths didn’t prepare for the eruption and were shocked so did not predict the possibility of this occurring (1). | 0-1  0-1 |
| **Total** | **2** |

1. Controllability:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neither the Fraser’s nor the Smiths can control the volcano or the airlines decisions to not fly so both have low control over the situation. | 0-2 |
| **Total** | **2** |
|  |  |

1. Experience threat or loss:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The Frasers are not in Bali so not in direct threat and they will not lose any money, the only thing they lose is their holiday (1).  The Smiths are in Bali and so are experience the threat of the potential devastation the volcano could cause and have also lost money and time due to being stuck in Bali until the airlines deem it safe enough to fly again (1). | 0-1  0-1 |
| **Total** | **2** |

1. World events such as earthquakes, floods and fires can have devastating effects on communities. Name one (1) positive response and one (1) negative response that an individual can have due to the impact of such an event. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive: resilience or post traumatic growth (1).  Negative: post-traumatic stress disorder (1). | 0-1  0-1 |
| **Total** | **2** |

**End of Section Two**

**Section Three: Extended answer 25% (58 Marks)**

**Question 13 (28 marks)**

Albert Bandura has been described as the greatest living psychologist and one of the most influential psychologists of all time. He has contributed to many areas of psychology including influential theories in the fields of Cognition, Developmental Psychology and Personality. Identify and outline his three major theories from the above psychological areas.

In your answer you should;

* Name and outline theory in relation to Cognition
* Name and outline theory in relation to Personality
* Name and outline theory in relation to Developmental Psychology
* Identify any similarities and differences between the theories

**Question 14 (30 marks)**

Jonathan belonged to the Parkville Panthers football team. They had a huge game coming up on the weekend against the Riverstone Ravens. They decided to do a practice every day after school the week before the big game. The night before the game the captain wanted to go to the Ravens home ground and decorate the stands in the Panthers colours. Jonathan knew they could get into a lot of trouble by doing this, but the captain and the senior players were doing it so he went. Jonathan decided that decorating the other team’s stadium would give his team the team spirit they deserved.

The next day Jonathan’s team arrived in their blue and gold uniforms, paint on their faces, and won the big game against the Riverstone Ravens.

Explain, using empirical evidence, how conformity, cognitive dissonance and sense of community were demonstrated in the above scenario.

In your answer you should;

* Name the theorist/s and outline theory in relation to conformity.
* Name the theorist and outline theory in relation to cognitive dissonance.
* Name the theorists and outline theory in relation to sense of community.

**Question 13 (28 marks)**

|  |  |
| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Cognition** | **7** |
| Detailed discussion on Process of learning and Observational Learning  Marks can be awarded for the following information to a maximum of seven marks:  Naming: Observational Learning (1)  Reciprocal determinism – the environment causes behavior and learning, but behavior can also change the environment (1)  Modelling and Imitation – learning through watching others and copying their behavior (can also be used as definition for observational learning) (1)  Attention – taking notice of something or someone. Aspects such as distinctiveness can affect attention levels (1)  Retention – remembering what you paid attention to. Eg: mental images, coding, rehearsal (1)  Reciprocation/Reproduction – reproducing the action/image/example. (1)  Motivation – having a good reason to imitate. Eg: incentives, rewards (1) | 0-7 |
| **Personality** | **7** |
| Detailed discussion on Social Cognitive Theory  Marks can be awarded for the following information to a maximum of seven marks:  Naming: Social Cognitive Theory (1)  Reciprocal determinism – human behavior is the result of interaction between behavior, cognition and environment. (1) Each factor is influenced equally by the other factors (1)  We watch the actions of others and assess the consequences of those actions and in turn regulate our own behavior based on the consequences we observed of other peoples’ behavior. (1)  Self Efficacy – The degree to which you are sure of your own abilities in a given situation. (1)  Our cognitive skills, abilities and attitudes guides how we perceive, evaluate and control our behavior (1)  Self efficacy is developed as we master new skills and meet challenges but can also be undermined when we fail (1)  Failure of tasks leads to self-doubt which prevents successful achievement (1)  *\*Note: can accept drawn model of reciprocal determinism for one mark.* | 0-7 |
| **Developmental Psychology** | **7** |
| Detailed discussion on Social Learning Theory  Marks can be awarded for the following information to a maximum of seven marks:  Naming – Social Learning Theory (1)  Children watch other people and copy their behavior. Through this observation they learn complex social behaviors such as aggression (1)  Bobo Doll Experiment (1)  Children passively take information in from watching the behavior of others and copy it (1)  In Bandura’s study, a Doll was repeatedly knocked over by an adult female “model”. She ‘bashed’ the doll and shouted aggressively at it. (1)  Children observed this behavior and then were later allowed to play with the doll (1)  The children behaved in the same way they had seen the model behave and acted aggressively towards the Bobo Doll (1)  Bandura noted that children changed their behavior to model what was being demonstrated without reinforcement or punishment (1) | 0-7 |
| **Similarities/Differences** | **4** |
| Clearly identifies similarities/differences between the three theories and elaborates on them | 3-4 |
| Identifies 1-2 similarities/differences between the theories with little or no elaboration | 1-2 |
| No similarities/differences identified or are irrelevant and No discussion or answer is irrelevant | 0 |
| **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** | **28** |

**Question 14 (30 marks)**

Jonathan belonged to the Parkville Panthers football team. They had a huge game coming up on the weekend against the Riverstone Ravens. They decided to do a practice every day after school the week before the big game. The night before the game the captain wanted to go to the Ravens home ground and decorate the stands in the Panthers colours. Jonathan knew they could get into a lot of trouble by doing this, but the captain and the senior players were doing it so he went. Jonathan decided that decorating the other team’s stadium would give his team the team spirit they deserved.

The next day Jonathan’s team arrived in their blue and gold uniforms, paint on their faces, and won the big game against the Riverstone Ravens.

Explain, using empirical evidence, how conformity, cognitive dissonance and sense of community were demonstrated in the above scenario.

In your answer you should;

* Name the theorist/s and outline theory in relation to conformity.
* Name the theorist and outline theory in relation to cognitive dissonance.
* Name the theorists and outline theory in relation to sense of community.

|  |  |
| --- | --- |
| **Question 14 Guide to Marking Extended Responses** | **Marks** |
| **Conformity** | **6** |
| * Conformity is a change in behaviour and attitude in response to group pressure * People conform to group standards in order to be part of/accepted by a group/normative social influence * Solomon Asch – 3 line experiment described   **2 marks for relating to scenario.**   * Jonathan changed their behaviour by following the captain to go and decorate the other school in their own school colours. | 0-2  0-2  0-2 |
| **Cognitive Dissonance** | **5** |
| * Cognitive dissonance the feeling of tension when we hold two conflicting views or opinions or when our thoughts and behaviours don’t match * Leon Festinger – relationship between cognitions/beliefs and values and behviour from a different perspective * Thought process:Jonathan knew he shouldn’t be vandalising the other school * Behaviour: he went with his team mates to the the other school. * Jonathon changes his thought process deciding that it would give them the team spirit they needed to win the game | 0-1  0-1  0-3 |
| **Sense of Community** | **10** |
| * McMillan and Chavis proposed four criteria that had to be met for an individual to feel a sense of community * Membership: feeling of belonging and feeling oneself is invested in the community. – decorating the other school in their colours, (pranks) (2) * Influence: two-way relationship between the member and the community, they are making a difference- the captain organized the team to come together and paint the other school and the team mates conformed to this (2) * Integration and fulfillment of needs: feeling that the members needs are being met by the group, the group succedded by winning the big game bringing them status to the school (2) * Shared emotional connection: members share history, experience and common places together.- they won the game together, practiced every night (2) | 0-2  0-8 |
| **Use of psychological evidence - Quantity** | **3** |
| Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life  **Should include Asch, Festinger, McMillan and Chavis/they could also refer to Milgram and Zimbardo in the correct context** | 3 |
| Several statements are supported by relevant psychological evidence (e.g. name of research/theorist/theory or example of a study, or example from real life) | 2 |
| One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life) | 1 |
| No psychological evidence or incorrect evidence | 0 |
| **Use of psychological evidence- Quality** | **3** |
| Two or more examples of detailed relevant psychological evidence (e.g. 3-4 sentences about a theory and/or specific research study method and findings)  **This should include Asch’s line experiment; Festinger’s experiment with $1 vs $20 or another suitable example such as smoking; McMillan and Chavis/Aronson research; Milgram/Zimbardo – obedience experiments relating to authority figures** | 3 |
| One example of detailed relevant psychological evidence (e.g. 3-4 sentences about a theory and/or specific research study method and findings) | 2 |
| One or more examples of relevant psychological evidence, including some description (e.g. 1-2 sentences) | 1 |
| Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory) | 0 |
| **Quality of extended response** | **3** |
| A well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout | 3 |
| Satisfactory structure and everyday language with adequate spelling, grammar and punctuation | 2 |
| Poor Structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout | 1 |
| Answer is too brief or irrelevant | 0 |
| **TOTAL** | **/30** |