

**PSYCHOLOGY**

**ATAR YEAR 11**

**UNIT 1 and 2**

**2019**

**Marking Guide**

Section One: Research Methods 20% (30 marks)

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Question 1 (17 marks)

Mrs Jackson, the Head of Year 8 at Deanmore College, wanted to find the most interesting way to present the topic of resilience to her Year 8 students. She divided her students into four groups, with 60 students in each group. Group one were presented an interactive role play. Group two were given a worksheet to answer questions. Group three were asked to read a small booklet, and Group four were told to download an app with lots of different games to play. The students were asked to rate how interested they were in their presentation using a survey. One such question asked how interested the students were in the session on a scale of 1-10 with 10 being very interested and 1 being not at all interested. The results are presented below:

Table 1: Mean Interest Levels of Students Developing Resilience in Varying Ways

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| **Mean Interest Level** | **9** | **2** | **3** | **7** |

(a) Write an operational hypothesis for Mrs Jackson’s study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Marks awarded for population, measurable IV, measurable DV, and direction.  It is hypothesised that Year 8 students (1) who are taught about the topic of resilience through an interactive role play (1), will find it more interesting than students who are taught about resilience through a worksheet, a small booklet or an app with different games to play (1), as measured through a survey (1). | 0-4 |
| **Total** | 4 |

(b) Outline the population and sample in Mrs Jackson study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population: Year 8 students  Sample: Year 8 students at Deanmore College | 0-2 |
| **Total** | **2** |

Question 1 (continued)

(c) Name the data collection tool Mrs Jackson used and state one advantage of this method. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Rating Scale (accept Likert scale) (1)  The data is easy to analyse statistically (1) | 0-2 |
| **Total** | **2** |

(d) Mrs Jackson collected quantitative data. Provide an argument for why she might want to collect qualitative data. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| To collect rich, detailed opinions of the students with explanations | 0-1 |
| **Total** | 1 |

(e) Provide an argument for why she wouldn’t want to collect qualitative data. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Time consuming | 0-1 |
| **Total** | 1 |

(f) Using the steps involved in the scientific method, what number and which step is Mrs Jackson up to in her study? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Step 6 (1)  Interpreting the data (1) | 0-2 |
| **Total** | **2** |

(g) How many steps are in the scientific method? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 7 | 0-1 |
| **Total** | **1** |

Question 1 (continued)

(h) Identify two other steps of the scientific method and suggest how Mrs Jackson has met each step. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any two of the following responses accepted:  Identify the research question (1) – She might ask the question ‘How can the topic of resilience be taught so that students find it interesting?’ (1)  Method (1) – she created an experiment using Year 8 students (1)  Data collection (1) – she used a survey method (rating scale) to collect her data (1)  Analyses (1) – she used descriptive statistics to enable her to analyse the results (1)  \*\* Developing a hypothesis and reporting on the findings are not acceptable responses as context has not been given in the blurb. | 0-4 |
| **Total** | 4 |

Question 2 (13 marks)

Hannah, a university student studying child care, worked part time at her local day care centre. One of her university subjects required her to keep a journal and monitor the behaviour and sleep of a child under 4 years of age. Hannah chose Ari, a 12-month-old baby who wore a brace on her hips, for hip displacement, for 23 hours a day. Hannah recorded such things as Ari’s behaviour with her brace on and off and the length of her sleep with her brace on and off. She made sure she did not include Ari’s name in her journal.

(a) Hannah did not follow all of the ethical guidelines. State the most obvious one she has not followed. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Informed consent | 0-1 |
| **Total** | 1 |

(b) How can Hannah ensure she meets this guideline? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Send a letter to Ari’s parents/guardians informing them of her intentions and asking whether she can use Ari for her university course requirements (1); she should also ask them to sign the letter giving their consent (1) | 0-2 |
| **Total** | **2** |

(c) Name one ethical guideline Hannah followed and explain how she followed it.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Confidentiality (1) OR Anonymity (1)  She did not use Ari’s name in her journal (1) | 0-2 |
| **Total** | **2** |

(d) Hannah used a non-experimental research method. Name this method. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Case study | 0-1 |
| **Total** | 1 |

Question 2 (continued)

(e) State one advantage and one disadvantage of this research method. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Advantage:  Rich and detailed data can be collected  It can allow for research in rare areas where large samples are difficult to find  Disadvantage:  It can be difficult to generalise to the wider population  Experimenter bias can occur  Time consuming | 0-2 |
| **Total** | **2** |

(f) What is a behavioural variable? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A behaviour that is observed and not manipulated to see its relationship with another variable. | 0-1 |
| **Total** | 1 |

(g) Provide two behavioural variables Hannah collected. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Ari’s behaviour with her brace on and off (1)  The length of Ari’s sleep with her brace on and off (1) | 0-2 |
| **Total** | **2** |

(h) If Hannah wanted to graph these variables what type of graph should she use? Explain why. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scatterplot / scatter graph (1)  It allows her to see the relationship (direction and strength) of the behavioural variables (1) | 0-2 |
| **Total** | **2** |

**End of Section One**

**Section Two: Short Answer 55% (106 Marks)**

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Question 3 (8 marks)

(a) Outline **three** things the left hemisphere is responsible for and **three** things the right hemisphere is responsible for. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Left: logical thought, scientific skills, mathematical skills, language, writing  Right: Creative thought, emotional expression, spatial awareness, imagination, musical ability | 0-6 |
| **Total** | 6 |

(b) Name the structure that joins the two hemispheres. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Corpus Callosum | 0-1 |
| **Total** | 1 |

(c) How does the severing of this structure affect the hemispheres? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| They are no longer able to communicate | 0-1 |
| **Total** | 1 |

Question 4 (10 marks)

Six-year-old Megan was learning to ride a bike. Her dad walked her to the park, then taught her about bike safety before letting her have a ride. He pointed out the brakes, the bell and the stand and explained how she needed to use them all, letting her practice using each one before she sat on the bike. Her dad explained that her training wheels would stay on until she gained her balance on the bike. To keep her calm throughout the process her dad made silly dad jokes, which she laughed at.

(a) Identify in the scenario, **three** instances when Megan used her frontal lobe.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Laughing at her dad’s jokes.  Walking to the park  Practicing using the brakes, the bell and the bike stand | 0-3 |
| **Total** | **3** |

(b) Provide **two** functions of the frontal lobe. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Controls personality, motor control, decision-making, problem solving | 0-2 |
| **Total** | **2** |

(c) Which lobe was Megan using when she watched her dad point out the breaks?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Occipital lobe | 0-1 |
| **Total** | 1 |

(d) Name the lobe and the association area that Megan used when she heard the bell. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Temporal lobe (1)  Auditory cortex (1) | 0-2 |
| **Total** | **2** |

Question 4 (continued)

(e) Name **one** other lobe and give an example of when Megan would use it in the above scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Parietal lobe (1)  Finding her balance on the bike (1) | 0-2 |
| **Total** | **2** |

Question 5 (16 marks)

(a) Galton, a general intelligence theorist, studied identical twins to explore the nature/nurture debate. Provide an argument for intelligence being due to nature and nurture according to Galton. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Nature: He believed a person’s success was due to superior qualities being ‘handed’ down by heredity.  Nurture: He believed intelligence is a general ability, showed in different ways and dependent on the environment. | 0-2 |
| **Total** | **2** |

(b) Name one other general intelligence theorist. Name and describe their theory.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Spearman (1).  Two-factor theory (1) a complicated statistical method measuring cognitive abilities and their relationship to other attributes (1) | 0-3 |
| **Total** | 3 |

(c) How is intelligence defined according to Binet? Provide an example. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| He saw intelligence as a range of mental abilities (1), such as reasoning, perception and imagination (1). | 0-2 |
| **Total** | **2** |

(d) Binet introduced the idea that a child at various ages should be expected to answer certain questions correctly. From this, two terms were introduced. Name these two terms. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mental age (1)  Chronological age (1) | 0-2 |
| **Total** | **2** |

Question 5 (continued)

(e) Write the formula that was used by Binet to determine if a person’s intelligence was normal. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| IQ = MA/CA x 100  Intelligence quotient equals mental age divided by chronological age times one hundred. | 0-1 |
| **Total** | 1 |

(f) Using the formula you have identified in 5(e) decide whether the individuals in the following scenarios needed separate instructions or not. Explain your response.

1. 17-year-old Adrielle has an IQ of 111. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Separate instruction is needed (1) as her mental age is two years above her chronological age (1) | 0-2 |
| **Total** | **2** |

1. 6-year-old Benny has an IQ of 83 (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Separate instruction is not needed (1) as his chronological age is only one year more than his mental age (1) | 0-2 |
| **Total** | **2** |

1. 12-year old Cali has an IQ of 100 (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Separate instruction is not needed (1) as her chronological age and mental age are the same (1). | 0-2 |
| **Total** | **2** |

Question 6 (8 marks)

(a) Relationships involve the way in which two or more people are connected. Name **two** types of relationships (positive and negative) and explain each. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pro-social behaviour (1) – any action intended to help others (1).  Anti-social behaviour (1) - selfish behaviour that is negatively valued by society and causes harm to another or results in a reward for the person involved (1). | 0-4 |
| **Total** | **4** |

(b) Chiara is in Year 9 at High School. She has a close group of girlfriends that she identifies with due to their similar interests in music and fashion. She has recently become interested in Bob, who also shares her interest in music. Chiara and Bob have started dating even though none of their other friends really hang out.

1. Using research developed by Dexter Dunphy, suggest which stage of adolescent development Chiara and Bob would be at. Provide evidence to support this. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stage 3 where unisex groups form heterosexual cliques (1) e.g. Chiara and Bob are starting to date suggesting they are the higher ranking clique members from their respective groups (1). | 0-2 |
| **Total** | 2 |

1. Using research developed by Dexter Dunphy, suggest which stage of adolescent development Chiara and Bob’s friends would be at. Provide evidence to support this. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stage 2 crowd formation (1) e.g. none of Chiara’s of Bob’s friends hang out, they remain in their unisex groups (1). | 0-2 |
| **Total** | 2 |

Question 7 (22 marks)

(a) Explain the difference between communication and effective communication.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Communication involves the sending and receiving of messages (1). Effective communication takes place when the listener clearly understands the message that the speaker intended to share (1). | 0-2 |
| **Total** | **2** |

(b) Active listening is a way of listening and responding to another person that improves mutual understanding. Suggest **three** ways this can occur. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * + Attending fully to the speaker   + Maintaining eye contact   + Trying to hear what the person is saying   + Not being distracted or interrupting   + Not topping the speaker   + Not using any negative comments (e.g. I told you so)   + Asking questions only to clarify meaning   + Focusing on key words and issues | 0-3 |
| **Total** | **3** |

(c) Robinson suggests there are three ways adults initiate, maintain and regulate social relationships. Shaking hands is one of these. List **three** conventions that must be obeyed when shaking hands. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The way you extend your hand  The way you apply pressure  The length of time you shake the hand | 0-3 |
| **Total** | **3** |

(d) What does politeness communicate? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Deference or respect (1) and allows us to recognize the status differential or similarity between people in various formal and informal social situations (1) | 0-2 |
| **Total** | **2** |

Question 7 (continued)

(e) List **two** types of politeness. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive face (1) and negative face (1)  (Positive and negative acceptable responses) | 0-2 |
| **Total** | **2** |

(f) In regard to Forms of Address, what do ‘tu’ and ‘vous’ refer to? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Tu – an informal / familiar form of addressing a person (1)  Vous – a formal way of addressing someone (1) | 0-2 |
| **Total** | **2** |

(g) Identify the form of address (tu or vous) by each person in the following scenarios:

1. School teacher: Good morning Frank (2 marks)

Student: Good morning sir

|  |  |
| --- | --- |
| **Description** | **Marks** |
| School teacher: tu  Student: vous | 0-2 |
| **Total** | **2** |

1. Priest: Welcome (2 marks)

Members of the congregation: Thank you Father

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Priest: vous  Members of the congregation: vous | 0-2 |
| **Total** | **2** |

1. Work colleague 1: Hey mate (2 marks)

Work colleague 2: S’up

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Work colleague 1: tu  Work colleague 2: tu | 0-2 |
| **Total** | **2** |

Question 7 (continued)

1. Australian Prime Minister: Good afternoon (2 marks)

American President: Good afternoon

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Australian Prime Minister: Vous  American President: Vous | 0-2 |
| **Total** | **2** |

**Question 8 (16 marks)**

(a) 20-year-old Collin lives at home in his parent’s modest, 3-bedroom house. His father does the food shopping every Saturday morning, while his mother cleans the house. Collin sleeps until midday and then plays video games for the rest of the day. His mother encourages him to get out and get a job, or at least socialise with friends, but he prefers to stay at home as the thought of doing either of these things deeply stresses him.

1. Complete the table below using Maslow’s Hierarchy of Needs. Name each need, state whether it has been met, and provide an explanation for your response. (12 marks)

|  |  |  |
| --- | --- | --- |
| **Need** | **Met / Not Met** | **Explanation** |
| Physiological | **Met** | The food shopping is done every Saturday |
| Safety | Met | **He lives in a modest and clean home.** |
| Belonginess and Love | Met / Not met | He receives love from his parents / He does not socialise with any friends |
| **Esteem** | Not met  OR  Met | Due to not having a job he does not experience prestige or a feeling of accomplishment.  OR  Met through gaming. |
| Self-actualisation | Not met | He has not achieved his full potential |

1. According to Eysenck which trait would Collin be highest in? Explain this trait. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Neuroticism (1) – whether a person is able to stay calm and level headed in stressful situations, or whether they are prone to overreact and quick to worry, anger or fear (1). | 0-2 |
| **Total** | 2 |

Question 8 (continued)

1. Name and explain **one** other trait of Eysenck’s theory of Personality.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Psychoticism (1) – whether a person is tough minded or tender minded i.e. can experience empathy, is cruel or not, aggressive etc (1).  OR  Extraversion (1) – the extent to which someone is outgoing and sociable (1) | 0-2 |
| **Total** | **2** |

Question 9 (14 marks)

(a) List **three** things that are needed for a group to be considered a group.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There needs to be two or more people (1)  Individuals need to interact with and influence one another (1)  Individuals need to share a common purpose (1) | 0-3 |
| **Total** | **3** |

(b) Mount Beauty Secondary College, situated near Mt Hotham, sent out an expression of interest to their students to see if anyone was interested in forming a bobsled team. This would involve four team members each sitting behind each other, with helmets on, in a bobsled as they navigate sharp turns and corners going down a narrow ice track. 24 students expressed an interest, so the school decided to create a small competition with six teams of four.

i. Outline **one** advantage of having teams of four instead of larger teams. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Members are less likely to social loaf / better at brainstorming | 0-1 |
| **Total** | **1** |

ii. Outline **one** advantage of creating the competition between these groups.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Competition between groups increases group solidarity. | 0-1 |
| **Total** | **1** |

(c) Apart from creating the competition, identify **two** ways the teachers could increase cooperation within each team? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Make sure groups are organized * Assign roles and tasks * Members need to know each other’s strengths and weaknesses * Make the group membership an important part of each individuals identity * Develop group norms | 0-2 |
| **Total** | **2** |

Question 9 (continued)

(d) One of the teachers suggested the team of teachers should get together to brainstorm ways in which to reduce social loafing. Explain what social loafing is and why it might occur in the bobsled teams. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The tendency for an individual to reduce their effort in a group (1).  The sense of anonymity due to wearing a helmet and/or being last in the bobsled team where your other members can’t see you, could lead to individuals reducing their efforts (1). | 0-2 |
| **Total** | **2** |

(e) Suggest **three** ways the teachers could make sure social loafing does not occur.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any three of the following:   * Make sure each member is highly motivated * Make team members aware that every individuals contribution is essential for success * Video the teams so that each individual knows they are being monitored * Make sure each individual identifies with their team | 0-3 |
| **Total** | **3** |

(f) Define brainstorming and outline **one** advantage of doing this in a group.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (1).  It is believed that groups generate more ideas than individuals working separately (1) | 0-2 |
| **Total** | **2** |

Question 10 (12 marks)

(a) Define the psychological term ‘attitude’. (1 mark)

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

(b) List the components of the Tripartite model of attitude formation. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Affective (1), behavioural (1), cognitive (1) | 0-3 |
| **Total** | **3** |

(c)Identify which component of the Tripartite model represents the following:

1. I feel (1 mark)
2. I think (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1. I feel – affective (1) 2. I think – cognitive (1) | 0-2 |
| **Total** | **2** |

(d) Mrs Swift, a Principal at a local primary school, was questioning whether to keep their school uniform, or allow students to wear free dress. She decided to make it optional for one week. During that week she asked students at random why they made the choice they had. And at the end of the week she sent out a survey asking students to rate how happy they were with the choice they made each day. Identify **three** ways to measure attitudes and suggest how Mrs Swift could do this. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Observational method (1) – she watched to see how many students wore free dress or the school uniform over the course of the week (1)  Qualitative method (1) – she interviewed students at random during the week asking why they made the choice they did (1)  Quantitative method (1) – she used a rating scale at the end of the week to find out how happy her students were with the choices they made (1) | 0-6 |
| **Total** | **6** |

**End of Section Two**

Section Three: Extended Answer 25% (54 Marks)

**Question 11 (27 marks)**

68-year-old Martha was excited to spend Christmas with all 8 of her grandchildren. As much as she loved her grandchildren, she found them quite exhausting. On more than one occasion she accidently mixed their names up. Regardless of her forgetfulness she was aware that one of her strengths was managing relationships and was motivated to create some games for her grandchildren to play. Martha noticed on Christmas day, that Ben, her 15-year-old grandson had a very spotty face and seemed more interested in messaging his girlfriend and friends on his phone than in spending time playing games with his cousins. Meanwhile, Jade, her recently walking 18-month-old granddaughter, enjoyed being around her cousins, giving them lots of high fives, but found it difficult to share toys and play games with them. Martha noticed she loved putting everything in her mouth.

Using your understanding of the stages of the lifespan, discuss the development of Martha, Ben and Jade.

In your answer you should:

* Discuss developmental psychology and summarise the **four** aspects of development
* Identify the stages of lifespan development and acknowledge which stages Martha, Ben and Jade are at
* Apply **two** of thefour aspects of development to Martha, Ben and Jade
* Refer to psychological evidence and understandings

|  |  |
| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Aspects of Development** | **5** |
| Developmental Psychology is a scientific approach which aims to explain how children and adults change over time (1)   * + Cognitive – the development of the process of thinking, knowing or mentally processing information   + Physical (biological) – the development of the body over time   + Social – the development of social awareness and social interactions   + Emotional – the development of self-esteem, as well as reducing fear, stress, anxiety and increasing calmness and resilience | 0-5 |
| **Stages of the Lifespan** | **9** |
| * Infancy (birth to approx. 2 years) – Jade (2) * Childhood (approx. 2-12 years) (1) * Adolescence (approx. 12-18 years) – Ben (2) * Early adulthood (approx. 18-40 years) (1) * Middle age (approx. 40-60 years) (1) * Old age (approx. 60+ years) – Martha (2) | 0-9 |
| **Application to Martha** | **2** |
| * Goleman – Emotional Intelligence   + Self-aware   + Social skills – managing people   + Motivated – driven to create games * Physical   + Fitness deteriorating * Cognitive   + Forgetfulness – mixing up grandchildren’s names * Social   + Enjoys being around her grandchildren * Emotional   + Stable | 0-2 |
| **Application to Ben** | **2** |
| * Dunphy   + Stage 3 or 4   + Unisex groups form heterosexual cliques   + Fully developed crowd; heterosexual cliques in close association   + On the phone to his girlfriend * Freud   + Genital stage - There is a growing want and need for mature social and sexual relationships with others. * Physical   + Puberty (spotty face) * Cognitive   + Become less ego-centric; formal operational stage of Piaget’s theory; abstract thinking begins * Social   + Questions his place in the world, who to hang out with, first signs of maturity, conforms to peer’s behaviour * Emotional   + Development of his self-esteem | 0-2 |
| **Application to Jade** | **2** |
| * Freud   + Oral stage of psychosexual stages * Robinson   + Using high fives to initiate relationships * Physical   + Learning to walk; potentially doubled in height from birth and quadrupled her weight * Cognitive   + Preferential looking, habituation and dishabituation can all occur; non-verbal; sensorimotor stage of Piaget’s theory * Social   + Gaining awareness of herself and others   + She may use social referencing (glance at the facial expression of others to decide how to respond) * Emotional   + Building an attachment with her main career (Ainsworth) | 0-2 |
| **Use of Psychological evidence** | **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** |

**Question 12 (27 marks)**

5-year-old Dylan went to his friend Mark’s, birthday party. Dylan remembered that when it was his birthday, he was able to blow the candles on the cake out. Dylan demanded that he be able to blow out the birthday candles, to the point where he cried, stamped his feet and even screamed. Dylan’s mum was able to calm him down by suggesting that after Mark blew out his candles, they relight them and Dylan be able to blow them out.

Discuss Dylan’s personality using Freud’s personality theory.

In your answer you should:

* Define personality and mention at least **one** other personality theory
* State the name of Freud’s personality theory, and discuss how according to Freud, Personality develops
* Discuss the **three** levels of consciousness and apply **one** to Dylan
* Discuss the structures of personality, referring to the principle they are known by, and apply **one** to Dylan
* Discuss the psychosexual stages and apply **three** to Dylan

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| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Definition of Personality and Personality Theory** | **2** |
| Personality - A relatively stable set of characteristics that determine how we think, feel and behave – when alone and when with others   * trait – Eysenck, Allport * humanistic – Maslow’s Hierarchy of Needs | 0-2 |
| **Freud’s Personality Theory** | **3** |
| Psychodynamic/psychoanalytical (1)  Personality is the result of internal conflicts of the mind (1), and how effectively these conflicts are resolved by individuals (1) | 0-3 |
| **Levels of Consciousness** | **4** |
| *Description of each level for three marks and one example for one mark*   * Conscious – the here and now, containing all of the thoughts, memories, feelings and wishes that we are aware of at any given time; aware that the candles will be blown out * Preconscious – anything that could be brought into conscious mind; remembered that he got to blow the candles out when it was his birthday * Unconscious – feelings, thoughts, urges, and memories that are outside of our conscious awareness | 0-4 |
| **Structure of Personality** | **7** |
| *Description of each structure for one mark, one mark for naming the principle it operates by , and one mark for applying one structure to the scenario*   * Id (pleasure principle) (1) – instinctive and impulsive (1) – his behaviour when he wasn’t allowed to blow out the candles (1) * Ego (reality principle) (1) – realistic and sensible (1) * Superego (moral principle) (1) – idealistic and judgemental (1) | 0-7 |
| **Psychosexual Stages** | **8** |

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| --- | --- |
| *Description of each stage for one mark and three marks for application of any three stages.*   * Oral (0-1) – satisfaction is gained by placing things in the mouth – as a baby he may have sucked his thumb * Anal (1-3) – the child derives please from defecating – Dylan has been toilet trained * Phallic (3-5) – focus on the genitals – Dylan may adopt identification with the same sex parent * Latency (5 to puberty) – psychosexual development is placed on hold, Dylan may focus on developing new skills and playing with other children of the same age. * Genital (puberty to adulthood) – sexual experimentation; it can be argued that Dylan has not reached this stage. | 0-8 |
| **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** |