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**PSYCHOLOGY**

**UNIT 1**

**2019**

**MARKING GUIDE**

**Section One: Research Methods 20% (31 marks)**

**Question 1 (14 marks)**

Researchers examined the relationship between depressive symptoms and the amount of aerobic exercise completed by male inmates in jail. Using a non-experimental research method, the number of hours of aerobic exercise completed by twelve inmates in one week was recorded and the inmates also completed the Beck Depression Inventory to measure their depressive symptoms. The Beck Depression Inventory contains 21 questions and a final score between 0-13 suggests minimal depression while a score between 29-63 suggests severe depression. The results are shown in the table below.

**Hours of aerobic exercise versus Beck Depression Inventory score**

|  |  |
| --- | --- |
| Hours of aerobic exercise | Beck Depression Inventory score |
| 1 | 51 |
| 3 | 34 |
| 3 | 20 |
| 4 | 17 |
| 6 | 12 |
| 7 | 9 |
| 10 | 5 |
| 11 | 6 |
| 11 | 5 |
| 13 | 4 |
| 15 | 2 |
| 16 | 2 |

a) Calculate the mean hours of aerobic exercise. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 8.3 | 1 |
| **Total** | **1** |

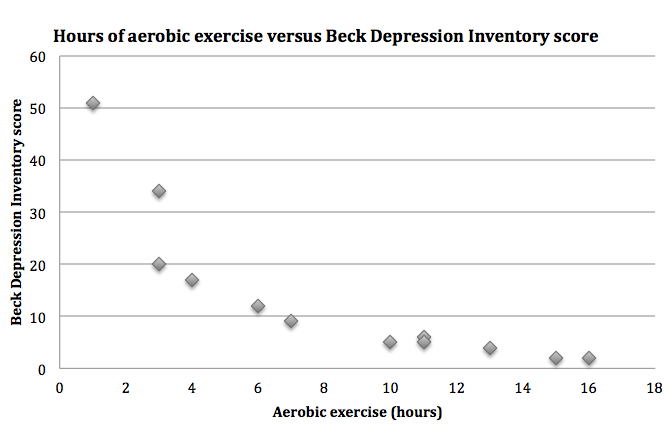
b) Calculate the median Beck Depression Inventory score. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 7.5 | 1 |
| **Total** | **1** |

c) Outline **one** disadvantage of using the mean as a measure of central tendency. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The mean is affected by outliers/extreme scores/the value of other scores. | 1 |
| **Total** | **1** |

d) Graph the results from the research above into the grid below. (5 marks)

**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scatterplot is drawn | 1 |
| Title includes both variables | 1 |
| X and Y-axis have correct headings with appropriate units of measurement  (it does not matter which variable is on either axis as it is a correlation) | 1 |
| Both axis have appropriate scales | 1 |
| Data points are correctly plotted | 1 |
| **Total** | **5** |

e) State the name given to variables in this type of non-experimental research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Behavioural variables | 1 |
| **Total** | **1** |

f) State the direction of relationship between the variables in the graph. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Negative | 1 |
| **Total** | **1** |

g) ‘An increase in aerobic exercise causes a decrease in depressive symptoms’. State whether this

conclusion is correct and justify your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Not correct. | 1 |
| Correlation does not imply causation. | 1 |
| **Total** | **2** |

h) The Beck Depression Inventory involves a survey, in the form of a self-rating scale, that

participants complete individually. Outline **one** benefit of using a survey in research and **one**

limitation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Benefit: any one of the below**   Data can be analysed statistically.   Cost efficient to study a large group.   Time efficient to study a large group.   Can be conducted remotely to prevent geographical dependence. | 1 |
| **Limitation: any one of the below**   Responses are limited to options provided.   Responses must be collected from a representative sample.   No opportunity to give reasons for responses.   Wording effect may occur. | 1 |
| **Total** | **2** |

**Question 2 (10 marks)**

A university student wanted to look at the effect cerebrum size in humans has on intelligence and adaptability. Forty participants had a CT scan performed to measure the size of their cerebrum and took part in an IQ test and survey to measure their intelligence and their ability to adapt to new situations.

a) Write a suitable operationalised hypothesis for the research. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A predicted direction or difference. | 1 |
| Operationalised independent variable: size of cerebrum measured on a CT scan. | 1 |
| Operationalised dependent variable: intelligence and adaptability measured using an IQ test and survey. | 1 |
| Example: It is hypothesised that participants with a CT scan showing a larger cerebrum, measured using a CT scan, will have greater intelligence and adaptability skills, as measured using an IQ test and survey, than participants who have a smaller cerebrum. |  |
| **Total** | **3** |

b) State whether the research was experimental or non-experimental and include **one** reason for

your response. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Experimental research | 1 |
| **Any one of the below**   Independent variable can be manipulated.   A cause-and-effect relationship can be found.   Participants can be randomly allocated. | 1 |
| **Total** | **2** |

c) Describe how the university student could check to see if the survey was a reliable measure

of adaptability. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Have the participants take the survey on more than one occasion. | 1 |
| If the results are similar each time, then the survey has high reliability. | 1 |
| **Total** | **2** |

d) Results from the research gave a p value of 0.03. Explain what this finding means. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The probability that the results are due to chance and not the independent variable  is less than 5%. | 1  1 |
| **Any one of the below**   The results are statistically significant.   A conclusion can be drawn.   The experimental hypothesis can be supported. | 1 |
| **Total** | **3** |

**Question 3 (7 marks)**

a) Explain the importance of having a ‘control group’ when conducting experimental research. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Allows you to see if the independent variable has had an effect on the dependent variable. | 1 |
| To act as a comparison to the experimental group. | 1 |
| **Total** | **2** |

b) Outline **two** differences between a bar graph and a histogram. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any two of the below**   Bars in a histogram touch whereas bars in a bar graph do not touch.   A histogram features class intervals, bar graphs do not feature class intervals.   A histogram includes continuous data whereas a bar graph includes discrete data. | 2 |
| **Total** | **2** |

c) List **three** pieces of information that should be included during debriefing. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any three of the below**   An explanation of the true purpose of the study (if there was deception)   The opportunity for participants to remove their results from the study   Access to therapy or counselling   Mistaken ideas participants have about the study or other participants in the  study should be corrected | 3 |
| **Total** | **3** |

**Section Two: Short Answer 55% (83 marks)**

**Question 4 (15 marks)**

a) State the name given to the outer layer of the cerebral hemispheres of the brain. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cerebral cortex | 1 |
| **Total** | **1** |

b) i. Identify which of the three major parts of the brain is involved in functions such as breathing,

digestion and heartbeat. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hindbrain | 1 |
| **Total** | **1** |

ii. Identify which of the three major parts of the brain receives messages from all the senses,

except smell. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Midbrain | 1 |
| **Total** | **1** |

c) Describe the main function of the corpus callosum. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Transfer information from one hemisphere to the other/connects the right and left hemispheres/allows communication between right and left hemisphere. | 1 |
| **Total** | **1** |

d) Louise spots a painting by Monet in an art gallery and writes down the title of the painting in her

notebook using her right hand. As she sits and views the painting, she begins to daydream and

imagines what it would be like to be a famous artist.

i. Identify the hemisphere of the brain dominant in the control of voluntary right hand

movement. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Left | 1 |
| **Total** | **1** |

ii. Identify the hemisphere of the brain dominant in the control of art awareness. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Right | 1 |
| **Total** | **1** |

iii. Identify the hemisphere of the brain dominant in the control of imaginative thought.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Right | 1 |
| **Total** | **1** |

e) A patient suffers from a condition in which they are unaware that the left half of their body exists.

Identify the lobe and hemisphere that has been affected.

i. Lobe: (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Lobe: parietal | 1 |
| **Total** | **1** |

ii. Hemisphere: (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hemisphere: right | 1 |
| **Total** | **1** |

f) The frontal lobe is responsible for the control of higher order functions. List **two** examples of

what would be considered higher order functions. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any two of the below**  Thinking, planning, problem solving, logic, reasoning. | 2 |
| **Total** | **2** |

g) Identify **two** personality characteristics that Phineas Gage had before his accident and identify

**two** contrasting personality characteristics he gained after the accident.

i. Before (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any two of the below**  Before accident: calm, reliable, friendly, organised, polite, caring. | 2 |
| **Total** | **2** |

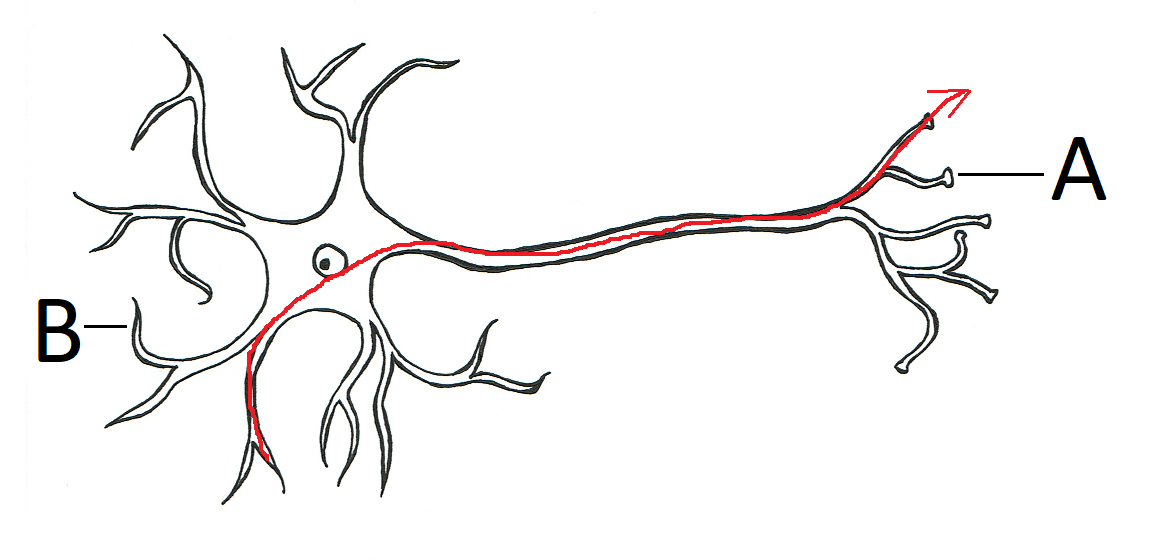
ii. After (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any two of the below**  After accident: short-tempered, rude, disorganised, unable to stick to plans, selfish. | 2 |
| **Total** | **2** |

**Question 5 (11 marks)**

a) i. On the diagram below, draw an arrow clearly showing the direction of electrical messages

that pass through the neuron. (1 mark)

****

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any arrow that shows directional movement from B towards A. | 1 |
| **Total** | **1** |

ii. Name the structure of the neuron labelled A. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Axon terminal/ terminal button/ terminal bulb. | 1 |
| **Total** | **1** |

iii. Outline the function of the structure labelled A. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Release neurotransmitters into the synapse/transmit neurotransmitters to another neuron. | 1 |
| **Total** | **1** |

iv. Name the structure of the neuron labelled B. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dendrite | 1 |
| **Total** | **1** |

v. Name the structure of the neuron that speeds up the transmission of electrical messages. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Myelin sheath | 1 |
| **Total** | **1** |

b) Name **one** scanning technique that only gives information regarding brain structure. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| CT/CAT scan | 1 |
| **Total** | **1** |

c) Suggest **one** scanning technique that best shows brain changes in real time. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| fMRI scan | 1 |
| **Total** | **1** |

d) If a patient has a metallic implant in their body, there are two brain scanning techniques they are

advised not to undertake. Identify these **two** techniques. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| fMRI scan  MRI scan | 1  1 |
| **Total** | **2** |

e) Outline what the terms ‘amplitude’ and ‘frequency’ refer to when analysing brainwaves produced

by an electroencephalograph (EEG). (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Amplitude: intensity of the brainwave/ height of wave. | 1 |
| Frequency: how often or regularly the brainwave occurs/ number of waves passing a specific point in a given period of time. | 1 |
| **Total** | **2** |

**Question 6 (9 marks)**

a) Explain why recreational drugs have the ability to affect psychological experiences by altering

behaviour, cognition, sensory perception and mood. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Recreational drugs affect the function of/can mimic | 1 |
| Neurotransmitters in the brain | 1 |
| **Total** | **2** |

b) Identify the name of the class of recreational drug below its matching description and name **one**

specific drug in each class.

i. Arouses body functions and excites the central nervous system. (2 marks)

Class of drug:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Class of drug: stimulants | 1 |
| **Total** | **1** |

**One** specific drug:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Specific drug: amphetamines  Other possible stimulant drugs acceptable for one mark: caffeine, crystal methamphetamine/ice/crystal meth, cocaine, nicotine. | 1 |
| **Total** | **1** |

ii. Slows down body functions and calms the activity of the central nervous system. (2 marks)

Class of drug:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Class of drug: depressants | 1 |
| **Total** | **1** |

**One** specific drug:

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Specific drug: alcohol, cannabis/marijuana  Other possible stimulant drugs acceptable for one mark: benzodiazepine, ketamine. | 1 |
| **Total** | **1** |

c) List **two** psychological effects that alcohol can have on the body. (2 marks)

|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  Reduces stress/anxiety.   Increases confidence/lowers inhibitions.  *Any relevant effect accepted for one mark* | 1  1 |
| **Total** | **2** |

d) Describe **one** way in which exercise can effect emotion. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Any one of the below**   Exercise can increase the production of mood boosting  neurotransmitters/noradrenaline/endorphins/serotonin   Exercise can lower blood pressure causing low mood. | 1 |
| **Total** | **1** |

**Question 7 (16 marks)**

a) Complete the table below by identifying a stimulus that activates the corresponding sense.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hearing: sound waves | 1 |
| Touch: mechanical and thermal energy | 1 |
| Smell: chemical energy | 1 |
| Taste: chemical energy | 1 |
| **Total** | **4** |

b) Although sensation and perception are closely related processes, only one is effected by a

person’s past experiences. Identify whether sensation or perception is effected by the past

experiences of an individual. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Perception. | 1 |
| **Total** | **1** |

c) Below are the stages of visual sensation and perception. Next to each stage, record the number

(1 to 5) that represents the correct order. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Information is interpreted. 4  Light waves are converted into electrochemical energy. 2  Light enters the eye and is detected by photoreceptors in the retina. 1  Information is organised. 5  Electrochemical energy moves to the occipital lobe via the optic nerve. 3 | 1  1  1  1  1 |
| **Total** | **5** |

d) Outline **two** differences between the processes of sensation and perception. (2 marks)

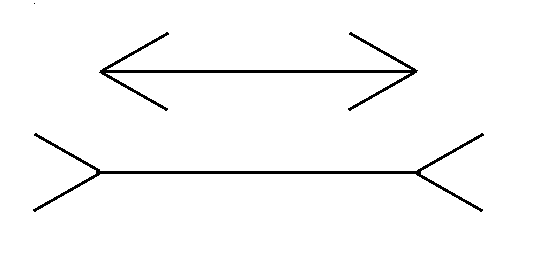
|  |  |
| --- | --- |
| **Description (any two of the following)** | **Marks** |
|  The process of sensation is physiological whereas the process of perception  is psychological.   The process of sensation is similar for people whereas perception is unique  for each person.   Sensation involves the detection of stimuli and conversion of energy into  electrochemical energy whereas perception involves interpreting and  organising information in order to create a mental representation. | 2 |
| **Total** | **2** |

e) Researchers in the 1960’s showed the Müller-Lyer illusion (shown below) to Western

participants (such as those in the UK and United States) who grew up in buildings with walls

and, who were ‘tricked’ by the illusion. When non-Western participants who had not grown up in

the same built environment were shown the illusion, they were not ‘tricked’ by it.



i. Describe the Müller-Lyer illusion. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Two parallel lines of identical length. | 1 |
| One line has an outward pointing arrowhead on each end of the line. | 1 |
| The other line has an inward pointing arrowhead on each end of the line. | 1 |
| **Total** | **3** |

ii. Identify the concept that influenced perception in the above research. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Culture | 1 |
| **Total** | **1** |

**Question 8 (18 marks)**

a) There are two main categories of consciousness. Name these **two** categories. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Normal waking consciousness.  Altered states of consciousness. | 1  1 |
| **Total** | **2** |

b) An electrocardiograph (ECG) and electroencephalograph (EEG) are both methods used to

measure different states of consciousness.

i. Identify what an ECG detects. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Heart rate *(also acceptable: electrical activity of the heart)* | 1 |
| **Total** | **1** |

ii. Identify what an EEG detects. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Electrical activity of the brain. | 1 |
| **Total** | **1** |

c) Atayah is a first aid volunteer at a music festival and must treat a young man who is behaving in

an aggressive manner, has a high breathing rate and heart rate and is having difficulty in

focusing on telling Atayah his name when asked. Identify **two** physiological characteristics

of the young man that indicates he is experiencing an altered state of consciousness. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Increase in breathing rate.  Increase in heart rate. | 1  1 |
| **Total** | **2** |

d) Ellen is a university student taking part in research on consciousness. Once in a meditative

state, a research assistant measures her galvanic skin response (GSR).

i. Describe what GSR detects. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The electrical conductivity of the skin’s surface/changes in sweat gland activity. | 1 |
| **Total** | **1** |

ii. Identify whether Ellen would have a high or a low GSR. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Low. | 1 |
| **Total** | **1** |

iii. Outline one limitation of using GSR as a measure of consciousness. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A change in GSR could be due to exercise/heat rather than the state of consciousness. | 1 |
| **Total** | **1** |

e) Liam and Chris were sitting in the crowd at a basketball game. Chris started talking to Liam and

Liam deemphasised the auditory stimuli from the cheering people seated around them and

concentrated his attention on what Chris was telling him.

i. State the type of attention Liam used when he tried to listen to Chris talking to him. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Selective attention | 1 |
| **Total** | **1** |

ii. Identify the level/amount of conscious awareness Liam had when trying to listen to Chris. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| High | 1 |
| **Total** | **1** |

iii. Identify the amount of mental effort Liam required when trying to listen to Chris. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| High | 1 |
| **Total** | **1** |

f) Explain why most people are able to speak to someone on the phone while simultaneously

dusting the house or tidying up but are unable to do so while reading a novel or completing

mathematical equations. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| You are able to give divided attention between a complex task (talking on the phone) and a simple task (cleaning). | 1 |
| You are unable to give divided attention between two complex tasks (talking on the phone and reading a novel). | 1 |
| **Total** | **2** |

g) Ahmad received a watch for Christmas and wore it everyday for a year, not even taking it off to

shower or sleep. The following Christmas, the closure clasp broke and he had to send it away to

be fixed. Three weeks later it was returned to him and he put it back on again. Referring directly

to Ahmad and his watch, explain the processes of habituation and dishabituation. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Habituation occurs when the repeated presentation of the same stimulus causes less attention to be given to the stimulus.  Habituation is seen in the scenario as wearing the watch everyday has meant Ahmad started paying less attention to it. | 1  1 |
| Dishabituation occurs when there is a renewed interest in a stimulus after a period of habituation.  Dishabituation is seen in the scenario when Ahmad puts his watch back on after not having it for three weeks. | 1  1 |
| **Total** | **4** |

**Question 9 (14 marks)**

a) At times there is some sort of motivation behind an individual helping another person. Provide

**one** form of motivation that is anti-social behaviour and **one** that is pro-social behaviour.

i. Anti-social behaviour: (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The individual may benefit from helping the person in need in some way. | 1 |
| **Total** | **1** |

ii. Pro-social behaviour: (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The individual may feel empathy for the person in need of help. | 1 |
| **Total** | **1** |

b) Define the term ‘altruism’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The act of helping another person without seeking any personal reward. | 1 |
| **Total** | **1** |

c) In relation to the value to society and benefit to self, contrast between pro-social and anti-social

behaviour by completing the table below. (4 marks)

|  |  |  |
| --- | --- | --- |
|  | Pro-social behaviour | Anti-social behaviour |
| Value to society | Positively valued by society (1) | Negatively valued by society (1) |
| Expectation of benefit to self | Individual acting in a pro-social manner does not expect any benefit (1) | Individual acting in an anti-social manner does expect a benefit (1) |

d) Name the theorist who proposed a model that describes how group dynamics change during

adolescence and identify the type of research conducted in this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dexter Dunphy/ Dunphy | 1 |
| Observational research | 1 |
| **Total** | **2** |

e) Juk and her family moved to another suburb due to Juk’s mother finding a new job. Her form

teacher that both Juk and another year 11 student, Olivia, had chosen to audition for acting

roles in the drama production and both had a keen interest in the arts. The form teacher asked

Olivia to show Juk around the school and and the two girls soon became good friends.

i. Identify the determinant of liking Juk used to make friends with Olivia. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Similarity | 1 |
| **Total** | **1** |

ii. Name the other **two** determinants of liking, and for each, describe an example to show how

it could be utilised by Juk and Olivia to strengthen their friendship. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Proximity | 1 |
| E.g. Juk and Olivia could spend time together during lunch breaks, practice lines for the school production together, or do things together on the weekend.  *Any relevant example accepted for one mark* | 1 |
|  | |
| Reciprocity | 1 |
| E.g. Juk could tutor Olivia in a subject Olivia is not strong in and Olivia could help Juk with an assignment she is not sure about.  *Any relevant example accepted for one mark* | 1 |
| **Total** | **4** |

**Section Three: Extended Answer 25% (52 marks)**

**Question 10 (27 marks)**

Administration at Coates Secondary College wanted to design a program to support Year 11 students preparing for exams. Having each Year 11 student complete an emotional intelligence test, the Stanford-Binet intelligence scale and Wechsler’s intelligence scale, the administration believed they could use the results from these tests to customise a study plan for each individual student and improve mental health by helping students manage their emotions effectively. Explain how this program can be useful to the students.

In your response you should include:

 A description of emotional intelligence theory and how sitting an emotional intelligence test could

benefit students in their studies.

 A description of the Stanford-Binet intelligence scale and how sitting this test could benefit

students in their studies.

 A description of Wechsler’s intelligence scale and how sitting this test could benefit students in

their studies.

 Definitions of ‘mental age’ and ‘chronological age’ as used by psychologists when testing

intelligence.

 Support your answer with empirical evidence.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Emotional intelligence** | **7** |
| Definition of ‘emotional intelligence’. e.g. the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions’. | 1 |
| Description of theory: developed by Daniel Goleman/Goleman.   * He popularised the idea that emotional intelligence allows us to accurately perceive emotions, understand emotions of others, and help regulate our own emotions. * The theory is that having a high emotional intelligence can lead to professional success as well as greater social skills. | 1 |
| List Salovey and Mayer’s 4 steps   * Managing emotions so as to attain a specific goal * Understanding emotions, emotional language and the signals conveyed by emotions * Using emotions to facilitate thinking * Perceiving emotions accurately in oneself and others | 4 |
| Explanation of how sitting an emotional intelligence will be useful to students. E.g. once provided with results from the test, students could more clearly perceive their own emotions through journal writing or reflection and then put in place techniques, such as mindfulness meditation, to help regulate emotions in order to reduce stress levels and better cope during year 11. | 1 |
|  | |
| **Stanford-Binet intelligence scale** | **7** |
| Definition of intelligence eg. The aggregate or global capacity to act purposefully, think rationally and to deal effectively with one’s environment (Wechsler) | **1** |
| Description of test: developed by Alfred Binet/Binet and Theodore Simon/Simon then revised by Lewis Terman/Terman. The test measures five factors of intelligence; fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, working memory. The test is made up of age-ranked questions that get more complex at each age level/does not produce an IQ score but a score on its own scale. | 2 |
| * Discusses Stern and the IQ calculation – MA/CA x 100 * Defines mental age: A measure of a person's psychological abilities in comparison to the number of years it takes for an average child to reach the same level. * Defines chronological age: The number of years a person has lived. | 3 |
| Explanation of how sitting the Stanford-Binet intelligence test will be useful to students. E.g. students could use the test results to see which of the factors of intelligence they are strong in and use these to their advantage while further developing the factors they were weaker in. A student may create flow charts and visual aids during study in order to make use of their strong visual-spatial processing skills. | 1 |
|  | |
| **Wechsler’s intelligence scale** | **6** |
| Description of 3 tests: developed by David Wechsler   * Wechsler Adult Intelligence Scale (WAIS) * Wechsler Intelligence Scale for Children (WISC) * Wechsler Preschool and Primary Scale of Intelligence (WPPSI) | 3 |
| The test is divided into two main parts, verbal-based tasks, such as arithmetic and general knowledge, and non-verbal tasks, such as picture completion and block design. The test is designed to measure cognitive ability and intelligence/the test produces an IQ score/the test is an empirical model of intelligence. | 2 |
| Explanation of how sitting Wechsler’s intelligence test will be useful to students. E.g. students could analyse their test results and find which subtests for both verbal and non-verbal based tasks they achieved high in and could therefore integrate into their study plans. For example, a student may achieve a high score in comprehension so may decide to orally explain concepts to peers in order to better understand and retain information. | 1 |
|  | |
| Short statement on inclusion of multiple intelligences | **1** |
|  |  |
| **Quality of extended response** | **2** |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas are still clear. Colloquial language is used. | 1 |
|  | |
| **Quantity of psychological evidence** | **2** |
| Two pieces of relevant psychological evidence included in response. | 2 |
| One piece of relevant psychological evidence included in response. | 1 |
|  | |
| **Quality of psychological evidence** | **2** |
| One of the included pieces of relevant psychological evidence is described in detail (e.g. 3-4 sentences relating to the experiment such as aim, method, findings, or, information relating to a theory such as the theorists involved and key constructs). | 2 |
| Included relevant psychological evidence is only described briefly (e.g. 1-2 sentences including basic information such as the name of the theorist or theory). | 1 |
|  | |
| **Examples of psychological evidence** | |
|  Kitcher criticised general intelligence theory, stating that there is no one single measure of intellectual ability (claimed by Galton) and that general intelligence is a false.  Gardner disagreed with the general intelligence theory and instead proposed that there are nine types of intelligence. He was concerned that general intelligence theory placed more importance on logical and verbal skills at the expense of other domains of intelligence.  Eysenck stated that Goleman’s theory of emotional intelligence makes unproven postulations about intelligence in general and that emotional intelligence is not backed up by statistical evidence.  Piotrowski ran a study in 2005 that demonstrated that the Stanford-Binet test was not an appropriate diagnostic tool to rule out or diagnose psychosis. Rather than using the Stanford-Binet test as a exclusive instrument to measure mental health, it should instead remain a test for cognitive ability only.  Williams (1972) wanted to illustrate the cultural bias of Wechsler’s intelligence scale by creating his own version; the Black Intelligence Test for Cultural Homogeneity. This test was based on black culture and while black people scored highly on this test, white people scored poorly.  Vernon (1969) criticised Wechsler’s intelligence scale, claiming that intelligence as a concept means different things depending on the culture it is based in. He disagreed with Wechsler’s view that intelligence is something everyone possesses in varying amounts measurable by an IQ test.  *Accept further detailed information of intelligence theories or intelligence tests.* |  |
| **Total** | **27** |

**Question 11 (25 marks)**

In the middle of the year, a new student, Casey, joins Miss Cooper’s year 8 science class. Casey has a hearing impairment (specifically, sensorineural hearing loss) and having concerns of coping at a new school, Miss Cooper spends two weeks teaching the class about hearing impairments, methods of overcoming the impact of hearing impairments and techniques the students could use in the classroom to help all the students effectively communicate with each other.

What would Miss Cooper tell her class?

In your response you should include:

* Explain the difference between sensorineural and conductive hearing loss.
* Describe **four** effects of hearing impairment on later development in children.
* Describe **two** methods of overcoming the impact of hearing impairments in children
* Describe **two** ways Miss Cooper and the students could use touch to bond with Casey
* The theory of physical distance and identify the distance zone utilised between Casey and her peers, and between Miss Cooper and her students

Support your answer with empirical evidence.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Explain the difference between sensori-neural and conductive hearing loss** | **2** |
| * Explain sensorineural hearing loss * Explain conductive hearing loss | 2 |
| **Effects of hearing impairment on development** | **4** |
| *Examples include:*  a) have difficulty following conversations that are out of their sight – lip read  b) mispronunciation of words because they cannot hear themselves and therefore cannot modify their own speech  c) Bonnie Brinton – SLI (specific language impairment) difficulty in negotiating in conflict situations and more likely to resort to violence  d) Bethanie Gertner – normal development children are picked over SLI for friendships  *Also accept*   Decreased educational opportunities.  Decreased reading ability.  Decreased writing ability.  Difficulties with grammar of language.  Delayed cognitive skills.  Delayed speech evelopment.  Delayed communication skills. | 4 |
|  | 2 |
|  | |
| **Methods of overcoming hearing impairments** | **5** |
| Definition of ‘hearing impairment’. eg. partial or total hearing loss. | 1 |
| Identify method: use Australian sign language (Auslan). Description: Auslan is a visual form of communication that makes use of facial expressions, hand shapes, gestures and movements of the arms and hands. | 2 |
| Identify method: cochlear implants. Description: cochlear implants may allow children who have sensorineural hearing loss to provide sound signals to the brain via an electrode. | 2 |
| Other options may include:  Hearing aids which are wireless and usually located in the outer ear (ear canal) and amplify sound for the recipient. These are only useful for children with conductive hearing loss, not for those with sensorineural hearing loss.  Key word sign (formally known as Makaton), incorporates signs from Auslan with verbal communication. Children speak while simultaneously signing only the key words in each sentence. |  |
|  | |
| **Describe two ways Miss Cooper and the students could use touch to bond with Casey** | **2** |
| Include two techniques: e.g. a peer could take Casey’s hand to give reassurance or comfort, an arm around the shoulder could show affection. | 2 |
|  | |
| **Physical distance** | **6** |
| The intimate zone: typical of people in close relationships, such as lovers or family members. The personal zone: typical of people who are friends. The social distance zone: typical of people in functional relationships, such as a bus driver and passenger The public distance zone: typical of strangers in public places. | 1  1 1  1 |
| Casey and peers: the personal zone Miss Cooper and student: the social distance zone | 1 1 |
|  | |
| **Quality of extended response** | **2** |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas are still clear. Colloquial language is used. | 1 |
|  | |
| **Quantity of psychological evidence** | **2** |
| Two pieces of relevant psychological evidence included in response. | 2 |
| One piece of relevant psychological evidence included in response. | 1 |
|  | |
| **Quality of psychological evidence** | **2** |
| One of the included pieces of relevant psychological evidence is described in detail (e.g. 3-4 sentences relating to the experiment such as aim, method, findings, or, information relating to a theory such as the theorists involved and key constructs). | 2 |
| Included relevant psychological evidence is only described briefly (e.g. 1-2 sentences including basic information such as the name of the theorist or theory). | 1 |
|  | |
| **Examples of psychological evidence** | |

|  |  |
| --- | --- |
|  Edward T Hall developed a theory of interpersonal space/physical distance/proxemics in 1963. He he used theories of humans use of space as well as observations to study this form of nonverbal communication. He described four different distances between people; the intimate zone, personal zone, social distance zone and the public distance zone, each with their specific distance measurements.  Sorokowska and colleagues ran a study with 8943 participants from 42 countries to compare preferred interpersonal/physical distances by people around the world. Results showed that people living in Middle Eastern, Mediterranean and South American countries preferred to stand closer to each other compared to people living in North American and in countries in Northern Europe and Asia who preferred to stand farther apart.  In 2003 W. Peter Robinson popularised ideas of social communication carried out between adults through the publication of his book ‘Language in Social Worlds’. He discussed three main conventions of social communication; the shaking of hands, terms of address and politeness. These conventions are able to be used in combination and involve both verbal and nonverbal communication.  Research by Suvilehto and colleagues investigated social touch in humans using 1300 male and female participants from Russia, Italy, France, Finland and the UK. Participants showed on the body where they would be happy for romantic partners, friends, family members and strangers could touch them. Results showed that the range of areas of the body that could be touched directly correlated with the closeness of the relationship.  Paul Ekman conducted research on facial expressions by giving scenarios to people from different cultures (such as members of a Stone Age tribe from New Guinea) and photographing their expressions. He asked participants from around the world to name the emotions shown in the photographs and found that more than 90% of common facial expressions were recognised by people in various cultures around the world. He named six common facial expressions that are universally recognised; anger, fear, surprise, sadness, happiness and disgust. |  |
| **Total** | **25** |