**Insert School Logo**

**Semester One**

**Examination 2023**

**MARKING KEY**

**PSYCHOLOGY**

**UNIT 3**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***TIME ALLOWED FOR THIS PAPER***

Reading time before commencing work: Ten minutes

Working time for the paper: Three hours

***MATERIALS REQUIRED/RECOMMENDED FOR THIS PAPER***

**To be provided by the supervisor:**

* This Question/Answer Booklet; Formula and Constants sheet

**To be provided by the candidate:**

* Standard items: pens, pencils, eraser or correction fluid, ruler, highlighter.
* Special items: Calculators satisfying the conditions set by the SCSA for this subject.

***IMPORTANT NOTE TO CANDIDATES***

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time  (minutes) | Marks  available | Percentage of examination |
| Section One  Research Methods | 2 | 2 | 30 | 40 | 20 |
| Section Two  Short Answer | 8 | 8 | 90 | 114 | 55 |
| Section Three  Extended Answer | 2 | 2 | 60 | 50 | 25 |
|  |  |  | **Total** | | 100 |

# Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2023: Part II Examinations.* Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet preferably using a blue/black pen. Do not use erasable or gel pens.
3. Answer the questions according to the following instructions.

Sections One and Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answer to the line spaces provided.

Section Three: Consists of two questions. You must answer both questions.

1. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.

1. Supplementary pages for planning/continuing your answer to a question are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Section One: Research Methods 20% (40 marks)

This section has two questions. Answer all questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 30 minutes

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Question 1 (23 marks)

An Indonesian primary school was alarmed when teachers observed that the number of diligent pupils whose school performance had dropped significantly was increasing. After interviewing some pupils and their parents, they found that the common reason was preoccupation with online gaming. The school principal together with some teachers conducted a study to determine how they can reduce their pupils’ involvement in online gaming. They selected 100 pupils enrolled in the school who were between 8-12 years old, were identified by teachers as diligent and academically above-average but had a significant decrease in their academic performance in the previous school year. Both the pupils and their parents or guardians confirmed that they have been engaged in online gaming for more than 4 hours daily.

The principal and teachers developed an after-school program where half of the selected pupils played traditional Indonesian group games while the other half were asked to read their favourite book for 1-2 hours every school day. They could only use their electronic devices for one hour each day to work on and submit assignments and were prohibited from playing any electronic-based games. The after-school program ran for 1 semester and the pupils’ academic performance was assessed by their end of semester grade in each subject.

a) Describe the sample in this study including common characteristics of those selected.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Includes at least ONE of the following:   * 100 pupils between 8-12 years old * 100 above average pupils * 100 pupils enrolled in the Indonesian primary school | 1 |
| Had a significant decrease in academic performance in the previous year | 1 |
| Engaged in online gaming more than 4 hours daily | 1 |
| **Total** | **3 marks** |

b) Describe the section of the population where the results of the study can be applied.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Indonesian pupils engaged in online gaming | 1 |
| having a negative impact on their academic performance | 1 |
| **Total** | **2 marks** |

c) Identify the independent and dependent variables in this study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent variable: type of after-school program (whether playing traditional Indonesian games or reading their favourite book) | 1 |
| Dependent variable: end of semester school performance/ grades | 1 |
| **Total** | **2 marks** |

d) Identify **two** variables that were controlled. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * After-school program ran for 1-2 hours every day * Pupils were prohibited from playing electronic-based games * Pupils can only use electronic devices for 1 hour each day to work on or submit assignments. * Participation was for 1 semester | 1-2 |
| **Total** | **2 marks** |

e) Write an operational hypothesis for this study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population: 8-12 year old Indonesian pupils whose academic performance are negatively impacted by playing online games | 1 |
| Independent variable (two conditions must be mentioned)   * those who played traditional Indonesian games vs those who read their favourite book for 1-2 hours every day after school | 1 |
| Prediction:   * will improve / worsen in their school performance | 1 |
| Operationalised dependent variable: as measured by their end of semester grades in all subjects | 1 |
| **Total** | **4 marks** |

f) The study specified that an *independent measures design* would be used for assigning pupils to one of two after-school programs; reading a favourite book or playing traditional Indonesian group games.

Explain what an independent measures design is and how this will be carried out in order to reduce bias. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent measures design is when participants are exposed to only one condition/manipulated variable (either the control or an experimental condition) in the course of the experiment. | 1 |
| Participants/pupils are randomly allocated to either participating in traditional Indonesian group games or reading their favourite book for 1-2 hours after school | 1 |
| to ensure that all participants have equal chance of being assigned to either condition. | 1 |
| **Total** | **3 marks** |

g) The parents and guardians of the selected pupils must give informed consent and a written acknowledgement that they voluntarily allow their children to participate in the study. Explain how the principal and teachers conducting the study can ensure that the parents will voluntarily agree to their child’s participation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * ensure that the pupils will be supervised during the after-school program at all times * pupils will not be exposed to any harm while participating in traditional games * books chosen by pupils to read are age-appropriate * explain the purpose of the study and potential benefits to their child if they participate (i.e. less on-line gaming, better school grades) * ensure that personal information provided will be kept private and confidentiality maintained at all times * they can withdraw their child’s participation at any time without any negative consequences   Other Relevant Responses Accepted | 1-2 |
| **Total** | **2 marks** |

h) State **two** possible consequences that can happen if the identity and personal information of the pupils’ participating in the study will be leaked to the public. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following:   * the children and their parents may be embarrassed/shamed as they could be identified as being a failure/bad student or parent * information can be used by people with malicious intent and cause harm * parents will withdraw their child and experiment cannot be completed * principal & teachers / school can be sued for breach of confidentiality   Other Relevant Responses accepted | 1-2 |
| **Total** | **2 marks** |

The difference in average grade amongst pupils before participating in the study was not significant (p = 0.5). The average grades of pupils participating in each after-school program and the p-values comparing the average grades before and after participation are summarized in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **After-School Program** | **Average Grade based on 4 Compulsory Subjects (Reading, Writing, Maths, Science)** | | |
| **Before Participation** | **After Participation** | **p-value** |
| **Traditional Indonesian group games** | 58% | 83% | 0.005 |
| **Reading favourite book** | 60% | 78% | 0.04 |

i) Write a conclusion for this study based on the information provided in the table. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Participation in both after-school programs significantly improved the pupils’ school performance / grades. | 1 |
| Engaging in traditional Indonesian group games had a highly significant increase (p=0.005) | 1 |
| Compared to reading a favourite book for 1-2 hours after school | 1 |
| **Total** | **3 marks** |

Question 2 (17 marks)

A group of psychologists carried out a study to examine the relationship between individual personality traits, perceived social support and use of hallucinogens like marijuana, MDMA, cocaine, and heroin. The psychologists asked for volunteers from four universities. One thousand university students between 18-24 years old volunteered to participate. The following data was collected:

* Five-factor personality inventory measuring the levels of neuroticism, extraversion, openness to new experiences, agreeableness and conscientiousness.
* Multidimensional scale of perceived social support was used to determine the students’ perceived social support levels.
* Record of the number of times they experimented with or used a hallucinogen.

The five-factor personality inventory and multidimensional scale of perceived social support contained questions or statements accompanied by a 7-point rating scale.

a) Define ‘behavioural variables’ and name a behavioural variable in this study. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Behavioural variables – variables used in correlational studies/non-experimental research (1) that are pre-existing variables and cannot be intentionally changed or manipulated (1). | 1-2 |
| Any ONE of the following:   * Number of hours spent on social media daily * Personality traits (neuroticism, extraversion, openness, agreeableness, conscientiousness) * Perceived social support level | 1 |
| **Total** | **3 marks** |

b) Describe the type of data obtained from rating scales and what kind of information it provides.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Type of data obtained: quantitative (1) and subjective data (1) | 1-2 |
| Information provided:   * strength (1) and direction (1) of thoughts/ feelings/ opinions/ attitudes (whether for or against, and how strongly for or against) | 1-2 |
| **Total** | **4 marks** |

c) Explain how the psychologists can ensure that the multidimensional scale of perceived social support is reliable. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correct explanation – 2 marks  Example: Asking the same participants to answer the same questionnaire again at a later time (1) and comparing if their answers are consistent (1).  Only naming a correct method for testing reliability, no explanation – 1 mark  Example: Test – Retest reliablity | 1-2 |
| Other Relevant Responses Accepted:   * Asking two different researchers to interpret the answers of participants (1) and determining if their interpretations are consistent (1).   [Inter-rater reliability (1)]   * Items in the questionnaire are randomly divided into two groups (1) and the data collected compared, to see if results taken from each part of the measure are consistent with the others (1). [Split-half method /Internal Consistency (1)] |  |
| Note: Emphasis is on correct explanation; naming the method is not required for 2 marks. Naming a relevant method for testing reliability alone without an explanation is given 1 mark. | |
| **Total** | **2 marks** |

d) The psychologists reasoned that the five-factor personality inventory was a valid method for measuring personality traits. Identify and outline **one** way of establishing the validity of this method. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any ONE of the following:   * Internal Validity (Content) (1) – ensure that the items in the inventory are actually assessing personality (1). * Internal Validity (Construct) (1) – ensure that the items are worded in a way that is consistent with the five factor theory (1) * External (Concurrent / Criterion-related) (1) – personality inventory used was used by other studies on personality (1). * External Validity (Ecological) (1) – the results of the personality inventory can be applied to the wider population (1) | 1-2 |
| **Total** | **2 marks** |

e) When the psychologists were analysing the data they collected they suspected that participant bias was influencing the responses students’ gave to the multidimensional scale of perceived social support levels. Identify **one** form of participant bias and explain how it will affect the results of this study. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Form of participant bias: Any ONE of the following –   * Social desirability/expectations (1) – participants may respond to items based on how they think others expect them to respond in order to provide a good impression / meet their expectations (1). * Implicit biases (1) – participants’ interpretation may be influenced by their personal experiences that is different from what the statement/question actually intends (1). | 1-2 |
| The data collected from the participants will not be an accurate representation of their social support level / conclusion obtained will be wrong/inaccurate. | 1 |
| **Total** | **3 marks** |

f) The correlation value between the number of times participants experimented or used hallucinogens and neuroticism was 0.6. Describe the relationship between the two variables. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There is a moderately strong (1) positive correlation / relationship (1) between the number of times participants experimented with or used hallucinogens and neuroticism levels. OR  As neuroticism levels increase (1), the tendency to experiment with or use hallucinogens also increase (1).  NOTE: Relationship described should not indicate causation. | 1-2 |
| **Total** | **2 marks** |

g) The correlation values obtained between the number of hours spent on social media and four personality traits (extraversion, openness to new experiences, agreeableness, conscientiousness) were all close to 0. What does this mean? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| There is no correlation/ no relationship between these personality traits and the tendency to experiment with or use hallucinogens OR The behavioural variables are not related. | 1 |
| **Total** | **1 mark** |

**End of Section One (Research Methods)**

**Section Two: Short Answer 55% (114 Marks)**

This section has eight (8) questions. Answer all questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet are for planning or continuing an answer. If you use these pages, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes

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Question 3 (17 marks)

a) Identify the two major divisions of the human nervous system and name an organ or structure that is found in each division. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Central Nervous System (1), Brain or Spinal Cord (1) | 1-2 |
| Peripheral Nervous System (1), Nerves outside the brain and spinal cord (1) | 1-2 |
| **Total** | **4 marks** |

b) You were riding your bike to visit your grandma who lives around the corner. Name each lobe of your brain and describe how each lobe enables you to get to your grandma’s house.  
 (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Frontal lobe – plan your route OR control the muscles used to ride your bike | 1 |
| Parietal lobe – feel the pedals/ handlebars OR identify your position OR feel the heat of the sun/coolness of the breeze | 1 |
| Occipital lobe – see where you are going OR look out for danger signals / road signs / pedestrians | 1 |
| Temporal lobe – listen to traffic sounds OR gauge from sound of transport engines their distance from you | 1 |
| Other relevant descriptions for each lobe accepted | |
| **Total** | **4 marks** |

c) When you arrived at your grandma’s house, you were feeling flushed and hot from your ride. Your grandma made you a glass of iced tea to cool you down. Describe how your somatic and autonomic nervous system would respond. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Somatic NS sends sensations (e.g. taste, coldness of tea & glass) related to drinking the iced tea to the brain OR controls your muscles to pick up the glass and bring it to your mouth. | 1 |
| Autonomic NS initiates/controls swallowing action, stomach digesting the drink OR regulates blood flow to regulate body temperature (cool down) | 1 |
| Other Relevant Responses accepted | |
| **Total** | **2 marks** |

d) You need to study for a test. You are feeling a bit drowsy and decided to make a strong cup of coffee to wake yourself up and stay focused on revising. Explain how your sympathetic and parasympathetic nervous system would react to coffee in your system.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sympathetic NS would be stimulated by caffeine in coffee making,  (gives at least 1 reaction) increasing heart rate, blood flow to brain, alertness | 1 |
| Parasympathetic NS response would lower, (gives at least 1 reaction) decreasing desire to sleep | 1 |
| Other Relevant Responses accepted | |
| **Total** | **2 marks** |

e) When you revise, you read your notes then answer practice questions orally. You find that answering questions orally helps you organize your ideas and express your thoughts more clearly. Describe how Wernicke’s and Broca’s area help you while you are revising. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Wernicke’s area would receive visual information (sighting notes) from the occipital lobe (1), converts the information into an auditory code (1),  gives meaning to the words and formulates a response (1). | 1-3 |
| Broca’s area receives verbal response from Wernicke’s area (1),  Communicates with the primary motor strip to control muscles of the tongue, mouth and enable articulation/pronunciation of words. (1) | 1-2 |
| **Total** | **5 marks** |

Question 4 (12 marks)

a) Having a regular exercise routine has been advocated as a strategy for managing depression. Exercise stimulates hormone production which is released into the blood. Name a hormone that is produced and identify the organ in the body where it is synthesized. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Adrenaline/Noradrenaline (1) produced by adrenal glands (1) | 1-2 |
| **Total** | **2 marks** |

b) Identify the structures labelled A, B, C and D in the diagram below. (4 marks)

Figure 1. Diagram of a neural connection.

Source: <https://commons.wikimedia.org/wiki/File:Synapse_unlabeled.png>

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A – Axon / Axon terminal of sending neuron | 1 |
| B – Neurotransmitters OR Vesicles containing neurotransmitters | 1 |
| C – Synapse | 1 |
| D – Dendrite / Receptor sites on Dendrite of receiving neuron | 1 |
| **Total** | **4 marks** |

c) The term ‘Runner’s High’ has been used to describe the improved mood and feelings of pleasure at having done something good for oneself, after one has engaged in exercise activities.

i. Name a neurotransmitter that is responsible for ‘runner’s high’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dopamine or Serotonin | 1 |
| **Total** | **1 mark** |

ii. Explain what happens in the brain’s neurons to bring about this change in mood. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hormone produced by exercise stimulates the synthesis of dopamine / serotonin in neurons. | 1 |
| Dopamine/Serotonin is released from the axon of a sending neuron into the synapse, attaching to receptor sites on dendrites of a receiving neuron. | 1 |
| An action potential is generated in the receiving neuron which triggers the release of dopamine/serotonin into the synapse continuing the process. | 1 |
| Simultaneous action potential generated in neural networks due to dopamine getting released into the synapse and activating other neurons result in feelings of pleasure/ positive/ cheerful mood. | 1 |
| **Total** | **4 marks** |

d) Berta was born with a condition wherein her neurons have low sensitivity to the neurotransmitter named in c) i.

What information should Berta obtain to determine where she got her condition? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Find out if she inherited the condition / Ask her parents or other close relatives if they have a similar condition OR  Ask about the circumstances of her birth to find out if foetal conditions may have affected brain / nervous system development | 1 |
| Other Relevant Responses accepted | |
| **Total** | **1 mark** |

Question 5 (17 marks)

a) In the democratic legal system, eyewitness accounts are highly influential in determining the guilt or innocence of the accused. Elizabeth Loftus and John Palmer conducted memory experiments in 1974 to determine the accuracy of eyewitness accounts by showing participants the same video of a car crash and asking them to recall what they saw 1 week later.

i. As participants watched the video, describe how information is encoded and stored in their memory using the Atkinson and Shiffrin Multi-store memory model (1968). (7 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Their sensory memory encoded all the echoic/auditory and iconic/visual information from the video (1) for a few seconds (1) | 1-2 |
| Information that they focused their attention on was stored and transferred to short term memory. | 1 |
| Short term memory holds the information for up to 30 seconds (1), where it is actively processed and rehearsed for current use (1) | 1-2 |
| Rehearsed information was transferred to long term memory (1) and stored for an indefinite period (1) | 1-2 |
| **Total** | **7 marks** |

ii. How does the Multi-store memory model explain participants’ ability to recall the video one week later? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Relevant Echoic/Auditory and iconic/visual information from long term memory is located (1)  and brought into consciousness for active processing by STM (1) | 1-2 |
| **Total** | **2 marks** |

b) When Loftus and Palmer asked participants to recall the same crash video they all watched, they changed the wording of their questions. First participants were asked to estimate the speed the two cars were going before the crash. One group of participants was asked, “How fast were the cars going when they *smashed* each other?” while another group was asked, “How fast were the cars going when they *hit* each other?” A follow up question was, “Did you see broken glass?” There was no broken glass in the video but they wanted to find out how many participants would alter the information retrieved from long term memory using deliberate suggestions.

Participants’ responses are summarized in the table below:

|  |  |  |
| --- | --- | --- |
| **Question Asked** | **Average Estimated Speed (miles/hr)** | **% Participants who Responded “Yes” to seeing broken glass.** |
| Group 1: How fast were the cars going when they ‘**smashed**’ each other? | 41 | 32 |
| Group 2: How fast were the cars going when they ‘**hit**’ each other | 32 | 14 |

i. Describe the Working Memory Model proposed by Baddeley and Hitch (1974). (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Central executive (CE) decides which information is relevant/ should be focused on (1) as well as integrates stored information accessed from LTM and current information stored in the two slave systems (1) | 1-2 |
| Phonological loop stores and gives meaning to the sounds and words spoken in the video (1) | 1 |
| Visuospatial sketchpad stores and gives meaning to the images seen in the video (1) | 1 |
| **Total** | **4 marks** |

ii. With reference to the Working Memory model, explain the difference in estimated speed and the inaccuracies in recalling seeing broken glass by the two groups of participants.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Using “Smashed” in the recall questions influenced the CE to focus on information from LTM that relate to high speed crashes leading to higher speed estimates (1) and images of broken glass after a crash (1) | 1-2 |
| Using “Hit” in the recall questions made the CE focus on stored LTM that relate to low speed crashes leading to lower speed estimates (1) and usually does not involved much damage (i.e. no broken glass) (1) | 1-2 |
| **Total** | **4 marks** |

Question 6 (9 marks)

a) Differentiate semantic from episodic memory and give an example of each. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Semantic memory refers to knowledge of facts and information based on spoken or written material (what, where, when). | 1 |
| Example of semantic memory: Home address, Prime Minister of Australia (or similar ‘encyclopaedic knowledge’) | 1 |
| Episodic memory refers to personal representation of specific experiences that had strong/extreme sensational and emotional connections. | 1 |
| Example of episodic memory: most memorable birthday, most embarrassing moment (or similar unique experiences) | 1 |
| Other Relevant Responses accepted |  |
| **Total** | **4 marks** |

b) Simon’s dad had a stroke that affected his memory. His dad could remember how to play the piano, drive his car and can swim in the pool. But he would forget where he kept his piano books and his home address. What type of memory could he access? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Procedural / Implicit Memory | 1 |
| **Total** | **1 mark** |

c) Identify the most applicable theory of forgetting illustrated by each scenario. (4 marks)

|  |  |
| --- | --- |
| **Scenario** | **Theory of Forgetting** |
| Students were asked to memorize twenty trigrams (meaningless 3-consonant syllables like TKD, GHS) in 30 minutes. They could recall between 16-20 after 1 hour but could only recall 1 or 2 after a month. | DECAY (1) |
| Your Mom asked you to clean your room in the morning but by evening you still have not cleaned your room because you had other ‘more important’ things to do. | MOTIVATED FORGETTING (1) |
| Maria wrote her shopping list while sitting on the kitchen table but realized that she forgot her list when she arrived at the supermarket. While standing in front of the deli she could vaguely remember that she needed to buy some ham. | RETRIEVAL FAILURE (1) |
| Joe studied for a multiple choice test but found that similar wordings among the choices made it difficult to select the correct answer. | INTERFERENCE (1) |

Question 7 (24 marks)

a) Provide the psychological definition for ‘learning’ (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A relatively permanent change in behaviour due to experiences. | 1 |
| **Total** | **1 mark** |

b) Rosie was going to kindy for the first time. She did not know what to expect and was uncertain on the first day but her teacher was warm and welcoming. She made her feel safe to explore all the new things in the classroom. After the first week, Rosie was happy to go to school. When her parents reprimand her for doing something naughty, she will automatically respond “I want to go to school!”.

Explain how Rosie developed a love for going to school using the elements of classical conditioning. Your explanation should identify each key element of classical conditioning.

(7 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Prior to Conditioning:  School/classroom was a neutral stimulus, NS that does not generate a definite response from Rosie (i.e. she was uncertain on the first day). (1)  The teacher who was warm and welcoming was the unconditioned stimulus/ UCS (1) that generated an unconditioned response/UCR of feeling safe and eager to explore (1) | 1-3 |
| During Conditioning:  Rosie had associated the school/classroom (NS) with a warm and welcoming teacher (UCS) (1) | 1 |
| After Conditioning:  The school/classroom becomes the conditioned stimulus/ CS (1) that elicits feelings of safety and freedom to explore – the conditioned response/ CR (1) which is why she wants to go to school when her parents scold her for being naughty (1) | 1-3 |
| **Total** | **7 marks** |

c) Albert was excited to go to kindy. His parents have been describing to him what a fun place it would be. In the first week, he was happy to go to school and found that it was everything that his parents described. On his second week of school he got into a fight with another boy who did not want to share toys with him. They were both punished and made to stand in a naughty corner. Now, he does not want to go to school and prefers to stay home where he can play with his own toys.

Explain why Albert does not want to go to school with reference to the key elements of operant conditioning. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Antecedent:  Albert enjoys going to school because it is a fun place. | 1 |
| During Conditioning – Link Behaviour to its Consequence  Albert gets into a fight with another boy in school (Behaviour) (1) that resulted in a punishment (Consequence) of standing in a naughty corner (1). | 1-2 |
| After Conditioning  Albert associates going to school with having to fight for toys he likes and getting punished (1)  The behaviour of going to school decreases due to the negative consequence (punishment) experienced (1) | 1-2 |
| **Total** | **5 marks** |

d) Sami and Ali watched what happened to Albert. Now, they also feel apprehensive in school. Describe the learning process that has occurred in Sami and Ali. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Observational learning occurred. | 1 |
| Albert became the role model (1) that Sami and Ali observed performing a behaviour (fighting with another boy) (1) and getting the consequence (punishment) (1). | 1-3 |
| Vicarious punishment experienced by Albert taught Sami and Ali to associate school with fighting over toys and getting punished. | 1 |
| **Total** | **5 marks** |

e) A group of research psychologists applied the principle of token economies to develop the habit of making healthy food choices in 10 pre-school children between 3-5 years old. They gave the children the choice of “green card” foods that are healthy and “red card” foods that are unhealthy. If the child chooses a green card food, they are praised. After they have chosen 5 green card foods, they are given a sticker, after 10 green card foods, they are given a small soft toy. As the number of green card foods chosen increased, the value of reinforcers that were exchanged also increased. Those who choose a red card food (unhealthy) are not given any praise nor any other reinforcers.

i. Contrast the behavioural outcomes of reinforcement and punishment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reinforcement will increase the frequency of a behaviour | 1 |
| Punishment will decrease or stop a behaviour | 1 |
| **Total** | **2 marks** |

ii. What type of consequence is given to children who chose red carded unhealthy foods?

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Negative Punishment  Note: Also Accept description of negative punishment, e.g. withdrawing praise/ not getting a sticker to decrease the behaviour of choosing unhealthy food. | 1 |
| **Total** | **1 mark** |

iii. What is an advantage of using token economies over simple reinforcement? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The child does not get saturated/full with one type of reinforcer but can continue working for more valuable rewards. | 1 |
| **Total** | **1 mark** |

iv. After 6 weeks of successfully implementing the program in school, the researchers did a follow-up of the children’s food choices at home. They found that only 1 out of the 10 children in the program continued making healthy food choices. Explain why the change in behaviour was not maintained from school to home. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The token economy was not present/ not enforced at home (1)  Absence of reinforcers meant there was no motivation to continue the behaviour/eating healthy (1). | 1-2 |
| **Total** | **2 marks** |

Question 8 (6 marks)

Don’s parents are getting very concerned about the group of friends he hangs out with. They noticed he was often coming home late from school sometimes smelling of alcohol. They even caught him sneaking out in the early hours of the morning. His grades were dropping and several teachers had communicated their concern. His parents tried to talk to him but the conversations would end with Don storming off, shouting that they do not understand. They asked his favourite teacher to mediate but nothing changed. His teacher suggested to seek the help of the school counsellor.

a) Name **two** types of solutions that both the mediator and counsellor would more likely use.  
 (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Integrative | 1 |
| Distributive | 1 |
| **Total** | **2 marks** |
| Do not accept ‘imposed’ solutions as this is not preferred in counselling. |  |

b) Contrast how counselling could be more successful at treating Don’s maladaptive behaviour than mediation. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any TWO of the following comparisons:   * A counsellor is trained/ equipped with skills to help people like Don recognize their problem (1) while the teacher mediator may not necessarily have those skills (1). * The counsellor can teach Don and his parents communication strategies to help them find long term solutions (1) while the teacher-mediator may only provide short-term solutions (1). * The counsellor facilitates communication between Don and his parents so they can come up with their own solutions (1) while the mediator may dictate a solution / tell them how to solve their problems (1). * A counsellor addresses thinking patterns around excessive use to help recognize that there is a problem (1) while a mediator may not have the skills to do this appropriately (1) . | 1-4 |
| **Total** | **4 marks** |
| Other relevant responses that contrasts mediation & counselling accepted. | |

Question 9 (12 marks)

a) Aboriginal Australians have an oral tradition of ‘yarning’, teaching the younger generation about spiritual beliefs, traditions, connection to land and nature through storytelling. Toddlers learn language by exposure to these oral narratives.

Name the theorist and describe the theory of language development that explains how toddlers learn language through the practice of ‘yarning’. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Noam Chomsky / Chomsky. | 1 |
| Any THREE of the following:   * Proposed that language is innate (1) * We are born with a language acquisition device (LAD) (1) * LAD is black box that receives a language input through hearing language and generates a language output through oral communication (1) * LAD recognizes universal grammatical rules of sentence construction (1) | 1-3 |
| Relates to scenario:  When toddlers listen to stories through yarning, the LAD receives a language input (1) which generates the same language output so they learn to communicate using the same language form/structure (1). | 1-2 |
| **Total** | **6 marks** |

b) When Aboriginal children go to school, they are exposed to standard Australian English. They are taught to speak English using vocabulary, grammatical rules and phonetics established by English-speaking Western countries.

Name the theorist and describe the theory of language development that explains how Aboriginal children learn to use Standard Australian English. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Jerome Bruner / Bruner. | 1 |
| Any THREE of the following:   * Proposed that language is learned / acquired through social interactions (1). * Competent use of language requires a language acquisition support system (LASS). * The LASS works hand in hand with the LAD for the child to become more proficient in using language (1). * Adults and peers provide an interactional framework that expands vocabulary and complexity of sentences used when communicating. | 1-3 |
| Relates to scenario:  School teachers provide an interactional framework / LASS where Aboriginal children learn to use standard Australian English (1) through scaffolding of complex tasks, joint attention, reading, explaining daily routines (names at least one) (1). | 1-2 |
| **Total** | **6 marks** |

Question 10 (17 marks)

a) Describe how gender influences communication style based on Tannen’s research. (4 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | |
| Females/Women use ‘rapport talk’ | 1 | |
| Includes any ONE of the following:   * use talk to establish and maintain emotional connections * would look for non-verbal cues / use confirmatory noises to indicate they are listening * focus on personal details * use more indirect requests / hedges | 1 | |
| Males/Men use ‘report talk’ | | 1 |
| Includes any ONE of the following:   * exchange information with little emotional connection * enjoy being centre-stage / use talk to gain attention * use talk to negotiate and maintain status * use more direct language that is more instructional rather than relational | | 1 |
| **Total** | **4 marks** | |
| Other relevant responses for description of rapport & report talk accepted | | |

b) Emojis and GIFs (graphics interchange format) have become integral to text messages and are used to include non-verbal components to a verbal message, making them a unique expression of one’s communication style. Explain how each gender would use emoji’s and GIFs in their text messages. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Women/Females would include more emojis/GIFs in their text message to strengthen emotional connections / build intimacy / make the message more personal | 1 |
| Men/Males are less likely to use emojis/GIFs because they focus more on giving information / establishing status rather than emotional connection | 1 |
| **Total** | **2 marks** |
| Other relevant responses accepted | |

c) In their homes and communities, Aboriginal children learn Aboriginal English. The use and meaning of words are often linked to traditional knowledge and practices which can be very different from its use in standard English. Australian schools use standard Australian English which places Aboriginal students at a disadvantage because they are more exposed to Aboriginal English which does not follow the norms of standard Australian English.

Name the researcher who proposed that social status and culture influences communication style and describe the key findings of his research. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Basil Bernstein / Bernstein | 1 |
| Lower / working class have a language deficit because they use a restricted code (1) | 1 |
| Includes any ONE of the following to describe the restricted code:   * less descriptive words, more non-verbal components e.g. gestures * has limited expression of abstract ideas * use language to show inclusivity | 1 |
| Upper and middle class do not have a language deficit because they use the elaborated code | 1 |
| Includes any ONE of the following to describe the elaborated code:   * use more verbal expressions to communicate ideas * use more complex, precise sentences * more vocabulary to express abstract ideas * use language to show universality | 1 |
| **Total** | **5 marks** |
| Other relevant responses accepted for descriptions of the elaborated & restricted codes | |

d) Based on the research findings in (c), explain the poor performance of Aboriginal students in an education system that is based on standard Australian English. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Aboriginal students use a restricted code. | 1 |
| When students express ideas/responses, their sentence structure/ vocabulary are marked wrong because it does not follow standard Australian English norms. | 1 |
| **Total** | **2 marks** |
| Other relevant responses accepted | |

e) Teachers in remote schools where students are mostly Aboriginal children use a technique called ‘Code Switching’ where Aboriginal English is considered as the first language and standard Australian English as a second language. Students are taught to ‘code switch’ to standard Australian English when in school and back to Aboriginal English when at home.

Name the researcher and describe the research that supports the use of ‘code switching’.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| William Labov / Labov | 1 |
| Studied children who spoke African American Vernacular English (AAVE)/ Black English Vernacular (BEV). | 1 |
| AAVE (restricted code) is just as complicated as standard English and is not a language deficit but a different style of using the English language. | 1 |
| Aboriginal English, like AAVE is a different style of using English and users can switch between the two styles like being bilingual/multilingual. | 1 |
| **Total** | **4 marks** |

**End of Section Two (Short Answers)**

Section Three: Extended Answer 25% (50 Marks)

Section Three consists of two (2) questions. You must answer both questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you used these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number

Suggested working time: 60 minutes.

Write your answer to Question 11 on pages 32-36. When you have answered this question, turn to page 37 for Question 12 and write your answer on pages 38-42.

**Question 11 (25 marks)**

Dimma Umeh is a beauty influencer from Nigeria. She’s been creating make-up video tutorials for women of colour for five years and has hundreds of thousands of followers. Her videos go from eyebrow-shaping tips to shopping trips. She started with a make-up do’s and don’ts video in 2017 where she would give a running commentary as she performs the steps. She would crack a few jokes around great and not-so-great ways that people do when applying make-up. Her YouTube videos and Instagram posts soon became very popular.

A Harvard Business School research in 2019 showed that influencers like Dimma Umeh are changing attitudes towards beauty and the way beauty products are marketed. Conventional forms of marketing like TV commercials and magazine ads are seen as less credible and less trustworthy. A consumer survey included in the research showed that people want to go online, ask an influencer questions and get personalized responses. Established cosmetics companies like Lancôme, Estee Lauder and L’Oréal are now replacing glamorous models and photo-shoots with on-line tutorials featuring more ‘regular’ people.

Write an extended response with reference to the information provided where you apply your psychological understandings of persuasive communication and observational learning to evaluate how social influencers are changing attitudes and behaviours towards beauty.

Your extended response should:

* Define ‘persuasive communication’. (1 marks)
* Identify and define each feature of persuasive communication. (6 marks)
* Contrast how conventional TV and magazine advertisements use each feature of persuasive communication with how social influencers use social media platforms. (6 marks)
* Define ‘observational learning’. (2 marks)
* Describe **three** characteristics of role models that increase the likelihood of changing people’s attitudes and behaviours. (3 marks)
* Provide **three** reasons to explain why social influencers are more persuasive than celebrities and glamorous models. (3 marks)
* Communicate psychological understanding clearly with correct use of psychological language (4 marks)

**Marking Key for Question 11**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Define ‘persuasive communication’ | |
| Communication that attempts/aims to change beliefs, feelings and behaviours of others. | 1 |
| **Subtotal** | **1** |
| Identify and define each feature of persuasive communication. | |
| Source of the message (1) refers to the person/group/organization presenting the message or the providing the information (1). | 1-2 |
| Nature of the communication (1) refers to the content of the message itself and the medium used to deliver the message to the target population (1). | 1-2 |
| Characteristics of the audience (1) – characteristics that are targeted when formulating the message such as age, gender, personality, social status, income, level of education, their relationship to the source (names at least 2) | 1-2 |
| **Subtotal** | **6** |
| Contrast how conventional TV and magazine advertisements use each feature of persuasive communication with how social influencers use social media platforms. | |
| Source of the message:   * Conventional ads – use glamorous models and celebrities (1) * Social influencers – use regular people (1) | 1-2 |
| Nature of the communication:   * Conventional ads – use print media (magazines) and multimedia, e.g. TV ads OR use the peripheral route of persuasion to engage consumers with beautiful pictures / happy expressions and simple messages (1) * Social influencers – use social media platforms OR use the central route of persuasion by describing do’s & don'ts, giving consumers more insight into how they interact with the product (1) | 1-2 |
| Characteristics of the audience   * Conventional ads – use beautiful young female models to market female beauty products by addressing the aspirations of consumers or advertise affordable prices of their product to attract lower income earners (1) * Social influencers – use regular people that consumers can identify with (e.g. similar skin tones, gender, sense of humour) and focus on building personal relationships with their audience (1) | 1-2 |
| **Subtotal** | **6** |
| Accept other relevant responses | |
| Define ‘observational learning’. | |
| Relatively permanent change in behaviour/beliefs/feelings (1) as a result of observing and imitating a role model (1). | 1-2 |
| **Subtotal** | **2** |

**Marking Key for Question 11 continued**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Describe **three** characteristics of role models that increase the likelihood of changing people’s attitudes and behaviours. | |
| Any THREE of the following:   * attractive – physical features meet standards of beauty * credible/respectable – they are experts in their field or have gone through unique experiences * likable / relatable – people can connect to their story or have similarities with them * has status and social power – are famous, occupy positions of power * figures/symbols of authority – represents an institution such as someone wearing a uniform or is representing an established institution. | 1-3 |
| Accept other relevant responses | |
| **Subtotal** | **3** |
| Provide **three** reasons to explain why social influencers are more persuasive than celebrities and glamorous models. | |
| Social influencers are more relatable as they appear to speak to you personally through your devices while celebrities and glamorous models are ‘ideal’ versions that one aspires to be but feel unreachable/unreal | 1 |
| You build a relationship with the social influencer by posting your message or questions to them their reply is personalized, addressing your specific comment. You cannot do that with celebrities and models as they exist in a different sector of society. | 1 |
| Social influencers talk about positives and negatives of a product, describe how to use the make-up in detail, helping the consumer make informed choices while celebrities/ models do not reveal their secrets/ are biased because they are paid by the cosmetic company | 1 |
| Accept other relevant responses | |
| **Subtotal** | **3** |
| Communicate psychological understanding clearly with correct use of psychological language | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks) | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning. | 3 |
| Candidate writes using paragraphs. Uses psychological terminology correctly. May have some errors in punctuation/grammar evident but these do not impede meaning | 2 |
| Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation. |  |
| **Subtotal** | **4** |
| **TOTAL** | **25** |

**Question 12 (25 marks)**

**The Childhood of Batman and Penguin**

Bruce Wayne (aka Batman) had a happy childhood, living a privileged existence being the only son of wealthy parents. However, at around eight years old, he became an orphan when his parents were killed in a senseless shooting. The family butler, Alfred, became his guardian and father-figure. As he grew older, he developed a close friendship with the police commissioner, Capt. Jim Gordon, who became his protector and moral guide. Bruce grew up to be an upstanding young man with a strong moral character and deep-seated sense of justice.

Oswald Cobblepot (aka Penguin) was also born to wealthy parents but lived a lonely existence. His parents were horrified at his deformity and kept him locked in a cage. When he was a toddler, he managed to pull the family cat through the bars and kill it. His parents placed him in a baby carriage and threw it into a river in the hope of drowning him. The carriage drifted into an abandoned zoo where Oswald was cared for by a flock of penguins and survived. He eventually joined a travelling circus as a performer in a freak show. Oswald grew up to become a criminal obsessed with power and complete disregard for those who stood in his way.

*Adapted from excerpts of Batman’s Early Life (*[*https://batman.fandom.com/wiki/Batman#Early\_Life*](https://batman.fandom.com/wiki/Batman#Early_Life)*) and the 1992 film Batman Returns (*[*https://en.wikipedia.org/wiki/Oswald\_Cobblepot\_(Batman\_Returns)*](https://en.wikipedia.org/wiki/Oswald_Cobblepot_(Batman_Returns))

Write an extended response with reference to the information provided where you apply your psychological understandings of the attachment theory, the internal working model and Ainsworth’s attachment types to evaluate the impact of Bruce’s and Oswald’s childhood experiences on how they turned out as adults.

In your response, you must:

* Define attachment. (1 mark)
* Describe Bowlby’s attachment theory including his maternal deprivation hypothesis.  
   (5 marks)
* Differentiate the **three** types of attachment proposed by Ainsworth. (3 marks)
* Explain the features of the internal working model and how the quality of attachment influences the formation of this model. (4 marks)
* Contrast the quality of attachment made by Bruce and Oswald and discuss how it influenced the internal working model each child formed as well as its effect on their adult characteristics. (8 marks)
* Communicate psychological understanding clearly with correct use of psychological language. (4 marks)

**Marking Key for Question 12**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Define attachment. | |
| The formation of a strong emotional bond between a child and its primary caregiver. | 1 |
| **Subtotal** | **1 mark** |
| Describe Bowlby’s attachment theory including his maternal deprivation hypothesis. | |
| Infants form an attachment to one figure, usually the mother (Monotropy). | 1 |
| Attachment must be formed during the sensitive/critical period that is from birth to one year (also accept 0-2 years). | 1 |
| Includes any ONE of the following:   * Children behave in ways that will attain/seek contact with the attachment figure (cuddle, coo, smile, cry). * Mothers have an instinctive need to be close to their child (maternal instinct). * Children who formed an attachment with their mothers during the critical period had better chances of survival (evolutionary advantage). | 1 |
| Maternal deprivation hypothesis proposed that if the child is separated from their mother or fails to develop an attachment during the critical period | 1 |
| the child will suffer serious irreversible long term consequences such as delinquency, aggression, affectionless psychopathy (names at least 2) | 1 |
| **Subtotal** | **5 marks** |
| Differentiate the **three** types of attachment proposed by Ainsworth | |
| Insecure anxious-avoidant (Type A) – includes any ONE of:   * are not affected by their mother’s leaving or returning. * As adults, they do not want to depend on others * Generally try to avoid emotional closeness. | 1 |
| Secure (Type B) – includes any ONE of:   * use their mother as a secure base when exploring * are upset when mother leaves but are quickly calmed down when reunited. * aware of and able to express their feelings effectively * As adults, they form meaningful long lasting relationships. | 1 |
| Insecure resistant/ambivalent (Type C) – includes any ONE of:   * They get very distressed when mother leaves and takes a long time to calm down when reunited with their mother * They cling but also kick and push away during reunion. * Constantly worried about rejection and abandonment * Characterised by clingy and needy behaviour. | 1 |
| **Subtotal** | **3 marks** |

**Marking Key for Question 12 continued**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Explain the features of the internal working model and how the quality of attachment influences the formation of this model. | |
| Three main features of the internal working model:   * model of others as trustworthy (1) * model of self as being valuable/important to others (1) * model of self as being effective in interacting with others (1) | 1-3 |
| A secure attachment between the child and their mother/primary caregiver forms a positive prototype/model leading to (names at least 1) an optimistic view of the world/ positive self-image/ formation of healthy/satisfying adult relationships.  (Or states the opposite for insecure attachment) | 1 |
| **Subtotal** | **4 marks** |
| Contrast the quality of attachment made by Bruce and Oswald and discuss how it influenced the internal working model each child formed as well as its effect on their adult characteristics. | |
| Bruce/Batman had a secure attachment as a child. | 1 |
| He values himself /believes in himself and has clearly defined moral principles. OR  He is assured of his self-worth because he always had support from significant others – first his parents, then when they died, Alfred who became his father figure. | 1 |
| He is able to form long-lasting and meaningful relationships (e.g. with Alfred, Capt. Gordon) because he is fully aware of and is able to express/self-regulate his thoughts and feelings | 1 |
| He is able to trust others as shown by his confidence in Alfred and Capt. Gordon who have supported his fight for justice. | 1 |
| Oswald/Penguin had an insecure avoidant attachment as a child. | 1 |
| He does not see others as trustworthy because his parents abandoned him. | 1 |
| He does not value himself as shown by his obsession with power which reflects the need to continually prove to himself and to others that he is important. | 1 |
| He is unable to express his needs or understand others needs/ cannot resolve conflicts as shown by his ‘complete disregard for those who stood in his way’. | 1 |
| **Subtotal** | **8 marks** |
| Communicate psychological understanding clearly with correct use of psychological language | |
| Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. Some errors in punctuation/grammar evident but these do not impede meaning. | 3 |
| Candidate writes using paragraphs. Uses psychological terminology correctly. May have errors in punctuation/grammar evident but these do not impede meaning | 2 |
| Candidate writes a response that attempts to use paragraphs, uses few psychological terminology correctly and may have limited correct spelling, punctuation and grammar | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation. |  |
| **Subtotal** | **4 marks** |
| **TOTAL** | **25 marks** |

**ACKNOWLEDGEMENTS**

WATP acknowledges the permission of the School Curriculum and Assessment Authority in providing instructions to students.

REFERENCES:

Question 1 Adapted from:

Nawangsari, G. (2016). Traditional games intervention effectiveness for children with internet addiction. ASEAN Conference, 2nd Psychology and Humanity. Psychology Forum. University of Muhammadyah Malang (UMM). East Java, Indonesia. . <https://mpsi.umm.ac.id/files/file/729%20-%20733%20Gandes%20Nawangsari.pdf>

Question 4 [Diagram of a synapse] https://commons.wikimedia.org/wiki/File:Synapse\_unlabeled.png

Question 5 Adapted from:

Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. Journal of Verbal Learning & Verbal Behavior, 13(5), 585–589. <https://doi.org/10.1016/S0022-5371(74)80011-3>

Question 7(e) Adapted from:

Stark, L. J., Collins Jr., F. L., Osnes, P. G. & Stokes, T. F. (1986). Using reinforcement and cueing to increase healthy snack food choices in preschoolers. *Journal of Applied Behavioral Analysis*. 19(4), 367-379. <https://doi.org/10.1901/jaba.1986.19-367>.

Question 9 & Question 10 (c)-(e) Adapted from

Nguyen, B., Oliver, R., Rochecouste, J. (2014). Embracing plurality through oral language. *Language and Education*. 29(2), 97-111. <https://doi.org/10.1080/09500782.2014.977294>

Question 11 Adapted from:

Luise, M. D. (2019). The disruption of the beauty industry: an investigation of social media factors and dynamics affecting perceived brand image and the consumer decision journey. [Master’s Degree Thesis, Tesi di Laurea in Management of innovation, Luiss Guido Carli] <http://tesi.luiss.it/26879/>