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**PSYCHOLOGY**

**ATAR YEAR 12**

**UNIT 3 and 4**

**2020**

**MARKING GUIDE**

**Section One: Research Methods 20% (40 marks)**

**Question 1 (20 marks)**

Professor Thunberg wanted to test her theory that vegetarians are more intelligent than people who eat meat. She posted a link on twitter to a survey asking questions about eating habits followed by an online intelligence test. She hoped that conducting her research in this way she could recruit a large and diverse sample from around the world.

After one month she stopped the research when she had collected data from 100,000 people globally. However, her sample was highly skewed towards people who are vegetarians. Her results were as follows:

**Table 1: Results of Experiment comparing IQ and Meat consumption**

|  |  |
| --- | --- |
|  | **Average IQ as measured by online intelligence test** |
| Vegetarians (80,679) | 126 |
| Meat eaters (19,321) | 105 |

Professor Thunberg used these results to conclude that eating a vegetarian diet makes people more intelligent.

1. Identify what type of research Professor Thunberg is conducting. Explain your answer?

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Non-experimental | 1 |
| Any point for one mark   * This is a correlation of two variables to identify the relationship between vegetarianism and intelligence. * No variable is manipulated. | 1 |
| **Total** | **2** |

1. Identify the sample and population of Professor Thunberg’s research. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sample: The 100,000 people who completed the online questionnaire and intelligence test. | 1 |
| Population: All global twitter users | 1 |
| **Total** | **2** |

1. Explain the difference between sample and population data. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sample data is collected from a subset of a population of interest and are the participants (sample) being used in the study. (1)  Population data is the data applied to the wider group of interest that the sample must be representative of in order to accurately reflect the population. (1) | 2 |
| **Total** | **2** |

1. Define the term ‘behavioural variable’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Pre-existing variables that cannot be manipulated/changed/varied experimentally | 1 |
| **Total** | **1** |

1. What type of research are behavioural variables used in? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| correlational studies | 1 |
| **Total** | **1** |

1. How are behavioural variables best displayed in graph form? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scatterplot *\*accept scattergram or scatter diagram* | 1 |
| **Total** | **1** |

1. Explain the difference between qualitative and quantitative methods of data collection.

(4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Quantitative data:   * Numerical or categorical in form * can easily be statistically analysed and easily measured and compared with other data. | 1-2 |
| Qualitative Data:   * Describes changes in the quality of behaviour and are often expressed in words. * Is difficult to statistically analyse because responses take on a wide variety of forms. | 1-2 |
| **Total** | **4** |

1. Complete the table to identify **two** sources of error in Professor Thunberg’s research design and state **one** way of reducing each. (4 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | | **Marks** |
| *One mark for each source of error one mark for each matching reduction up to a maximum of 4 marks* | |  |
| **Source of Error** | **Way of Reducing Error** (\*must match the corresponding source of error) |  |
| By only placing her research on Twitter she is limiting her sample to twitter users who follow her. It is not a representative sample of a population of all meat eaters and vegetarians. | Place the research link on multiple platforms and mediums in order to reach a wider variety of people and improve the sample diversity. | 0-2 |
| The two variable groups are not even in number with 80% of the sample size in one group (Vegetarians) and only 20% in the other group (meat eaters) | Continue the experiment until the group sizes are similar or randomly select only 20,000 vegetarians to use for the experiment | 0-2 |
| Participant variables are not taken into account such as age, education, socioeconomic group | Complete Pre-testing to gather more information about participant variables that could affect results | 0-2 |
| **Total** |  | **4** |

1. i. Is the conclusion Professor Thunberg drew from the data correct? (1 mark)

(circle the correct answer)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| No | 1 |
| **Total** | **1** |

ii. Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Professor Thunberg cannot make a conclusion that claims one variable has caused a change in the other variable (1) as a correlation study can only conclude that two variables can be related, not that one variable can cause a change in the other (1). | 1-2 |
| **Total** | **2** |

**Question 2 (20 marks)**

Mrs Evergreen was concerned her year 12 English classes were feeling a little stressed at school and she wanted to investigate the effect of indoor plants on the mood of high school students in class.

In one of her year 12 classrooms she placed 10 indoor plants and in the other year 12 classroom she made sure no plants were present. At the start of Term Two Mrs Evergreen had all 40 of her year 12 students at the school fill out a closed ended questionnaire composed of 20 questions about mood with a scale ranging from 1 to 10 for each (1 being relaxed and 10 being extremely stressed). She had the students complete the same questions at the end of each week for the entire term. She averaged the rating of the 20 questions for each student and then averaged the class rating to one number out of 10. The results are displayed below:

Table 1.1: Results of experiment measuring if plants affect mood rating of stress.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class 1 (Plants present)** | **Class 2 (Plants Absent)** |
| **Mood Rating (1-10)** | Week 1 | 8 | 8 |
| Week 2 | 7 | 8 |
| Week 3 | 6 | 7 |
| Week 4 | 5 | 7 |
| Week 5 | 6 | 8 |
| Week 6 | 9 | 9 |
| Week 7 | 3 | 6 |
| Week 8 | 3 | 6 |
| Week 9 | 3 | 5 |
| Week 10 | 1 | 1 |

1. Identify the independent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The presence of indoor plants in the classroom or the absence of indoor plants in the classroom | 1 |
| **Total** | **1** |

1. Identify the dependent variable. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mood/stress rating on a scale | 1 |
| **Total** | **1** |

1. Name the type of questionnaire Mrs Evergreen used in her investigation. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Rating scale | 1 |
| **Total** | **1** |

1. Name and calculate the three measures of central tendency for each class. (9 marks)

|  |  |  |
| --- | --- | --- |
| **Measure of central tendency** | **Class 1** | **Class 2** |
| Mean (1) | 5.1 (1) | 6.5 (1) |
| Median (1) | 5.5 (1) | 7 (1) |
| Mode (1) | 3 (1) | 8 (1) |

1. Which measure of central tendency would be the most appropriate to use to compare the results of the two classes? Explain your answer. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Median | 1 |
| This is the best measure as the data set has a skewed frequency distribution and the median is the least influenced measure of central tendency by skewed values. *(also acceptable answers: that refer to not normal distribution or that mean is more affected by outliers so would not be the most appropriate)* | 1 |
| **Total** | **2** |

1. What extraneous variables could account for the changes in scores at week 6 and week 10? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Week 6: Could be a testing period, such as examinations, so stress levels are naturally higher | 1 |
| Week 10: rating taken on the last day of term so students would have been highly relaxed heading into school holidays. | 1 |
| **Total** | **2** |

g) Mrs Evergreen had to ensure she followed ethical guidelines correctly during the investigation.

1. Identify **two** participant rights Mrs Evergreen should have followed. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below answers for one mark:   * Privacy * Anonymity * Confidentiality * Informed consent * Voluntary participation * Withdrawal rights | 1-2 |
| **Total** | **2** |

1. Outline how Mrs Evergreen could have correctly followed the **two** ethical considerations you have named above (e)i. in her investigation. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Any of the below answers for one mark each (must match answer from above question e)i:   * Privacy: Mrs Evergreen would have needed to keep all information about students private so she would need to keep all information with students details locked away * Anonymity: in order to protect the student’s identity Mrs Evergreen could have students use numbers so they do not put any identifying information on the mood questionaires * Confidentiality: Mrs Evergreen is required to keep secret all information provided to her by the students participating. * Informed consent: Mrs Evergreen would have had all 40 students complete a consent form that clearly informed the students about the research being conducted and what was required of them as participants. Students and parents would have had to sign the form to participate. * Voluntary participation: Mrs Evergreen had to make sure students were aware that their participation was voluntary and they would not be penalized if they did not participate. * Withdrawal rights: Mrs Evergreen is required to inform all participant’s at the beginning of the experiment that they can withdraw at any time without penalty or disadvantage.   *Note: Marks only awarded if question specifically identifies what Mrs Evergreen would do in her experiment, none awarded for general definition of right.* | 1-2 |
| **Total** | **2** |

**End of Section One**

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

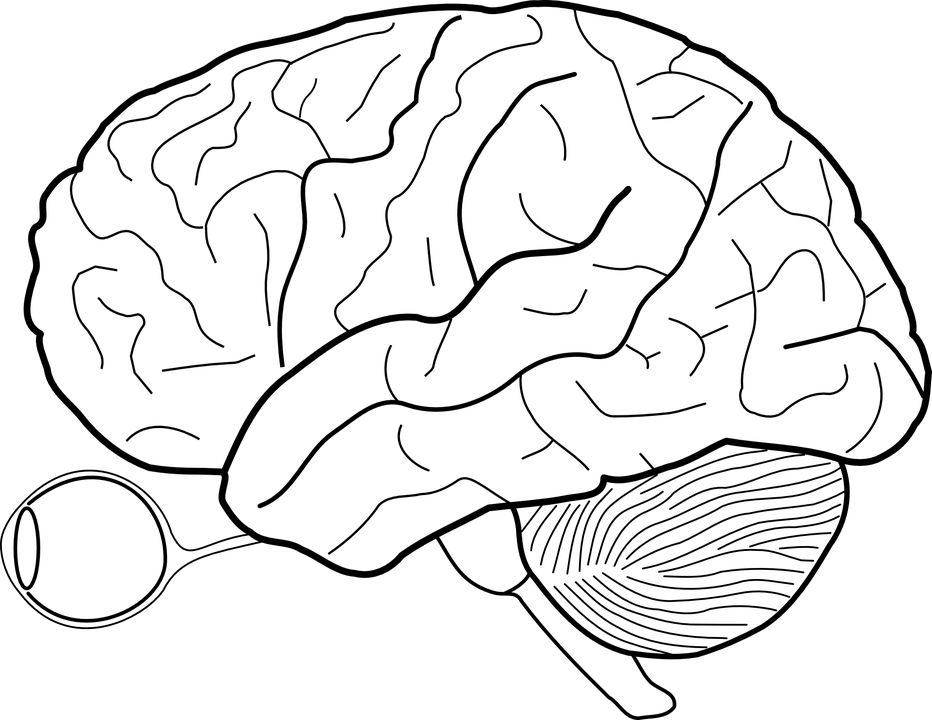
**Question 3 (13 marks)**

A

C

B

D



1. Identify the structures labelled A, B, C and D on Diagram 1 above. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A – Primary Motor Cortex | 1 |
| B – Primary Auditory Cortex | 1 |
| C – Primary Sensory Cortex *\*accept Somatosensory cortex* | 1 |
| D – Primary Visual Cortex | 1 |
| **Total** | **4** |

1. Boris has had a stroke. He has facial drooping on the right side of his face and is having trouble saying words out loud but is still able to be understood by others.
2. What side of his brain has been affected? (1 mark)

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

1. Name and describe the area of the brain that would have been damaged to affect Boris’ speech production? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Broca’s area | 1 |
| Description: located in the left frontal lobe near the primary motor cortex and the primary auditory cortex (1) | 1 |
| **Total** | **2** |

1. Boris finds Dr Muller in Switzerland who is renowned for her experimental methods at treating stoke victims. Boris flies to Zurich and signs up to undertake a number of experimental drug trials with Dr Muller. Boris is exposed to 3 different conditions over a year long trial. The effects on Boris of each drug are outlined below. For each, identify what class of drug Boris is exposed to and explain the effect that type of drug has on Boris’ nervous system.
2. In condition one, Boris displays a lack of coordination and his speech appears even slower. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Depressant (1)  Slows down the activity of the central nervous system (1) | 1-2 |
| **Total** | **2** |

1. In condition two, Boris describes a feeling of euphoria and says he can taste the words he is saying. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hallucinogens (1)  Has the effect of altering/changing our sensory perceptions controlled by the nervous system (1) | 1-2 |
| **Total** | **2** |

1. In condition three, Boris has trouble sleeping and regularly records a higher body temperature and decreased appetite. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Stimulant (1)  Speeds up (or excites) the activity of the central nervous system (1) | 1-2 |
| **Total** | **2** |

**Question 4 (15 marks)**

Kenji’s cat Orion has learnt some different behaviours since Kenji brought him home as a kitten 3 years ago. When Orion hears the sound of the 6 o’clock news broadcast he always comes running into the kitchen as this is the time Kenji feeds him his dinner. When Orion was a kitten, he would never go to the toilet in his cat litter, preferring to go on the door mat. Kenji decided to give Orion a sardine whenever he went in the litter box and quickly Orion learnt not to go on the door mat. Orion would also hiss and meow loudly at Kenji’s next-door neighbour and so Kenji would spray him with a small water gun whenever he did this until Orion stopped behaving this way.

a) Identify the two types of conditioning that Orion has learnt behaviour from in the above scenario. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Classical conditioning | 1 |
| Operant conditioning | 1 |
| **Total** | **2** |

b) Compare and contrast the two forms of conditioning identified in your answer to Question a). (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Compare: both are learning processes (1) | 1 |
| Contrast: Operant conditioning reinforces deliberate behaviours through the use of reward and punishment (1). Classical conditioning occurs when involuntary behaviours are repeatedly paired with external stimuli leading to an association between the two stimuli (1) | 2 |
| **Total** | **3** |

c) i. Identify and correctly name one example of how Orion has learnt new behaviour through punishment. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive punishment  *(Do not accept ‘punishment’ only as an answer)* | 1 |
| Kenji added the punishment (something unpleasant) of the water spray whenever Orion hissed at his neighbour | 1 |
| **Total** | **2** |

ii. Identify and correctly name one example of how Orion has learnt new behaviour through reward. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Positive reinforcement  *(Do not accept ‘reinforcement’ only as an answer)* | 1 |
| Kenji added the reward (something pleasant) of sardines when Orion correctly went to the toilet in the kitty litter | 1 |
| **Total** | **2** |

1. In Psychology, Cognitive Behaviour Therapy (CBT) differs from conditioning.
2. Describe the term conditioning and explain how it differs from CBT. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conditioning is used to alter how an individual interacts with their environment. (1)  It does not consider the underlying causes and emotions linked to behavior (1) it simply aims to change behavior via consequences to certain environmental conditions/situations (1) | 0-3 |
| **Total** | **3** |

ii. Describe the term Cognitive Behaviour Therapy and explain how it differs from conditioning. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cognitive Behaviour Therapy is built on the idea that cognitions (thoughts) effect feelings and behaviours and that feelings and behaviours in turn influence thoughts (cognitions). (1)  CBT differs from conditioning as the thoughts and feelings (emotions) linked to behavior are identified (1) and the therapy seeks to change those emotions and cognitions in order to effectively change behavior in certain environmental situations. (1) | 0-3 |
| **Total** | **3** |

**Question 5 (18 marks)**

Felix and Carlos both need a lemon but they only have one between themselves. They decide to cut the lemon in half in order to be fair and each receive an equal amount of lemon. But both soon realise that this solution has not benefitted either party as Felix still does not have enough juice to make his lemonade and Carlos does not have enough rind to make his lemon tart.

1. Identify the type of conflict resolution Carlos and Felix used in this scenario. Explain your answer. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Distributive solution | 1 |
| By cutting the lemon in half they were evenly dividing the lemon 50/50. (1)  Both were compromising on what they wanted (the whole lemon) in order to reach a mutual concession and solve the conflict. (1) | 0-2 |
| **Total** | **3** |

b) Identify and explain a type of solution to the above conflict that could have resulted in a win-win situation for both boys. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Integrative solution | 1 |
| If the boys had have communicated with each other what they wanted to use the lemon for (1) they would have discovered that Felix needed the pulp in order to squeeze enough juice to make his lemonade and Carlos only needed the rind for his lemon tart mixture. (1)  A win-win situation would have involved Felix squeezing the juice out of the lemon to make his lemonade and then Carlos taking the left-over rind to make his tart. (1) | 0-3 |
| **Total** | **4** |

c) Baumrind identified different parenting styles based on two dimensions of responsiveness and control. Define each dimension. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Responsiveness:  Refers to the degree in which parents are accepting and sensitive to their children’s needs | 1 |
| Control:  The level of firmness and degree of autonomy a parent gives a child | 1 |
| **Total** | **2** |

d) In the table below list the **three** types of parenting style and for each identify the level (High or Low) of the two dimensions. (9 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Authoritarian parenting  *Note: Both dimensions must be correct for the one mark*  High control  Low responsiveness | 1  1  1 |
| Authoritative parenting  *Note: Both dimensions must be correct for the one mark*  High control  High responsiveness | 1  1  1 |
| Permissive parenting  *Note: Both dimensions must be correct for the one mark*  Low control  High responsiveness | 1  1  1 |
| **Total** | **9** |

**Question 6**  **(11 Marks)**

1. Define the psychological term ‘modelling’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Tendency for a person to reproduce the actions, attitudes and emotional responses exhibited by models. | 1 |
| **Total** | **1** |

1. What developmental concept was developed by Albert Bandura based on his Bobo Doll experiment. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Observational learning | 1 |
| **Total** | **1** |

1. Scott idolises his older brother Don. He follows him around and often tries to repeat everything he does because he says, “he wants to be just like Don when he grows up”. Don recently got in trouble because he hit an opponent on the football field after he got tackled. Don’s parents and Scott were on the sidelines and his parents punished him at home by grounding him for a week and banning him from having dessert for a month. Two weeks later, Don and Scott were at their local park and Scott was pushed over by another child. Scott just got up and walked away and Don later asked him why he didn’t defend himself and hit back like he would have.

i. Why did Scott not emulate his brother’s behaviour in this situation? Explain Scott’s behaviour in the above scenario. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Scott learnt from observing Don’s earlier behaviour. | 1 |
| When Don hit another person he was punished for that behaviour by his parents. Scott saw this and learnt that if you hit someone you will get punished, therefore he did not hit the other child. | 0-2 |
| **Total** | **3** |

ii. How does Scott’s behaviour demonstrate the principles of Albert Bandura’s Social Learning Theory? (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bandura’s social learning theory states that children learn through observation of models behaviour and the consequences of those actions (vicarious reinforcement). | 1 |
| If a model is rewarded for the action the child is more likely to repeat that behaviour. | 1 |
| If the model is punished for the action the child is less likely to repeat the behaviour. | 1 |
| **Total** | **3** |

iii. How does Scott’s behaviour refute (not support) the findings of Albert Bandura’s Bobo Doll experiment. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The results found in Bandura’s study were that by watching a model perform aggressive behaviours the children in his study were more likely to model this behaviour (1) and act in an aggressive manner towards the Bobo Doll. (1)  Scott did not model the behaviour he saw from Don. (1) | 0-3 |
| **Total** | **3** |

**Question 7 (17 marks)**

1. Describe the following **three** Big 5 Personality traits outlined by McCrae and Costa’s personality theory. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Conscientiousness: level of organisation, dependability and preparedness to work hard. | 1 |
| Neuroticism: how inward looking a person is. How stable a persons’ emotions are. | 1 |
| Extraversion: Sociability of an individual and how easy they find it to be assertive and emotionally expressive | 1 |
| **Total** | **3** |

1. Name the **two** remaining traits from McCrae and Costa’s Big 5 and for each identify **two** attributes associated with someone who would be considered high in that trait. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Openness to experience  Any appropriate attribute accepted for one mark each to a maximum of two marks. Can include but not limited to:   * Tackles new challenges * Creative * Original * Daring | 1  1-2 |
| Agreeableness  Any appropriate attribute accepted for one mark each to a maximum of two marks. Can include but not limited to:   * Trusting * Lenient * Soft-hearted * Good-natured * Empathetic | 1  1-2 |
| **Total** | **6** |

PERSON

SITUATION

The above diagram is a visual representation of a Mischel’s Personality Theory.

1. Describe the two key components Mischel’s theory states determines personality. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The specific attributes of a given situation eg. being nice  The manner in which an individual perceives the situation eg. Is that person “nice” in every situation.  *\*Note: no marks awarded for just saying ‘person’ or ‘situation’* | 1  1 |
| **Total** | **2** |

1. Define ‘continuity’ of personality, explain how trait theory accounts for continuity of personality, and identify an empirical study as evidence of this. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Continuity: Our personality should remain the same over time (1)  Trait theory: If traits are stable and enduring characteristics the personality should not change overtime (1)  Pullman et al conducted research into continuity of traits in adolescents over time and found that personality does have continuity over time (1) | 1-3 |
| **Total** | **3** |

1. Define ‘consistency’ of personality and explain how Mischel’s theory accounts for the consistency of personality. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Consistency: our personality should remain consistent across situations (1)  Social Cognitive Theory: Mischel found that college students’ consistency of conscientiousness could only be predicted with moderate degree of success (1)  Meaning personality measures only mildly predict behavior in different situations (1) | 1-3 |
| **Total** | **3** |

**Question 8 (16 marks)**

1. Define the psychological term ‘obedience’. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Changing behaviour in response to instruction or direct request by an authority figure. | 1 |
| **Total** | **1** |

1. “It is the power of social situations, rather than the dispositions of people, that leads to evil behaviour”. Name the psychologist and outline the experiment they conducted based on this belief. (8 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Phillip Zimbardo | 1 |
| Stanford Prison Experiment | 1 |
| One mark for each correct point outlining the experiments procedure up to a maximum of 6 marks. Can include but not limited to:   * Advertisements asking for volunteers to participate in a study of psychological effects of prison life * 24 men chosen to participate and were paid $15 a day to take part in the experiment * Participants were randomly assigned to one of two roles: Prisoner or Guard * Prisoners were subjected to a deindividuation process in which they were stripped naked, deloused, had all their personal possessions removed and locked away, and were given prison clothes and bedding. They were issued a uniform and referred to by number only. * Guards were dressed in khaki uniforms, carried a whistle around their neck and a billy club borrowed from the police. Guards also wore special sunglasses, so no eye contact was made with prisoners. * Guards were instructed to maintain law and order in the prison however they thought necessary and to command the respect of the prisoners. No physical violence was permitted. * The behaviour of prisoners and guards was observed by Zimbardo * The guards quickly began harassing prisoners and exercising control over prisoners. Examples include regular counts and push ups as physical punishment * The prisoners felt dehumanized and began acting out by barricading themselves in their cells, ripping off numbers * As the prisoners acted out the guards became stricter and began to harass and intimidate prisoners. * Zimbardo had to stop the experiment after 6 days instead of the intended 2 week period due to the negative affect it was having on the prisoners mental wellbeing and the excessive aggressive behaviour of the guards. | 1-6 |
| **Total** | **8** |

1. Outline **three** different explanations the subjects of Asch’s conformity experiment give for their incorrect answers. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Some went along as they felt it was what the experimenter wanted and they didn’t want to upset the overall experiment | 1 |
| Some doubted their own eyes and thought maybe they were seated at a misleading angle or suffering from eye strain | 1 |
| Some did not want to stand apart or appear foolish in front of the other students: they wanted to fit in. | 1 |
| **Total** | **3** |

1. Identify and outline **two** reasons why participants were more likely to have maintained the correct response in Asch’s experiment. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Degree of Unanimity (1) - The presence of a confederate who also provided the same answer reduced conformity (1) | 1-2 |
| Anonymity of answers (1) – if allowed to write answers rather than say them allowed (1) | 1-2 |
| **Total** | **4** |

**Question 9 (14 marks)**

Australia is known for its potentially deadly bushfire season. Ash Wednesday, Black Friday and Black Saturday all saw areas devastated, homes destroyed and lives lost. The most recent Bushfire season has seen 34 people killed, 18 million hectares destroyed, almost 3000 homes destroyed and an estimated one billion animals killed.

1. Referring to the bushfire disaster above, outline **three** event characteristics that contribute to stress. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Predictability  Bushfires are unpredictable in how they start, the speed and ferocity and can change direction at any time. This unpredictability adds to the stress of the event. | 1  1 |
| Controllability  Bushfires are difficult to control as they can jump containment lines, are hard to put out if too large and can change direction easily. This lack of control adds to the stress of the event. | 1  1 |
| Experience threat of loss  The recent Australian Bushfire season saw 34 people killed, 18 million hectares destroyed, homes lost and animals killed. This loss across many communities causes more stress. | 1  1 |
| *\*Note: Marks only awarded for specific link to bushfires, not generic outline of each factor.* |  |
| **Total** | **6** |

1. Identify and define **two** positive responses to significant events. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Resilience (1)  The capacity to act positively in the face of difficult or frightening circumstances. (1) | 1-2 |
| Post traumatic growth (1)  A positive psychological/personality change experienced as a result of adversity or traumatic life event (1) | 1-2 |
| **Total** | **4** |

1. The Australian community, who were collectively shocked and saddened by the fires devastation, banded together and with global assistance raised millions of dollars to assist bushfire affected areas.

i. Identify the factor of the McMillan and Chavis model which best describes this above occurrence. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Shared emotional connection | 1 |
| **Total** | **1** |

ii. Explain your answer to question c)i. (3 marks)

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| --- | --- |
| **Description** | **Marks** |
| Australian’s and global citizens had the feeling of being connected to one another (1) through the shared emotional response of sadness, shock and devastation to the bushfires (1). This emotional connection led many Australian citizens to donate money because they felt an emotional connection to the people and animals who had suffered due to the fires (1) | 1-3 |
| **Total** | **3** |

**End of Section Two**

**Section Three: Extended Answer 25% (60 marks)**

**Question 10 (31 marks)**

It’s the end of Ramadan and the Abbas family have come together to celebrate the festival of fast-breaking, Eid al-fitr. Maryam and Daleel have just recently had a baby, and are now proud parents of two children, 4-month old Abdul and toddler Rida who is 3. The Abbas family all gather together at the house for the festival, including Sana, Daleel’s mother, and Kareem, Daleel’s younger brother. Maryam and Daleel are very happy together and love their family. Sana is a doting grandmother who works hard to make sure the family all come together on these special occasions. Kareem has just finished high school and is unsure of what he wants to do with his life, so Sana has been encouraging Daleel to give him advice and spend more time with him. As the family are all doting on the new baby, Rida, who is in the middle of toilet training, sometimes doesn’t make it to the toilet. Sana scolds her for soiling her underwear and Rida cries. Meanwhile Kareem is playing with Abdul and tricks him by hiding his toys then making them appear which Abdul does not enjoy, so Maryam steps in and gives Abdul a big hug which cheers him up immediately.

* Provide a description of Erikson’s developmental theory.
* Identify, name and explain the stages of Erikson’s theory that each member of the Abbas family currently faces.
* For each member of the Abbas family outline what crisis they face at their current stage and provide evidence of how they have faced this crisis.
* Describe the possible outcomes for each member of the family if they fail to resolve their current crisis.

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| **Guide to marking extended answers** | **Marks** |
| **Description of theory** | **3** |
| Developed a theory based around stages of identity development. (1)  Identified that development of identity was a series of challenges that have to be met and successfully overcome for an individual to move to the next phase of life. (1)  Unsuccessful resolution in each stage can lead to an individual becoming “stuck” at a particular stage and not developing normally. (1) | 1-3 |
| **Abdul** | **5** |
| Stage 1: Infancy (0-1) | 1 |
| Trust vs Mistrust | 1 |
| Infants are dependent on others for food, warmth, and love and need to trust that others will provide that. | 1 |
| For Abdul, if his needs are met they will lead to secure attachment, which he has shown with his mother Maryam as when he was upset she provided love and that comforted him which means he trusts she will care for him. | 1 |
| If Abdul fails to bond with his family he will learn to mistrust the world around him | 1 |
| **Rida** | **5** |
| Stage 2: Toddler (1-3) | 1 |
| Autonomy vs Shame and Doubt | 1 |
| Toddlers learn to walk, talk, feed themselves and go to the toilet so they become autonomous and less dependent on others | 1 |
| For Rida, she is aiming to become autonomous and less dependent on others. She has not yet managed to master toilet training yet and still needs help going to the toilet and reminding her what is appropriate. | 1 |
| Overprotection from her parents and grandparents could lead to shame and doubt about her ability to be independent. | 1 |
| **Kareem** | **5** |
| Stage 5: Adolescence (12-18) | 1 |
| Identity vs Role Confusion | 1 |
| “who am I”. Answered by integrating all previous resolutions in order to achieve a sense of identity. | 1 |
| Kareem has just finished high school and is unsure what he would like to do with his life. He is unsure of his identity yet and role in the world. | 1 |
| This is the major crisis to be resolved for successful transition to adulthood. Failure to resolve this leads to identity conflict, role confusion, indecision and avoidance of commitment. | 1 |
| **Maryam and/or Daleel** | **5** |
| Stage 6: Early Adulthood (18-40) | 1 |
| Intimacy vs Isolation | 1 |
| Achievement of adult intimacy with another person is important. | 1 |
| Maryam and Daleel have achieved intimacy with each other and are very happy with their relationship. | 1 |
| Failure to find intimacy with another person can lead to an individual sinking into isolation | 1 |
| **Sana** | **5** |
| Stage 7: Middle Adulthood (40-65) | 1 |
| Generativity vs Stagnation | 1 |
| The main focus is on work and maintenance of the family relationships | 1 |
| Sana is focussed on family staying together and helping each other. She makes sure they come together on special occasions, dotes on her grandchildren and asks her older son to help her younger son. | 1 |
| Failure to achieve this leads to self-centredness and stagnation. | 1 |
| **Quality of extended response** | **3** |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation. | 3 |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure. | 2 |
| Single paragraph response or lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language and/or poor English expression **and/or** many spelling errors. | 0-1 |
| **Total** | **31** |

**Question 11 (29 marks)**

Eleanor and Chidi have been happily married for a number of years. Despite this they still have trouble communicating and Eleanor convinces Chidi that it would be beneficial if they went to couples counselling. Eleanor tells the therapist that she sometimes feels like Chidi does not listen to what she says and that they don’t talk about meaningful things anymore. Chidi simply shrugs and says he doesn’t understand what Eleanor is talking about, and that they talk all the time.

Jason and Michael are the couples 2-year-old twins. Jason is a big talker and often won’t stop chattering in incomprehensible sentences for long periods of time. Michael however is very different and has not begun talking in sentences at all, in fact he barely ever mutters more than the occasional one word here and there. Eleanor is confused by these vastly different outcomes in the identical twin’s early communication and takes them to a speech therapist for help. The therapist provides Eleanor with a number of strategies to help assist Michael and Jason with their communication.

* Identify and outline the theory of communication that would explain Eleanor and Chidi’s differing views on the communication in their marriage.
* Identify and explain the communication theories outlining both innate and learned communication.
* Name and outline **four** techniques the therapist would have provided Eleanor to assist with the boy’s language development to help each of the boys differing language difficulties.

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| --- | --- |
| **Guide to marking extended answers** | **Marks** |
| **Identification and Outline of Gender theory** | **8** |
| Deborah Tannen | 1 |
| Genderlect / Gender difference in communication | 1 |
| Rapport talk used by women  One mark awarded to each of the following points to a maximum of 2 marks:   * Focus on personal and small talk or ‘chat’ * Used in the establishment and maintenance of relationships and intimacy * Used to establish and maintain emotional connections * Tendency to talk over and above one another causing overlapping and simultaneous talk. | 1  1-2 |
| Report talk used by Men  One mark awarded to each of the following points to a maximum of 2 marks:   * Used in public speaking * Used to exchange information with little emotional connection * Used to negotiate status and avoid failure * Talk in turn | 1  1-2 |
| **Noam Chomsky – innate** | **5** |
| Chomsky  Language Acquisition Device (LAD)  Any of the below for one mark each up to a maximum of 3 marks:   * Language is something that develops naturally, and everyone learns how to speak their own native language – Nativist theory * Characterised by a black box that Chomsky believed is in-built as a genetic ability for humans to acquire language – language ability is genetically predetermined * LAD receives input in the form of native language and the child generates sentences in that same language as output. * Universal rules that distinguish grammatical sentences from ungrammatical sentences. * Deep structure rules are rules that cover grammatical structure that is applicable to all languages * Surface structure rules are rules that describe the grammatical structure of individual spoken languages. | 1  1  1-3 |
| **Jerome Bruner - Learned** | **5** |
| Bruner  Language Acquisition support system (LASS)  Any of the below for one mark each up to a maximum of 3 marks:   * Took into account the substantial role that the social environment played in language development * Children’s language development occurs through parents talking to their children * Learning of language is developed by the regular undertaking of shared activities and routines where meanings of words develop * LASS describes how parents (mothers) guide and support their children’s emerging language through interaction * Bruner acknowledged that LASS required LAD and vice versa for language to develop * The child has the innate propensity to learn language but needs the adult to provide the necessary social and instructional framework to encourage language development | 1  1  1-3 |
| **Four techniques for language development** | **8** |
| One mark for naming and defining each technique.  One mark for applying technique to Eleanor, Michael and Jason. *\*Not limited to specific examples used below.*  Scaffolding: Is a structural form or framework that encourages children to learn language. (1) Eleanor would stay one step ahead of the boys using familiar routines and activities to try and push Michael beyond his current capabilities and talk more. (1)  Formats: interactional routines used to assist in language development. (1) Eleanor could use meal times and games to provide patterns of language and structure for Jason to speak in more coherent sentences. (1)  Reference: how people manage and direct attention via linguistic means. (1) Eleanor could direct the boys’ attention to as many things as possible in the environment, making sure to pair pointing with sounds and words. This high context sensitive practice could help Jason develop more specific words and would encourage Michael to put names on items. (1)  Joint attention: shared focus of two individuals on an object, established through eye contact (1). Eleanor could undertake book reading with Michael in order to encourage him and use eye contact between the two to generate conversations. | 1-2  1-2  1-2  1-2 |
| **Quality of extended response** | **3** |
| Well-developed sentences and paragraphs **and** consistent use of appropriate psychological language **and** correct spelling, grammar and punctuation. | 3 |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure. | 2 |
| Single paragraph response or lack of paragraph structure **and/or** poor sentence structure **and/or** very colloquial language and/or poor English expression **and/or** many spelling errors. | 0-1 |
| **Total** | **29** |

*Acknowledgements:*

*Diagram 1: Brain Diagram. Obtained from :* <https://pixabay.com/vectors/brain-diagram-anatomy-biology-40377/>

**End of Examination**