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**SEMESTER ONE**

**PSYCHOLOGY**

**UNIT 1**

**2016**

**SOLUTIONS**

Section One: Research Methods 20% (33 marks)

This section has three (3) questions. Answer all questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and /or as additional space if required to continue an answer.

* Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
* Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 30 minutes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 1

(16 marks)

Dr. Scali was interested in the health effects of working as a CEO (Chief Executive Officer) in Western Australia. He decided to interview a group of CEO’s from a range of business areas and follow up with them over a five-year period. His results are demonstrated in the table below:

Average Results of Health Descriptors of CEO’s over a Five-Year Period

|  |  |  |
| --- | --- | --- |
|  | Males 2016 | Females 2016 |
| Weight Gain (%) | 12% | 18% |
| Hair Loss (%) | 30% | 2% |
| Increased Stress  Level (%) | 45% | 63% |
| Increased  Cholesterol (%) | 15% | 5% |
| Increase Insulin  Level (%) | 10% | 4% |

1. Identify the study design used with this investigation.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Longitudinal, non-experimental, interview | 0-1 |
| Total | 1 |

1. Identify one advantage and one disadvantage of using this design.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  *Different depending on the above answer*  Advantage:  No cohort effects | 0-1 |
| Disadvantage:  Time consuming.  May loose participants.  Expensive. | 0-1 |
| Total | 2 |

1. Dr.Scali collected subjective and objective data, as well as qualitative and quantitative data. Using the table on the previous page outline one example of each type of data.

(4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Subjective: Hair loss; stress levels | 0-1 |
| Objective: Weight gain; cholesterol level; insulin level (hair loss could also be in here as well) | 0-1 |
| Qualitative: Stress levels | 0-1 |
| Quantitative: Any | 0-1 |
| Total | 4 |

1. In displaying this data what sort of graph should be used and why?

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| A bar graph (1) as the data or categories being compared are not continuous (1) | 0-2 |
| Total | 2 |

1. Graph the results below.

(7 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Graph should include:   * Title (1) * Axis labeled correctly (2) * Units included in axis (2) * Correct data plotted (1) * Bar graph (1) | 0-7 |
| Total | 7 |

Question 2

**(13 marks)**

The coach at a local under 18’s soccer team is concerned over the number of players that are missing games due to illness. He decides to investigate whether vitamins would decrease the amount of colds his team is experiencing.

a) Create an operational hypothesis the coach could use.

(4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| It is hypothesised that soccer players under the age of 18 (1) who consume three vitamin C tablets every night for 8 weeks (1) will be less likely to get sick and will therefore attend more soccer games (1) then those who do not consume vitamin C tablets (1) | 0-4 |
| Total | 4 |

1 mark for population

1 mark for how they will consume vitamins

1 mark for how they would get less sick and attend more games

1 mark for comparing against those who do not consume vitamins

b) Identify the independent variable and dependent variable.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Independent Variable: Vitamins vs no vitamins | 0-1 |
| Dependent Variable: number of illnesses | 0-1 |
| Total | 2 |

c) Identify **two** variables he can control.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Participant: age; vitamin type; vitamin quantity  Situational: winter season | 0-2 |
| Total | 2 |

d) Identify **two** variables that he cannot control.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Participant variables: susceptibility to illness; other medication taken; tolerance to vitamins  Situational variables: weather; other activities the individual is involved in | 0-2 |
| Total | 2 |

e) Name and explain one ethical consideration the coach needs to follow and include how he can achieve this.

(3 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Informed consent (1). Participants are informed of the true nature of the investigation and any possible risk associated with participation (1). Each participant will receive a letter of informed consent outlining the nature of the investigation and any possible risk. They will be required to sign the informed consent. As they are under the age of 18 their parents will also need to sign the consent form (1).  Voluntary participation (1). All participants are willing to be included in the investigation (1). Participants give their consent (1).  Withdrawal rights (1). Participants have the right to withdraw at any stage of the investigation without receiving any negative consequences (1). Participants are notified within their informed consent that they can withdraw at any stage (1).  Confidentiality (1). Participants details are kept confidential (1). Participants will be given a number which will be used to identify them. All data will be shredded at the completion of the investigation (1).  Debriefing (1). Participants have the right to be de-briefed at the conclusion of the investigation (1). Participants will be told the outcome of the results at the conclusion of the investigation (1). | 0-3 |
| Total | 3 |

Question 3

**(4 marks)**

a) What four things need to be included in an operational hypothesis?

(4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Population (1)  Measurable independent variable (1)  Measureable dependent variable (1)  Direction of expected outcome (1) | 0-4 |
| Total | 4 |

**End of Section One**

**Section Two: Short Answer 55% (61 Marks)**

This section has six (6) questions. Answer all questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and /or as additional space if required to continue an answer.

* Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
* Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes

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Question 4

**(12 marks)**

a) Phineas Gage was a construction worker involved in a workplace accident.

i. Identify whether his forebrain, midbrain or hindbrain was damaged in this accident.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Forebrain | 0-1 |
| Total | 1 |

ii. Provide two reasons that led you to this conclusion.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  His frontal lobe was damaged; his personality was affected; his emotional responses changed. All of which are found in the forebrain. | 0-2 |
| Total | 2 |

b) List two structures found in the hindbrain.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Cerebellum; Pons; Medulla Oblongata (or Medulla); brainstem | 0-2 |
| Total | 2 |

c) Michael went for a bike ride with his friends. He tried to jump the curb on the side of the road, but instead hit the curb and came over his handlebars hitting his head as he fell. When he tried to get back onto his bike he lost his balance and fell again.

i. Name the part of the brain that he damaged. (1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Hindbrain / Cerebellum | 0-1 |
| Total | 1 |

ii. What is this part responsible for?

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Important to perform voluntary tasks.  *Maintain balance and proper posture*. | 0-1 |
| Total | 1 |

d) What does an Electroencephalography (EEG) measure?

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Electrical activity of the brain / Brain waves | 0-1 |
| Total | 1 |

e) List whether the following drugs are stimulants or depressants.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Alcohol: Depressant (1)  Amphetamine: Stimulant (1) | 0-2 |
| Total | 2 |

f) In regards to physiological changes, list one similarity and one difference between alcohol and amphetamine use.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Similarity: Both impact upon a persons central nervous system  Difference: Amphetamine is a stimulant that speeds up the nervous system, increasing such things as heart rate and blood pressure. Alcohol on the other hand is a depressant that slows down the nervous system, e.g. slower heart rate and decreased blood pressure. | 0-2 |
| Total | 2 |

Question 5 (12 marks)

a) Explain the Two Factor’s of Spearman’s intelligence theory.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| General factor (g) – underlying intelligence factor, underlying specific mental abilities (1)  Specific factor (s) - specific skills, unique abilities (eg mechanical, mathematical or verbal skills) (1) | 0-2 |
| Total | 2 |

b) Name the theorist who developed the first intelligence test.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Alfred Binet | 0-1 |
| Total | 2 |

c) Explain the reason why this intelligence test was created.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| To differentiate ‘normal’ children from ‘special needs’ children | 0-1 |
| Total | 1 |

d) Using Binet’s intelligence test Melanie received a mental age of 8 and a chronological age of 10.

i. What is Melanie’s IQ?

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| 80 | 0-1 |
| Total | 1 |

ii. According to Binet what does this suggest about Melanie’s intelligence?

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| According to Binet she would have a less than average IQ and would be deemed ‘dull’. | 0-1 |
| Total | 1 |

e) List the five constructs of Emotional intelligence according to Goleman.

(5 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Self Awareness  Self-Regulation  Social Skill  Empathy  Motivation | 0-5 |
| Total | 5 |

f) Explain one of Goleman’s five emotional constructs.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Self Awareness: ability to know ones emotions, strengths, weaknesses, drives  Self-Regulation: controlling and redirecting disruptive emotions.  Social Skill: managing relationships  Empathy: considering feelings of others  Motivation: being driven | 0-1 |
| Total | 1 |

Question 6 (7 marks)

a) List one advantage and one disadvantage of individualised intelligence testing.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Advantages:  Examiner can pay more attention to the examinee  Examiner can easily encourage the examinee and observe his behavior during the test more closely  Scores on individual tests are not as dependent on reading ability as scores in group tests | 0-1 |
| Disadvantages:  It is very time consuming  This type of tests requires a highly-trained examiner  It costs more than the group test | 0-1 |
| Total | 2 |

b) Tamara was pulling a fish face in front of her five-month-old baby. Her baby laughed hysterically for the first five times, then didn’t react. Tamara decided to pull a cheesy grin instead, which provoked the laughing reaction from her baby that she was after. Using psychological understandings explain the babies’ reaction to the face pulling.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| The baby habituated to the fish face (1). The cheesy grin was a change in stimuli that the baby dishabituated too (1). | 0-2 |
| Total | 2 |

c) Explain why visual illusions occur.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| A consistent misinterpretation (distortions or mistakes) of real visual stimuli, involving a mismatch between our perception and our understanding of physical reality. | 0-1 |
| Total | 1 |

d) Outline one psychological factor that can lead to a person experiencing a visual illusion.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Context.  Motivation and Emotional State.  Effect of Suggestion.  Past Experience.  Cultural Factors. | 0-1 |
| Total | 1 |

e) In reference to the diagram below explain why the Ames room is considered an illusion. Size of the room and the shape of the room, the person is in the corner, how they appear smaller compared to the other person

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| The apparent distance of the people is the same due to the misshapen room. When given this information in the absence of other depth cues it makes the person further away look smaller. This is because only retinal images of people can be used to gauge depth. | 0-1 |
| Total | 1 |

Question 7 (6 marks)

a) In regards to a person’s state of consciousness what would the following brain wave patterns suggest about person A and person B’s state of consciousness?

(2 marks)

i. Person A: ../../../../../Screen%20Shot%202015-12-15%20at%205.31.32%20PM.pn

|  |  |
| --- | --- |
| Description | Marks |
| Answers include:  Beta – Awake, alert and working  Alpha – Awake but relaxing and reflective | 0-1 |
| Total | 2 |

ii. Person B: 

|  |  |
| --- | --- |
| Description | Marks |
| Delta – Asleep, deep sleep, dreamless sleep | 0-1 |
| Total | 2 |

b) What is the difference between frequency and amplitude?

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Frequency - number of brain waves per second (1)  Amplitude - size of peaks and troughs (1) | 0-2 |
| Total | 2 |

c) Correctly draw and label a brain wave of a person experiencing beta and theta waves, highlighting where an example of frequency and amplitude can be seen.

(2 marks)

**Amplitude**

../../../../../Screen%20Shot%202015-12-15%20at%205.50.31%20PM.pn

**Frequency**

Question 8

**(11 marks)**

a) Define anti-social behaviour.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Any behaviour that is disruptive or harmful to the wellbeing or property of another person or to the functioning of a group or society. | 0-1 |
| Total | 1 |

b) Jesse was driving home from work in peak hour traffic along the freeway. He spotted a motorist on the side of the road looking confused at the smoke coming out of the bonnet of his car. Jesse continued to drive and later questioned why he didn’t stop.

Using your knowledge of anti-social behaviour explain with reference to psychological theory why Jesse didn’t stop.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Diffusion of responsibility – Jesse believed it wasn’t his responsibility to help and thought some one else would (1)  Audience inhibition – Jesse would have been embarrassed that he couldn’t sort out the situation (1)  Cost-benefit analysis – Jesse weighed up the cost of stopping to help i.e. taking up his time, with the benefits i.e. helping some one in trouble and decided it was in his best interest not to stop and help (1).  Bystander effect (1) and explanation | 0-2 |
| Total | 2 |

c) Explain using an example how a persons competence influences their likelihood of helping in a given situation.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Any relevant example (1)  If we believe there is nothing we can do, and we don’t have the skills to help, we are less likely to help (1). | 0-2 |
| Total | 2 |

d) Outline the research methodology Dexter Dunphy used to study the changing structure of adolescent groups.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Participant observation. | 0-1 |
| Total | 1 |

e) Dunphy suggested in the 1960’s that peer groups could be described in three levels and five stages. List all three levels and explain one.

(4 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Dyads (1) – pairs of close friends or lovers (1)  Cliques (1) - small groups who interact frequently (1)  Crowds (1) – larger groups of adolescents or others with similar identities or affiliations eg Eagles’ supporters at a home game (1) | 0-4 |
| Total | 4 |

f) Explain what happens in the fourth stage of Dunphy’s research.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| A fully developed crowd is made up of a number of couples in close association with one another. | 0-1 |
| Total | 1 |

Question 9

**(13 marks)**

a) Using an example suggest how a scent can provide communication between two people.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Any relevant example (1)  In the animal kingdom scent can signal desirability, attract a mate, indicate group membership and status (1) | 0-2 |
| Total | 2 |

b) As the manager of a small business Karl was asked to conduct a performance review on a staff member that had the reputation of being lazy. During Karl’s interview he noticed the employee folded his arms and stared out the window. Using your knowledge of body language what two things might Karl assume from this interview?

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Responses include but are not limited to:  Disinterest; lack of confidence; boredom; feeling defensive | 0-2 |
| Total | 2 |

c) Before conducting the interview Karl made sure the chairs they would both be sitting in were approximately one metre apart. Why would Karl aim to sit one metre apart and not any closer or further away from the employee?

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| So that they were in the social distance zone (1).  It's the most neutral and comfortable zone to start a conversation between people who don't know each other well (1). | 0-2 |
| Total | 2 |

d) Define assertive communication.

(1 mark)

|  |  |
| --- | --- |
| Description | Marks |
| Involves honestly expressing opinions and feelings in a way that does not infringe on the rights of others. | 0-1 |
| Total | 1 |

e) List two barriers to effective communication.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Any two of the following:  The listener has not received (1), interpreted (1) or understood (1) the message as it was intended.  We also included hearing impairment, language difficulties, technology barriers, ineffective listening, distracted | 0-2 |
| Total | 2 |

f) Explain using **two** examples whether body language and facial expressions are universal.

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| Any relevant example.  Body language is not universal e.g. the V for victory sign can be received as peaceful or offensive depending on the culture (1).  Facial expressions are universal e.g a smile means happiness in all cultures (1). | 0-2 |
| Total | 2 |

g) Mitchel’s 18 month old baby recently stopped making gurgling noises and stopped responding to noises made around him. Mitchel was questioning taking his son to the doctor as he was worried his son might have a hearing impairment. If he were to ask how a hearing impairment might affect his son, what are two things the doctor might say?

(2 marks)

|  |  |
| --- | --- |
| Description | Marks |
| It reduces access to spoken words and language (1).  Deaf children will miss conversations that take place outside of their direct line of sight (1). | 0-2 |
| Total | 2 |

**End of Section Two**

Section Three: Extended Answer 25% (49 Marks)

This section contains two (2) questions. You must answer both questions.

Pages are included at the end of the Question for planning and writing your answers.

* Planning: If you use a page for planning, indicate this clearly at the top of the page.
* Answering the question: In the pages provided indicate clearly the number of the question you are answering.
* You should refer to relevant psychological concepts, theories and research in your answer.

Suggested working time: 60 minutes.

**Question 10 (30 marks)**

Compare and contrast Wechsler’s empirical approach to intelligence with Gardner’s theory on multiple intelligences.

In your response:

* Define intelligence and identify at least one other theory and theorist which seeks to explore how intelligence can be measured
* Explain according to Wechsler and Gardner how intelligence develops, including how it can be measured
* Identify the strengths and limitations of each theory.

**Question 11 (19 marks)**

In todays society the use of social media has become commonplace for people to use when trying to find a partner. Using the determinants of liking, suggest whether dating apps are successful in helping people find a partner.

In your response:

* Define interpersonal attraction
* Name, explain and relate each of the three determinants of liking to the use of dating apps.
* Support your argument using empirical evidence.

|  |  |
| --- | --- |
| **Question 10 Guide to marking extended answers** | **Marks** |
| **Introduction / Definitions** | **3** |
| Correct definition of intelligence given, with references to relevant psychological theories. | 3 |
| No definition and/or detail given | 0-2 |
| **Wechsler’s Theory of Intelligence** | **10** |
| Definition of intelligence according to Wechsler | 1 |
| An explanation of his theory | 2 |
| Discussion about how his theory is measured | 5 |
| Strength and limitation | 2 |
| **Gardner’s Theory of Multiple Intelligence** | **13** |
| An explanation of his theory | 2 |
| Discussion about how his theory measures intelligence | 9 |
| Strength and limitation | 2 |
| **Conclusion** | **1** |
| Complete summary of the intelligence theories discussed. | 0-1 |
| **Communication** | **3** |
| Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication. | 3 |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas still clear. Colloquial language. | 1 |
| Response is too short or is irrelevant. | 0 |
| **Total** | **30** |

**Introduction:**

* Abstract thinking or reasoning, problem-solving ability, memory, capacity to acquire knowledge and adaptation to one’s environment. (Snyderman & Rothman, 1987)
* The global capacity to act purposely, think rationally, and deal effectively with the environment (David Weschler).
* General Intelligence: Galton and Charles Spearman’s Contribution (1863-1945)
* Measuring IQ and Mental Age: Binet/Simon, Terman
* Emotional Intelligence (EI)- Golman
* Empirical Evidence: Weschler
* Gardner’s Multiple Intelligence Theory – 9 types

**Wechsler’s Theory of Intelligence:**

* *“The aggregate or global capacity to act purposefully, think rationally and deal effectively with the environment.”*
* He argued that intelligence involves both verbal and non-verbal activities.
* His scales provided three scores: verbal, performance, combined scores of subsets.
* WPPSI-III (Wippsi): for 2-7 years olds
  + Wechsler Primary and Pre-School Scale of Intelligence
* WISC: 5-15 years
  + Wechsler Intelligence Scale for Children
* WAIS (IV): for adults over 16 years old
  + Wechsler Adult Intelligence Scale
* Strengths:
  + Representative
  + Provides a holistic view of cognitive functioning
  + Based on 50years of empirical data
  + Valid, reliable and generalizable
* Limitations:
  + Some claim it focuses too heavily on academic intelligence
  + Must be used by trained administrators
  + Multicultural bias can exist for verbal reasoning questions.

**Gardner’s Theory of Multiple Intelligence**

* According to Gardner (1991) his theory "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.”
* Two key assumptions:
  + All people possess all these intelligences
  + All individuals have a unique combination of the different intelligences.
* Nine types of intelligence:
  + Linguistic (verbal)
  + Musical
  + Logical-mathematical
  + Visual-Spatial
  + Bodily-kinaesthetic
  + Intrapersonal
  + Interpersonal
  + Naturalistic
  + Existential
* **Strengths:**
  + Simplistic nature
  + Acknowledges that intelligence is more than an IQ score
* **Limitations:**
  + Little empirical support
  + It is questioned whether intelligences such as interpersonal skills and body control are talents or abilities rather than intelligence
  + The theory is not complete
  + Lack of clarity in distinguishes between the intelligences

|  |  |
| --- | --- |
| **Question 11 Guide to marking extended answers** | **Marks** |
| **Introduction / Definitions** | **1** |
| Correct definition | 1 |
| No definitions. | 0 |
| **Determinants of Liking** | **9** |
| Reciprocity – Correctly stated and explained with application to the scenario | 3 |
| Similarity – Correctly stated and explained with application to the scenario | 3 |
| Proximity – Correctly stated and explained with application to the scenario | 3 |
| No Answer | 0 |
| **Use of psychological evidence** | **5** |
| Detailed description of one or more examples of relevant psychological research (e.g. summary of key research findings as well as details of study and researcher) | 4-5 |
| Refers to one or more examples of psychological research but without any detail (e.g. name of researcher and/or basic description of the study or findings only) | 2-3 |
| One or more personal or real life examples provided as evidence | 1 |
| No supporting psychological evidence, or all evidence is incorrect/irrelevant | 0 |
| **Conclusion** | **1** |
| Complete summary of the theory discussed. | 0-1 |
| **Communication** | **3** |
| Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication. | 3 |
| Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language. | 2 |
| Lacks structure, ideas still clear. Colloquial language. | 1 |
| Response is too short or is irrelevant. | 0 |
| **Total** | **19** |

Introduction:

* Interpersonal attraction refers to positive feelings about another person. It can take many forms, including liking, love, friendship, lust, and admiration.
* Reciprocity:
  + One of the most potent determinants of our liking someone is if we believe that that person likes us.
  + Gold et al. (1984) showed that men greatly liked a woman who nonverbally displayed liking, even though she disagreed with them on important issues.
  + If we believe somebody else likes us, we will be a more likable person in their presence; this will lead them to actually like us more—a self-fulfilling prophecy (Curtis & Miller, 1986)
* Similarity:
  + The match between two people’s interests, attitudes, values, backgrounds, and/or personality, fuels the development of relationships
  + Newcomb (1961) found in a college housing study that similarity in background, attitudes, and values predicted friendship formation. People who are similar are attractive because (a) they validate our own self-worth; and (b) we assume that people who disagree with us have negative personality traits.
  + Boyden et al. (1984) found strong support for personality similarity in gay men’s relationships; other researchers find support for similarity in heterosexual relationships and friendships.
  + Similarity of communication skills and interpersonal style also increases attraction (Burleson & Samter, 1996).
* Proximity:
  + ‘Propinquity’ – physical proximity or closeness
  + Three factors linked to physical closeness:

- familiarity

- availability / accessibility

- expectation of continued social interaction

* + Festinger, Schachter, and Back (1950) tracked friendship formation among couples in graduate housing; the closer together people lived, even within a building, the more likely they were to become close friends
  + Moreland and Beach (1992) had confederates attend a class either 0, 5, 10, or 15 times during the term; the more visits, the more they were liked--even though the confederates did not interact with the other students