



PSYCHOLOGY

ATAR course examination 2021

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Research methods

20% (33 Marks)

Question 1

(16 marks)

- (a) Identify the population in this study. (1 mark)

Description	Marks
School-aged children	1
Total	1

- (b) Define the term 'sample' as it relates to psychology experiments. (1 mark)

Description	Marks
The sample is the group that is drawn from the population that participates in the experiment OR the sample is a subset of the population	1
Total	1

- (c) Identify the sample group in this experiment. (1 mark)

Description	Marks
(100) 6 to 18-year-old students from Ari's school	1
Total	1

- (d) Outline the main features of a cross-sectional design research method. (3 marks)

Description	Marks
Cross-sectional designs are used to investigate changes over time/developmental changes	1
Cross-sectional design uses data collected at one point in time	1
Using a representative of different subsets/age groups	1
Total	3
Accept other relevant responses	

- (e) State
- one**
- benefit and
- one**
- limitation of using a cross-sectional design research method. (2 marks)

Description	Marks
Any one of the following:	
Benefit <ul style="list-style-type: none"> inexpensive compared to other methods quick compared to other methods enables conclusions to be drawn after the initial study. 	1
Any one of the following:	
Limitation <ul style="list-style-type: none"> cohort differences can impact results cannot determine cause and effect. 	1
Total	2
Accept other relevant responses	

- (f) (i) Name **one** other experimental research design Ari could have used for her investigation. (1 mark)

Description	Marks
Longitudinal	1
Total	1

- (ii) Propose how Ari could adapt her experiment to follow this alternative type of experimental research. (4 marks)

Description	Marks
Find a sample of 6-year-olds/young students	1
Give them the task and assess their results	1
Give them the same task every year/over time/periodically	1
Compare the results over time	1
Total	4

- (g) (i) Define the term 'experimenter effect'. (1 mark)

Description	Marks
Experimenter effect is the influence the person conducting the experiment has on the performance of the participants /interpretation of data.	1
Total	1

- (ii) State **two** ways in which Ari could design her experiment to avoid errors due to experimenter effect. (2 marks)

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • write a script to ensure all instructions are the same • make sure all protocols and methods are the same • minimise contact with the experimenter • standardise processes • double-blind study • use another person other than the experimenter to conduct the study. 	1–2
Total	2

Question 2

(17 marks)

(a) Construct a line graph for the data set above.

(6 marks)

Description	Marks
<p style="text-align: center;"><i>Middle school girls' daily mean time spent in different levels of exercise</i></p>	
The graph to include:	
Title – must be descriptive — population and reference to ‘activity or conditions’	1
Axes – both horizontal and vertical must be correctly labelled	1
Scale – must be even (and with a break if necessary)	1
Plotting – mark allocated for each line correctly plotted	1–2
Key must be able to identify the two data sets clearly	1
Total	6

(b) Referring to your graph, identify the outlier (year and exercise level).

(1 mark)

Description	Marks
12 years – high exercise	
Total	1
Marker note: Must have both attributes	

(c) Identify correctly the relevant measure of central tendency for the data above. (3 marks)

Description		Marks
Value	Measure of Central Tendency	1–3
75.5	Median	
75	Mode	
75.75	Mean	
Total		3

(d) Outline why a psychology researcher would use the following measures.

(i) Variance (2 marks)

Description	Marks
When they want to see how spread out the data (set) is	1
From the mean	1
Total	2

(ii) Range (2 marks)

Description	Marks
When they want to determine how spread out	1
The whole data (set) is	1
Total	2

(e) (i) Compare the features of the graphs above, referring to the mean. (1 mark)

Description	Marks
Both groups have the same mean/both have a mean of 2	1
Total	1

(ii) Comparing the two graphs and the standard deviations, identify the **two** differences in the spread of both groups. (2 marks)

Description	Marks
Either of the following:	1–2
The experimental group has a larger spread (high variability) compared to the control group (1) due to having a larger standard deviation (1).	
or	1–2
The control group has a smaller spread (low variability) compared to the experimental group (1) due to having a smaller standard deviation (1).	
Total	2

Section Two: Short answer

55% (101 Marks)

Question 3

(13 marks)

- (a) Name the lobes represented by the letters 'A' and 'B'. (2 marks)

Description	Marks
A – Frontal	1
B – Temporal	1
Total	2

- (b) Describe a function of the lobes represented by the letters 'C' and 'D'. (2 marks)

Description	Marks
C – processes touch or temperature or somatosensory awareness or proprioception or processes taste	1
D – processes visual stimuli	1
Total	2
Accept other relevant responses	
Note: Student must provide a description	

- (c) Each of the people described in the scenarios below have suffered a head injury. On the basis of their symptoms, identify the area or cortex that has been damaged.

- (i) Jose is having trouble in initiating movement when trying to walk. (1 mark)

Description	Marks
Primary motor cortex	1
Total	1
Note: must refer to 'primary'	

- (ii) Amos has difficulty in understanding what people are saying. (1 mark)

Description	Marks
Wernicke's area/primary auditory cortex	1
Total	1

- (d) Complete the blanks in the diagram below. (4 marks)

Description	Marks
(i) – Brain	1
(ii) – Autonomic nervous system	1
(iii) – Sends impulses to the brain and commands to the body	1
(iv) – Controls voluntary body functions	1
Total	4
Accept other relevant responses	

(e) On the basis of the symptoms given in each scenario below, identify which class of drugs the people had taken.

(i) Sally had a delay in reaction time and kept dropping things. (1 mark)

Description	Marks
Depressant	1
Total	1

(ii) Ahmed's sense of time and space was distorted. (1 mark)

Description	Marks
Hallucinogen	1
Total	1

(iii) Yu was sweating profusely and had an elevated heart rate. (1 mark)

Description	Marks
Stimulant	1
Total	1

Question 4

(13 marks)

- (a) Define the psychological term 'memory'. (1 mark)

Description	Marks
The process/ability/faculty of encoding, storing and retrieving information.	1
Total	1
Note: Answer should include process of memory	

- (b) Label Parts 1 and 2 on the diagram. (2 marks)

Description	Marks
1 – Phonological loop	1
2 – Long-term memory	1
Total	2

- (c) Referring to Baddeley and Hitch's (1974) model, describe the role of each of these components with respect to Vu's and the children's working memory.

- (i) Central executive (2 marks)

Description	Marks
Vu	
Deciding what information to give to the children	1
Children	
Paying attention to what Vu was saying and ignoring other stimuli	1
Total	2
Accept other relevant responses	

- (ii) Visuospatial sketchpad (2 marks)

Description	Marks
Vu	
Storing the vision from the pictures before they are being interpreted	1
Children	
No significant role in the scenario as they do not see anything; or storing a memory of the pictures being described to them.	1
Total	2
Accept other relevant responses	

- (d) Explain how recently- and previously-learned information affects memory. (3 marks)

Description	Marks
Interference	1
(Proactive interference)/previously learned information interferes with acquiring/storing/retrieving new information	1
(Retroactive interference)/new information interferes with acquiring/storing/retrieving old information	1
Total	3

- (e) Explain how the time between a stimulus and it being retrieved is a factor that affects memory. (3 marks)

Description	Marks
This is due to decay	1
The greater the time between a stimulus and it being retrieved	1
The more time there is for the memory to fade/disappear.	1
Total	3

Question 5

(17 marks)

- (a) (i) Using your knowledge of learning theories, identify the process of learning demonstrated in **Approach A**. (1 mark)

Description	Marks
Operant conditioning	1
Total	1

- (ii) Classify the technique of behaviour modification used in **Approach A**. (2 marks)

Description	Marks
Positive	1
Reinforcement	1
Total	2

- (b) (i) Identify the technique of behaviour modification used in **Approach B**. (1 mark)

Description	Marks
Token economies	1
Total	1

- (ii) According to this technique, the prizes and ticks perform different roles. Explain how these roles modify behaviour differently. (4 marks)

Description	Marks
The ticks are a form of a token	1
And are awarded for a specific behaviour	1
They are swapped for something (more tangible)	1
The prize is valuable/desirable (backup/secondary reinforcer)	1
Total	4

- (c) List the **five** steps a psychologist would have taken to treat Albert's phobia using systematic desensitisation. (5 marks)

Description	Marks
Must have:	
• teach relaxation techniques	1
• list a series of exposures/stimuli to white furry things	1
• rank the stimuli from low- to high-level of fear	1
• gradually expose Albert to the stimulus from lowest to highest.	1
Either of the following:	
• while reinforcing relaxation	1
• check-in with Albert's level of fear after each exposure.	1
Total	5

- (d) (i) Identify **two** similarities between the behaviour modification techniques of systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • both are very structured/set steps/set process • both can be used to treat phobias or anxiety • both can use imagined/virtual situations • both focus on feelings • both can take multiple sessions • both can involve homework. 	1–2
Total	2
Accept other relevant responses	

- (ii) Contrast systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
Any one of the following:	
<ul style="list-style-type: none"> • Cognitive behaviour therapy (CBT) refers to thoughts (1) while systematic desensitisation (SD) does not (1) • SD involves classical conditioning (1), while CBT does not (1) • CBT emphasises internal thoughts/factors (1), while SD does not (1) • SD emphasises external factors (1), while CBT does not (1) • CBT emphasises the situation (1), while SD does not (1) • SD emphasises feelings (1) more than CBT(1) • SD treats the symptoms (1), while CBT treats the cause (1). 	1–2
Total	2
Accept other relevant responses	
One mark per comparison. Must refer to CBT and SD.	

Question 6

(12 marks)

- (a) Explain Bowlby's concept of 'monotropy' as it relates to attachment theory. (3 marks)

Description	Marks
Monotropy is the innate	1
Need to attach to one main figure/caregiver	1
This relationship is more important than others.	1
Total	3
Accept other relevant responses	

- (b) (i) Name the term used to describe the situation in which a child has been separated from its mother during the critical or sensitive period. (1 mark)

Description	Marks
Maternal deprivation	1
Total	1

- (ii) State the duration of this critical period as articulated by Bowlby. (1 mark)

Description	Marks
0–5 years	1
Total	1

- (c) State
- two**
- characteristics of an individual with affectionless psychopathy. (2 marks)

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> • lack of emotional development • lack of concern for others • lack of guilt • inability to form meaningful/lasting relationships. 	1–2
Total	2

- (d) Describe the concept of a 'secure base' in attachment theory. (2 marks)

Description	Marks
The child has an area from which to explore	1
and can return to the safety/security of this base/parent/care giver if distressed	1
Total	2

- (e) (i) Identify which of Ainsworth's classifications applies to Aila's behaviour. (1 mark)

Description	Marks
Secure attachment	1
Total	1

- (ii) Justify your response to part (e)(i). (2 marks)

Description	Marks
Aila has returned to Martha as a secure base/parent/care giver	1
but can leave her to continue playing, demonstrating that she feels safe to explore.	1
Total	2
Accept other relevant responses	

Question 7

(12 marks)

- (a) Name the theorist who coined the term ‘social learning theory’. (1 mark)

Description	Marks
Bandura	1
Total	1

- (b) Describe why social learning theory involves observation and cognitive processes. (2 marks)

Description	Marks
The individual has to see/observe the behaviour (to copy)	1
and cognitive processes need to determine if the person can/is motivated to copy it	1
Total	2

- (c) Identify who the model is in this scenario. (1 mark)

Description	Marks
(Ade’s) uncle	1
Total	1

- (d) Describe an example of vicarious reinforcement from the scenario. (2 marks)

Description	Marks
Vicarious reinforcement occurred when (Ade’s) aunt praised (Ade’s) uncle on the delicious food	1
Ade learned the consequences/if you make delicious food, you get praised	1
Total	2

- (e) Outline why Ade was more likely to say that he wanted to be a ‘good cook like his uncle’. (2 marks)

Description	Marks
(Ade) will be more likely to choose a model who is more similar to the observer.	1
Ade is a male, and his uncle is a male.	1
Total	2

- (f) Using Bandura's 'social learning theory', outline **two** reasons why Noor is less likely to try to cook. (4 marks)

Description	Marks
Any two of the following:	
Attention	
While Noor has watched her uncle cook	1
she has not paid attention to her uncle cook.	1
Retention	
Noor might not have retained a memory of her uncle cooking	1
This might be because she:	1
<ul style="list-style-type: none"> • hasn't seen it closely enough or • does not have the cognitive ability/egocentrism to remember it. 	
Reproduction/motor	
Noor might not be able to reproduce the skill	1
as she does not have the physical ability to do so	1
Motivation	
Noor might not be motivated to cook	1
This might be because she:	1
<ul style="list-style-type: none"> • might not have seen her uncle get praise/reinforcement or • might not consider the rewards worthwhile. 	
Total	4
Any two points. Link to model (1 mark) and use of appropriate evidence to explain (1 mark). Candidates can use a factor of the model once only.	
Note: Response should describe attention, retention, motivation, reproduction.	

Question 8

(13 marks)

- (a) Describe the term ‘trait’ as it applies to personality. (2 marks)

Description	Marks
Traits are innate/inherited/habitual characteristics/patterns of behaviour, thought, and emotion	1
	1
Total	2
Notes: Innate/inherited (1 mark) characteristics/patterns (1 mark)	

- (b) According to trait theory, a person’s personality remains the same in different situations. Identify the term that best describes this feature. (1 mark)

Description	Marks
Consistency	1
Total	1
Note: Accept stability	

- (c) Identify the trait represented by ‘O’ in the table above. (1 mark)

Description	Marks
Openness (to experience)	1
Total	1

- (d) Label the continuum below to represent the trait represented by ‘N’ in the table above. (2 marks)

Description	Marks
Neuroticism	1
Emotional stability	1
Total	2

- (e) Using McCrae and Costa’s trait theory, present a description of a person’s personality with high levels of food neophobia compared to a person with low levels of food neophobia. Refer to the data from the table in your answer. (5 marks)

Description	Marks
Would be less likely to be open to new experiences	1
Would be less likely to be conscientious	1
Have lower levels of extraversion/higher levels of introversion	1
Would be less likely to be agreeable	1
Would be more neurotic/less emotionally stable	1
Total	5

(f) Propose a limitation of trait theories according to each of the following personality perspectives.

(i) Humanistic (1 mark)

Description	Marks
<ul style="list-style-type: none">• personality is environmental, not biological or <ul style="list-style-type: none">• it does not account for how personality develops.	1
Total	1
Accept other relevant responses	

(ii) Social-cognitive (1 mark)

Description	Marks
<ul style="list-style-type: none">• traits are poor predictors of behaviour or <ul style="list-style-type: none">• personality changes according to the context/environment.	1
Total	1
Accept other relevant responses	

Question 9

(11 marks)

- (a) Name a theorist who studied obedience. (1 mark)

Description	Marks
Milgram or Zimbardo	1
Total	1

- (b) State the main difference between these two processes. (2 marks)

Description	Marks
Obedience refers to authority	1
Conformity refers to social pressures/group	1
Total	2

- (c) Would you be more likely to obey a teacher in a school or a supermarket?

Circle the setting in which you would be more likely to obey the teacher and justify your choice. (2 marks)

Description	Marks
Setting	
The school	1
Justification	
A teacher holds authority in a school but not in a supermarket	1
Total	2

- (d) For each of the following, identify and explain the impact the factor has on conformity.

- (i) Group unanimity (3 marks)

Description	Marks
You are less likely to conform if there is a lack of unanimity or an ally present	1
The pressure to conform drops	1
There is less need for social approval/normative conformity	1
Total	3
Note: accept the inverse	

- (ii) The difficulty of the task (3 marks)

Description	Marks
The more difficult the task, the more likely you are to conform; or The less difficult the task, the less likely you are to conform	1
When we are uncertain/not confident	1
We are more likely to look to others for guidance/informational conformity	1
Total	3

Question 10

(10 marks)

- (a) Name the **three** event characteristics and account for how they contribute to Amare’s and Emem’s level of stress. (6 marks)

Description	Marks
Predicability (1) as they cannot predict when the inspection will be (1).	1–2
Controllability (1) as they have no control over the standards/agent’s expectations (1).	1–2
Experience of threat or loss (1) as there is a threat of a fine (1).	1–2
Total	6
Accept any other relevant account.	

- (b) Classify each of the following questions according to the four Sense of Community elements. Place a ‘X’ into the chosen element. (Each statement relates to one element only.) (4 marks)

Description					Marks
	Membership	Influence	Integration and fulfilment of needs	Shared emotional connection	1–4
Very few of my neighbours know me.	X				
My neighbours and I want the same thing from this neighbourhood.			X		
People in this neighbourhood generally don’t get along with one another.				X	
If there is a problem in this neighbourhood, people who live here get it solved.		X			
Total					4

Section Three: Extended answer

25% (54 Marks)

Question 11

(27 marks)

The World Health Organisation (WHO), an agency of the United Nations, is responsible for international health responses and policies, and manages health campaigns across the globe. The *#NoTobacco* campaign is aimed at countries where tobacco users' health effects are causing social and economic problems. This campaign has been produced in a range of languages.

Research into persuasive communication identifies a range of features that influence whether campaigns alter attitudes and behaviours effectively. Much of the research is conducted using attitude change questionnaires to measure campaign advertising effectiveness and collect quantitative and qualitative data.

The advertisement below was designed to be used as a social media post. This form of advertising would have had a very wide distribution.



Write an extended answer with reference to the scenario and advertisement by applying your psychological understanding of the features of persuasive communication.

In your answer you must:

- define persuasive communication (2 marks)
- name and describe **two** features of persuasive communication (4 marks)
- explain how each of your identified features contribute to persuasive communication (4 marks)
- apply each of your selected features to their use in this advertisement (6 marks)
- describe a subjective quantitative measure that could be used to collect data (3 marks)
- outline **two** ways in which participants can affect the validity of data gathered using a qualitative survey (4 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
Define persuasive communication	
Any communication that leads to/causes/influences	1
Change in attitudes and/or behaviours. <i>Note: Accept answers that include a change to the individual</i>	1
Subtotal	2
Name and describe two features of persuasive communication	
Any two of the following:	
<ul style="list-style-type: none"> source of the message (1) the organisation or individual that has created/presented the message (1) characteristics of the audience (1) individual and/or population features of the target audience (1) nature of the communication (1) includes the medium and method of delivery (1) e.g. written/visual/spoken/multimodal/digital/print 	1–4
Subtotal	4
Explain how each of your identified features contribute to persuasive communication	
Source <ul style="list-style-type: none"> source of the message is persuasive based on levels of credibility/trustworthiness of the source factors such as attractiveness/expertise/similarity influence the level of source credibility/trustworthiness <i>Note: Describes how one or more of the elements influence persuasion.</i>	1–2
Characteristics of the audience <ul style="list-style-type: none"> could include age, gender, self-esteem, location, level of education, existing attitudes and values <i>Note: Describes how at least one characteristic influences the effectiveness of persuasion</i>	1–2
Nature of the communication <ul style="list-style-type: none"> persuasiveness is influenced by factors such as fast-talking, use of fear, appeals to emotion, visual components, use of one-sided or two-sided arguments, simplicity of the message etc. <i>Note: Describes how at least one of the factors influences persuasion</i>	1–2
Subtotal	4
Apply each of your selected features to their use in this advertisement	
<i>Note: Accept oppositional answers – i.e. those who argue this is not an effective example of persuasive communication as long as they correctly address the psychological concepts.</i>	
Accept any three relevant and correct examples per feature.	
Source of the message <ul style="list-style-type: none"> the World Health Organisation is an international body that deals with major health concerns so it can be regarded as a credible source international bodies have high credibility/expertise as they are perceived to have access to extensive research data/qualified individuals/extensive experience this advertisement relies on the recognition of WHO to persuade the audience to give up tobacco/smoking. <i>Note: This advertisement does not use attractiveness or popularity; therefore, do not accept answers that include these.</i>	1–3

Question 11 (continued)

Description	Marks
<p>Characteristics of the audience</p> <ul style="list-style-type: none"> • a mass audience is targeted, so advertisement has wide appeal across different cultural/gender/education boundaries • the audience will smoke or have significant others/family/friends who smoke and be predisposed to change the behaviour • the audience requires basic literacy as the diagram does not provide enough information on its own to communicate the message • not a highly educated audience/health professionals as the message is simple in language and layout • this advertisement is designed to appeal to both men and women as the image and language are not gender-specific • the lack of specific cultural references indicates the campaign is designed for international appeal • post will not appeal to audience members who are critical of WHO • the audience requires exposure to social media/digital platform. 	1–3
<p>Nature of the communication</p> <ul style="list-style-type: none"> • a social media post is designed to be digitally reproduced and distributed widely across a range of platforms, so it is accessible to a wide audience • fear of dying/suffocation evoked by using the slogan: “Don’t let tobacco take your breath away”. – <i>Award mark for any correct explanation of the use of fear to persuade</i> • simple structure – uses a simple diagram and/or language, which means receivers can absorb the message with little cognitive effort • it presents only one side of the argument, which is more likely to persuade those who are less educated and who already agree with the idea that tobacco/smoking is harmful • the font is bold and simple (non-serif) to attract attention which is necessary for cognition. 	1-3
Subtotal	6
Describe a subjective quantitative measure that could be used to collect data	
<ul style="list-style-type: none"> • use of checklist/rating scale/Likert scale • participants are required to indicate their answers on a numerical scale/scale of options • collected data can be later numerically analysed/collated. 	1–3
Subtotal	3
Outline two ways that participants can affect the validity of data gathered using a qualitative survey	
<ul style="list-style-type: none"> • data is subjective and can be influenced by participant variables, e.g. education, intelligence, personality, beliefs, etc • this could affect population validity, and mean results cannot be generalised to the population. 	1–2
<ul style="list-style-type: none"> • demand characteristics (participants adapt their responses according to their perception of research expectations or the researcher) • participants lie/tailor their answers to fit in with societal expectations/perceived expectations of the researcher • responses do not indicate the actual views of the participants. 	1–2
Subtotal	4

Description	Marks
Communicate psychological understandings clearly with correct use of psychological language	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. <i>Does not need essay style broad introduction or conclusion for full marks</i>	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 uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
Subtotal	4
Total	27

Question 12

(27 marks)

A group of Year 12 Psychology students wanted to investigate group polarisation.

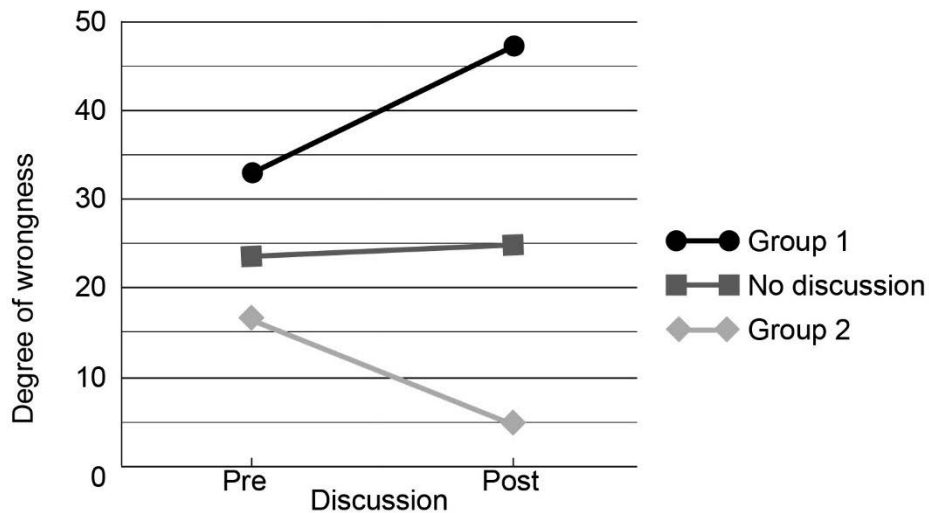
They presented 20 students with Heinz’s dilemma. Each participant had to read the dilemma and rate, on a scale of one to fifty, how strongly they felt that Heinz did the wrong thing. The higher the rating, the more the participant felt Heinz was in the wrong.

The participants were placed into three groups, and the average scores for each group were taken. Two groups were then required to discuss the scenario for 10 minutes, and after the discussion, each participant had to re-rate Heinz on the same scale. The third group of participants did not discuss the matter but completed the rating scales both times.

The three groups were

- discussion group 1: A group that initially strongly rated Heinz as doing the wrong thing;
- discussion group 2: A group that initially strongly rated Heinz as not doing the wrong thing; and,
- no discussion group: Participants that did not discuss the dilemma.

The mean group results from the pre- and post-discussion surveys are presented below.



	Pre-discussion	Post-discussion
●—● Group 1	33	48
■—■ No discussion	24	25
◆—◆ Group 2	17	5

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- outline the concept ‘group polarisation’ (3 marks)
- apply the results from the graph and table to the concept of group polarisation (6 marks)
- outline Kohlberg’s methods for studying moral development (5 marks)
- name the levels of Kohlberg’s moral development theory (3 marks)
- explain how a person at each level of moral reasoning would rationalise Heinz being in the wrong (6 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
Outline the concept 'group polarisation'	
<ul style="list-style-type: none"> the tendency for group discussion to produce more extreme group decisions/opinion/positions than the (mean of members') pre-discussion opinions in the direction favoured by the mean/original group opinion. 	1-3
Subtotal	3
Apply the results from the graph and table to the concept of group polarisation	
When people discussed the case with others	1
Views became more extreme	1
Those who assessed at high levels of wrong rated him as being more wrong	1
Those who assessed a low level of wrong rated him as being less wrong	1
Those who didn't discuss the cases with fellow participants	1
Had no significant change in opinion about wrongness	1
Subtotal	6
Outline Kohlberg's methods for studying moral development	
Presented moral dilemmas	1
To a wide range of age groups	1
Asked questions to determine their judgement about the action/whether actions were right or wrong	1
He only analysed the moral reasoning behind the judgements	1
Based on this analysis, he developed classifications for the level of moral reasoning.	1
Subtotal	5
Name the levels of Kohlberg's moral development theory	
Pre-conventional	1
Conventional	1
Post-conventional	1
Subtotal	3
Explain how a person at each level of moral reasoning would rationalise Heinz being in the wrong	
Pre-conventional <ul style="list-style-type: none"> focuses on the consequences/egocentric he might go to prison/get punished 	1-2
Conventional <ul style="list-style-type: none"> concerned about what others/society would think of Heinz it is Heinz's responsibility to follow the others' expectations/the rule of law 	1-2
Post-conventional <ul style="list-style-type: none"> focus on abstract reasoning using universal ethical/personal principles his impact on others is wrong 	1-2
Subtotal	6
Accept any other correct reasoning	
Communicate psychological understandings clearly with correct use of psychological language	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. <i>Does not need essay style broad introduction or conclusion for full marks</i>	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 uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
Subtotal	4
Total	27

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