PSYCHOLOGY

ATAR course examination 2019

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% (38 Marks)

Question 1 (13 marks)

(a) (i) Identify the independent variable in this study. (1 mark)

Description	Marks
Listening to loud music versus no music	1
Total	1

(ii) Identify the dependent variable in this study. (1 mark)

Description	Marks
Number of mistakes made/level of typing accuracy.	1
Total	1

(iii) Identify **two** uncontrolled variables in relation to the participants in this study. (2 marks)

Description	Marks
One mark for each uncontrolled variable identified	
Answers could include: • what the students ate/drank prior to participating • how much sleep they got the night before • if students had prior typing experience • hearing impairment/ability. Accept other relevant responses	1–2
Total	2
Note: Only accept responses that may affect the independent variable (must be related to participant).	

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

Description	Marks
Hypothesis to include:	
• population	1
• independent and dependent variables (must have both)	1
• predicted direction	1
• measurement tool (typing test).	1
Total	4
Example of a four mark response: It is hypothesised that first year university students who listen to loud music whilst completing a typing test will make more mistakes than students who do not listen to music.	

(c)   How do sample and population differ?   (2 marks)

Description	Marks
Sample is a group of participants selected from a population	1
Population is an entire group of people belonging to a particular category	1
Total	**2**
Note: Responses must discuss population in terms of the group of interest, 'sample is smaller than population' is not acceptable.	

(d)   (i)   Name this type of subjective quantitative measure.   (1 mark)

Description	Marks
Likert Scale	1
Total	**1**

(ii)   State **one** advantage and **one** disadvantage of using this type of subjective quantitative measure.   (2 marks)

Description	Marks
Advantage: understand strength and/or direction of response	1
Disadvantage: does not give reasoning for response	1
Total	**2**
Accept other relevant responses	

Question 2   **(12 marks)**

(a)   (i)   What kind of method of data collection has Nena used?   (1 mark)

Circle: Qualitative   OR   Quantitative

Description	Marks
Qualitative circled	1
Total	**1**

(ii)   Give **one** reason for your response.   (1 mark)

Description	Marks
Answers could include: • obtaining data that is not numerical through the use of interviews • obtaining data that is descriptive/highly detailed • no independent variable is present.	1
Total	**1**

Question 2 (continued)

(b)   Compare qualitative and quantitative methods of data collection in the table below.

(4 marks)

Description			Marks
Two marks for each method			
	Type of data collected	**Advantage of data collection method**	
Qualitative	descriptive	rich/detailed data	1–2
Quantitative	numerical	can be statistically analysed	1–2
		Total	**4**
Accept other relevant responses			

(c)   State **one** alternative method of data collection Nena could have used for this study.

(1 mark)

Description	Marks
Answers could include: • checklist • rating scales • Likert scale • focus groups.	1
Total	**1**
Accept other relevant responses	

(d)   Create a frequency table based on this data in the space below.   (5 marks)

Description	Marks
Table to include:	
• descriptive title	1
• correct table format (using a frequency table)	1
• correct labeling	1
• data is correct	1
• frequency total.	1
Total	**5**
Example of a five mark response:	

Table 1. Nominated Legal Drinking Age Based on Year 12 Responses

Nominated legal drinking age	Frequency
15	1
16	2
17	3
18	5
19	3
20	3
21	2
22	1
Total	**20**

Question 3 **(13 marks)**

(a)   What is the role of probability as used in psychological research? (1 mark)

Description	Marks
Allows researchers to determine the likelihood of their findings have occurred other than by chance	1
Total	1

(b)   Explain the conclusion that could be drawn from the results of this study. (3 marks)

Description	Marks
The hypothesis was rejected/not supported	1
One mark for each justification	
Answers could include: • there was no evidence that eating 100 g of chocolate had any significant effect on the participants' reaction times • not statistically significant • difference between two groups was likely to be due to chance, not the independent variable • results more than 5% due to chance. (Do not accept p-value is > 0.05 without explanation of what this means.)	1–2
Total	3

(c)   State **two** sources of error in the research design and **one** way of reducing each source of error. (4 marks)

Description		Marks
One mark for each source of error and one mark for each way of reducing the error. Answers could include:		
Source of error	**Way of reducing the source of error**	
• not randomly allocating participants to experimental and control groups	• randomly allocating participants to experimental and control groups	1–2
• unrepresentative sample	• use a different sampling method	1–2
	Total	4
Accept other relevant responses		

Question 3 (continued)

(d)   Name and describe the variables used in correlational studies.   (2 marks)

Description	Marks
Behavioural variables	1
Pre-existing variables that cannot be manipulated/changed/varied experimentally	1
Total	2

(e)   (i)   What is **one** conclusion that can be drawn from this new correlational research?

(1 mark)

Description	Marks
Answers could include: The more chocolate people ate, the faster their reaction times.	1
Total	1
Accept other relevant responses	

(ii)   Explain how the conclusions drawn from this research would be different from those drawn from the original experiment.   (2 marks)

Description	Marks
Could not imply cause and effect relationship with behavioural variables as you do with independent variable and dependent variable	1
Only a relationship between variables can be established	1
Total	2

Section Two: Short answer **55% (100 Marks)**

Question 4 **(14 marks)**

(a) (i) Name the **two** components of the central nervous system. (2 marks)

Description	Marks
Brain	1
Spinal column/spinal cord (not spine)	1
Total	2

(ii) State the functions of the central nervous system and peripheral nervous system. (2 marks)

Description		Marks
Central nervous system	Transmits/coordinates/organises communication with the rest of the body/PNS	1
Peripheral nervous system	Transmits information to and from body's organs, glands and muscles to the CNS	1
	Total	2

(b) (i) What is the role of the sympathetic nervous system in this situation? (1 mark)

Description	Marks
Arousal/readiness of body to act/react to situation Initiate fight-or-flight response	1
Total	1
Note: 'fight-or-flight' not accepted - answers must reflect role.	

(ii) State **three** physiological changes Simon's sympathetic nervous system would initiate in this situation. (3 marks)

Description	Marks
One mark for each physiological change	
Answers could include: • dilation of pupils • increased heart rate • inhibition of stomach and pancreatic function • expanded lung capacity • increased breathing rate • decreased salivary action.	1–3
Total	3
Accept other relevant responses	

Question 4 (continued)

(iii)   What is the role of the parasympathetic nervous system in this situation?

(1 mark)

Description	Marks
Conservation and maintenance of energy; restoring body functions to normal; calms nervous system	1
Total	1
Accept other relevant responses	

(c)   (i)   Define the term 'psychoactive drug'.   (2 marks)

Description	Marks
Chemical substances that affect the brain/CNS	1
Alters behaviour, emotion and thought	1
Total	2

(ii)   What class of psychoactive drug is likely to be causing Jill's strange behaviour?

(1 mark)

Description	Marks
Hallucinogen	1
Total	1

(iii)   Justify your answer for part (c)(ii) using evidence from the scenario.   (2 marks)

Description	Marks
Jill :	
has hallucinations **or** seeing images without sensory input	1
displays agitation and panic.	1
Total	2

Question 5 **(19 marks)**

(a)   Define the term 'personality'.   (1 mark)

Description	Marks
Ways in which a person thinks, feels and behaves	1
Total	1
Note: Accept responses that include words like unique, enduring etc.	

(b)   Identify **two** key concepts of the trait theories of personality.   (2 marks)

Description	Marks
One mark for each key concept	
Answers could include: • personality has a genetic base • is relatively stable over time • traits may be expressed to varying degrees for different individuals.	1–2
Total	2

(c)   List **two** similarities between the humanistic personality theories developed by Rogers and Maslow. (2 marks)

Description	Marks
All people:	
are born good	1
strive to reach their full potential throughout their lives.	1
Total	2
Accept other relevant responses	

(d)   Name the personality theory type proposed by both Mischel and Bandura. (1 mark)

Description	Marks
Social-cognitive	1
Total	1
Note: Accept socio-cognitive.	

(e)   Outline the **two** overarching ideas of the personality theory type proposed by Mischel and Bandura. (2 marks)

Description	Marks
Personality does not determine behaviour, only influences it	1
Must take into account the beliefs, thoughts and expectations that help produce behaviour	1
Total	2

(f)   Explain this term within the context of Bandura's theory. (3 marks)

Description	Marks
Belief that you have the capacity to achieve a certain outcome (high or low)	1
Our self-system - cognitive skill, abilities and attitudes - guide how we perceive, evaluate and control our behaviour (determines how we approach tasks - avoid or take head on)	1
Acquired by mastering skills and meeting challenges	1
Total	3
Note: Responses must reflect an understanding of concepts above.	

(g)   Explain the concept of 'personality signatures' in Mischel's personality theory. (2 marks)

Description	Marks
Individuals have distinct but stable patterns of	1
'if-then' situation-behaviour relations that form personality signatures	1
Total	2
Note: Responses that only state 'If x situation occurs, then y behaviour might result' is a one mark response.	

Question 5 (continued)

(h)   Name and describe **three** of these variables.   (6 marks)

Description	Marks
Two marks for each variable (one mark for name, one mark for description)	
Variables could include: • competencies: intellectual capability and social skills • cognitive strategies: different perceptions of a specific event (e.g. what is threatening to one person may be a positive challenge to another) • expectancies: how the person expects the behaviour to result • subjective values: the respective values of each possible outcome of various behaviours • self-regulatory systems or self-regulation: groups of rules and standards that regulate behaviour.	1–6
Total	6

Question 6   **(18 marks)**

(a)   Explain this attribution according to Heider's theory.   (2 marks)

Description	Marks
Dispositional/internal (1) - his behaviour is attributed to his internal characteristics such as his risk-taking attitudes /enjoyment of dangerous sports (1) **or** Fundamental attribution error/bias (1) - his behaviour has been attributed by others to internal characteristics such as risk-taking/enjoyment of dangerous sports (1)	1–2
Total	2

(b)   Name and outline how each of these components can be applied to his friends' explanation for his accident.   (6 marks)

Description	Marks
Two marks for each component (one mark for name, one for outline)	
Consensus - low - he was travelling a group who were careful	1–2
Consistency - high - he has already had several minor accidents	1–2
Distinctiveness - low - having a minor accident on local roads is not a new experience for Jos	1–2
Total	6
Note: Accept correct Person, Time, Entity responses.	

(c)   Identify **one** key similarity and **one** key difference between Heider's and Kelley's attribution theories.   (2 marks)

Description		Marks
Similarity	Both look at 'why' something happened by looking at the lead up (antecedents)	1
Difference	Kelley's theory also looks at probable consequences as a reason why people may do something	1
	Total	2

(d) Name and describe the key concept of the social psychology theory proposed by Leon Festinger. (2 marks)

Description	Marks
Cognitive dissonance theory	1
Tension occurs within an individual when holding conflicting beliefs, attitudes or behaviours	1
Total	**2**

(e) Apply Festinger's theory to explain why Jos's friends struggle to accept the findings of the police report. (2 marks)

Description	Marks
The friends attribute/believe the accident is caused by Jos's behaviours	1
The police report contradicts their attribution/belief	1
Total	**2**

(f) Refer to Festinger's theory to explain **two** ways in which Jos's friends could accept the report's findings. (4 marks)

Description	Marks
Two marks for each way	
Answers could include: • Jos's friends could change one thought (1) e.g. Jos is careful when driving with other people. (1)	1–2
• Jos's friends could add a new thought to rationalise (1): E.g. Jos was influenced by his friends/the police are the experts (1)	1–2
• Jos's friends could trivialise the inconsistency (1): e.g. It doesn't matter as no-one was hurt (1).	1–2
Total	**4**
Note: Reference to change of behaviour is not relevant to the scenario. Accept responses that apply to the scenario.	

Question 7 **(16 marks)**

(a) What does the term 'encoding' mean in relation to memory? (1 mark)

Description	Marks
Conversion of sensory information so that it can be processed by the brain	1
Total	1

(b) Name the type of forgetting Andreas is experiencing. (1 mark)

Description	Marks
Interference (retroactive)	1
Total	1

(c) An unlabelled diagram below shows the divisions of long-term memory (LTM). Complete the table below by naming the types and subtypes of LTM referred to by A, B, C and D and describing how each contributes to Keeley's cello playing. (8 marks)

Description		Marks
One mark for type of LTM or subtype of LTM, one mark for application		
Type	**Application to Keeley**	
A - Procedural (implicit)	remembering how to play cello physically	1–2
B - Declarative (explicit)	can tell people how she plays based on theory	1–2
C - Episodic	retelling of times she has played	1–2
D - Semantic	the theory she has learnt about playing cello	1–2
	Total	8
Note: C and D can be either way around, accept other relevant descriptions.		

(d) Name and describe briefly the **three** main ways in which memory researchers measure how much information people remember. (6 marks)

Description	Marks
One mark for name, one for description	
Recall – retrieve information from memory without prompts or cues	1–2
Recognition – identifying correct information from given alternatives	1–2
Relearning – information is more quickly learnt second time	1–2
Total	6

Question 8 **(16 marks)**

(a) Which aspect of human development was the focus of Piaget's developmental
theory? (1 mark)

Description	Marks
Cognitive/cognition	1
Total	**1**

(b) (i) Define 'assimilation' according to Piaget's theory. (1 mark)

Description	Marks
Assimilation is fitting new experiences into our current schemas	1
Total	**1**

(ii) Define 'accommodation' according to Piaget's theory. (1 mark)

Description	Marks
Accommodation is adjusting our current schemas in order to understand new experiences	1
Total	**1**

(c) Complete the table below for Stages 2 and 4. (6 marks)

Description				Marks
Three marks for each stage				
Stage	**Stage name**	**Age range**	**Characteristic/s**	
2	Pre-Operational	2-7 years	Egocentric, intuitive thinking, language unsophisticated	1–3
4	Formal Operational	11+ or 12+ years	Capable of abstract and logical thinking	1–3
			Total	**6**
Note: Accept other relevant responses for characteristics.				

(d) Define the term 'psychosocial' as used by Erikson. (3 marks)

Description	Marks
Psychosocial combines the psychological and	1
societal/social forces	1
that impact on/cause crises for an individual	1
Total	**3**

(e) (i) Name the stage and crisis Nefu has now reached. (2 marks)

Description	Marks
Stage 6/Early Adulthood	1
Intimacy vs Isolation	1
Total	**2**

Question 8 (continued)

(ii) Identify the **two** ways in which this crisis might be resolved. (2 marks)

Description	Marks
Trying to achieve intimacy with another person	1
Failure to do so may have Nefu sinking into isolation	1
Total	**2**

Question 9 **(17 marks)**

(a) Define what is meant by 'communication style'. (1 mark)

Description	Marks
Cultural and social aspects of language/way/manner in which people share information through language	1
Total	**1**

(b) Other than accents, list **two** aspects of language that are affected by our communication style. (2 marks)

Description	Marks
One mark for each aspect	
Answers could include: • grammar • vocabulary • ideas expressed.	1–2
Total	**2**

(c) Describe the 'restricted code' as proposed by Bernstein. (2 marks)

Description	Marks
Primarily used by working class	1
Short, simple sentences	1
Total	**2**
Note: Accept other relevant descriptors of restricted code. For example, relies on shared and assumed knowledge of language with a particular social group.	

(d) State the key idea behind Chomsky's theory of language development. (1 mark)

Description	Marks
Language is innate/genetic disposition to learn language	1
Total	**1**

(e)   Explain the concept of the Language Acquisition Device.   (3 marks)

Description	Marks
Theoretical black box hardwired for language	1
Receives native language around child as input	1
Reproduces this as output	1
Total	**3**
Note: Response must indicate black box is theoretical for full marks.	

(f)   Explain the difference between these two types of grammatical rules.   (2 marks)

Description	Marks
Deep structure rules are those which apply to all spoken languages	1
Surface structure rules can vary between languages	1
Total	**2**

(g)   Explain **two** different aspects of 'the source of the message' that increase the likelihood of someone paying attention to the message.   (4 marks)

Description	Marks
Two marks for each aspect	
Answers could include: • expertise - we assume someone who is an expert in the area would provide appropriate advice	1–2
• fast talker - we do not have time to consider content of message so assume it is accurate	1–2
• trustworthiness - unlikely to believe the word of someone we do not trust.	1–2
Total	**4**

(h)   Give an example of how the medium used can increase a person's motivation to pay attention to the message.   (2 marks)

Description	Marks
Example includes:	
a plausible context covered (news, gossip, message, instruction, etc.)	1
an inference that the communication climate increases the motivation to pay attention	1
Total	**2**
Example of a two mark response: Young people are more likely to pay attention to a message from social media rather than something they hear on the radio.	

Section Three: Extended answer 25% (56 Marks)

Question 10 (28 marks)

Patna is 10 years old. She has joined her local sports team and her behaviour is causing a great deal of concern among parents. Patna demonstrates increasingly aggressive behaviour when she or the other children make a mistake. She does not participate in bonding activities with her team members and does not demonstrate any affection for them. Recently, when one of the team was injured during a game, Patna simply walked away while the other children rushed to help their team-mate. This was notable because Patna was closest to the injured child.

John Bowlby was a theorist who explained the importance of attachment in the socialisation process. Use your knowledge of Bowlby's theory of attachment to demonstrate your understanding of the socialisation processes observed within families and how these might relate to Patna's behaviour.

In addition, use your knowledge of parenting styles to explain how Patna's parents might address her behaviour.

In your answer refer to the above scenario, making sure you:
• define the psychological terms 'socialisation' and 'attachment'
• describe Bowlby's theory of attachment
• explain how Bowlby describes the contribution of attachment to the socialisation process and refer to the relevant model
• use Bowlby's theory to explain Patna's behaviour. Illustrate your explanation with **one** example from the scenario
• name and explain the **three** parenting styles identified in the Psychology syllabus
• outline how a parent from each style would deal with Patna's behaviour.

Description	Marks
Definition of socialisation	
Socialisation is the process of acquiring beliefs, values and behaviours that enable an individual to function effectively in society Award mark only if definition includes or describes 'acquisition' and 'function effectively in society'	1
Subtotal	**1**
Definition of attachment	
Formation of a strong/close emotional bond/tie between a primary caregiver/mother and their baby	1
Subtotal	**1**

Describe Bowlby's Theory	
One mark for any of the following descriptions - maximum of four marks: • Bowlby's theory combined biological factors (biologically determined drive for attachment) and cognitive factors (mental representations about attachment and relationships that can be changed through the course of life) • evolutionary perspective: children who are close to their mothers would have avoided predators/stayed safe • 'sensitive period' - the optimum time when an infant becomes imprinted by early contact with a mother • imprinting refers to the precise and specific learning that occurs to form a bond with the mother • mothers have a biological need to be close to their child • primary bond is the most important and this is usually with the mother. It is different from any other bond • critical period of bond is 12 months • children behave in ways that that elicit contact or proximity with the caregiver e.g. when they are experience heightened arousal, they signal the caregiver (smiling, crying, movement) • caregivers instinctively respond to infant, creating reciprocal pattern of interaction. Accept other relevant responses or responses that display understanding of the above concepts. (Where students use the correct terminology and describe the concept, take this into account when marking 'quality of response').	1–4
Subtotal	**4**
Explain the contribution of attachment to the socialisation process according to Bowlby	
Attachment relationship with the primary caregiver leads to development of a cognitive framework/representation for understanding relationships. **or** Primary caregiver acts as a prototype for future relationships via the internal working model	1
One mark for each element of Bowlby's internal working model: 1. a model of others – e.g. the mother being experienced as trustworthy 2. a model of the self as being valuable and important to others 3. a model of self as being effective when interacting with others.	1–3
Subtotal	**4**
Application Bowlby's Theory to the scenario	
Patna likely to have experienced maternal deprivation during critical period	1
Two marks for one relevant example from the scenario Examples: • increased aggression (1) - in response to her own and/or other children's mistakes (1) • affectionless psychopathy/inability to show affection or concern for others (1) - does not participate in bonding activities/does not show affection for team members, walks away from injured player. (1)	1–2
Subtotal	**3**

Question 10 (continued)

Names parenting styles	
One mark for each parenting style: • Authoritarian • Authoritative • Permissive.	1–3
Subtotal	**3**
Explains parenting styles	
Two marks for explaining each parenting style	
Authoritarian - high in control and low on responsiveness, set rules and provide little explanation, demanding and strict, high expectation of compliance to parental rules, low in warmth, high in parental involvement and concern	1–2
Authoritative - high control and high in responsiveness, ensure that children understand reasons for rules that they set, take the child's viewpoint into account and as they grow up, encourage their involvement in the decision-making process, warm and responsive interactions with their children yet expect them to follow the rules that have been set	1–2
Permissive - low control and high responsiveness, provides parental acceptance of children, few rules or guidelines for child, does not closely monitor activities and rarely control behaviour, children allowed to express themselves as they please	1–2
Award two marks for responses that demonstrate understanding of the concepts i.e. they do not need to include all aspects mentioned above.	
Subtotal	**6**
Application of parenting style to scenario	
One mark for each application of parenting style	
Authoritarian - would tell Patna how to behave and closely monitor her compliance. Would not listen to her viewpoint	1
Authoritative - would explain why Patna's behaviour is unacceptable and listen to her viewpoint before setting clear rules/expectations for her to follow	1
Permissive - would discuss Patna's behaviour with her and point out that it is wrong but will not monitor her closely or try to control her, they would tell her they love her and support her (it is important that the examples used do not reflect uninvolved parenting - permissive parents will take some action in this scenario).	1
Accept responses that demonstrate understanding of the levels of responsiveness and control applicable to each parenting style. No half marks are awarded so a mark can only be given if the response reflects both control and responsiveness.	
Subtotal	**3**
Quality of Response	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	3
Candidate writes using paragraphs. Uses psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct use of punctuation and grammar.	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
Subtotal	**3**
Total	**28**

Question 11   **(28 marks)**

Rotar is located within a mountainous region and is known for its highly-successful hiking industry. It is a close community in which members are valued and expected to contribute to the economy and social life. Community members refer to themselves as 'Rotan' and many families have lived there for many generations.

Rotan use a local dialect of the national language that only they understand. All children attend the community school and all adults contribute to community through paid or voluntary work.

The community meets regularly in a central building where all members speak freely about their feelings and concerns. Meetings have proved successful in solving problems and membership badges have been introduced to ensure only Rotan contribute to the discussion. In addition, the hall is the location for all major celebrations including 'Mitar'; a significant cultural ritual attended by the whole community.

One day, the Rotan received news that a group of teenagers from the local athletics team had disappeared on a hike. This was especially worrying as major seasonal storms were forecast and two of the teenagers had severe health conditions that required regular medication.

The team members' backpacks, containing all food and water supplies, were discovered at the base of the most difficult hiking trail and the local community did not have the resources to conduct a rescue in such treacherous conditions. Both the army and a specialised international hiking rescue squad were called in by the Community Council and all Rotan participated in the rescue effort in whatever ways they could.

Due to the dangers associated with the rescue, the teenagers were not found for four days and it took a further seven days to extract the group. The rescue was a complete success with no loss of life.

McMillan and Chavis developed a model to explain 'sense of community' and other psychologists have been interested in how significant events can affect a community and individuals within it.

Using the above scenario, write an extended answer that:
• defines 'sense of community' according to McMillan and Chavis
• defines and describes 'membership' and 'shared emotional connection' within the McMillan and Chavis model
• names and describes the event characteristics that contribute to stress in individuals and communities identified in the Psychology syllabus
• applies the scenario to illustrate understanding of membership and shared emotional connection (McMillan and Chavis) and the event characteristics that contribute to stress in individuals and the community.

Question 11 (continued)

Description	Marks
Definition of Sense of Community According to McMillan and Chavis	
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Subtotal	**3**
Definition of Membership	
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Subtotal	**1**
Description of Membership	
One mark for each of the following descriptions - maximum five marks: • membership includes boundaries that define those who belong and those who do not. • boundaries provide members with the emotional safety necessary for needs and feelings to be exposed and for intimacy to develop • groups often use language, dress and rituals to create boundaries. People need these barriers to protect against threat • boundaries are the most troublesome feature of this part of the definition of sense of community as deviants within the community or outsiders can be used to establish boundaries that can lead to persecution or punishment • emotional safety is considered part of the broader notion of security • boundaries established by membership criteria provide the structure and security that protect group intimacy • emotional safety includes the willingness of members to reveal their feelings to one another • sense of belonging and identification involves the feeling, belief and expectation that one fits into the group and has a place there • sense of belonging and identification involves a feeling of acceptance by the group • personal investment contributes to a sense of community as working for membership will provide a feeling that one has earned a place in the group • as a consequence of personal investment, membership will be more meaningful and valuable • a common symbol system maintains group boundaries and may include language, dress, rites of passage, celebrations, myths and holidays • a common symbol system is symbolic of the social bond and is required to obtain smooth functioning and integration in the social life of the community • groups use the social conventions (common symbol system) as boundaries to create distance between members and non-members* • identification with the group is important and may be expressed in statements such as 'It is my group'; and 'I am part of the group'. *Avoid double marking. If boundaries have been explained and marked previously, the explanation must show understanding of social conventions and how they create a distance between members. Award a mark if the description demonstrates understanding of the concept.	1–5
Subtotal	**5**

Definition of Shared Emotional Connection	
A shared emotional connection is based, in part, on a shared history. It is not necessary that group members have participated in the history in order to share it, but they must identify with it **or** A shared emotional connection is based, in part, on a shared history and includes interactions of members in shared events and the specific attributes of events Accept definitions that demonstrate understanding of the concept of shared history in developing shared emotional connection.	1
Subtotal	**1**
Description of Shared Emotional Connection	
One mark any of the following descriptions - maximum of five marks: • shared emotional connection is the definitive element for true community • contact hypothesis: The more people interact, the more likely they are to become close • quality of the interaction: the more positive the experience and the relationships, the greater the bond. • quality of the interaction - success creates cohesion • closure to events - if the interaction is ambiguous and the community's tasks are left unresolved, group cohesiveness will be inhibited • shared valent event hypothesis: the more important the shared event is to those involved, the greater the community bond. • Investment - contributes more than just boundary maintenance (may also mention cognitive dissonance) • investment determines the importance to the member of the community's history and current status.(Note to markers: to receive a mark, candidates must show that this is not just a repeat of 'personal investment' as described in terms of Membership) • effect of honour and humiliation on community members: Reward or humiliation in the presence of community has a significant impact on attractiveness or adverseness of the community to the person • spiritual bond: present to a degree in all communities • spiritual bond: most difficult to describe • spiritual bond: connection to a belief system that may be religious or quasi-religious. Not based purely on locality. Award a mark if description demonstrates understanding of the concept.	1–5
Subtotal	**5**
Names and defines event characteristics contributing to stress on communities and individuals	
Predictability (1): the extent to which the community/individual is able to ascertain the likelihood of an event occurring. (1)	1–2
Controllability (1): the extent to which the community/individual is able to control the impact/ effects/aftermath of an event. (1)	1–2
Experience of threat or loss (1): the extent to which threat or loss is perceived or actually experienced. (1)	1–2
Subtotal	**6**

Question 11 (continued)

Application of McMillan-Chavis Model and Event Characteristics to Scenario	
Response correctly supports explanation of at least four components of the question i.e. membership/shared emotional connection/predictability/ controllability/threat or loss with specific examples from the scenario	4
Response correctly supports explanation of three components of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific examples from the scenario	3
Response correctly supports explanation of two components of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific examples from the scenario; (if multiple examples used there may be incorrect or inadequate application elements - one must be fully correct to receive marks)	2
Response supports explanation of one component of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific example/s from the scenario. **or** response attempts to use examples but relevance is limited or examples poorly explained	1
Applications to the scenario may include but are not limited to (response may be in terms of community or individual): Membership: use of local dialect/version of language that is not easily understood by others, regular community meetings where members speak freely (emotionally safe to do so), identifying themselves as 'Rotan', use of badges that enable them to contribute at meetings, members share expectations such as they will resolve problems together in the community meetings, shared expectation that they will attend local school and work/volunteer to support the community, members participate in cultural celebrations (Mitar) Shared emotional connection: as well as living close together, the community has regular meetings/ close contact, meetings successfully resolve issues likely to increase cohesion/closer bonds, many families have lived in the community for generations, participating in the successful rescue increases cohesion, event is successfully resolved (closure), saving the children is extremely important to the community so likely to increase bond, reward for successful rescue based on cooperation (international and local) likely increase attractiveness of the community, community successful in attracting tourists, shared investment in the rescue operation contributes to shared history Predictability: some level of predictability due to dangerous terrain and forecast weather (seasonal), local children being lost not predictable Controllability: community has no control over the weather, medicine dependent children control their health but this is removed in this situation, the community cannot conduct the rescue without help, community is familiar with treacherous conditions so are able to recognise their limitations and act accordingly Experience of threat or loss: there is a significant threat to the survival of some or all of the children especially the medicine-dependent individuals.	
Subtotal	**4**

Quality of Response	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	3
Candidate writes using paragraphs. Uses psychological terminology correctly. May have some errors in punctuation/grammar evident but these do not impede meaning	2
Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
Subtotal	**3**
Total	**28**

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