



PSYCHOLOGY

ATAR course examination 2017

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% (36 Marks)

Question 1

(17 marks)

- (a) Name the type of subjective quantitative measure shown below. (1 mark)

Description	Marks
Likert scale or Rating scale	1
Total	1

- (b) Name and describe **one** example of a qualitative method that could be used in this research. (3 marks)

Description	Marks
Name of qualitative method	1
Description of method which states using open questions	2
Description of method which states using questions only	1
Total	3
Answers could include: <ul style="list-style-type: none"> • Interview – person responds to open questions asked by an interviewer • Questionnaire or Survey – person responds to open questions in a written form Note: must refer to open questions or unable to statistically analyse responses to distinguish as qualitative	

- (c) Outline **two** advantages of using a quantitative measure. (2 marks)

Description	Marks
Quicker/cheaper/more efficient to collect data	1
Results can be analysed statistically / results from different people can be easily compared	1
Total	2
Accept other relevant answers	

- (d) Outline **two** advantages of using a qualitative method. (2 marks)

Description	Marks
Can collect more detailed information	1
Participants can explain their responses	1
Total	2
Accept other relevant answers	

- (e) Name and outline **one** way in which the researchers could test the reliability of the subjective quantitative measure. (2 marks)

Description	Marks
Names and describes one form of reliability	2
Names or describes one form of reliability	1
Total	2
Answers could include: <ul style="list-style-type: none"> collect data from participants on two different occasions and see whether the results are consistent (test-retest reliability) look at the inter-correlations between scores on the item on the test (internal consistency reliability) correlate scores on two halves of the test (split half reliability). 	

- (f) (i) If the researchers collected information about participants' favourite type of music to investigate whether people who like different music have different levels of optimism, name the type of study this would be. (1 mark)

Description	Marks
Non-experimental or Correlational (study)	1
Total	1

- (ii) Identify **one** limitation of this type of study. (1 mark)

Description	Marks
Cannot draw any conclusions about causation (between the variables)	1
Total	1
Follow on marks not awarded	

- (g) (i) If participants' optimism was calculated on a scale from 0 to 20, name **one** measure that would be suitable for showing the central tendency in the scores. (1 mark)

Description	Marks
Mean or Mode or Median	1
Total	1

- (ii) If participants' favourite type of music was measured using a checklist with four different categories (e.g., Rock, Jazz, Rap, Classical), name **one** measure that would be suitable for showing the central tendency in the scores. (1 mark)

Description	Marks
Mode	1
Total	1

Question 1 (continued)

- (h) A statistical test on the data showed that participants who preferred Rock music had the highest optimism scores ($p < .05$). Outline what $p < .05$ means. (3 marks)

Description	Marks
Refers to $p < .05$ as indicating a statistically significant result	1
Refers to the difference between the groups being a real difference	1
Refers to the difference between the groups not just being due to chance	1
Total	3

Question 2

(19 marks)

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

Description	Marks
Goji berry juice versus flavoured water/the type of drink	1
Total	1

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

Description	Marks
Energy level	1
Total	1

- (b) (i) State the name that would be given to Group 1 in the study. (1 mark)

Description	Marks
Experimental group	1
Total	1

- (ii) State the name that would be given to Group 2 in the study. (1 mark)

Description	Marks
Control group	1
Total	1

- (c) Write an operational hypothesis for this study. (3 marks)

Description	Marks
Includes both levels of the independent variable, the dependent variable and how it is measured, and the predicted direction of the difference	3
Includes two levels of the independent variable and the dependent variable but no predicted direction or Includes one level of the independent variable, the dependent variable, and the predicted direction of the difference	2
Includes independent variable or dependent variable only and/or difference without predicted direction	1
Total	3
Example of a three mark response: It is hypothesised that participants who drank goji berry juice (for 14 days) would rate their energy as higher than participants who drank the flavoured water.	

Question 2 (continued)

- (d) (i) State the psychological term for the flavoured water in this study. (1 mark)

Description	Marks
Placebo	1
Total	1

- (ii) Explain why participants in Group 2 were given the flavoured water to drink. (2 marks)

Description	Marks
Refers to control of expectation effects	2
Refers to a control variable in general	1
Total	2

- (e) (i) Identify the main source of error in the data in this study. (1 mark)

Description	Marks
Researchers did not collect information on energy levels at the start of the study (baseline data) or Researchers relied on participants' ratings of changes in their energy levels or Researchers did not collect information about other factors that could affect participants' energy levels	1
Total	1
Sample size, characteristics of sample, etc are not sources of error in data and should not be awarded any marks	

- (ii) Outline **one** way of improving the study to reduce this source of error. (1 mark)

Description	Marks
Answers could include: <ul style="list-style-type: none"> • measure participants' energy levels at the start of the study • get the participants' to keep a diary/record of their energy levels throughout the study, not just rate them at the end. • collect information about other factors that might affect energy levels, such as sleep, stress etc. 	1
Total	1
Follow on marks not accepted	

- (f) Identify **two** things that the researchers must explain to participants at the start of the study to ensure that the research is conducted ethically. (2 marks)

Description	Marks
One mark for each thing identified	
Answers could include: <ul style="list-style-type: none"> the aim of the research what they will be required to do that they may withdraw from the study at any time how the data will be used who will have access to the results how confidentiality/anonymity will be maintained. Accept other relevant answers	1–2
Total	2
Informed consent is not an acceptable response	

- (g) (i) State **one** thing that the researchers must explain to participants at the end of the study to ensure that the research is conducted ethically. (1 mark)

Description	Marks
Which group they were in, whether they received the juice or the placebo	1
Total	1
Note: 'debrief participants' is not an acceptable response	

- (ii) Explain the reason for your response to (g)(i). (2 marks)

Description	Marks
Refers to the need to debrief participants so that they understand why it was necessary to have a control group/placebo	2
Refers to the need to debrief participants so that they know which substance they consumed	1
Total	2

- (h) Outline **two** things that the researchers should do to maintain confidentiality of participants' data. (2 marks)

Description	Marks
Use a code to identify participants/ensure that data cannot be linked to participants	1
Store all data securely/limit access to the data to only the researchers	1
Total	2
Accept other relevant answers	

Question 3

(15 marks)

- (a) (i) Name the lobe of Stacey’s brain that has most likely suffered trauma and explain the reason for your response, using evidence from the scenario. (3 marks)

Description	Marks
Temporal or Frontal	1
Explanation could include: Temporal lobe This lobe is responsible for hearing (1) Stacey was having trouble hearing her mother/mother had to repeat herself (1) or Frontal lobe Broca’s area (1) is in this lobe Stacey could not formulate sentences properly/was not making sense (1) Needs to be evidence found in the scenario above	1–2
Total	3

- (ii) If Stacey woke up and was unable to process visual information, name the lobe of the brain that might have been affected. (1 mark)

Description	Marks
Occipital lobe	1
Total	1

- (iii) Name the lobe of the brain responsible for processing the feeling of the cat brushing against Stacey’s leg. (1 mark)

Description	Marks
Parietal lobe	1
Total	1

- (b) When Stacey felt the cat brush against her leg, her body produced a hormone in response to the situation.

- (i) State the name of this hormone. (1 mark)

Description	Marks
Adrenaline or Noradrenaline	1
Total	1

- (ii) State **two** physiological effects of this hormone. (2 marks)

Description	Marks
One mark for each effect	
Answers could include: <ul style="list-style-type: none"> • flight or fight response • muscle contraction • increased respiratory rate • increase heart rate • dilation of pupils • increasing blood pressure. Accept other relevant answers	1–2
Total	2
No follow on marks awarded	

- (c) (i) Name the branch of the nervous system that is involved in transmitting information to and from the spinal cord. (1 mark)

Description	Marks
Peripheral (nervous system)	1
Total	1

- (ii) Name the **two** types of neurons that are involved in transmitting information to and from the spinal cord. (2 marks)

Description	Marks
Efferent or motor neurons	1
Afferent or sensory neurons	1
Total	2

- (d) Alcohol and marijuana are two examples of psychoactive drugs. Complete the table below by stating the class of each drug and **one** effect each of these drugs might have on a person’s thoughts or behaviour. (4 marks)

Description	Marks
Alcohol – class of drug – depressant	1
Effect on thoughts or behaviours could include: <ul style="list-style-type: none"> • reduces feelings of self-consciousness • promotes relaxation • disinhibition (behaving in ways that normally wouldn't) • affects motor control. Accept other relevant answers that refer to psychological effects	1
Marijuana – class of drug – hallucinogen/depressant	1
Effect on thoughts or behaviours could include: <ul style="list-style-type: none"> • reduces inhibitions • increases sensitivity to sounds, colours, taste and smells. Accept other relevant answers that refer to psychological effects	1
Total	4

Question 4

(10 marks)

(a) According to McCrae and Costa’s trait theory:

(i) identify **one** trait that Maurice would be high on. (1 mark)

Description	Marks
Neuroticism	1
Total	1

(ii) identify **one** trait that Maurice would be low on. (1 mark)

Description	Marks
Openness or Extraversion or Agreeableness	1
Total	1

(b) State **two** limitations of trait theories of personality. (2 marks)

Description	Marks
One mark for each limitation	
Answers could include: <ul style="list-style-type: none"> • does not consider unconscious influences/processes • does not explain differences in personality over time • does not explain differences in personality in different situations • does not consider social influences on personality. 	1–2
Total	2

(c) (i) Define ‘self-actualisation’ in Rogers’ humanistic theory of personality. (1 mark)

Description	Marks
When the person’s real self is congruent with their ideal self	1
Total	1

(ii) Identify **two** characteristics of relationships with others that Rogers believed was necessary for a person to be able to achieve self-actualisation. (2 marks)

Description	Marks
One mark for each characteristic	
Answers could include: <ul style="list-style-type: none"> • genuineness • openness • empathy • unconditional positive regard • acceptance • self-disclosure. 	1–2
Total	2

- (d) (i) State **one** contribution of Rogers' humanistic theory of personality. (1 mark)

Description	Marks
Answers could include: <ul style="list-style-type: none"> used in counselling and psychotherapy takes into account our environment/upbringing/social impact. 	1
Total	1

- (ii) State **one** limitation of Rogers' humanistic theory of personality. (1 mark)

Description	Marks
Answers could include: <ul style="list-style-type: none"> lack of scientific/empirical evidence the idea that all people are born good is considered naïve does not consider the role of biological influences on personality. 	1
Total	1

- (e) State **one** contribution of Mischel's social cognitive theory of personality. (1 mark)

Description	Marks
Answers could include: <ul style="list-style-type: none"> integrated both trait and social cognitive approaches to personality considered characteristics of a situation that might explain apparent inconsistencies in personality in different situations explains the impact of beliefs on how a person acts in a situation. 	1
Total	1

Question 5

(10 marks)

- (a) (i) Identify the person who would experience the most cognitive dissonance and state the reason for your response. (2 marks)

Description	Marks
Rupert	1
Because his behaviour of playing the game conflicts with his beliefs about violent games	1
Total	2

- (ii) After playing the game for two hours, Rupert rated the game as 9/10 for fun and Rose rated it as 6/10. According to cognitive dissonance theory, explain why Rupert would rate the game as more fun than Rose. (2 marks)

Description	Marks
Rupert wants to reduce his cognitive dissonance	1
Rupert would rate the game as more fun to justify his behaviour that is inconsistent with his beliefs	1
Total	2

- (b) Outline the ‘fundamental attribution error’ proposed by Heider. (2 marks)

Description	Marks
Refers to the tendency to attribute other people’s behaviour to personal factors rather than consider the context/external factors	2
Refers to the tendency to attribute other people’s behaviour to personal factors	1
Total	2

- (c) (i) State **one** example of an attribution that people might make for Moira’s lateness on the basis of Kelley’s attribution theory. (1 mark)

Description	Marks
Internal attribution; or Specific example of an internal attribution; something about Moira as a person not being organised, being lazy, not liking to get to class on time	1
Total	1

- (ii) Give a reason for your response to part (c)(i). (1 mark)

Description	Marks
This is an example of a ‘consistent’ behaviour/an attribution based on ‘persons factors’	1
Total	1

- (iii) Several other students also arrived late for class on Monday. Referring to Kelley's theory, explain how this would affect the attribution that people might make for Moira's lateness. (2 marks)

Description	Marks
Mentions role of 'consensus' or factor of 'entities' in Kelley's model	1
Outlines that since other people are behaving in the same way that would be more likely to lead to an external attribution for Moira's lateness (e.g., difficulty parking)	1
Total	2

Question 6

(16 marks)

- (a) (i) Outline **four** steps that the psychologist would use in applying systematic desensitisation to help Caleb overcome his fear of birds. (4 marks)

Description	Marks
Clients are asked to write a list of their fears from least to most fearful/develop a fear hierarchy	1
Clients are taught relaxation techniques	1
Client is introduced to their lowest fear, while practicing their relaxation techniques	1
Once the client is comfortable with the lowest fear on their hierarchy, they progress up the hierarchy, being exposed to each fear while practicing relaxation techniques	1
Total	4

- (ii) The psychologist could also use Cognitive Behavioural Therapy (CBT) to help Caleb change his negative beliefs about birds. A and B are both examples of positive beliefs about birds.

- A. Birds will not hurt me.
 B. Birds that are in cages will not hurt me.

Identify which belief would be appropriate to promote through CBT and state a reason for your response. (2 marks)

Description	Marks
B	1
Because A is not a realistic belief, as some birds might hurt him; B is more realistic	1
Total	2

- (b) (i) Name the part of memory labelled C. (1 mark)

Description	Marks
Long term memory	1
Total	1

- (ii) On Tuesday, Jeremy noticed that Emily wore a pink ribbon brooch. On Friday he asked her about the brooch as a way to connect with her. State how it is evident that Jeremy had encoded information into C. (1 mark)

Description	Marks
Jeremy has referred to the brooch past the duration of short term memory	1
Total	1

- (c) Labels D and E in Figure 1 represent the same process. Name this process and outline **two** reasons why it can occur. (3 marks)

Description	Marks
Forgetting	1
Outlines two reasons which could include: <ul style="list-style-type: none"> • occurs if attention is not paid to information in sensory and short term memory • if information is not rehearsed • if the person is not able to retrieve the information when needed. Accept other relevant answers	1–2
Total	3

- (d) (i) Name the **two** slave systems of the original Baddeley and Hitch (1974) Working Memory Model and state their functions. (4 marks)

Description	Marks
Visuo-spatial Sketchpad – stores visual and spatial information and constructs and manipulates visual images	1–2
Phonological or Articulatory Loop – stores and processes phonological information (sounds of language)	1–2
Total	4

- (ii) State the function of the Central Executive in the Baddeley and Hitch (1974) Working Memory Model. (1 mark)

Description	Marks
Coordinate slave systems or Responsible for organising information	1
Total	1

Question 7

(6 marks)

For each scenario, **circle** which level of Kohlberg's theory of moral development the individual would be at and provide a reason for your response.

- (a) Myles works for a bakery. Although he knows it is illegal to take left-over bread at the end of the day, he takes it to give to a homeless man whom he has seen sitting in the park. (2 marks)

Description	Marks
Post conventional stage is circled	1
Myles is aware of his conscience and also the law/rules. Although it is illegal, he is providing a homeless man with food that he could otherwise not afford. His conscience is inconsistent with the laws of society	1
Total	2

- (b) Katie considered sneaking out of school early and going shopping. She decided to stay at school because she did not want to get caught and receive a detention. (2 marks)

Description	Marks
Pre-conventional stage is circled	1
Katie made her decision based on avoiding punishment	1
Total	2

- (c) Lisa is sitting with her friend Monica when some other girls start making fun of a new student who is in a wheelchair. Monica's brother is in a wheelchair and she is sensitive about this, so Lisa decides against making fun of the new student. (2 marks)

Description	Marks
Conventional stage is circled	1
Lisa's decision is based on what will please others – she knows if she makes fun of the student in the wheelchair Monica will be unhappy/she won't approve of the behaviour	1
Total	2

Question 8

(7 marks)

- (a) State **two** characteristics of a significant event that can contribute to stress in individuals. (2 marks)

Description	Marks
One mark for each characteristic	
Characteristics could include: <ul style="list-style-type: none"> • predictability • controllability • experience of threat or loss. Accept other relevant answers	1–2
Total	2

- (b) Outline **two** ways in which resilience may be increased in individuals. (2 marks)

Description	Marks
One mark for each way	
Answers could include: <ul style="list-style-type: none"> • can be taught by combining challenges with support • sense of community and community support can increase resilience • programs of support following significant event • through past experience of successfully dealing with negative circumstances. Accept other relevant answers	1–2
Total	2

- (c) Outline **three** changes in a person’s life perspective that can occur in post-traumatic growth. (3 marks)

Description	Marks
One mark for each valid change	
Answers could include: <ul style="list-style-type: none"> • value their friends and family more • increased sense of compassion • longing for more intimate relationships • changed views of themselves • developing wisdom • personal strength and gratitude • greater acceptance of vulnerabilities and limitations • appreciation for each new day • re-evaluating understanding of what really matters • becoming less materialistic and more able to live in the present • positive outlook. Accept other relevant answers	1–3
Total	3

Question 9

(15 marks)

- (a) Define what psychologists mean by 'persuasive communication'. (1 mark)

Description	Marks
Communication that is designed to try to change the beliefs, feelings and behaviours of others	1
Total	1

- (b) Name the **three** features of persuasive communication Jackson should consider when preparing his presentation. (3 marks)

Description	Marks
Source of the message	1
Nature of the communication	1
Characteristics of the audience	1
Total	3

- (c) Choose **two** features of persuasive communication and explain, using examples, how Jackson can use each of them to enhance the persuasiveness of his message. (4 marks)

Description	Marks
Two marks for each feature	
Source of Message: <ul style="list-style-type: none"> • Likeability – Jackson will make a better impression if he is already liked by those he is presenting to • Expert – as Jackson is Health Science PhD student, the government official knows he has done much work in the area and could be considered an expert • Fast-talking – research has shown that we attribute knowledge to fast-talkers so Jackson could ensure he talks at a decent pace but not too fast so as to persuade his audience • Trustworthiness – Jackson would hopefully be seen as trustworthy as he has studied the area extensively, therefore his opinion is more likely to be respected/trusted 	1–2
Characteristics of the Audience: <ul style="list-style-type: none"> • Age – the audience is government officials and as such Jackson could use professional language, and not speak patronizingly or ‘above’ them, also not use slang or colloquial terms • Relationship to him – Jackson should view the audience as peers and treat them as such, not considering himself more or less important than them • Culture – as he is speaking to an Australian Government, Jackson can assume most are from an individualistic culture and consider direct statements a better form of persuasion • Need for Cognition – Jackson is speaking to a wide audience who will have a range of cognitive needs, both High and Low, high needing logical arguments and being able to weigh up pros and cons, while low will need expertise and trustworthiness, which Jackson can provide as a PhD student 	1–2
Nature of the Communication: <ul style="list-style-type: none"> • Keep it simple – as the presentation is verbal and not written, Jackson would be best to keep his message simple as the audience cannot reread what he has said later • Emotional response (positive) – Jackson should try to create a good mood with the audience so they are persuaded by his message • Emotional response (negative) – Jackson may want to create fear in his audience of obese nations, but not too much fear as this can lead to people ignoring the message 	1–2
Total	4
Answers must be specifically related to Jackson	

Question 9 (continued)

- (d) (i) Name the key theorist associated with the innate theory of language acquisition. (1 mark)

Description	Marks
Chomsky	1
Total	1

- (ii) Name the key theorist associated with the learned theory of language acquisition. (1 mark)

Description	Marks
Bruner	1
Total	1

- (e) (i) Outline **three** features of the innate theory of language. (3 marks)

Description	Marks
One mark for each feature	
Answers could include: <ul style="list-style-type: none"> • people are born with Language Acquisition Device • there are universal rules of grammar • language output based on input from the environment • surface rules for each spoken language. 	1–3
Total	3

- (ii) Outline **two** limitations of the innate theory of language. (2 marks)

Description	Marks
Lack of attention to social aspect of language	1
LAD is an abstract concept with little scientific evidence	1
Total	2

Question 10

(10 marks)

- (a) Provide a psychological definition of 'attachment'. (1 mark)

Description	Marks
A close/enduring bond between a child and their caregiver/s	1
Total	1

- (b) (i) State **two** possible negative effects on Sally as she grew up that could arise from her being separated from her mother as an infant. (2 marks)

Description	Marks
One mark for each negative effect	
Answers could include: <ul style="list-style-type: none"> • delinquency • inability to form healthy relationships • reduced intelligence • increased aggression • depression • affectionless psychopathy. 	1–2
Accept other relevant answers	
Total	2

- (ii) Based on Bowlby's theory of attachment, explain why Sally may have struggled to accept love from her mother when she returned. (4 marks)

Description	Marks
Names 'maternal deprivation hypothesis'	1
Outlines that the maternal deprivation hypothesis that suggests that if the early attachment bond is broken this can have serious long term consequences for the child	1
Refers to 'critical period' or 'sensitive period' in which the primary attachment must be formed	1
Identifies 'critical period'/'sensitive period' for attachment as within the first 12 months of life	1
Total	4

- (c) Bowlby suggested that a child's relationship with the primary caregiver acts as a prototype for future relationships via an internal working model. Outline the **three** features of this model. (3 marks)

Description	Marks
One mark for each feature	
Answers to include: <ul style="list-style-type: none"> • others as being trustworthy • the self as valuable • the self as effective when interacting with others. 	1–3
Total	3

Section Three: Extended answer

25% (56 Marks)

Question 11

(28 marks)

Five-year-old Joshua is at home with his mother Mary. Mary and Joshua are watching television. When a zebra is shown on the screen, Joshua screams "Look Mummy, it's a doggy!" Mary replies "that big stripy animal is a zebra, Joshua".

At lunchtime, Mary places a large serving of spaghetti in a small plastic bowl for Joshua. Then, remembering that Joshua likes to be treated like a 'big boy', transfers the spaghetti to an adult-sized bowl. Joshua watches her do this and cries because he thinks he is getting less spaghetti.

After lunch, Mary and Joshua go shopping for a gift for his grandmother's birthday. Joshua suggests that they should buy his grandmother a remote control car.

Explain Joshua's behaviour by referring to Piaget's theory of cognitive development. In your answer, you should:

- identify the stage of cognitive development that Joshua is currently in and outline the key features of this stage
- discuss **two** characteristics of children's thinking in this stage of development that are shown in this scenario
- discuss **two** cognitive processes that are involved in children developing an understanding of their world that are shown in this scenario.

Description	Marks
Stage of cognitive development	
Identifies stage – Pre-operational stage	1
Outline of features could include: <ul style="list-style-type: none"> • children cannot think logically yet/unable to complete basic mental problems • symbols, images and language used to represent world. 	1
Subtotal	2
Two characteristics (conservation & egocentrism)	
States conservation	1
Features <ul style="list-style-type: none"> • Inability to understand that a change in objects shape does not indicate a change in weight, mass, volume or area 	1
Application to scenario <ul style="list-style-type: none"> • Joshua doesn't understand that just because his mum has changed to a different size bowl (1), the amount of spaghetti has not changed (1) 	1–2
States egocentrism	1
Features <ul style="list-style-type: none"> • Inability to perceive world from other's perspective 	1
Application to scenario <ul style="list-style-type: none"> • Joshua doesn't understand that others don't have the same likes as him (1) and that his grandmother probably wouldn't like a remote control car (1) 	1–2
Subtotal	8

Two cognitive processes (Assimilation & Accommodation)	
States assimilation	1
Definition	1
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Example in the scenario	1–2
<ul style="list-style-type: none"> Joshua had an existing schema about four legged animals/dogs. Assimilated Zebras into this schema and now understands that although they both have four legs, dogs and zebras they are different animals. 	
States accommodation	1
Definition	1
<ul style="list-style-type: none"> New experiences cause schemata or schemas to change or modify 	
Example in the scenario	1–2
<ul style="list-style-type: none"> Mary taught him to adjust his schema of four legged animals to fit new information about the Zebra/ schemas become more complex 	
Subtotal	8
Use of psychological evidence – Quantity	
Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study)	3
Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	2
One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	1
Subtotal	3
Use of psychological evidence – Quality	
Two or more examples of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	4
One example of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	3
One or more examples of relevant psychological evidence, including some description (e.g. 1–2 sentences).	2
Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory)	1
Subtotal	4
Quality of extended response	
Well-structured response with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation.	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout	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
Overall total	28

Question 12

(28 marks)

Seth and his friends are keen soccer players. Seth spends most of his free time playing soccer at the park, practising tricks in his backyard or watching soccer on television. When Seth practises tricks in his yard, he performs very well. However, when he tries to show his friends the tricks he has been practising, he usually makes mistakes.

The boys gather at the park every Sunday afternoon for a game of soccer. The tallest boy in the group, Kit, chooses the two teams and always gets to be the captain of his team. Seth does not think it is fair that Kit always gets to choose the teams and be the team captain, but he does not say anything as all the other boys seem to accept this.

Normally the boys cooperate in following all the rules and keeping score without needing an umpire. However, one day, an argument arises over which team will kick-off first and the boys cannot come to an agreement.

Explain the influence of groups on behaviour and how conflicts can be resolved by applying your knowledge to the scenario above and referring to psychological evidence and understandings. In your answer, you should discuss:

- the impact of the presence of others on individual behaviour
- the influence of conformity on group behaviour
- **two** conflict-resolution techniques the group members could use to resolve the conflict they experience
- **two** types of solutions that could resolve the conflict in this group.

Description	Marks
Impact of presence of others	
States social facilitation	1
Definition	1
• Boost in performance due to presence of others	
States social inhibition	1
Definition	1
• Complex tasks and presence of others leads to decreased performance	
Application to scenario	
• Seth's performance is poorer when doing tricks in the presence of others as it was a complex task and he might feel nervous and over-aroused, which leads to him making mistakes	
• Seth was able to perform tricks well on his own as his arousal level was lower as there was no one else present to make him feel nervous	
Subtotal	6
Influence of conformity	
Effect of conformity on group behaviour	
• Members conform to standards (social norms) of group to fit in and be accepted (normative social influence)	
• Failure to conform to standards can lead to objection and possible removal from group	
Application to scenario	
• All the boys conform to the expectations that Kit will get to pick the teams and be the captain of the team	
• Seth conforms to group standards as he does not want to stand out from the group	
Subtotal	4

Two conflict resolution techniques	
States negotiation	1
<ul style="list-style-type: none"> Both parties have shared interests so it is in their best interests to come together to reach an agreement 	1
States mediation	1
<ul style="list-style-type: none"> Bringing in a third party such as an umpire would help to settle disputes over rules of the game 	1
Subtotal	4
Two types of solution	
States integrative	1
<ul style="list-style-type: none"> Both sides benefit from decision reached (e.g. teams take it in turns to kick off on first on alternate weeks) 	1
States imposed	1
<ul style="list-style-type: none"> If they bring in an umpire to resolve the conflict, one team might get what they want and the other team will be unhappy 	1
Subtotal	4
Use of psychological evidence – Quantity	
Many statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study)	3
Several statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	2
One or two statements are supported by relevant psychological evidence (e.g. name of researcher/theorist/theory or example of a study, or example from real life)	1
Subtotal	3
Use of psychological evidence – Quality	
Two or more examples of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	4
One example of detailed relevant psychological evidence (e.g. 3–4 sentences about a theory and/or specific research study method and findings)	3
One or more examples of relevant psychological evidence, including some description (e.g. 1–2 sentences).	2
Psychological evidence consists of names/statements only, without description (e.g. name of study, name of researcher, name of theory)	1
Subtotal	4
Quality of extended response	
Well structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation.	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout	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
Overall total	28

ACKNOWLEDGEMENTS

Question 11

Assimilation definitions from:

Lifespan psychology. (2017). Retrieved November, 2017, from <https://quizlet.com/83270888/lifespan-psychology-flash-cards/>

Unit 2 human development flashcards preview. (2017). Retrieved November, 2017, from <https://www.brainscape.com/flashcards/unit-2-human-development-5252162/packs/7194439>

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