



# **PSYCHOLOGY**

## **ATAR course examination 2018**

### **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

(11 marks)

- (a) Name the study design used by researchers. (1 mark)

Description	Marks
longitudinal	1
<b>Total</b>	<b>1</b>

- (b) State
- one**
- advantage of using this type of study design. (1 mark)

Description	Marks
changes/differences in individuals over time can be observed <b>or</b> variables (participant related) are kept constant/less bias (participants are compared against own previous data)	1
<b>Total</b>	<b>1</b>
Accept any other relevant answer Follow on marks not awarded	

- (c) State
- two**
- disadvantages of using this type of study design. (2 marks)

Description	Marks
time consuming (data must be gathered over many years before changes can be identified)	1
sample size may reduce due to participants dropping out (moving away, death)	1
<b>Total</b>	<b>2</b>
Accept other relevant answers Follow on marks not awarded	

- (d) The researchers state that they have used convenience sampling for this study.

- (i) What evidence is given to support this statement? (1 mark)

Description	Marks
first year medical students were chosen from a nearby university	1
<b>Total</b>	<b>1</b>

- (ii) State
- one**
- disadvantage of this type of sampling. (1 mark)

Description	Marks
biased <b>or</b> participants not representative of population (share a particular quality)	1
<b>Total</b>	<b>1</b>

- (e) When researchers met participants, they were interested in collecting quantitative data to measure health effects. Name **one** subjective quantitative measure and **one** objective quantitative measure that might have been used in this study. (2 marks)

Description	Marks
<b>Subjective quantitative</b>	
Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>rating scales</li> <li>Likert scales</li> <li>checklists</li> </ul>	1
<b>Objective quantitative</b>	
Any <b>one</b> of the following: <ul style="list-style-type: none"> <li>brain waves / EEG (electroencephalograph)</li> <li>heart rate</li> <li>body temperature</li> <li>galvanic skin response (GSR)</li> </ul>	1
<b>Total</b>	<b>2</b>

- (f) Identify **three** roles the researchers would have had in conducting this study. (3 marks)

Description	Marks
<b>Any three of:</b>	
<ul style="list-style-type: none"> <li>obtain approval for the research from the relevant ethics committee</li> <li>be qualified to carry out the study</li> <li>ensure the rights and welfare of participants are protected</li> <li>ensure code of ethics are followed</li> <li>treat participants with respect and dignity at all times</li> <li>use data only for reasons agreed upon on consent form</li> <li>researcher has no effect on behaviour being observed or recorded/objectivity</li> </ul>	1–3
<b>Total</b>	<b>3</b>

Question 2

(16 marks)

- (a) In psychological research, what does the standard deviation tell us about data? (1 mark)

Description	Marks
shows on average how far scores differ from the mean	1
<b>Total</b>	<b>1</b>
Accept any other relevant answer	

- (b) State **one** advantage of using standard deviation in data analysis. (1 mark)

Description	Marks
allows for comparison in variability between sets of scores	1
<b>Total</b>	<b>1</b>
Accept any other relevant answer	

- (c) School A has a lower standard deviation than School B. Describe the variability of the data from each school. (2 marks)

Description	Marks
School A's scores/data are clustered around the mean/low variability in scores	1
School B's scores/data are more spread out/higher variability in scores	1
<b>Total</b>	<b>2</b>

- (d) Researchers wanted to visually display the distribution of data, including the mean and standard deviation from the mean. Name the graph that might have been used to show this. (1 mark)

Description	Marks
normal curve <b>or</b> bell curve <b>or</b> normal distribution graph <b>or</b> frequency distribution	1
<b>Total</b>	<b>1</b>

- (e) In the raw data, School A had a range of 12 and School B had a range of 22. What is meant by the term 'range'? (1 mark)

Description	Marks
the difference between the highest and lowest scores in a score set	1
<b>Total</b>	<b>1</b>

- (f) (i) Define 'uncontrolled variables' in psychological research. (1 mark)

Description	Marks
variables that may influence the dependent variable and have not been taken into account <b>or</b> a variable that is allowed to stay random because it is predicted to have no effect on the outcome of the experiment.	1
<b>Total</b>	<b>1</b>
Accept any other relevant answer	

- (ii) There were uncontrolled variables in this study. State **two** uncontrolled variables that might have affected the results of the study. (2 marks)

Description	Marks
<b>Any two of:</b>	
Participant related <ul style="list-style-type: none"> <li>• whether the students from both schools are equivalent (socioeconomic or academic)</li> <li>• any other medications students were taking</li> <li>• whether rosemary was in their diet</li> <li>• if they had done standardised tests before</li> <li>• whether they took both pills everyday</li> </ul> Environment related <ul style="list-style-type: none"> <li>• where they sat the standardised test – was it loud?</li> </ul>	2
<b>Total</b>	<b>2</b>
Accept other relevant answers that are participant and environment related and may affect the dependent variable	

- (g) (i) Experimental research must be evaluated in order to determine whether the results can be generalised to the wider population. State **three** conditions that must be met in order to generalise findings and draw conclusions. (3 marks)

Description	Marks
<b>Any three of:</b>	
<ul style="list-style-type: none"> <li>• sample must be representative of the population</li> <li>• groups of participants must be equivalent</li> <li>• extraneous and potential confounding variables must be controlled</li> <li>• measures must be reliable and valid</li> </ul>	1–3
<b>Total</b>	<b>3</b>

- (ii) Can the findings from this research study be generalised to the wider population? Provide **three** reasons for your answer. (4 marks)

Description	Marks
No	1
<b>Any three of:</b>	
<ul style="list-style-type: none"> <li>• groups of participants are not equal</li> <li>• extraneous/uncontrolled variables were present</li> <li>• no evidence of sample being representative of population</li> </ul>	3
<b>Total</b>	<b>4</b>
Accept other relevant answers and must use examples from the scenario to be awarded marks	

**Question 3**

**(6 marks)**

- (a) Identify the type of non-experimental research method used. (1 mark)

Description	Marks
correlational study	1
<b>Total</b>	<b>1</b>

- (b) State the strength and direction of the relationship in the scatter plot above. (2 marks)

Description	Marks
medium/moderate	1
negative	1
<b>Total</b>	<b>2</b>

- (c) Describe how this research design differs from an experimental research design. (2 marks)

Description	Marks
correlational studies do not imply causation/cause and effect	1
experimental design requires an independent variable to affect a dependent variable/establishes a cause and effect relationship <b>or</b> experimental design requires the manipulation of an independent variable whereas correlational studies investigate behavior in a naturalistic setting	1
<b>Total</b>	<b>2</b>

- (d) The professor wanted to ensure that the findings from this research were valid. Define the term 'validity' as used in psychological research. (1 marks)

Description	Marks
ability of a test/measure to measure what it is designed to measure	1
<b>Total</b>	<b>1</b>

## Section Two: Short answer

55% (75 Marks)

## Question 4

(10 marks)

- (a) What is represented at 'A' in the diagram above? (1 mark)

Description	Marks
A – synapse	1
<b>Total</b>	<b>1</b>

- (b) (i) Neurotransmitters are released from axon terminals. Describe the function of neurotransmitters in the process of neural transmission. (2 marks)

Description	Marks
neurotransmitters are chemical messengers	1
that enable activity to travel across the synaptic gap between neurons	1
<b>Total</b>	<b>2</b>

- (ii) Name **two** neurotransmitters and state **one** effect of each. (4 marks)

Description	Marks
Names of neurotransmitter (2 x 1 mark)	
Any <b>two</b> of: • serotonin • dopamine	1–2
Accept other relevant answers. eg. endorphins	
<b>Subtotal</b>	<b>2</b>
Effect of neurotransmitter (2 x 1 mark)	
serotonin – regulates mood, anxiety, appetite, sleep cycle and body temperature dopamine – creates feelings of motivation and drive, liking, attention, pleasure	1–2
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
Accept other relevant answers. endorphins – creates feelings of pleasure and reward, reduces pain	

**Question 4** (continued)

- (c) Fiona's mother has a condition that causes her body to fail to produce a particular neurotransmitter correctly. Fiona has now discovered that she has the same condition. Explain how it is possible that they share this condition. (3 marks)

Description	Marks
Heredity: individuals receive their genes from their parents. It is likely that Fiona's mother has passed this gene onto her.  Answer must include the word heredity for full marks – one mark for heredity, one mark for explanation, one mark for relating to Fiona.	1–3
<b>Total</b>	<b>3</b>
Accept other relevant answers	



Question 5

(15 marks)

- (a) There are many psychological theories about human development. Define 'developmental psychology'. (1 mark)

Description	Marks
the study of human development across the lifespan	1
<b>Total</b>	<b>1</b>
Note: must have across lifespan or similar for mark	

- (b) List **two** features that distinguish a 'stage' theory of human development. (2 marks)

Description	Marks
distinct/identifiable steps or stages	1
stages are in a set order/sequence	1
<b>Total</b>	<b>2</b>

- (c) Identify the key theorist associated with 'moral development'. (1 mark)

Description	Marks
Kohlberg	1
<b>Total</b>	<b>1</b>

- (d) Identify the key features of moral reasoning for each developmental level as defined by the theorist in part (c). (3 marks)

Description		Marks
One mark per level/feature.		
Level	Key features of moral reasoning	
Preconventional	punishment and obedience, understanding right and wrong, gaining rewards, self-interest, start to consider others	1
Conventional	aim to please others, good girl/good boy orientation, authority orientation, social norms, law and order, obeying law/authority, maintain social order, interpersonal relationships, conformity, gain approval, desire to please	1
Postconventional	flexible laws, conscience, social contract orientation, utility, universal ethical principles, moral point of view, respect for others' rights, social justice	1
<b>Total</b>		<b>3</b>
Note: Accept any other relevant answers		

- (e) Name the theorist responsible for the stage theory of 'identity development'. (1 mark)

Description	Marks
Erikson	1
<b>Total</b>	<b>1</b>

**Question 5** (continued)

The stage theory of identity referred to in part (e) involves a ‘crisis’ at each stage of development.

- (f) (i) Name and outline what ‘crisis’ occurs at Stage 5 of the theory. (2 marks)

Description	Marks
Names the crisis	
Identity vs role confusion	1
Outlines the crisis	
<ul style="list-style-type: none"> <li>adolescent consider who they are, what they believe in and what they want to do with their lives</li> <li>forming clear sense of identity with understanding of personal values that underpins the decisions they make in their life</li> </ul>	1
<b>Total</b>	<b>2</b>

- (ii) Give **two** consequences for an individual who fails to resolve this crisis at Stage 5. (2 marks)

Description	Marks
Gives <b>two</b> consequences	
Any <b>two</b> of: <ul style="list-style-type: none"> <li>may suffer from role confusion</li> <li>indecision</li> <li>avoidance of commitment</li> <li>display withdrawn behaviours/isolate themselves</li> <li>lose identity and conform</li> <li>low self-esteem</li> <li>individuals may get ‘stuck’ and develop personality abnormally</li> </ul>	1–2
<b>Total</b>	<b>2</b>

- (g) Martha is 45 years old. She has relationships with her family and friends. She feels a sense of accomplishment in her life, but is struggling with her identity. What can be inferred about the development of her identity formation on the basis of the stage theory of identity? (2 marks)

Description	Marks
she might be stuck at an earlier stage/has an unresolved conflict	1
abnormal personality development will occur/struggle to deal with life’s dilemmas	1
<b>Total</b>	<b>2</b>

- (h) State **one** criticism of the stage theory of identity. (1 mark)

Description	Marks
vagueness about causes of development <b>or</b> no universal mechanism for crisis resolution	1
<b>Total</b>	<b>1</b>
Accept any other relevant answer	

Question 6

(15 marks)

Families are a key agent of socialisation.

- (a) Define the psychological term ‘socialisation’. (1 mark)

Description	Marks
The acquisition of beliefs, values and behaviours thought to be important and appropriate to function effectively as a member of society.	1
<b>Total</b>	<b>1</b>

- (b) Researchers suggest that parenting can be measured on two aspects that assist in differentiating parenting styles. Name and explain the **two** aspects of parenting. (4 marks)

Description	Marks
One mark for name, one mark for explanation:	
Responsiveness – the level of support and affection shown	1–4
Control – the extent parents supervise and regulate child’s behaviour	
<b>Total</b>	<b>4</b>

- (c) (i) Name the parenting style of Gina’s parents. Give **two** reasons for your answer. (3 marks)

Description	Marks
permissive	1
they are warm/responsive	1
have little control/set few boundaries	1
<b>Total</b>	<b>3</b>

- (ii) Name the parenting style of Sandra’s parents. State **two** reasons for your answer. (3 marks)

Description	Marks
authoritative	1
good rapport/responsiveness – chose to call them when in trouble	1
set boundaries – not allowing her out and including her in rationale for going out	1
<b>Total</b>	<b>3</b>

- (iii) Which parenting style is considered to have the better long-term impact on a child? Give **three** reasons for your answer. (4 marks)

Description	Marks
authoritative (Sandra’s parents also accepted)	1
Any <b>three</b> correct answers, examples include:	
<ul style="list-style-type: none"> <li>• give kids resources and support needed to succeed</li> <li>• listen to their kids</li> <li>• provide love and warmth</li> <li>• give limits and fair discipline</li> <li>• children understand reasoning behind decisions</li> </ul>	1–3
<b>Total</b>	<b>4</b>

## Question 7

(13 marks)

- (a) Name the theorist who discussed differences in communication based on gender. (1 mark)

Description	Marks
Tannen	1
<b>Total</b>	<b>1</b>

- (b) Explain the concept of 'rapport talk' in relation to gender and communication. (2 marks)

Description	Marks
Answers could include: <ul style="list-style-type: none"> <li>used primarily by women</li> <li>based on establishing relationships</li> <li>used to develop understanding</li> <li>used to negotiate difference</li> </ul>	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers	

- (c) Name and outline **two** of the ways in which Bruner suggested parents could assist children in learning language. (4 marks)

Description	Marks
One mark for name, one for outline.	
Answers could include: <ul style="list-style-type: none"> <li>Scaffolding – adult stays one step ahead of child and teaches through familiar routines (formats)</li> <li>Reference – directing and managing attention</li> <li>Joint attention – starts with eye contact, then vocal turn taking, then introducing objects between the two and drawing focus to it, looking gets replaced with pointing</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
Accept other relevant answers	

- (d) In the table below, name the **two** styles of communication outlined by Bernstein. Give an example of how each style could be used for the scenario below and outline how the example demonstrates the style. (6 marks)

**Scenario** – asking a student to pass the blue pencil

Description	Marks
One mark each for style name, example and description	
Style name – Restricted Example – ‘Give me that’ Outline – short, simple sentence, needs context to be understood, no descriptive words	1–3
Style name – Elaborated Example – ‘Please pass me the blue pencil on your right for the colouring page’ Outline – complex, precise, does not need context, explanation used	1–3
<b>Total</b>	<b>6</b>
Accept other relevant answers. Descriptions must be relevant to the example.	

Question 8

(10 marks)

- (a) Define the psychological term ‘group polarisation’ and provide a real-world example. (2 marks)

Description	Marks
<b>Definition</b>	
Strengthening of attitudes in individuals when they are in groups of people who hold similar attitudes.	1
<b>Any logical/real world example</b>	
<ul style="list-style-type: none"> <li>• after a discussion about racism, members who are racist will feel more strongly than before</li> <li>• adolescent girls who dislike a boy in the class come together and ‘bad-mouth’ about him and now dislike him strongly</li> <li>• after an election debate, voters feel more strongly in favour of the candidate they were already supporting</li> </ul>	1
<b>Total</b>	<b>2</b>
Accept other relevant answers	

- (b) Asch’s line study found that a number of factors attended on whether or not someone was likely to conform. Identify and describe **two** factors that affect on the likelihood of conformity. (4 marks)

Description	Marks
<b>One mark for factor name, one mark for description/definition</b>	
Answers could include: <ul style="list-style-type: none"> <li>• Normative social influence – change to conform to group standards in order to be accepted by the group</li> <li>• Informational social influence – when in a strange situation, behave in the manner of those around us</li> <li>• Degree of unanimity – when everyone else in the group has the same point of view, it is hard to stand out and be different</li> <li>• Group size – conformity increases in group size up to a group of four</li> <li>• Culture – collectivist cultures are more likely to conform as they aim toward group goals rather than individual goals</li> <li>• Anonymity – people are less likely to conform if they are anonymous</li> </ul>	1–4
<b>Total</b>	<b>4</b>

- (c) Define the psychological terms 'obedience' and 'conformity' and relate each term to Zimbardo's Stanford University experiment. (4 marks)

Description	Marks
<b>Term: Obedience</b>	
Definition: <ul style="list-style-type: none"> <li>strengthening changing behaviour in response to instruction or direct request by an authority figure (internal attitude may not change) – we obey for fear of consequence</li> </ul>	1
Term related to aspects of Zimbardo's experiment: <ul style="list-style-type: none"> <li>the prisoners obeyed the instructions from the guards</li> </ul>	1
<b>Subtotal</b>	<b>2</b>
<b>Term: Conformity</b>	
Definition: <ul style="list-style-type: none"> <li>a change in behaviour and attitude in response to group pressure/desire to be accepted in a group/fear of being excluded</li> </ul>	1
Term related to aspects of Zimbardo's experiment: <ul style="list-style-type: none"> <li>the guards conformed to the behaviour of other guards around them</li> </ul>	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
Accept other relevant answers.	

## Question 9

(12 marks)

- (a) Which element of McMillan and Chavis' sense of community does this example refer to? Give a reason for your response. (2 marks)

Description	Marks
integration and fulfillment of needs	1
Daniel gains honour and status (and lemonade!) for being a member of the football team	1
<b>Total</b>	<b>2</b>

- (b) Define 'sense of community' as described by McMillan and Chavis. (4 marks)

Description	Marks
a feeling that members have of belonging	1
a feeling that members matter to one another and to the group	1
a shared faith (experience/history/purpose)	1
members' needs will be met through their commitment to be together	1
<b>Total</b>	<b>4</b>

- (c) Outline **three** ways in which Daniel might demonstrate McMillan and Chavis' element of 'membership'. (3 marks)

Description	Marks
Any <b>three</b> of: <ul style="list-style-type: none"> <li>• investment of his own time (e.g. training)</li> <li>• identifying himself as part of the team when discussing with others</li> <li>• willingness to sacrifice himself for the group</li> <li>• sharing common symbols such as uniform</li> <li>• living in the area that the team is drawn from</li> </ul>	1–3
<b>Total</b>	<b>3</b>
Accept other relevant answers	



- (d) Name and describe the 'definitive element of a sense of community' identified by McMillan and Chavis. (3 marks)

Description	Marks
Names the element	
shared emotional connection	1
<b>Subtotal</b>	<b>1</b>
Describes the element (2 x 1 mark)	
Any <b>two</b> of: <ul style="list-style-type: none"> <li>• the commitment and belief that the community has (and will continue to share) a history, common places, shared events, time together, and similar experiences; positive experiences among group members</li> <li>• relationships and bonds between members</li> <li>• completed tasks</li> <li>• shared importance of events/tasks</li> <li>• investment (time, money, intimacy)</li> <li>• emotional risk between members</li> <li>• honors, rewards and humiliation by the community have an impact on members; spiritual bonds</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>3</b>

## Section Three: Extended answer

25% (66 Marks)

## Question 10

(33 marks)

Demonstrate your understanding of relevant theories and processes of learning to explain Elle's behaviour and describe techniques that could be applied to modify her behaviour.

In your answer you should:

- identify and define **two** learning theories
- describe the process of learning associated with each theory and discuss how they would explain her behaviour
- identify and describe **two** techniques for modifying behaviour
- describe how each technique could be applied to modify Elle's behaviour
- refer to psychological evidence and understandings.

Description	Marks
Identifies <b>two</b> theories and processes of learning (2 x 1 mark)	
Identifies any <b>two</b> of: <ul style="list-style-type: none"> <li>• observational learning</li> <li>• operant conditioning</li> <li>• classical conditioning</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
Defines <b>two</b> identified theories and processes of learning (2 x 1 mark)	
Observational Learning <ul style="list-style-type: none"> <li>• learning occurs through observing the actions and consequences of others' behaviour and determining whether to imitate them or not</li> </ul>	1
Operant Conditioning <ul style="list-style-type: none"> <li>• learning through consequences – how likely a behaviour will be repeated is determined by the consequences of that behaviour</li> </ul>	1
Classical Conditioning <ul style="list-style-type: none"> <li>• learning based on the pairing/association of two normally unrelated stimuli</li> </ul>	1
<b>Subtotal</b>	<b>2</b>

Description of <b>two</b> defined theories and processes of learning (2 x 4 marks)	
<p>Operant conditioning</p> <ul style="list-style-type: none"> <li>• Reinforcement: some form of reward is received for the behaviour. Could be positive e.g. a compliment or a token or negative – the removal of something unpleasant e.g. nagging ceases</li> <li>• Punishment: some form of negative consequence is received for the behaviour e.g. positive – a ban or insults, negative – removal of privileges such as the internet</li> <li>• reinforcers strengthen desired behaviour</li> <li>• punishment suppress undesired behaviour</li> <li>• positive and negative reinforcement can be combined in the learning process</li> <li>• reinforcement must use appropriate/desirable for the learner</li> <li>• punishment is effective if given immediately and every time the undesired behaviour occurs (timing and consistency)</li> <li>• different schedules of reinforcement can be used e.g. continuous, partial, fixed ratio, variable ratio</li> </ul> <p>Note: Answers must include reference to both reinforcement and punishment to receive full marks</p>	1–4
<p>Observational learning</p> <ul style="list-style-type: none"> <li>• observers must pay attention and have a reason to do this (Attention)</li> <li>• observers must remember what was occurring at the time of observation (Retention)</li> <li>• observers must be capable of reproducing the skill physically and psychologically (Reproduction)</li> <li>• observers must have a reason to learn what is being observed. Reinforcement is an important element of motivation (Motivation/Reinforcement)</li> </ul> <p>Note: Answers must demonstrate understanding that observational learning is not a passive process to receive full marks</p>	1–4
<p>Classical conditioning</p> <ul style="list-style-type: none"> <li>• reflex response is paired with a new stimulus repeatedly until new stimulus results in the original response on its own</li> <li>• unconditioned stimulus (innately causes reflex response) is paired/associated with the neutral stimulus (does not cause reflex response before learning occurs) repeatedly. (Acquisition process)</li> <li>• after a period of time, the subject will respond to the new stimulus (now the conditioned stimulus) without the need for the presence of the unconditioned stimulus</li> <li>• the reflex response that occurs after learning is referred to as the conditioned response</li> </ul>	1–4
<b>Subtotal</b>	<b>8</b>

## Question 10 (continued)

Application to scenario linked directly to described learning theory (2 x 2 marks)	
Operant conditioning <ul style="list-style-type: none"> <li>• Elle's friends could have provided positive reinforcement for her bullying behaviour e.g. praising her/including her in their group/inviting her to social events</li> <li>• negative reinforcement could have occurred as she is now unafraid of social situations</li> <li>• the absence of punishment as a result of her behaviour in the past has not reduced her bullying behaviour</li> </ul>	1–2
Observational learning <ul style="list-style-type: none"> <li>• Elle has observed that her new friends do not get bullied and has decided to imitate them</li> <li>• as a high achieving student, Elle has the ability to remember the bullying behaviours and the consequences that have occurred during her observation</li> <li>• Elle has the psychological/physical skills to carry out the bullying behaviour</li> </ul>	1–2
Classical conditioning <ul style="list-style-type: none"> <li>• Elle being bullied (UCS) lead to fear (UCR); when the bullying happened in a particular location (NS), repeated pairings of bullying (UCS) and place (NS) would see the neutral stimulus become conditioned. So the CS (place) would on its own lead to fear (CR)</li> </ul>	1–2
<b>Subtotal</b>	<b>4</b>
Identifies <b>two</b> behaviour modification techniques (2 x 1 mark)	
Identifies <b>two</b> of: <ul style="list-style-type: none"> <li>• Token economies</li> <li>• Systematic desensitisation</li> <li>• Cognitive behaviour therapy</li> <li>• Positive and negative reinforcement</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
Description of <b>two</b> identified behaviour modification techniques (2 x 2 marks)	
Token economies <ul style="list-style-type: none"> <li>• a method of positive reinforcement based on the awarding of reinforcers in the form of tokens or symbols that can be exchanged for some reward</li> </ul>	1–2
Systematic desensitisation <ul style="list-style-type: none"> <li>• applies the principles of classical conditioning to replace undesirable behaviours (phobias and fears) with desirable behaviours</li> </ul>	1–2
Cognitive behaviour therapy <ul style="list-style-type: none"> <li>• the process of using modification of thoughts to change feelings and behaviours</li> </ul>	1–2
Positive and negative reinforcement including punishment and rewards <ul style="list-style-type: none"> <li>• reinforcement is used to strengthen desired behaviours and punishment is used to reduce undesirable behaviours</li> </ul>	1–2
<b>Subtotal</b>	<b>4</b>

Application of <b>two</b> described behaviour modification technique to scenario (2 x 2 marks)	
Token economies <ul style="list-style-type: none"> <li>Example demonstrates the exchange of symbols or tokens for a reward based on Elle changing her bullying behaviour.</li> </ul>	1–2
Systematic desensitisation <ul style="list-style-type: none"> <li>Example describes how fears caused by being bullied in the past can be changed using relaxation techniques and graded exposure to associate social situations with confidence (absence of fear).</li> <li>This would eliminate the need for Elle to bully others to feel confident.</li> </ul>	1–2
Cognitive behaviour therapy <ul style="list-style-type: none"> <li>Example describes the involvement of a therapist in replacing dysfunctional thoughts e.g. 'The only way to prevent bullying is to be a bully.' with more productive ones e.g. 'I will have more friends if I am not a bully' or 'I am confident in social situations when I am not a bully.'</li> </ul>	1–2
Positive and negative reinforcement including punishment and rewards <ul style="list-style-type: none"> <li>Example describes the use of praise, rewards, removal of a negative consequence, introduction of a positive punishment (e.g. reprimand/ requirement to complete an anti-bullying course in her spare time or use of a negative punishment or banning Elle from seeing her friends/cutting her allowance).</li> </ul>	1–2
<b>Subtotal</b>	<b>4</b>
Use of psychological evidence	
Correctly names associated theorists for any <b>two</b> of operant conditioning, observational learning and classical conditioning. <b>Two</b> or more statements are supported with description of relevant evidence using <b>three</b> or more sentences (e.g. theories, experiments, examples from studies/research/real life).	4
Correctly names <b>one</b> or <b>two</b> associated theorist for any two of operant conditioning, observational learning and classical conditioning. <b>Two</b> or more statements are supported with brief description of relevant evidence using less than <b>three</b> sentences (e.g. theories, experiments, examples from studies/research/real life).	3
Theorists not named or incorrectly named. <b>Two</b> or more statements supported with some description of relevant evidence (e.g. theories, experiments, examples from studies/research/real life).	2
<b>One</b> or <b>two</b> statements supported with reference to relevant evidence (e.g. name of experiment or study).	1
<b>Subtotal</b>	<b>4</b>
Quality of response	
Well-structured with consistent use of appropriate psychological language and correct spelling, punctuation and grammar.	3
Satisfactory structure with use of everyday language and adequate spelling, grammar and punctuation.	2
Poor structure with poor English expression and/or colloquial language <b>and/or</b> 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.	
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>33</b>

## Question 11

(33 marks)

Apply your knowledge of Mischel's theory of personality to explain Rin's behaviour and compare this with another contemporary personality theory from the syllabus.

In your answer, you should:

- identify and define Mischel's personality theory
- describe the features of Mischel's theory of personality and discuss how **two** of these features would explain Rin's behaviour
- state **two** limitations of this type of theory
- identify and describe **one** other contemporary personality theory including the name of the theorist/s and a description of the key features of their personality theory
- describe how **two** features of this other contemporary theory would explain Rin's behaviour
- refer to psychological evidence and understandings.

Description	Marks
Identifies Michel's personality theory (1 x 1 mark)	
social-cognitive theory	1
<b>Subtotal</b>	<b>1</b>
Defines Michel's personality theory (1 x 1 mark)	
Social-cognitive theory acknowledges the importance of situation and individual context in the determination of behaviour.	1
<b>Subtotal</b>	<b>1</b>
Describes the features of Mischel's personality theory (5 x 1 marks)	
Describes using the <b>five</b> individual/person variables: <ul style="list-style-type: none"> <li>• Competencies: intellectual capability and social skills</li> <li>• Cognitive strategies: different perceptions of a specific event (e.g. what is threatening to one person may be a positive challenge to another)</li> <li>• Expectancies: how the person expects the behaviour to result</li> <li>• Subjective values: the respective values of each possible outcome of various behaviours</li> <li>• Self-regulatory systems or self-regulation: groups of rules and standards that regulate behaviour</li> </ul>	1-5
<b>Subtotal</b>	<b>5</b>
States <b>two</b> limitations of social-cognitive theory (2 x 1 mark)	
Any <b>two</b> of: <ul style="list-style-type: none"> <li>• cannot be directly observed so difficult to quantify the effect social cognition has on personality development</li> <li>• tends to ignore maturation and developmental stages over a lifetime</li> <li>• does not explain how personality changes over time</li> <li>• some traits are consistent across all situations with relevant example e.g. intellect</li> <li>• not a unified theory – different aspects do not tie together to create a cohesive explanation of behaviour</li> <li>• findings are currently preliminary/offers several hypotheses but research not yet fully supportive</li> </ul>	1-2
<b>Subtotal</b>	<b>2</b>

Application of <b>two</b> features of Mischel's theory to scenario (2 x 1 mark)	
Any <b>two</b> of: <ul style="list-style-type: none"> <li>• Competencies: demonstrates that he does not have the necessary social skills to interact with the other students e.g. folding his arms, spending time alone</li> <li>• Self-regulation: not yet able to self-regulate/unable to put off gratification of eating cake</li> <li>• Subjective values: Rin values the receipt of the cake above acceptance by the class and/or values having first choice of cakes above others</li> </ul>	1–2
Note: Accept any other relevant answer directly related to Mischel's features	
<b>Subtotal</b>	<b>2</b>
Use of psychological evidence – Mischel's (social-cognitive) theory	
<b>Two</b> or more statements are supported with description of relevant evidence using <b>three</b> or more sentences (e.g. theories, experiments, examples from studies/research/real life).	4
<b>Two</b> or more statements are supported with brief description of relevant evidence using less than <b>three</b> sentences (e.g. theories, experiments, examples from studies/research/real life).	3
<b>One</b> statement supported with description of relevant evidence using three or more sentences (e.g. theories, experiments, examples from studies/research/real life).	2
<b>One</b> or <b>two</b> statements supported with reference to relevant evidence (e.g. name of experiment or study).	1
<b>Subtotal</b>	<b>4</b>
Identifies <b>one</b> other personality theory	
Identifies <b>one</b> of: <ul style="list-style-type: none"> <li>• Trait</li> <li>• Humanistic</li> </ul>	1
<b>Subtotal</b>	<b>1</b>
Description of the other personality theory (1 x 2 marks)	
Any <b>two</b> of: <p>Trait</p> <ul style="list-style-type: none"> <li>• traits describe the way an individual behaves across a range of situations</li> <li>• they are relatively stable over time</li> <li>• traits are innate/biologically determined</li> </ul>	1–2
Humanistic <ul style="list-style-type: none"> <li>• motivation to achieve self-actualisation at the core of personality development</li> <li>• humans are born good/inherently good</li> </ul>	1–2
<b>Subtotal</b>	<b>2</b>
Names the theorist/s of the other personality theory (1 x 1 mark)	
Names <b>one</b> of: <ul style="list-style-type: none"> <li>• Costa and Mcrae (must have both key theorists to receive the mark)</li> <li>• Rogers and Maslow</li> <li>• Rogers</li> <li>• Maslow</li> </ul>	1
<b>Subtotal</b>	<b>1</b>

## Question 11 (continued)

Describes the key features of the second personality theory that has been named (5 x 1 mark)	
<p>Costa and McCrae</p> <ul style="list-style-type: none"> <li>• Openness to Experience: an individual's degree of intellectual curiosity, creativity and preference for novelty/variety</li> <li>• Conscientiousness: tendency towards self-discipline, competence, goal-directed behaviour. Focuses on deliberate thought and intention towards a behaviour</li> <li>• Extraversion: extent of individual demonstrating high energy, sociability, talkativeness, assertiveness</li> <li>• Agreeableness: tendency to be cooperative and compassionate towards others, helpfulness and trusting of others</li> <li>• Neuroticism: degree of emotional stability and impulse control</li> </ul>	1–5
<b>or</b>	
<p>Rogers <b>and/or</b> Maslow</p> <p>Maslow</p> <ul style="list-style-type: none"> <li>• hierarchy of needs</li> <li>• each level must be attained before progress to the next level</li> <li>• Physiological needs: food, water, shelter</li> <li>• Safety: security of person, financial, social</li> <li>• Belonging: acceptance and participation in social groups</li> <li>• Esteem: achievement, independence, respect from others</li> <li>• Self-actualisation: achieve one's full potential</li> </ul> <p>Rogers</p> <ul style="list-style-type: none"> <li>• Ideal self: what an individual aspires to be</li> <li>• Self image: how an individual perceives themselves to be/real self</li> <li>• Self worth: the self esteem a person has/value of themselves</li> <li>• all three aspects of the self must be congruent for a person to achieve self-actualisation</li> <li>• Unconditional positive regard – the extent to which a person is accepted and valued without restriction – has a major impact on self-actualisation</li> <li>• genuineness, acceptance and empathy are integral to growth</li> </ul>	1–5
<b>Subtotal</b>	<b>5</b>



Application of <b>two</b> features of the other theory described to scenario (2 x 1 mark)	
<p>Any <b>two</b> of: Costa and McCrae</p> <ul style="list-style-type: none"> <li>• Low extraversion: low sociability demonstrated by spending lunch and recess alone, does not interact with other students, does not put up hand to answer questions</li> <li>• High neuroticism: low impulse control e.g. unable to wait to eat cake</li> <li>• Low agreeableness: does not cooperate in group work</li> </ul> <p>Note: Accept other relevant answers that demonstrate an understanding both of the nature of the trait and that it has a degree</p>	1–2
<b>Subtotal</b>	<b>2</b>
<b>or</b>	
<p>Any <b>two</b> of: Rogers and/or Maslow</p> <ul style="list-style-type: none"> <li>• incongruence between Rin's self-image (he sees himself a friendly) and reality (his behaviour and responses from others)</li> <li>• focused on meeting physiological needs e.g. desire for food rather than on the importance of belonging to the group (takes the cake even though it makes other students unhappy, no interaction with others)</li> <li>• belonging and esteem needs are higher on Maslow's hierarchy and he does not demonstrate he is concerned with acceptance or respect from others (continues to behave in ways that are unacceptable to others, does not participate)</li> <li>• low self-esteem evidenced by lack of interaction with others/not putting hand up to answer questions</li> </ul> <p>Note: Accept other relevant answers that demonstrate a relevant application of either Rogers and/or Maslow's theories</p>	1–2
<b>Subtotal</b>	<b>2</b>
Use of psychological evidence for second personality theory	
<b>Two</b> or more statements are supported with description of relevant evidence using three or more sentences (e.g. theories, experiments, examples from studies/research/real life).	4
<b>Two</b> or more statements are supported with brief description of relevant evidence using less than three sentences (e.g. theories, experiments, examples from studies/research/real life).	3
<b>One</b> statement supported with description of relevant evidence using three or more sentences (e.g. theories, experiments, examples from studies/research/real life).	2
<b>One</b> or <b>two</b> statements supported with reference to relevant evidence (e.g. name of experiment or study).	1
<b>Subtotal</b>	<b>4</b>
Quality of response	
Well-structured with consistent use of appropriate psychological language and correct spelling, punctuation and grammar.	3
Satisfactory structure with use of everyday language and adequate spelling, grammar and punctuation.	2
Poor structure with poor English expression and/or colloquial language 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.	
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>33</b>

## ACKNOWLEDGEMENTS

**Question 9(d)** Text under 'Any two of' (1st dot point) adapted from: McMillan, D. W., & Chavis, D. M. (1986, January). Sense of community: A definition and theory. *Journal of Community Psychology*, 14, p. 9. Retrieved September, 2018, from <https://pdfs.semanticscholar.org/e5fb/8ece108aec36714ee413876e61b0510e7c80.pdf>

**Question 11** Text under 'Describes using the five individual/person variables' adapted from: Sincero, S. M. (2012). *Social cognitive theories of personality*. Retrieved September, 2018, from <https://explorable.com/social-cognitive-theories-of-personality>  
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Text under 'States two limitations of social-cognitive theory' adapted from: Lumen. (n.d.). *Social-cognitive perspectives on personality*. Retrieved October, 2018, from <https://courses.lumenlearning.com/boundless-psychology/chapter/social-cognitive-perspectives-on-personality/>  
Used under Creative Commons Attribution-ShareAlike 4.0 International licence.

Text under 'Describes the key features of the second personality theory that has been named' from: Big five personality traits. (2018). In *Wikipedia*. Retrieved October, 2018, from [https://en.wikipedia.org/wiki/Big\\_Five\\_personality\\_traits](https://en.wikipedia.org/wiki/Big_Five_personality_traits)  
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