



PSYCHOLOGY

ATAR course examination 2016

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% (30 Marks)

Question 1

(10 marks)

- (a) (i) Name **one** measure that could be used to show the dispersion (spread) of heights in each class. (1 mark)

Description	Marks
One mark for a valid measure. Answers could include:	
<ul style="list-style-type: none"> • standard deviation • variance • range 	1
Total	1

- (ii) The distribution of height followed a normal curve. State **two** features of a normal curve. (2 marks)

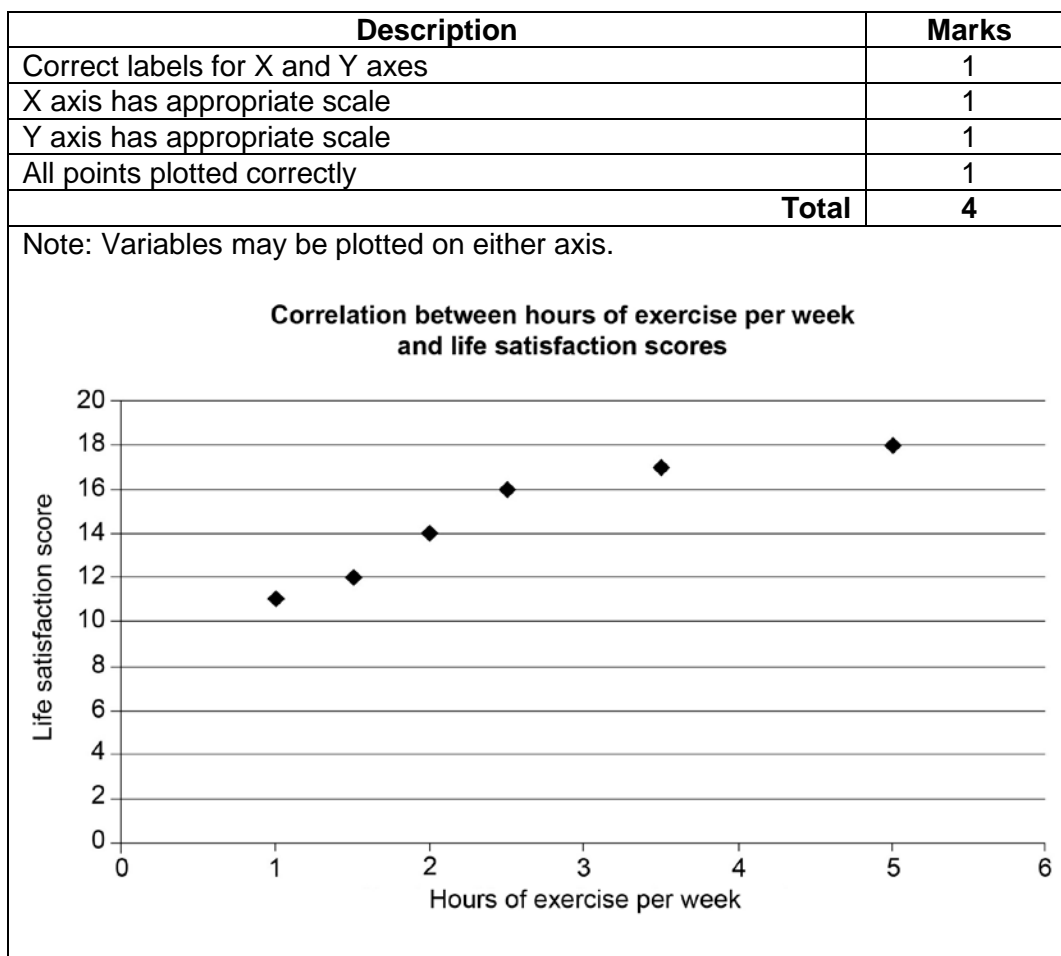
Description	Marks
One mark for each valid feature. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • symmetrical (around the mean) • are denser in the centre and less dense at the tails • mean, median and mode are identical • the area under the normal curve is equal to 1.0 • are defined according to their mean and standard deviation • 68% of the area of the normal distribution is within one standard deviation of the mean • approximately 95% of the area of a normal distribution is within 2 standard deviations of the mean. 	1–2
Total	2

- (iii) Outline the conclusion that should be drawn from this result. (1 mark)

Description	Marks
There was not a significant difference (in the average height of the two classes of children) The difference between the scores is likely to be due to chance	1
Total	1

Question 1 (continued)

(b) (i) Produce a scatter plot of the data on the grid below. (4 marks)



(ii) Outline what the results indicate about the association between exercise and life satisfaction. (2 marks)

Description	Marks
People who exercise more/less tend to have higher/lower life satisfaction score	2
As one score increases/decreases the other also increases/decreases	1
Total	2

Note: 0 marks to be awarded to name 'positive correlation' and to responses that refer to a causal relationship between the variables.

Question 2

(8 marks)

- (a) Identify whether the participants were a sample or a population and provide **one** reason for your response. (2 marks)

Description	Marks
Sample	1
They were a group of only Year 12 students/only from one school	1
Total	2

- (b) Identify whether this research was experimental or non-experimental and provide **one** reason for your response. (2 marks)

Description	Marks
Experimental	1
Identifies that there was an independent variable that was manipulated in the research	1
Total	2
Answers could include: <ul style="list-style-type: none"> • because the researchers manipulated one of the variables • independent variable was whether or not the students listened to music • identifies independent and dependent variables • identifies use of a control group. 	

- (c) Complete the table to identify **two** sources of error in the data and state **one** way of reducing each. (4 marks)

Description		Marks
One mark for each source of error. Maximum two marks.		1-2
One mark for each way of reducing error. Way of reducing error must relate to the identified source of error. Maximum two marks.		1-2
Source of error	Way of reducing	
The two groups had different genders	Allocate an equal number of boys and girls to the groups Randomly allocate boys and girls to the different groups	
Different memory tests were used	Use the same type of memory test for the two groups	
Participants had different amount of time for their responses	Give the participants the same amount of time for the test	
Participants were not randomly allocated to groups (and there might be pre-existing differences)	Randomly allocate participants to groups	
Total		4

Question 3

(12 marks)

- (a) (i) State **one** way in which researchers can maintain participants' rights to anonymity. (1 mark)

Description	Marks
One mark for a valid procedure. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> do not ask participants to provide identifying information use a code to identify participants (rather than their name) store participant identifying details separately to their research data. 	1
Total	1

- (ii) State **two** ways in which researchers can maintain participants' rights to confidentiality. (2 marks)

Description	Marks
One mark for each valid response. Maximum two marks. Responses should refer to restricting access to research data and not including any identifying details in any research reports or publications. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> ensure that all research data is stored securely (locked storage or password-protected computer) ensure that no one else apart from the researchers have access to the information ensure that no identifying information (e.g. participants' names) is included in any research reports or publications destroy all data/records securely. 	1–2
Total	2

- (b) Name the type of study design referred to in this statement. (1 mark)

Description	Marks
Longitudinal (study/design)	1
Total	1

- (c) Name and describe an alternative study design that the researchers could use. (3 marks)

Description	Marks
Cross-sectional (design/study)	1
Recruit a sample of children who are currently aged between 2 and 12	1
Test their emotion regulation skills at one point in time to see if there are differences between children of different ages	1
Total	3
Also accept Longitudinal-sequential (design/study) and correct description.	

(d) Outline **one** advantage of the study design named in part (b). (2 marks)

Description	Marks
Response should indicate that longitudinal design assists to control for factors that might affect different children of different ages (cohort effects) or allows the study of actual changes with development rather than just age differences.	
Outlines clearly an advantage	2
States briefly an advantage	1
Answers could include, but are not limited for the following: <ul style="list-style-type: none"> longitudinal studies control for cohort differences/differences between different groups of people that might affect the study longitudinal designs allow for the study of actual changes with development rather than just looking at age differences. 	
Total	2
Note: If the candidate names 'cross sectional' design for Question 3(b), marks can be given for a correct response for this design Answers could include, but are not limited to the following: <ul style="list-style-type: none"> is time efficient as you do not have to wait for the children to age is more cost efficient as you do not have to keep testing children at different points in time less likely to lose participants from the study through losing contact with them over time or because they choose to withdraw from the study. 	

(e) (i) Name **one** example of an objective quantitative measure that the researchers could use. (1 mark)

Description	Marks
Name of objective quantitative measure (must be specific, not just 'physiological measure'). Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> heart rate/pulse/blood pressure galvanic skin response EEG salivary cortisol. 	1
Total	1

(ii) Name **one** example of a subjective quantitative measure that the researchers could use. (1 mark)

Description	Marks
One mark for a valid example. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> rating scale checklist questionnaire Likert scale survey. 	1
Total	1

Question 3(e) (continued)

- (iii) State **one** reason why an objective quantitative measure might produce data that are more valid than a subjective quantitative measure in this study. (1 mark)

Description	Marks
Response should indicate that objective quantitative data is less able to be manipulated/deliberately controlled by the participant. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none">• participants might not give truthful answers on a questionnaire/rating scale/survey/questionnaire• participants cannot/are less likely to be able to control/deliberately manipulate an objective quantitative measure.	1
Total	1

Section Two: Short answer

55% (105 Marks)

Question 4

(15 marks)

- (a) Name the parts of the human nervous system shown by A and B in Figure 1. (2 marks)

Description	Marks
A – central (nervous system) or CNS or brain and spinal cord	1
B – somatic	1
Total	2

- (b) Name
- two**
- examples of physiological responses and identify the part of the autonomic nervous system responsible for these responses in the following situations.

- (i) Meditating in a quiet location. (3 marks)

Description	Marks
One mark for each valid example. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • muscles relax • pupils constrict • breathing rate decreases • heart rate decreases • reduced body temperature. 	1–2
Parasympathetic (nervous system)	1
Total	3

- (ii) Discovering a larger spider crawling in your hair. (3 marks)

Description	Marks
One mark for each valid example. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • pupils dilate • breathing rate increases • secretion of adrenaline • heart rate increases • sweating • increased body temperature. 	1–2
sympathetic (nervous system)	1
Total	3

- (c) List
- two**
- functions for which the left hemisphere of the brain is responsible. (2 marks)

Description	Marks
One mark for each valid function. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • control of the right side of the body • language processes • analytic thought • reasoning • mathematic processes. 	1–2
Total	2

Question 4 (continued)

- (d) (i) Name the structures shown at A and C in Figure 2. (2 marks)

Description	Marks
A – Axon/Axon Terminal	1
C – Dendrite	1
Total	2
Also accept: A – pre-synaptic neuron C – post synaptic neuron.	

- (ii) State what occurs at A, B and C in the process of neural transmission. (3 marks)

Description	Marks
A – action potential/nerve impulse reaches the synapse and causes release of neurotransmitter from the vesicle (in the pre-synaptic cell)	1
B – neurotransmitter travels across the synaptic cleft/synapse	1
C – neurotransmitter binds to receptors on dendrite (in the post synaptic cell)	1
Total	3

Question 5

(16 marks)

- (a) Mrs Jackson gives her students a stamp every time they are well behaved. Once 20 stamps are collected, students may choose a reward from the prize box. Name the technique used for modifying the students' behaviour. (1 mark)

Description	Marks
Token economy or Positive reinforcement	1
Total	1

- (b) (i) Name the type of learning that this involves. (1 mark)

Description	Marks
Operant conditioning	1
Total	1

- (ii) State **two** reasons for your answer to part (b)(i). (2 marks)

Description	Marks
The cat running into the house is voluntary behaviour (rather than reflexive behaviour)	1
The cat has learned to run into the house when hearing the sound of the refrigerator opening because it has learned that this is followed by the reward of food	1
Total	2

- (c) Define these terms in relation to learning theory.

- (i) reinforcement (1 mark)

Description	Marks
a consequence that strengthens/increases likelihood of a behaviour or a process used to strengthen/increase a behaviour	1
Total	1

- (ii) punishment (1 mark)

Description	Marks
a consequence that weakens/decreases likelihood of a behaviour or a process used to weaken/decrease a behaviour	1
Total	1

Question 5 (continued)

(d) Andrew wants his son Jimmy to clean up his room. Give **one** example of how he might achieve this using

(i) positive reinforcement. (1 mark)

Description	Marks
Response must be an example of the addition of a pleasant stimulus when Jimmy does the desired behaviour (cleans his room). Examples could include pocket money, praise, fun activity etc.	1
Total	1

(ii) negative reinforcement. (1 mark)

Description	Marks
Response must be an example of the removal of an unpleasant stimulus when Jimmy does the desired behaviour (cleans his room). Examples might include taking away another chore, stopping nagging him, take away an early bedtime etc.	1
Total	1

(e) Andrew also wants Jimmy to stop swearing. Give **one** example of how he might achieve this using

(i) positive reinforcement. (1 mark)

Description	Marks
Response must describe an example of adding a pleasant stimulus when Jimmy uses appropriate language (does not swear). Examples could include pocket money, another reward or treat etc.	1
Total	1

(ii) negative reinforcement. (1 mark)

Description	Marks
Response must be an example of removing an unpleasant stimulus when Jimmy uses appropriate language (does not swear). Examples could include exempting him from chores, stopping telling him off etc.	
Total	1

- (f) (i) The process of the learning in Violet’s experience is shown below. The unconditioned response is nausea/vomiting. Identify the remaining variables. (4 marks)

Description				Marks
One mark for each correct variable. Maximum four marks.				
Neutral stimulus Coloured lanterns	+	Unconditioned stimulus Contaminated food	⇒	Unconditioned response Nausea/vomiting
		Conditioned stimulus Coloured lanterns	⇒	Conditioned stimulus Nausea/vomiting
Total				4

- (ii) Outline what learning theorists believe about why some associations are learned very quickly. (2 marks)

Description	Marks
Explains the concept of ‘preparedness’ to learn certain associations	2
Outlines that some associations learned more quickly	1
Examples of correct responses: <ul style="list-style-type: none"> researchers believe that humans/animals are ‘prepared’ to/ learn some associations very quickly because they are important for survival/adaptation some pairings are learned very quickly if the response is very intense or traumatic. 	
Total	2

Question 6

(16 marks)

- (a) Name **three** traits from McCrae and Costa's personality theory. For each, list **one** characteristic that a person who is high in that trait might have. (6 marks)

Description	Marks
One mark for trait and one mark for associated characteristics. Maximum six marks. Answers could include, but are not limited to the following:	
Name: openness Examples of characteristics: willing to take risks, open to change, original/creative/abstract thinker	1–2
Name: conscientiousness Examples of characteristics: careful, organised, disciplined, persevering	1–2
Name: extraversion Examples of characteristics: sociable, outgoing, warm	1–2
Name: agreeableness Examples of characteristics: cooperative, kind, dependable	1–2
Name: neuroticism Examples of characteristics: nervous, anxious, prone to worry	1–2
Total	6

- (b) (i) Outline Mischel's criticism of trait theories of personality. (2 marks)

Description	Marks
Mischel believed that a person's behaviour was not just dependent on their traits	1
But was also dependent on the situation they were in	1
Total	2

- (ii) Explain the 'cognitive' part of Mischel's social cognitive theory of personality. (2 marks)

Description	Marks
According to Mischel, people's behaviour in a situation is affected by:	
Their perceptions of/beliefs about /interpretation of a situation	1
Their thoughts about the likely consequences of behaving in a particular way	1
Total	2

- (c) The school principal requested a Year 12 student to present a talk to Year 7 students on study tips for high school. Raphael volunteered to do the talk. Describe how each of the following theories of personality would explain why Raphael volunteered.

- (i) trait theory (2 marks)

Description	Marks
Uses specific example of a trait to explain behaviour	2
Refers generally to traits	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> Raphael might be high in agreeableness/conscientiousness and wants to help the principal/Year 7 students. 	
Total	2

- (ii) Rogers' humanistic theory (2 marks)

Description	Marks
Uses specific example of a concept from humanistic theory to explain behaviour	2
Refers generally to humanistic theory	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> volunteering might help Raphael to develop a positive self-concept might assist with his actualising tendency to fulfil his needs to be kind and helpful to others he is trying to match up his actual self with his ideal self of being a person who is helpful to others. 	
Total	2

- (iii) Bandura's social cognitive theory (2 marks)

Description	Marks
Uses specific example of a concept from social cognitive theory to explain behaviour	2
Refers generally to social cognitive theory	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> Raphael may have expected to receive some reward or recognition if he volunteered to do the talk Raphael might have experienced some reward or recognition in the past for volunteering to help someone Raphael may have observed another person receiving some reward and recognition for volunteering to do something for the principal in the past and expected to get some reward or recognition. 	
Total	2

Question 7

(15 marks)

- (a) Outline **one** similarity and **two** differences between authoritative and authoritarian parenting styles. (5 marks)

Description		Marks	
One mark for a valid similarity. Two marks for each pair of differences. Answers could include, but are not limited to the following:			
	Authoritative	Authoritarian	
Similarity	<ul style="list-style-type: none"> both are high in control both set boundaries and limits 	1	
Differences	high in warmth/ responsiveness	low in warmth/ responsiveness	1–2
	makes reasonable demands	demands complete obedience	1–2
	explanation for rules are provided	no explanation for rules are provided	1–2
	child's viewpoint taken into consideration	child's viewpoint not considered	1–2
	affectionate and nurturing	harsh and inflexible	1–2
Total		5	

- (b) Permissive parenting style is one of many factors believed to contribute to antisocial behaviour in adolescents. Describe the features of permissive parenting and explain why this style might lead to antisocial behaviour. (3 marks)

Description	Marks
Describes the features of permissive parenting and explains why this leads to antisocial behaviour	3
Describes the features of permissive parenting and links to antisocial behaviour	2
States one feature of permissive parenting	1
Answers could include, but are not limited to the following: Features: <ul style="list-style-type: none"> set no clear boundaries set no limits have inconsistent expectations want to be a friends to their child provide little structure or direction Reason for anti-social behaviour: <ul style="list-style-type: none"> adolescents may not have developed a sense of right and wrong as they have not had limits put on their behaviours / not experienced consequences of inappropriate behaviours adolescents have been allowed to do whatever pleases them without regard for others adolescents have lower levels of supervision and may have more opportunities to engage in antisocial behaviour. 	
Total	3

- (c) (i) Describe the method used by Harlow in his research on rhesus monkeys.
(3 marks)

Description	Marks
Response describes the removal of monkeys at birth, the surrogate mothers and that monkey behaviour was observed	3
Response describes two of the points above	2
Response describes one of the points above	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> Rhesus monkeys were removed from mothers after birth/monkeys were raised by 'surrogate' mothers one mother was made of terrycloth (provided warmth/comfort) but did not provide food while the other mother was made of wire (provided food) but did not provide comfort observations were made about how much time the monkeys spent with each 'surrogate' mother. 	
Total	3

- (ii) Describe the main findings of this research and outline Harlow's conclusions about attachment.
(4 marks)

Description	Marks
Describes the main findings of Harlow's research	2
States one finding from Harlow's research	1
Conclusion refers to both physical and emotional needs	2
Conclusion refers to physical or emotional needs	1
Answers could include, but are not limited to the following: Finding: <ul style="list-style-type: none"> monkeys spent most of their time on the terrycloth mother who provided warmth and comfort monkeys only left this mother when hungry Conclusion: <ul style="list-style-type: none"> attachment is not just based on having physical needs met but is based on having emotional needs met. 	
Total	4

Question 8

(14 marks)

- (a) Define 'social facilitation' and provide **one** example of this. (2 marks)

Description	Marks
Boost in performance in the presence of others	1
Accept any relevant example – e.g. improved sporting performance in front of a crowd, improved performance in front of an audience, improved individual performance in a group compared to alone	1
Total	2

- (b) A museum hired new security guards to stop people from touching the displays. On training day the guards were told how to get people to obey their orders. Describe **two** factors that might have been discussed and refer to research by Milgram to support your response. (6 marks)

Description	Marks
Three marks for each factor. Maximum six marks.	
Identifies a factor that influences obedience	1
Relates factor to scenario	1
Relates to a finding from Milgram's research	1
Answers could include, but are not limited to the following: Uniform/legitimacy: <ul style="list-style-type: none"> guards need to wear the appropriate uniform to be identified as working for the museum Milgram found that participants were more likely to obey orders when they came from someone in a lab coat/uniform Proximity/presence: <ul style="list-style-type: none"> guards need to be close to the artwork/get close to people who are touching the artwork Milgram found that participants were more likely to obey when the instructor was closer (in the same room rather than on the phone). Language/Tone of voice <ul style="list-style-type: none"> Guards should speak with a firm tone of voice / should use definitive language Milgram found that people continued with the experiment when they were instructed to do so in a firm tone of voice and told they 'must' continue. 	
Total	6

- (c) Lola is shopping with three friends. Her friends suggest that they steal something. Describe **two** factors that might influence whether Lola conforms to the group and refer to research by Asch to support your response. (6 marks)

Description	Marks
Three marks for each factor. Maximum six marks.	
Identifies a factor that influences conformity	1
Relates factor to scenario	1
Refers to finding from Asch's research	1
Answers could include, but are not limited to the following: Group size: <ul style="list-style-type: none"> • if Lola's group contains three or more members, she is more likely to conform • Asch found conformity peaks when the group size is three. More than three members did not increase conformity Group unanimity: <ul style="list-style-type: none"> • if everyone else in Lola's group is willing to participate, she will be more likely to conform • Asch found that conformity dropped by 80% when participants were part of a group which had one other person going against the group response. 	
Accept other responses: <ul style="list-style-type: none"> • status of Lola's friends in relation to Lola • normative conformity • compliance • identification to the group. 	
Total	6

Question 9

(15 marks)

- (a) (i) Name the communication style shown by the wife according to Tannen's theory, and describe this communication style, using an example from the scenario. (3 marks)

Description	Marks
Names and describes communication style	2
Names or describes communication style	1
Refers to an example from the scenario	1
Answers could include, but are not limited to the following: Name: <ul style="list-style-type: none"> Rapport talk Description: <ul style="list-style-type: none"> The wife's communication is focused on sharing feelings and experiences. For example, she talks about feeling stressed/overwhelmed/ worried meeting a deadline at work. 	
Total	3

- (ii) According to Tannen's theory, identify how the wife might be feeling at the end of this conversation and provide a reason for your response. (2 marks)

Description	Marks
Identifies feeling	1
Provides reason for response	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> the wife might be feeling like her husband did not understand her/was not really listening to her/did not really care/more upset at the end of the conversation because the husband did not acknowledge her feelings/he did not show any sympathy/because he just focused on suggesting solutions to the problem. 	
Total	2

- (iii) According to Tannen's theory, identify how the husband might be feeling at the end of this conversation and provide a reason for your response. (2 marks)

Description	Marks
Identifies feeling	1
Provides reason for response	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> the husband might be feeling happy that he was supportive to his wife. because he provided her with some suggestions about how she could help the problem she was telling him about or <ul style="list-style-type: none"> the husband might be feeling frustrated with his wife because she didn't seem to be interested in listening to the solutions to her problems that he was offering because she kept on talking about how stressed she felt rather than ways that she might be able to help the problem. 	
Total	2

- (b) (i) Name and outline the key component of Chomsky's theory of language development. (2 marks)

Description	Marks
Language Acquisition Device/LAD	1
Key component: Hard-wired/innate capacity to learn language based on receiving input from the environment, applying rules, and producing output.	1
Total	2

- (ii) Outline Bruner's theory of language development and identify how it addressed the major limitation of Chomsky's theory. (3 marks)

Description	Marks
Outlines Bruner's theory and how it addressed limitation of Chomsky's theory	3
Identifies how Bruner's theory addressed limitation of Chomsky's theory or identifies feature of Bruner's theory of language development	2
Names Bruner's Language Acquisition Support System/LASS	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> • Bruner proposed the Language Acquisition Support System/LASS • which referred to the ways that caregivers support children's language development through social interactions • this addressed the limitation of Chomsky's theory that it did not consider the social environment in which children learn language. 	
Total	3

- (c) Compare and contrast Bernstein's 'restricted code' and Labov's 'Black English Vernacular'. (3 marks)

Description	Marks
Compares and contrasts Bernstein's and Labov's ideas	3
Compares or contrasts Bernstein's and Labov's ideas	2
Outlines feature of Bernstein's or Labov's theory	1
Answers could include, but are not limited to the following: <ul style="list-style-type: none"> • restricted code and Black English Vernacular are both forms of language identified in working class people (1 mark) • Bernstein considered 'restricted code' to be inferior to other forms of language/be signs of a language deficit (1 mark) • Labov considered Black English Vernacular to be different to/no less complex and rule governed/not inferior to other forms of English. (1 mark) 	
Total	3

Question 10

(14 marks)

(a) (i) Define 'resilience'. (1 mark)

Description	Marks
The ability to bounce back from adversity The capacity to respond positively to difficult/ challenging circumstances	1
Total	1

(ii) State **two** characteristics that researchers have found in people who are resilient. (2 marks)

Description	Marks
One mark for each valid characteristic. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • see change as a challenge • optimistic • feel in control of their lives • take advantage of opportunities • have a faith/sense of meaning in life. 	1–2
Total	2

(b) Name and outline **two** factors that contribute to a sense of community according to McMillan and Chavis. Illustrate each factor with an example from the scenario. (6 marks)

Description	Marks
Three marks for each factor. Maximum six marks.	
Names a correct factor	1
Outline that refers to an example from the scenario	2
Outline only	1
Answers could include, but are not limited to the following: Membership: <ul style="list-style-type: none"> • a feeling of belonging or being part of the group • examples – name to bring the group together, club t-shirt, meeting at the same café, participating in the fundraising activities together Influence: <ul style="list-style-type: none"> • a sense of making a difference to the group and the group mattering to its members • example – club members having a say in social activities and what charities they will support Integration and fulfilment of needs: <ul style="list-style-type: none"> • the feeling that the person’s needs will be met through being a part of the group • examples of needs that might be fulfilled through being part of the group include socialisation/friendships, physical activity/fitness, sense of contributing to the community through participating in fundraising for charity Shared emotional connection: <ul style="list-style-type: none"> • the feeling of being connected to others through sharing interests, experiences, activities • examples – the group meets every week so people could get to know each other very well, group members have a shared history from participating in activities together. 	
Total	6

- (c) (i) Identify **two** characteristics of this experience that could contribute to Asher having a negative response to the event. (2 marks)

Description	Marks
One mark for each valid characteristic. Maximum two marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • the event was unpredictable/sudden • Asher did not have control over the event • actual/perceived threat to life. 	1–2
Total	2

- (ii) List **three** symptoms of post-traumatic stress disorder that Asher might experience after this event. (3 marks)

Description	Marks
One mark for each valid symptom. Maximum three marks. Answers could include, but are not limited to the following:	
<ul style="list-style-type: none"> • disturbed sleep • nightmares • flashbacks • poor concentration • anxiety/depression • fearfulness • avoidance of stimuli associated with the event • hypervigilance/alertness. 	1–3
Total	3

Section Three: Extended answer

25% (56 Marks)

Question 11

(28 marks)

Marcus and Mary are 15-year-old twins. They are both kind and considerate, achieve very high academic results, and are talented musicians. Their father works as a music teacher and is a very extroverted person. Their mother is introverted and is a medical doctor who finds her work helping sick people very rewarding. Marcus is very confident and outgoing, plays the drums, and plans to start a band, like his older brother who is a professional musician and travels the world. Mary is quiet and shy, plays the violin and is a member of the school orchestra. She is not sure whether she would like to pursue a career as a musician, or study medicine.

Explain the similarities and differences in Marcus and Mary's characteristics and behaviours with reference to:

- heredity
- Erikson's stage theory of identity
- Bandura's Social Learning Theory.

Refer to examples of psychological evidence to support your points.

Description	Marks
Heredity	
Maximum of two marks for describing heredity in relation to this scenario	1–2
Maximum of four marks for applying to the scenario to explain the similarities and differences in behaviour and characteristics (e.g. intelligence and personality)	1–4
<p>Examples</p> <p>Description:</p> <ul style="list-style-type: none"> • Dizygotic twins, share 50% of DNA • accounts for similarities and differences in factors like intelligence and personality, however, environmental influence also accounts for similarities and differences (different friends, teachers, etc.) <p>Similarities and differences:</p> <ul style="list-style-type: none"> • Personality: Marcus and Mary are both kind and consideration (agreeable) but Mary's personality is more like her mother's (shy, introvert) and Marcus's personality is more like his father's (extraverted) • some traits may have been inherited whereas others may have been shaped by their parents • possible supporting evidence: Denise Daniels and Robert Plomin (1985) – adoption studies looking at the role of heredity on shyness. Found that 2-year-olds with shy biological mothers were also shy, however, study also found that 2-year-olds were also shy if their adoptive mothers were shy. Therefore, environmental influence is also important in shaping personality • Intelligence: Marcus and Mary both have high academic results • even though they are only fraternal twins, they are still more similar than siblings • possible supporting evidence: Thomas Bouchard (1990) – identical twins who had been separated at both and reared apart still had more similar intelligence quotients (IQ) than fraternal twins reared together. This shows the importance of heredity in determining intelligence. (Fletcher and Garton, 2007. P. 31-32). 	
Total	6

Description	Marks
Erikson	
Maximum of three marks for describing the theory	1–3
One mark for identifying which stage Marcus and Mary are in	1
Maximum of two marks for application to this scenario to explain similarities and differences.	1–2
<p>Examples</p> <p>Description:</p> <ul style="list-style-type: none"> focuses on the influence of external/environmental factors on the development of identity and helps to account for some similarities and differences eight stage theory where crises specific to each stage need to be resolved successful resolution crises results in virtues and healthy interactions with others stages build on each other and unresolved issues can be resolved at a later stage <p>Stage:</p> <ul style="list-style-type: none"> Mary and Marcus are currently in Stage 5: Identity versus role confusion (age 12–18) which requires them to form a sense of identity (who am I? What do I want to be?) failure to resolve this crisis can result in role confusion and indecisiveness <p>Application:</p> <ul style="list-style-type: none"> Marcus has a clear idea of what he wants to do (start a band), however, Mary does not know yet (violin or medicine) this may be a result of previous crises being unresolved by Mary such as not achieving competence in Stage 4 (industry vs inferiority). Marcus appeared to have successfully dealt with the crises. 	
Total	6
Bandura	
Maximum of three marks for describing the theory	1–3
Maximum of three marks for application to this scenario to explain similarities and differences.	1–3
<p>Examples</p> <p>Description:</p> <ul style="list-style-type: none"> Bandura believed that behaviour is learned through observing models (parents, teachers, peers, celebrities) and imitating that behaviour at a later time <p>Observation learning:</p> <ul style="list-style-type: none"> occurs when model is more similar to observer is influenced by the response elicited by the behaviour positive and negative reinforcement or punishment), and is influenced by the consequences of the behaviour on another individual <p>Supporting study:</p> <ul style="list-style-type: none"> Study: Bobo doll experiment (1961) Children were divided into three groups. Group 1 watched a recording of a model acting aggressively towards a bobo doll. Group 2 watched a recording of a model acting non-aggressively towards a bobo doll. Group 3 were not shown any recording of a model. The children were then allowed to play with toys (and a bobo doll) and were observed Those who observed aggressive models were more aggressive towards the bobo doll than those who watched the non-aggressive model Boys were also more likely to imitate the behaviour of same-sex models, however, this was not the case for girls and same-sex models A later study by Bandura (1965) showed that if a model is punished for aggressive behaviour, children are less likely to imitate that behaviour 	

Question 11 (continued)

Description	Marks
Application: <ul style="list-style-type: none"> Marcus and Mary have learnt a lot of their behaviours through observation of their parents and siblings Marcus is happy to follow in the footsteps of his brother and father by pursuing a 'career' in music. Marcus sees that his brother is rewarded with music by being able to travel the world Mary sees this but also looks to her mother as a role model and observes her feeling rewarded by helping people. 	
Total	6
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
Total	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
Total	4
Quality of extended response	
Well developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation	3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure	2
Single paragraph response or lack of paragraph structure and/or poor sentence structure and/or very colloquial language and/or poor English expression and/or many spelling errors	1
Total	3
Overall total	28

Question 12

(28 marks)

Ms Kelly teaches a children's dance class. When teaching a new routine, Ms Kelly first demonstrates each of the steps one at a time while the children watch her, she then gets the children to copy her, and calls out the steps as the children put them together in sequence until they have learned the whole routine.

Explain, referring to theories and concepts of memory, **three** ways in which Ms Kelly's teaching strategy assists the children to remember the dance routine.

At dance class the following week, Ms Kelly asks the students to tell her the steps they learned the previous week. None of the children can remember how the dance routine started.

Explain, referring to theories and concepts of forgetting, **three** reasons for this.

Description	Marks
Concepts of memory	
Three marks for each valid memory strategy. Maximum nine marks.	
Names and describes and applies concept to the scenario	3
Names and describes or Names and applies to the scenario	2
Names or describes a concept related to memory	1
<p>Examples:</p> <ul style="list-style-type: none"> • according to the Atkinson and Shiffrin model, we need to pay attention to something for it to be transferred from sensory memory into short term memory. Miss Kelly getting the students to watch her demonstrate the steps ensures that they are paying attention • according to the Baddeley and Hitch model visual and spatial information, such as the dance steps, is stored in the visuo-spatial sketchpad, and going over the steps several times, first by watching them by copying, would assist to maintain them in working memory, then transfer to long term memory • according to the Baddeley and Hitch model, verbal information is stored in the phonological loop, and Miss Kelly calling out the steps while the children perform them can be used to represent the information verbally in working memory • putting the steps together in sequence is an example of chunking, which can help increase memory capacity by combining information into larger meaningful groups • going over the steps is an example of 'rehearsal' which helps with encoding and transfer of information to long term memory. <p>Marks for naming concepts related to memory to be allocated in this section. Marks for naming theorists/theories to be allocated under evidence.</p>	
Total	9

Question 12 (continued)

Description	Marks
Concepts related to forgetting	
Three marks for each valid reason. Maximum nine marks.	
Names and describes and applies concept to the scenario	3
Names, describes or applies concept to the scenario	2
Names, or describes a concept related to forgetting	1
Examples:	
<ul style="list-style-type: none"> • Retrieval failure, this is when information is unable to be retrieved from memory due to lack of appropriate cues. For example, without having the music going, the children did not have cues to assist them to retrieve memories of the dance steps, or if Miss Kelly had reminded the children about the first step, this may have acted as a cue to help them remember the next steps • Interference, this is when other competing or similar information stored in memory affects the ability to retrieve information, for example, other things that the children have done during the week, or other dances that they have learned in the past, may have interfered with their ability to recall the dance steps • Decay, this is when memories fade over time, for example because the children have not practiced the dance steps for a week, their memories may have faded 	
Total	9
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
Total	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 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
Total	4
Quality of extended response	
Well developed sentences and paragraphs and consistent use of appropriate psychological language and correct spelling, grammar and punctuation	3
Coherent response with adequate spelling, grammar, sentence structure and paragraph structure	2
Single paragraph response or lack of paragraph structure and/or poor sentence structure and/or very colloquial language and/or poor English expression and/or many spelling errors	1
Total	3
Overall total	28

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*