Government of Western Australia
School Curriculum and Standards Authority

WACE
Western Australian Certificate of Education

# PSYCHOLOGY

## GENERAL COURSE

Marking key for the Externally set task

Sample 2016

# Psychology

## Externally set task – marking key

1. Describe how information from the environment reaches long-term memory.

| Description | Marks |
|---|---|
| Comprehensive and accurate description - includes reference to sensory register, short-term memory and long term memory | 3 |
| Accurate description - includes reference to sensory register, short-term memory and long term memory | 2 |
| Limited description | 1 |
| **Total** | **3** |

**Answer could include, but is not limited to:**

Sensory organs/senses detect information which enters the sensory register. If this information is attended to, it enters short-term memory. If this information is rehearsed, it reaches long-term memory.

OR

Information reaches longer-term memory by first entering the sensory register, then moving to the short-term memory before it finally reaches long-term memory. Information needs to be attended to and rehearsed for this to occur.

2. Describe the role of the **three (3)** components of working memory. Give an everyday example of when each component would be used.

| Description | Marks |
|---|---|
| One mark for each description to a maximum of three (3) | 1–3 |
| One mark for each example to a maximum of three (3) | 1–3 |
| **Total** | **6** |

**Answer could include, but is not limited to:**

Central Executive: Control centre responsible for coordinating slave drives/sub-systems, switching attention/focus between phonological loop and visuospatial scratch pad, depending on which it is needed in a particular situation.
For example, listening to a friend and reading a text message.

Phonological (articulatory) loop: Referred to as the inner ear and inner voice. Processes and manipulates speech/sounds.
For example, dictation, listening to a phone number which needs to be written down.

Visuospatial scratch/sketch pad: Referred to as the inner eye. Processes and manipulates visual and spatial information.
For example, navigation, visualising an image to draw/describe it.

3. Charlie needs to remember to buy the following items: flour, dark chocolate, baking soda, lemon, sugar, strawberries, eggs, cream, vanilla beans and butter. Explain **three (3)** strategies Charlie can use to enhance his memory. Outline one example of how each strategy could be used in this situation.

| Description | Marks |
|---|---|
| One mark given to each correct explanation to a maximum of three (3) | 1–3 |
| One mark given to each correct explanation to a maximum of three (3) | 1–3 |
| **Total** | **6** |

**Answer could include, but is not limited to:**

*State dependent cues* where items are memorised and retrieved when an individual is in the same state of consciousness as when the memory was formed.
For example, if the list is memorised in a happy state, it should also be recalled in a happy state.

*Context dependent cues* where items are memorised and retrieved in the same context/situation.
For example, since Charlie needs to remember the list at the shop and he has memorised it at home, wearing the same clothes/deodorant may provide the consistency to help recall the list.

*Mnemonics* where memory techniques such as linking or chaining to incorporate items into a story to enhance recall.
For example, there once was a flour storm which sprinkled on the mountain of dark chocolate. The dark chocolate then melted and ran into the desert of baking soda. In the middle of this desert was a huge lemon and millions of strawberries covered in sugar etc.

*Loci method* where items are placed in specific locations such as in a familiar room or along a familiar route.

For example, driveway – flour, door – dark chocolate, etc.

*Acrostic* where the first letter of each item is used to create a new memorable phrase.
For example, **f**unny **d**ogs **b**abble **l**ove **s**ongs *while* **s**even **e**lephants **c**ount **v**ery **b**ravely.

*Chunking* where similar items are grouped to remember fewer pieces of information rather than 10.
For example, fruits (strawberries, lemon, vanilla beans), wet items (butter, cream, eggs), dry items (flour, baking soda, sugar) and dark chocolate.

*Repetition* where the list of 10 items is repeated over and over.
For example, flour, dark chocolate, baking soda, lemon, sugar, strawberries, eggs, cream, vanilla beans and butter... repeated over and over.

4. Jessica and Sarah are both studying Psychology and have been working very hard for an upcoming test, putting in the same time and effort in preparing. On the day of the test, Jessica is far more relaxed. Explain why this difference may exist with reference to:

(a) Maslow's Hierarchy of Needs

(b) Skinner's Behaviourist Theory of Personality and

(c) Bandura's Observational Learning Theory of Personality

Your response should include a description of each theory and how it explains why Jessica is more relaxed than Sarah.

| Description | Marks |
|---|---|
| Accurate, detailed and clear description of the theory (3 marks) | 1–9 |
| Accurate, clear and general description of the theory (2 marks) | |
| Brief or limited description of the theory (1 mark) | |
| Appropriate and clear application related to the scenario (2 marks) | 1–6 |
| Brief or limited application (1 mark) | |
| **Total** | **15** |

**Answer could include, but is not limited to:**

*Humanistic theory – Maslow's Hierarchy of Needs*

- People are born good and throughout their lives try to reach their potential.
- Personality is developed by striving to reach self-actualisation, but in order to reach this, individuals need to progress through the Hierarchy of Needs which includes:
  - physiological needs (hunger, thirst)
  - safety needs (security, stability)
  - belongingness and love needs (being accepted, loved)
  - esteem needs (need for achievement, respect, self-esteem)
  - self-actualisation (living up to one's own potential).
- If needs are not met (for example, satisfaction of thirst), an individual will be preoccupied to have that need met which will influence their behaviour.

*Application*

- Jessica may have satisfied her esteem needs (achievement) in other academic areas or sport and therefore is not as concerned with the result of this test. This may have resulted in her relaxed mood on the day of the test.

*Behaviourist theory – Skinner*

- Skinner suggested that personality is simply behaviour which has been learnt.
- The theory was derived from studies he conducted on rats which learnt that if they press a lever, they will be rewarded with food.
- Behaviour can be shaped with the use of:
  - positive reinforcement – behaviour is followed by a pleasant stimulus which will increase the behaviour
  - negative reinforcement – behaviour is followed by removing an unpleasant stimuli which will increase the behaviour
  - positive punishment – behaviour is followed by adding an unpleasant stimulus which will decrease behaviour
  - negative punishment – behaviour is followed by removing a pleasant stimulus which will decrease behaviour.

| **Answer could include, but is not limited to:** |
| --- |
| *Application*<br>• Jessica perhaps has noticed that when she remains calm before tests, her results are better. Jessica's relaxed mood has been positively reinforced by better grades.<br>*Observational theory – Bandura*<br>• Behaviour is learned from observing the behaviour of others (models).<br>• For this to occur, the behaviour needs to be attended to, encoded/retained and there must be a reason for imitating it (for example, seeing someone else being rewarded for that behaviour).<br>• Observational learning was investigated in the Bobo Doll Experiment conducted by Bandura (1961). Children in the experimental group displayed more aggressive acts after seeing an adult behaving aggressively compared to the children in the control and non-aggressive groups.<br>*Application*<br>• Jessica may have observed her older sibling feeling calm and relaxed before tests and exams and getting good marks. She has learned to respond to tests in the same way. |