The background of the entire page is a vibrant blue water surface with white foam from waves, creating a dynamic and textured appearance. The text is centered and overlaid on this background.

# **Essential Insight Exam Guide**

**Psychology**  
Year 12 WACE  
Western Australian Curriculum

2025 Edition

Jordan Lau

# Essential Insight Exam Guide

## Psychology

### Year 12 WACE

Link: <https://eibooks.com.au/wace>

#### Resource Hub

- Subscribe for future updates.
- Contact details for any queries or feedback.
- Relevant WACE subject information.
- University scholarship information.
- Other useful information.



#### Key Features of the Essential Insight Exam Guides

- Contains the past five years of WACE exam questions from 2023 to 2019, categorised based on the most up to date SCSA syllabus reviews.
- Significantly reduced overall cost compared to alternative book options.
- Future editions will be released with the most up to date WACE exams.
- Students can review chapters, specific questions or solutions at any given time throughout the course.
- Students can refer to relevant chapters to complete during class or for private study to prepare for topic tests or exams.
- Teachers can use these eBooks as a great reference point for lesson planning, developing internal assessments or when preparing class activities to ensure alignment with exam level questions.
- Mark allocation included to guide student time management.
- Fully worked answers from the WACE marking guide are included for feedback.
- Increase student confidence and enable high achievement.

#### How to Use Essential Insight Exam Guides

Purchase of these eBook PDFs allows your students access to previous WACE exam questions, arranged by syllabus topics and answers from the marking guide. Revision for WACE assessments or exams becomes much more straightforward. Students can review chapters, specific questions or solutions at any given time throughout the course. Students can be referred to relevant chapters to complete during class or privately to prepare for topic tests or exams. These textbooks also act as a great reference for teachers regarding lesson planning, developing internal assessments or when preparing class activities to ensure alignment with exam level questions.

#### Books available in this series

Mathematics	Science	Humanities and Social Sciences
<ul style="list-style-type: none"><li>• Mathematics Applications</li><li>• Mathematics Methods</li><li>• Mathematics Specialist</li></ul>	<ul style="list-style-type: none"><li>• Biology</li><li>• Chemistry</li><li>• Human Biology</li><li>• Physics</li><li>• Psychology</li></ul>	<ul style="list-style-type: none"><li>• Accounting and Finance</li><li>• Economics</li><li>• Geography</li></ul>

#### Acknowledgements

School Curriculum and Standards Authority. (2019-2023). ATAR Examinations and Marking Keys. The School Curriculum and Standards Authority does not endorse this publication or product.

# Contents

<b>Unit 3</b> .....	<b>4</b>
<b>Unit 3 – Self: Biological influences / bases of behaviour</b> .....	<b>4</b>
Section 2.....	4
Section 3.....	11
Marking Guide – Section 2 .....	11
Marking Guide – Section 3 .....	17
<b>Unit 3 – Self: Cognition</b> .....	<b>18</b>
Section 2.....	18
Section 3.....	29
Marking Guide – Section 2 .....	43
Marking Guide – Section 3 .....	52
<b>Unit 3 – Others: Relational influences</b> .....	<b>57</b>
Section 2.....	57
Section 3.....	62
Marking Guide – Section 2 .....	71
Marking Guide – Section 3 .....	75
<b>Unit 3 – Others: Communication</b> .....	<b>78</b>
Section 2.....	78
Section 3.....	83
Marking Guide – Section 2 .....	92
Marking Guide – Section 3 .....	97
<b>Unit 4 – Self: Developmental psychology</b> .....	<b>100</b>
Section 2.....	100
Section 3.....	103
Marking Guide – Section 2 .....	118
Marking Guide – Section 3 .....	121
<b>Unit 4 – Self: Personality</b> .....	<b>127</b>
Section 2.....	127
Section 3.....	137
Marking Guide – Section 2 .....	137
Marking Guide – Section 3 .....	146
<b>Unit 4 – Others: Social psychology</b> .....	<b>147</b>
Section 2.....	147
Section 3.....	155
Marking Guide – Section 2 .....	163
Marking Guide – Section 3 .....	169
<b>Unit 4 – Others: Culture and values</b> .....	<b>171</b>
Section 2.....	171
Section 3.....	177
Marking Guide – Section 2 .....	187
Marking Guide – Section 3 .....	191
<b>Unit 3 and 4</b> .....	<b>195</b>
<b>Unit 3 and 4 – Research Methods</b> .....	<b>195</b>
Section 1.....	195
Marking Guide – Section 1 .....	220

<b>Notes</b>	<ul style="list-style-type: none"> <li>• Section 1 of the Psychology exam is on the topic of Research Methods. This topic is at the end of this of this book. This is also why the other topics of this Exam Guide only feature questions for Section 2 and Section 3.</li> <li>• Some question material has not been released by SCSA due to copyright restrictions and are not able to be included in this exam guide. This has been flagged in the relevant questions in the exam guide. Teachers may still be able to locate many of these sources and provide these to students by following the links at the end of the original SCSA exams on the SCSA website.</li> </ul>
--------------	---

## Unit 3

### Unit 3 – Self: Biological influences / bases of behaviour

#### Section 2

<b>2022</b> <b>Section 2</b> <b>Question 3</b>  <b>Self:</b> <b>Biological</b> <b>influences /</b> <b>bases of</b> <b>behaviour</b>	Neural transmission is the process by which neurons communicate with each other.
	(a) State the three main steps in the process of neural transmission between two cells. (3 marks)
	One: _____
	_____
	Two: _____
	_____
	Three: _____
	_____
	Nerim has been told she has a serotonin deficit.
	(b) Identify three issues that Nerim might notice or experience due to her deficit. (3 marks)
One: _____	
Two: _____	
Three: _____	
(c) State one problem that Nerim might face if her dopamine levels were to drop. (1 mark)	
Nerim's father also has a serotonin deficit. _____	
(d) Name the term given to a generational passing of traits. (1 mark) _____	

(e) (i) Explain the role of genetics in determining our thoughts, behaviours and emotions. (3 marks)

---

---

---

---

---

---

---

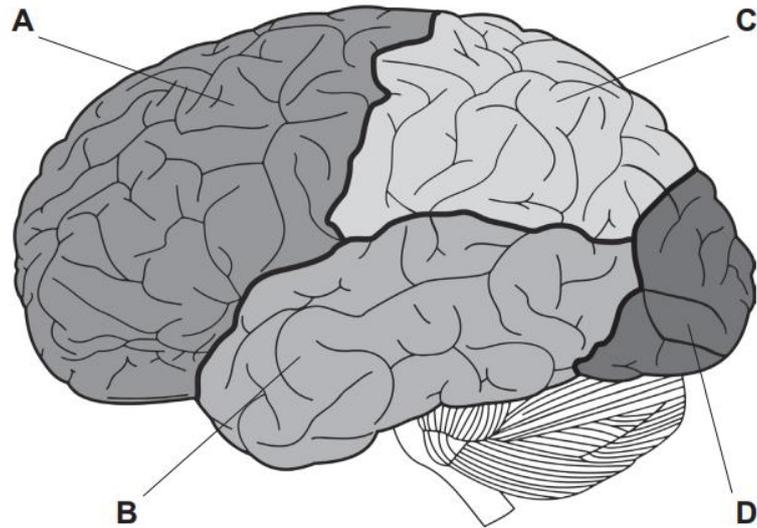
(ii) State **one** impact of genetics on both thought and behaviour. (2 marks)

Factor	Impact
Thought	
Behaviour	

**2021  
Section 2  
Question 3**

**Self:  
Biological influences /  
bases of  
behaviour**

Use the following diagram of the brain to answer parts (a) and (b).



(a) Name the lobes represented by the letters 'A' and 'B'. (2 marks)

A:

---

B:

---

(b) Describe a function of the lobes represented by the letters 'C' and 'D'. (2 marks)

A:

---

---

B:

---

---

(c) Each of the people described in the scenarios below have suffered a head injury. On the basis of their symptoms, identify the area or cortex that has been damaged.

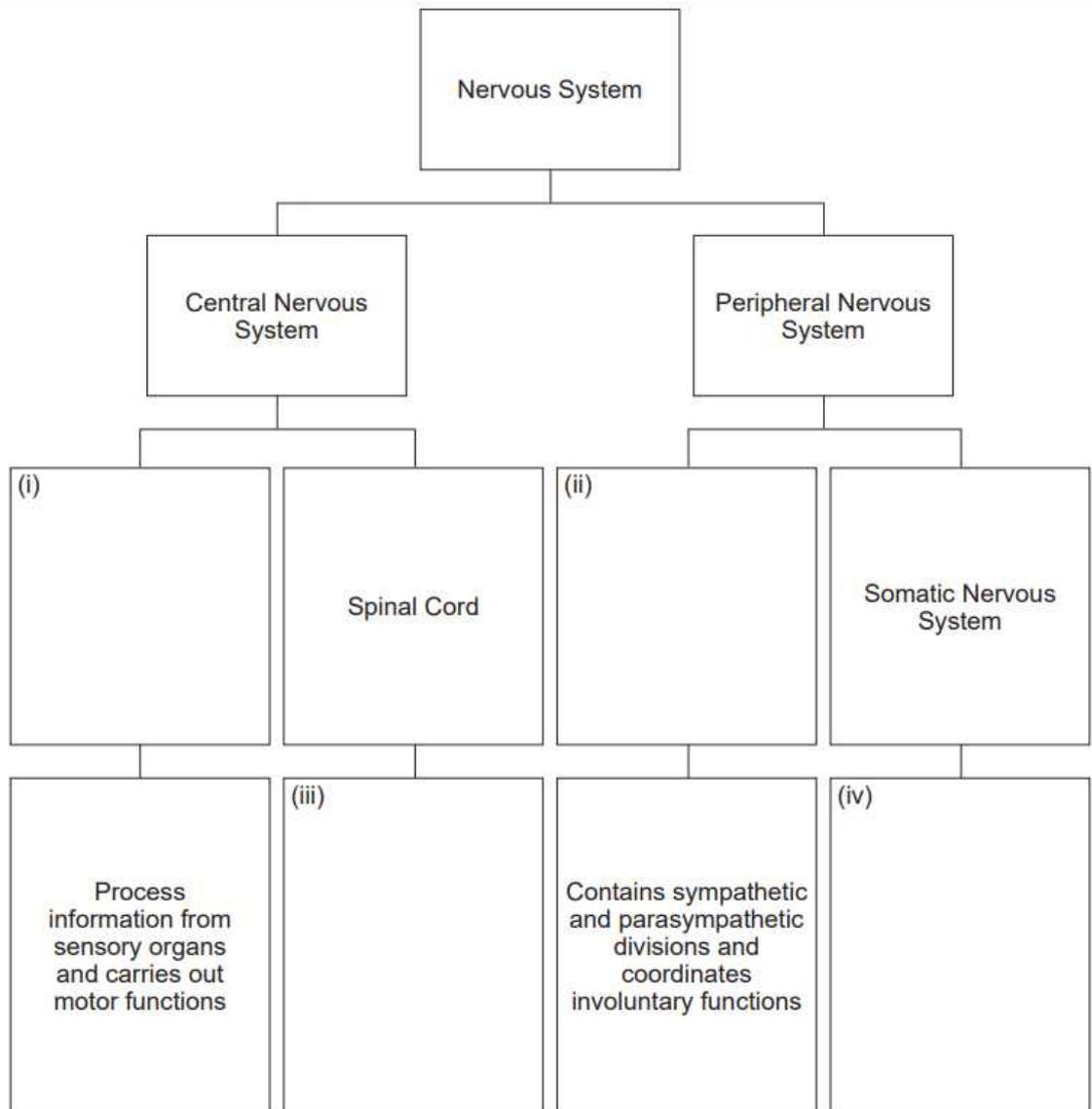
(i) Jose is having trouble in initiating movement when trying to walk. (1 mark)

---

(ii) Amos has difficulty in understanding what people are saying. (1 mark)

---

(d) Complete the blanks in the diagram below. (4 marks)



(e) On the basis of the symptoms given in each scenario below, identify which class of drugs the people had taken.

(i) Sally had a delay in reaction time and kept dropping things. (1 mark)

---

(ii) Ahmed's sense of time and space was distorted. (1 mark)

---

(iii) Yu was sweating profusely and had an elevated heart rate. (1 mark)

---

**2020  
Section 2  
Question 3**

**Self:  
Biological  
influences /  
bases of  
behaviour**

(a) Define 'heredity'. (1 mark)

(b) Outline the difference between a hormone and a neurotransmitter. (2 marks)

(c) In the table below, give one specific example of how hormones (such as adrenaline or noradrenaline) can affect our behaviour, emotion and thought. (3 marks)

	<b>Hormonal effect</b>
<b>Behaviour</b>	
<b>Emotion</b>	
<b>Thought</b>	

It is commonly believed that adrenaline excites the body during flight and fight while noradrenaline returns the body to homeostasis. This is not accurate. Both play similar roles in the human body.

(d) Describe the key difference between adrenaline and noradrenaline in terms of the brain's reaction to stress. (2 marks)

**2019  
Section 2  
Question 4**

**Self:  
Biological  
influences /  
bases of  
behaviour**

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

One:

---

Two:

---

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

	Function
Central nervous system	
Peripheral nervous system	

Simon is walking home from work late one evening. He hears footsteps coming up close behind him which causes him to feel scared.

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

---

---

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

One:

---

Two:

---

Three:

---

As Simon continues walking, the footsteps stop as the person behind him turns down another street. He no longer feels scared.

(iii) What is the role of the parasympathetic nervous system in this situation? (1 mark)

---

---

Jill is a 25-year-old and decides to go out to a night-club with her friends. After a few hours, Jill's friends notice her acting strangely. She starts babbling about how everyone should get out of the mud now because lizards in golf shoes are coming to eat them. She becomes agitated and panicky as she tells her friends about what is happening. They suspect she has taken some kind of drug.

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

---

---

---

---

(ii) What class of psychoactive drug is likely to be causing Jill's strange behaviour? (1 mark)

---

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

---

---

---

---

**Section 3**

There have been no questions on this topic for this section in the exams of recent years.

**Marking Guide – Section 2**

<p><b>2022</b> <b>Section 2</b> <b>Question 3</b></p> <p><b>Self:</b> <b>Biological influences / bases of behaviour</b></p>	<p>Neural transmission is the process by which neurons communicate with each other.</p> <p>(a) State the three main steps in the process of neural transmission between two cells. (3 marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>neurotransmitter released from axon of sending neuron</td> <td style="text-align: center;">1</td> </tr> <tr> <td>neurotransmitter travels across synapse</td> <td style="text-align: center;">1</td> </tr> <tr> <td>attaches to receptors on dendrite of receiving neuron</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>3</b></td> </tr> </tbody> </table> <p>Nerim has been told she has a serotonin deficit.</p> <p>(b) Identify three issues that Nerim might notice or experience due to her deficit. (3 marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Any three of</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">1–3</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>3</b></td> </tr> <tr> <td colspan="2">Accept any other relevant answers.</td> </tr> </tbody> </table> <p>(c) State one problem that Nerim might face if her dopamine levels were to drop. (1 mark)</p> <p>Nerim’s father also has a serotonin deficit.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Any one of</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• addiction</li> <li>• Parkinson’s disease</li> <li>• difficulty initiating/controlling movement</li> <li>• impacts learning/concentration/memory</li> <li>• lack of pleasure/enjoyment</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>1</b></td> </tr> <tr> <td colspan="2">Accept other relevant answers.</td> </tr> </tbody> </table> <p>(d) Name the term given to a generational passing of traits. (1 mark)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>heredity</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>1</b></td> </tr> </tbody> </table>	Description	Marks	neurotransmitter released from axon of sending neuron	1	neurotransmitter travels across synapse	1	attaches to receptors on dendrite of receiving neuron	1	<b>Total</b>	<b>3</b>	Description	Marks	Any three of		<ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul>	1–3	<b>Total</b>	<b>3</b>	Accept any other relevant answers.		Description	Marks	Any one of		<ul style="list-style-type: none"> <li>• addiction</li> <li>• Parkinson’s disease</li> <li>• difficulty initiating/controlling movement</li> <li>• impacts learning/concentration/memory</li> <li>• lack of pleasure/enjoyment</li> </ul>	1	<b>Total</b>	<b>1</b>	Accept other relevant answers.		Description	Marks	heredity	1	<b>Total</b>	<b>1</b>
	Description	Marks																																			
	neurotransmitter released from axon of sending neuron	1																																			
	neurotransmitter travels across synapse	1																																			
	attaches to receptors on dendrite of receiving neuron	1																																			
	<b>Total</b>	<b>3</b>																																			
	Description	Marks																																			
	Any three of																																				
	<ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul>	1–3																																			
	<b>Total</b>	<b>3</b>																																			
Accept any other relevant answers.																																					
Description	Marks																																				
Any one of																																					
<ul style="list-style-type: none"> <li>• addiction</li> <li>• Parkinson’s disease</li> <li>• difficulty initiating/controlling movement</li> <li>• impacts learning/concentration/memory</li> <li>• lack of pleasure/enjoyment</li> </ul>	1																																				
<b>Total</b>	<b>1</b>																																				
Accept other relevant answers.																																					
Description	Marks																																				
heredity	1																																				
<b>Total</b>	<b>1</b>																																				

(e) (i) Explain the role of genetics in determining our thoughts, behaviours and emotions. (3 marks)

Description	Marks
Genetics is what we inherit from our parents through our biological make-up.	1
Genetics influences our thoughts/behaviours/emotions.	1
Genetics ultimately set the boundaries for what a child is capable of reaching.	1
<b>Total</b>	<b>3</b>

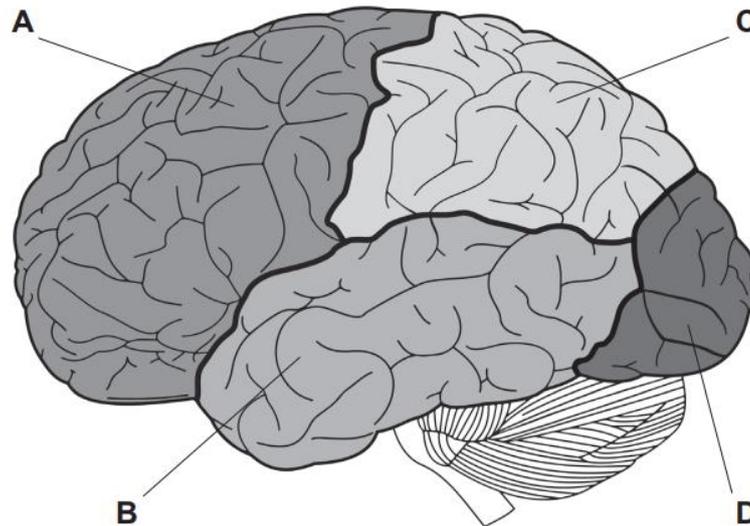
(ii) State **one** impact of genetics on both thought and behaviour. (2 marks)

Factor	Description Impact	Marks
thought	determines intelligence level	1
behaviour	determines personality	1
<b>Total</b>		<b>2</b>
Accept other relevant answers.		
Note: accept answers that indicate genetics is innate/inherited/predisposed.		

**2021  
Section 2  
Question 3**

**Self:  
Biological  
influences /  
bases of  
behaviour**

Use the following diagram of the brain to answer parts (a) and (b).



(a) Name the lobes represented by the letters 'A' and 'B'. (2 marks)

Description	Marks
A – Frontal	1
B – Temporal	1
<b>Total</b>	<b>2</b>

(b) Describe a function of the lobes represented by the letters 'C' and 'D'. (2 marks)

Description	Marks
C – processes touch <b>or</b> temperature <b>or</b> somatosensory awareness <b>or</b> proprioception <b>or</b> processes taste	1
D – processes visual stimuli	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	
Note: Student must provide a description	

(c) Each of the people described in the scenarios below have suffered a head injury. On the basis of their symptoms, identify the area or cortex that has been damaged.

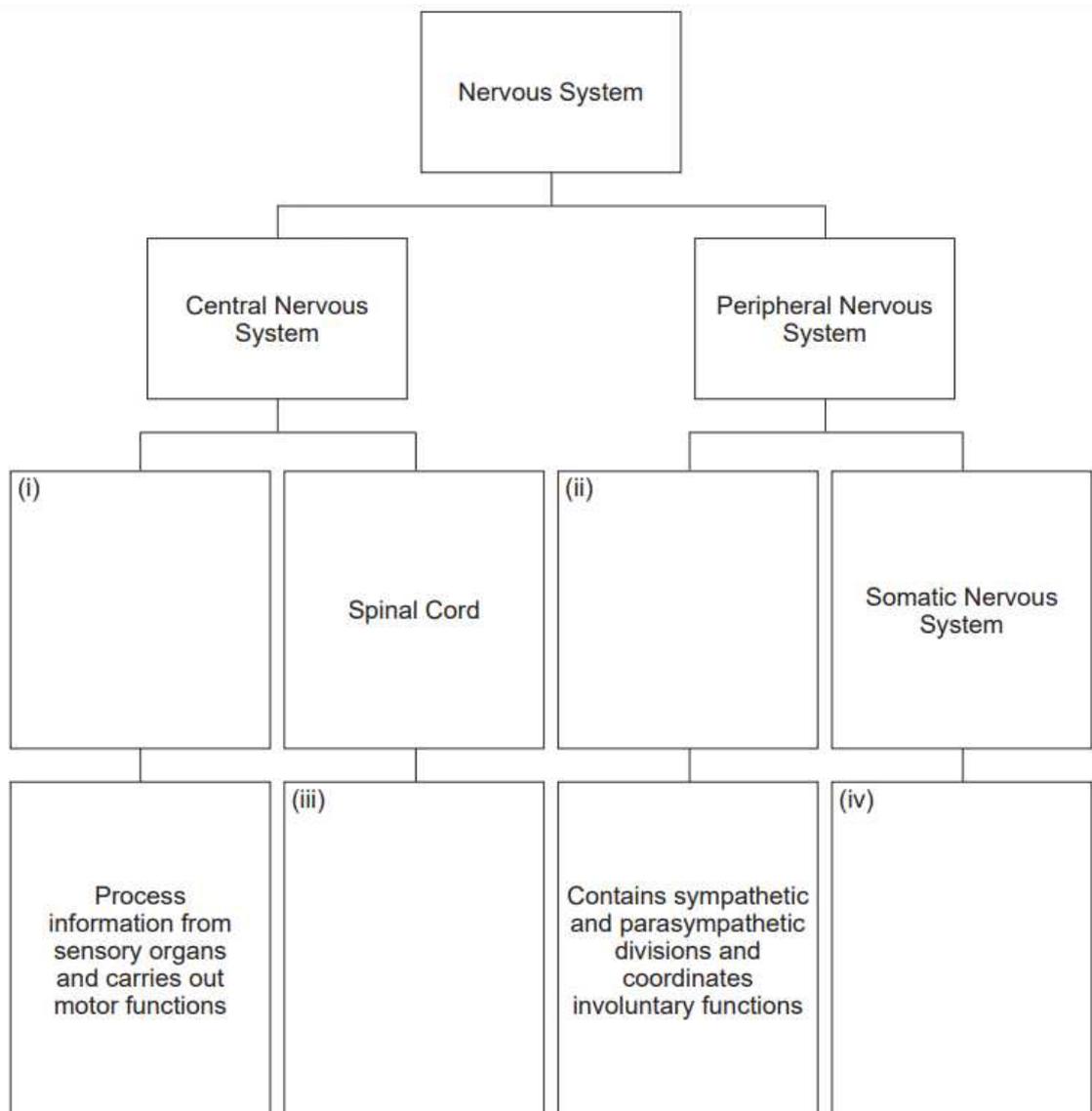
(i) Jose is having trouble in initiating movement when trying to walk. (1 mark)

Description	Marks
Primary motor cortex	1
<b>Total</b>	<b>1</b>
<b>Note: must refer to 'primary'</b>	

(ii) Amos has difficulty in understanding what people are saying. (1 mark)

Description	Marks
Wernicke's area/primary auditory cortex	1
<b>Total</b>	<b>1</b>

(d) Complete the blanks in the diagram below. (4 marks)



Description	Marks
(i) – Brain	1
(ii) – Autonomic nervous system	1
(iii) – Sends impulses to the brain and commands to the body	1
(iv) – Controls voluntary body functions	1
<b>Total</b>	<b>4</b>
Accept other relevant responses	

(e) On the basis of the symptoms given in each scenario below, identify which class of drugs the people had taken.

(i) Sally had a delay in reaction time and kept dropping things. (1 mark)

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

(ii) Ahmed's sense of time and space was distorted. (1 mark)

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

(iii) Yu was sweating profusely and had an elevated heart rate. (1 mark)

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

**2020  
Section 2  
Question 3**

**Self:  
Biological  
influences /  
bases of  
behaviour**

(a) Define 'heredity'. (1 mark)

Description	Marks
The process of passing characteristics from one generation to another.	1
<b>Total</b>	<b>1</b>

(b) Outline the difference between a hormone and a neurotransmitter. (2 marks)

Description	Marks
<b>Any one of following:</b>	
Hormones: • travel the blood stream • slower • can target non-nerve cells.	1
<b>Any one of following:</b>	
Neurotransmitters: • found in the nervous system • almost instant • transmit messages between neurons.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(c) In the table below, give one specific example of how hormones (such as adrenaline or noradrenaline) can affect our behaviour, emotion and thought. (3 marks)

Description		Marks
<b>Hormones effect</b>		
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• noradrenaline promotes stress avoiding behaviours or</li> <li>• adrenaline enhances physical strength</li> </ul>	1
<b>Emotion</b>	<ul style="list-style-type: none"> <li>• excess noradrenaline or</li> <li>• adrenaline can lead to anxiety or depression, agitation</li> </ul>	1
<b>Thought</b>	<ul style="list-style-type: none"> <li>• hormonal imbalances can lead to many mental health issues such as depression or</li> <li>• noradrenaline affects attention and focus</li> </ul>	1
<b>Total</b>		<b>3</b>
Accept other relevant responses		

It is commonly believed that adrenaline excites the body during flight and fight while noradrenaline returns the body to homeostasis. This is not accurate. Both play similar roles in the human body.

(d) Describe the key difference between adrenaline and noradrenaline in terms of the brain's reaction to stress. (2 marks)

Description		Marks
Adrenaline makes the individual more fearful		1
Noradrenaline makes the individual more alert/more aroused		1
<b>Total</b>		<b>2</b>
Accept other relevant responses		

**2019  
Section 2  
Question 4**

**Self:  
Biological  
influences /  
bases of  
behaviour**

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

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

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

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

Simon is walking home from work late one evening. He hears footsteps coming up close behind him which causes him to feel scared.

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

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

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

Description	Marks
One mark for each physiological change	
Answers could include: <ul style="list-style-type: none"> <li>• dilation of pupils</li> <li>• increased heart rate</li> <li>• inhibition of stomach and pancreatic function</li> <li>• expanded lung capacity</li> <li>• increased breathing rate</li> <li>• decreased salivary action.</li> </ul>	1–3
<b>Total</b>	<b>3</b>
Accept other relevant responses	

As Simon continues walking, the footsteps stop as the person behind him turns down another street. He no longer feels scared.

(iii) What is the role of the parasympathetic nervous system in this situation? (1 mark)

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

Jill is a 25-year-old and decides to go out to a night-club with her friends. After a few hours, Jill's friends notice her acting strangely. She starts babbling about how everyone should get out of the mud now because lizards in golf shoes are coming to eat them. She becomes agitated and panicky as she tells her friends about what is happening. They suspect she has taken some kind of drug.

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

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

(ii) What class of psychoactive drug is likely to be causing Jill's strange behaviour? (1 mark)

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

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

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

### Marking Guide – Section 3

There have been no questions on this topic for this section in the exams of recent years.

## Unit 3 – Self: Cognition

### Section 2

2022  
Section 2  
Question 4

Self:  
Cognition

(a) Define the psychological term 'learning'. (1 mark)

Two-year-old Marq's parents recently had a baby that cries a lot, resulting in the parents comforting the baby. As Marq watches his new sibling and parents interact, his parents have noticed that he is complaining and crying much more often than he used to.

(b) Complete the table below to outline the process of observational learning as it relates to Marq's new behaviour. (4 marks)

Stage of process	Example from scenario
Attention	
	Marq is able to remember this behaviour
	Marq is able to demand attention from his parents
Motivation	

Marq's grandfather, Jay, visits Marq's family on most days and notices that Marq is loud and throws his toys around until Jay pays him undivided attention.

Eventually, Jay ensures that he greets Marq first when arriving at the house to stop him from being loud and naughty.

(c) (i) Identify the process of learning experienced by grandfather Jay. (1 mark)

(ii) Explain the process of learning identified in part (c)(i) as it relates to grandfather Jay's new behaviour. (3 marks)

---

---

---

---

---

---

The speed at which learning and extinction of a behaviour occurs can be influenced by schedules of reinforcement, which are the rules that determine how often a reward is given following a target behaviour.

(d) Define the psychological term 'extinction' as it relates to learning. (1 mark)

---

---

Buzz was training his pet rat to jump through a hoop and wanted the rat to jump through the hoop without needing to reward it with a food pellet every time.

(e) Explain how a variable ratio schedule of reinforcement can be used to reduce the speed of extinction. (3 marks)

---

---

---

---

---

---

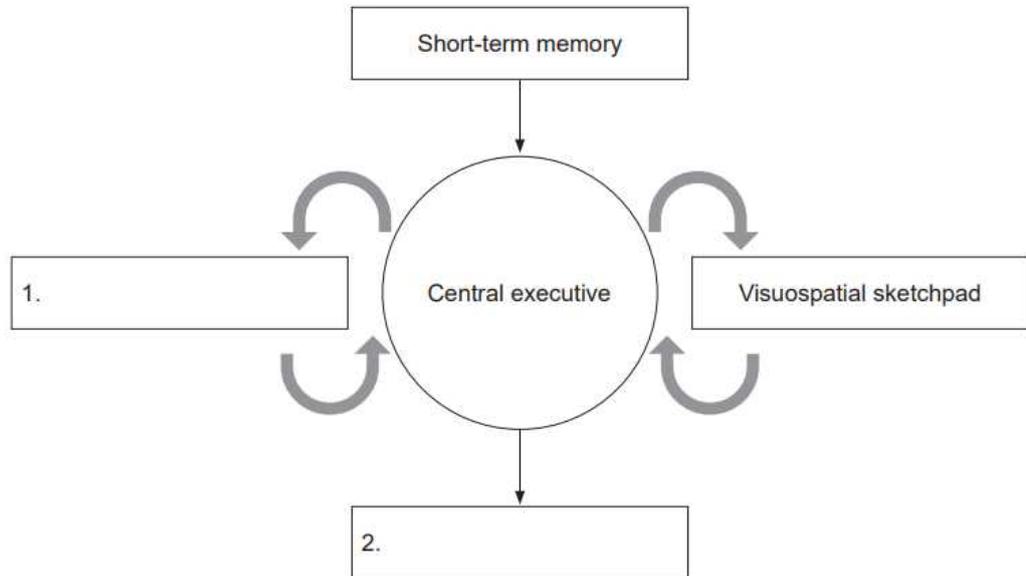
---

**2021  
Section 2  
Question 4**

**Self:  
Cognition**

(a) Define the psychological term 'memory'. (1 mark)

The diagram below represents Baddeley and Hitch's (1974) 'working memory' model.



(b) Label Parts 1 and 2 on the diagram above. (2 marks)

Vu was working away from home and was reading from a storybook over the phone to his children. He was describing a picture to his children. The children listened while Vu spoke.

(c) Referring to Baddeley and Hitch's (1974) model, describe the role of each of these components with respect to Vu's and the children's working memory.

(i) Central executive (2 marks)

Vu:

---

---

Children:

---

---

(ii) Visuospatial sketchpad (2 marks)

Vu:

---

---

Children:

---

---

Psychologists were investigating memory in chimpanzees. Over several days, they taught the chimpanzees a new procedure to access their food. On the last day, one of the assistants showed the process differently by mistake. When the psychologists came back to assess how well the chimpanzees had remembered the new procedure, some were doing parts of the old procedure, while others were adding in steps that the assistant had shown by mistake.

(d) Explain how recently- and previously-learned information affects memory. (3 marks)

---

---

---

---

---

---

---

The psychologists came back one year later and found that the chimpanzees could not recall the procedure they had been taught.

(e) Explain how the time between a stimulus and it being retrieved is a factor that affects memory. (3 marks)

---

---

---

---

---

---

---



In Watson and Raynor's (1920) 'Little Albert' experiment, Albert developed a phobia of white furry things after being scared while playing with a white rat. He used to love playing with a pet rat, but one day, Watson and Raynor played a very loud instrument that scared Albert. After that incident, Albert became scared of white furry things such as toy animals and even people with white beards.



'Little Albert'

If Albert reached adulthood, he may have wanted to treat his phobia by consulting a psychologist who practises systematic desensitisation.

(c) List **five** steps a psychologist would have taken to treat Albert's phobia using systematic desensitisation. (5 marks)

One:

---

---

Two:

---

---

Three:

---

---

Four:

---

---

Five:

---

---

(d) (i) Identify **two** similarities between the behaviour modification techniques of systematic desensitisation and cognitive behaviour therapy. (2 marks)

One:

---

---

Two:

---

---

(ii) Contrast systematic desensitisation and cognitive behaviour therapy. (2 marks)

---

---

---

---

**2020  
Section 2  
Question 6**

**Self:  
Cognition**

Jarra has recently started to collect rubbish off the lawn without being asked to do so. Her mother claims that it is through operant conditioning that Jarra has learned this behaviour.

(a) Describe 'operant conditioning'. (2 marks)

---

---

---

---

(b) Name **two** ways in which operant conditioning encouraged Jarra to continue with the behaviour. Explain and apply them to Jarra's learned behaviour. (6 marks)

	<b>First way</b>	<b>Second way</b>
<b>Name</b>		
<b>Explanation</b>		
<b>Application to Jarra</b>		

Jarra's mother asked why Jarra had changed her behaviour. Jarra said she had watched the girl across the road collecting rubbish and being given pocket money in return.

(c) Name the theory or process of learning that Jarra is discussing. (1 mark)

---

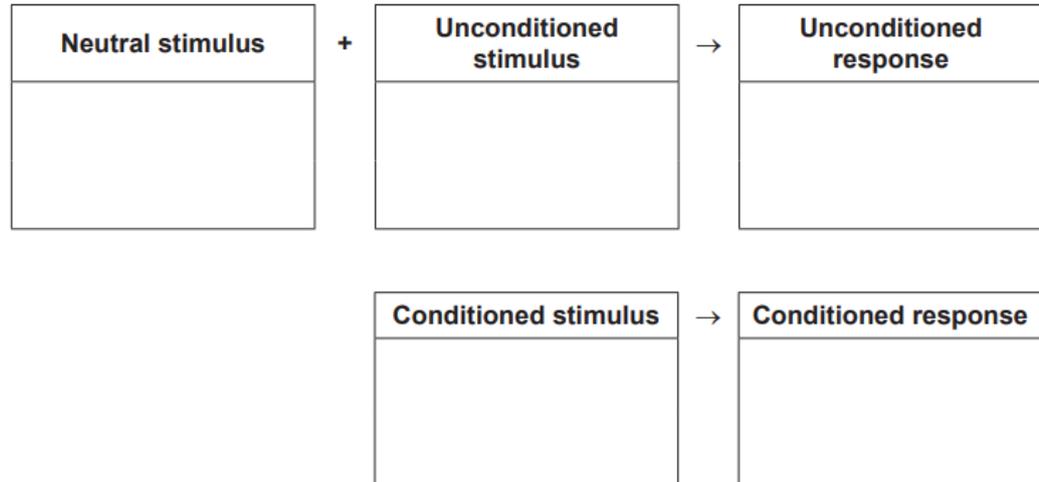
---

---

---

Farrah is scared of goldfish after an allergic reaction as a child.

(d) Complete the table below by using your knowledge of classical conditioning. (5 marks)



**2019  
Section 2  
Question 7**

**Self:  
Cognition**

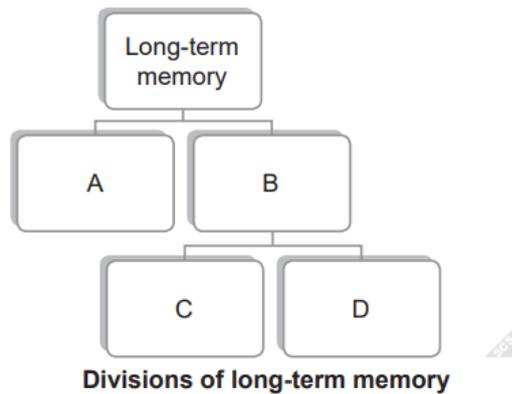
(a) What does the term 'encoding' mean in relation to memory? (1 mark)

Andreas is in Year 5 and is struggling with his least favourite subject – mathematics. Even though he learnt his multiplication tables in Year 3, he keeps confusing multiplication with his fraction work that he has learnt in class recently

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

Keeley is an expert cellist. She has been performing since she was six and studied music theory from age 10 through to university, graduating with a masters degree in music (cello).

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



Type of LTM	Subtype of LTM	Application to Keeley
A		
B		
	C	
	D	

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

One:

---

---

---

---

Two:

---

---

---

---

Three:

---

---

---

---





























**Marking Guide – Section 2**

**2022**  
**Section 2**  
**Question 4**  
  
**Self:**  
**Cognition**

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

Description	Marks
A (relatively) permanent change in behaviour as a result of experience.	1
<b>Total</b>	<b>1</b>

Two-year-old Marq’s parents recently had a baby that cries a lot, resulting in the parents comforting the baby. As Marq watches his new sibling and parents interact, his parents have noticed that he is complaining and crying much more often than he used to.

(b) Complete the table below to outline the process of observational learning as it relates to Marq’s new behaviour. (4 marks)

Description		Marks
Stage of process	Example from scenario	
Attention	Marq notices that the baby is attended to when it cries	1
Retention	Marq is able to remember this behaviour	1
Reproduction	Marq is able to demand attention from his parents	1
Motivation	Marq is likely to be receiving less attention from his parents so is motivated to compete for attention	1
<b>Total</b>		<b>4</b>

Marq’s grandfather, Jay, visits Marq’s family on most days and notices that Marq is loud and throws his toys around until Jay pays him undivided attention.

Eventually, Jay ensures that he greets Marq first when arriving at the house to stop him from being loud and naughty.

(c) (i) Identify the process of learning experienced by grandfather Jay. (1 mark)

Description	Marks
Operant conditioning	1
<b>Total</b>	<b>1</b>

(ii) Explain the process of learning identified in part (c)(i) as it relates to grandfather Jay’s new behaviour. (3 marks)

Description	Marks
negative reinforcement	1
removal of negative stimulus (Marq’s attention seeking)	1
when Jay gives desired behaviour (attention)	1
<b>Total</b>	<b>3</b>

The speed at which learning and extinction of a behaviour occurs can be influenced by schedules of reinforcement, which are the rules that determine how often a reward is given following a target behaviour.

(d) Define the psychological term ‘extinction’ as it relates to learning. (1 mark)

Description	Marks
the fading of (non-reinforced conditioned) response/s (over time)	1
<b>Total</b>	<b>1</b>

Buzz was training his pet rat to jump through a hoop and wanted the rat to jump through the hoop without needing to reward it with a food pellet every time.

(e) Explain how a variable ratio schedule of reinforcement can be used to reduce the speed of extinction. (3 marks)

Description	Marks
before behaviour is reinforced (giving pellet)	1
the number of target behaviours that occur (hoop jump)	1
should be (gradually) increased over time	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

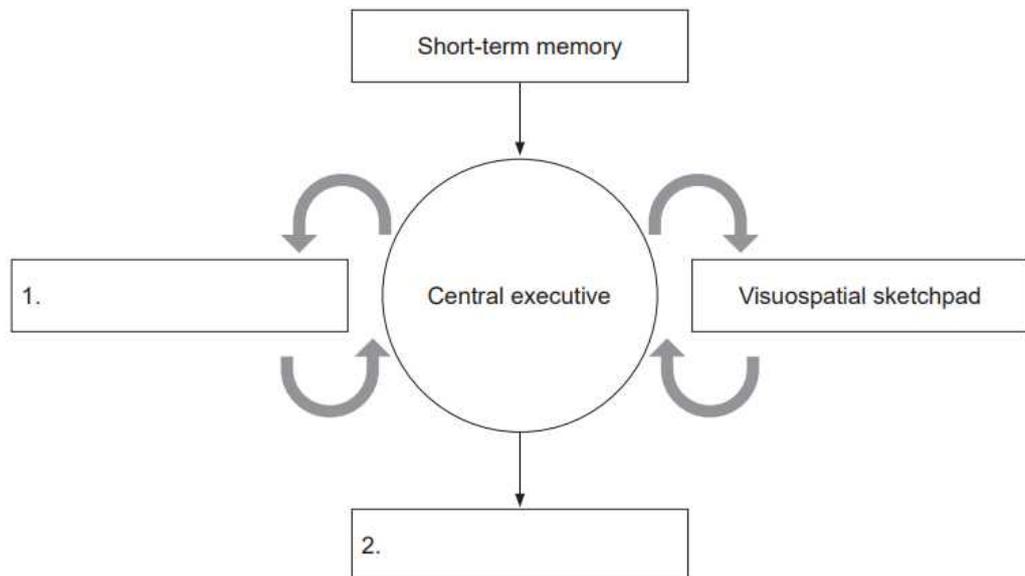
**2021  
Section 2  
Question 4**

**Self:  
Cognition**

(a) Define the psychological term 'memory'. (1 mark)

Description	Marks
The process/ability/faculty of encoding, storing and retrieving information.	1
<b>Total</b>	<b>1</b>
Note: Answer should include process of memory	

The diagram below represents Baddeley and Hitch's (1974) 'working memory' model.



(b) Label Parts 1 and 2 on the diagram above. (2 marks)

Description	Marks
1 – Phonological loop	1
2 – Long-term memory	1
<b>Total</b>	<b>2</b>

Vu was working away from home and was reading from a storybook over the phone to his children. He was describing a picture to his children. The children listened while Vu spoke.

(c) Referring to Baddeley and Hitch's (1974) model, describe the role of each of these components with respect to Vu's and the children's working memory.

(i) Central executive (2 marks)

Description	Marks
<b>Vu</b>	
Deciding what information to give to the children	1
<b>Children</b>	
Paying attention to what Vu was saying and ignoring other stimuli	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(ii) Visuospatial sketchpad (2 marks)

Description	Marks
<b>Vu</b>	
Storing the vision from the pictures before they are being interpreted	1
<b>Children</b>	
No significant role in the scenario as they do not see anything; <b>or</b> storing a memory of the pictures being described to them.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

Psychologists were investigating memory in chimpanzees. Over several days, they taught the chimpanzees a new procedure to access their food. On the last day, one of the assistants showed the process differently by mistake. When the psychologists came back to assess how well the chimpanzees had remembered the new procedure, some were doing parts of the old procedure, while others were adding in steps that the assistant had shown by mistake.

(d) Explain how recently- and previously-learned information affects memory. (3 marks)

Description	Marks
<b>Interference</b>	1
(Proactive interference)/previously learned information interferes with acquiring/storing/retrieving <b>new</b> information	1
(Retroactive interference)/new information interferes with acquiring/storing/retrieving <b>old</b> information	1
<b>Total</b>	<b>3</b>

The psychologists came back one year later and found that the chimpanzees could not recall the procedure they had been taught.

(e) Explain how the time between a stimulus and it being retrieved is a factor that affects memory. (3 marks)

Description	Marks
This is due to decay	1
The greater the time between a stimulus and it being retrieved	1
The more time there is for the memory to fade/disappear.	1
<b>Total</b>	<b>3</b>

**2021  
Section 2  
Question 5**

**Self:  
Cognition**

Wundt College is planning a whole-school approach to behaviour management

Approach A involves the teacher providing praise each time a student does something correctly

Approach B involves the teacher placing a tick next to a student's name each time they complete a lesson without disrupting their peers. The students were then able to exchange these ticks for various prizes at the college's shop.

(a) (i) Using your knowledge of learning theories, identify the process of learning demonstrated in **Approach A**. (1 mark)

Description	Marks
Operant conditioning	1
<b>Total</b>	<b>1</b>

(ii) Classify the technique of behaviour modification used in **Approach A**. (2 marks)

Description	Marks
Positive	1
Reinforcement	1
<b>Total</b>	<b>2</b>

(b) (i) Identify the technique of behaviour modification used in **Approach B**. (1 mark)

Description	Marks
Token economies	1
<b>Total</b>	<b>1</b>

(ii) According to this technique, the prizes and ticks perform different roles. Explain how these roles modify behaviour differently. (4 marks)

Description	Marks
The ticks are a form of a token	1
And are awarded for a specific behaviour	1
They are swapped for something (more tangible)	1
The prize is valuable/desirable (backup/secondary reinforcer)	1
<b>Total</b>	<b>4</b>

In Watson and Raynor's (1920) 'Little Albert' experiment, Albert developed a phobia of white furry things after being scared while playing with a white rat. He used to love playing with a pet rat, but one day, Watson and Raynor played a very loud instrument that scared Albert. After that incident, Albert became scared of white furry things such as toy animals and even people with white beards.



'Little Albert'

If Albert reached adulthood, he may have wanted to treat his phobia by consulting a psychologist who practises systematic desensitisation.

(c) List **five** steps a psychologist would have taken to treat Albert's phobia using systematic desensitisation. (5 marks)

Description	Marks
<b>Must have:</b>	
• teach relaxation techniques	1
• list a series of exposures/stimuli to white furry things	1
• rank the stimuli from low- to high-level of fear	1
• gradually expose Albert to the stimulus from lowest to highest.	1
<b>Either of the following:</b>	
• while reinforcing relaxation	1
• check-in with Albert's level of fear after each exposure.	1
<b>Total</b>	<b>5</b>

(d) (i) Identify **two** similarities between the behaviour modification techniques of systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
<b>Any two of the following:</b>	
<ul style="list-style-type: none"> <li>• both are very structured/set steps/set process</li> <li>• both can be used to treat phobias or anxiety</li> <li>• both can use imagined/virtual situations</li> <li>• both focus on feelings</li> <li>• both can take multiple sessions</li> <li>• both can involve homework.</li> </ul>	1-2
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(ii) Contrast systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
<b>Any one of the following:</b>	
<ul style="list-style-type: none"> <li>Cognitive behaviour therapy (CBT) refers to thoughts (1) while systematic desensitisation (SD) does not (1)</li> <li>SD involves classical conditioning (1), while CBT does not (1)</li> <li>CBT emphasises internal thoughts/factors (1), while SD does not (1)</li> <li>SD emphasises external factors (1), while CBT does not (1)</li> <li>CBT emphasises the situation (1), while SD does not (1)</li> <li>SD emphasises feelings (1) more than CBT(1)</li> <li>SD treats the symptoms (1), while CBT treats the cause (1).</li> </ul>	1-2
<b>Total</b>	<b>2</b>
Accept other relevant responses One mark per comparison. Must refer to CBT and SD.	

**2020  
Section 2  
Question 6**

**Self:  
Cognition**

Jarra has recently started to collect rubbish off the lawn without being asked to do so. Her mother claims that it is through operant conditioning that Jarra has learned this behaviour.

(a) Describe 'operant conditioning'. (2 marks)

Description	Marks
Learning/behaviour modification	1
through patterns of reinforcement or punishment	1
<b>Total</b>	<b>2</b>

(b) Name **two** ways in which operant conditioning encouraged Jarra to continue with the behaviour. Explain and apply them to Jarra's learned behaviour. (6 marks)

	Description		Marks
	First way	Second way	
<b>Name</b>	<ul style="list-style-type: none"> <li>positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>negative reinforcement</li> </ul>	1-2
<b>Explanation</b>	<ul style="list-style-type: none"> <li>adding a reward for when correct behaviours are shown</li> </ul>	<ul style="list-style-type: none"> <li>removing something undesirable as a reward for correct behaviours</li> </ul>	1-2
<b>Application to Jarra</b>	<ul style="list-style-type: none"> <li>Jarra gets a lolly whenever she collects the rubbish</li> </ul>	<ul style="list-style-type: none"> <li>Jarra has learned she doesn't step in rubbish when she collects it</li> </ul>	1-2
<b>Total</b>			<b>6</b>
Note: Does not matter which 'way' is listed as first or second. Accept other correct examples for application			

Jarra's mother asked why Jarra had changed her behaviour. Jarra said she had watched the girl across the road collecting rubbish and being given pocket money in return.

(c) Name the theory or process of learning that Jarra is discussing. (1 mark)

Description	Marks
Observational learning	1
<b>Total</b>	<b>1</b>
Note: Accept Social learning theory and Social cognitive theory.	

Farrah is scared of goldfish after an allergic reaction as a child.

(d) Complete the table below by using your knowledge of classical conditioning. (5 marks)

Description	Marks
Neutral stimulus – goldfish	1
Unconditioned stimulus – allergic reaction	1
Unconditioned response – fear	1
Conditioned stimulus – goldfish	1
Conditioned response – fear	1
<b>Total</b>	<b>5</b>

**2019  
Section 2  
Question 7**

**Self:  
Cognition**

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

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

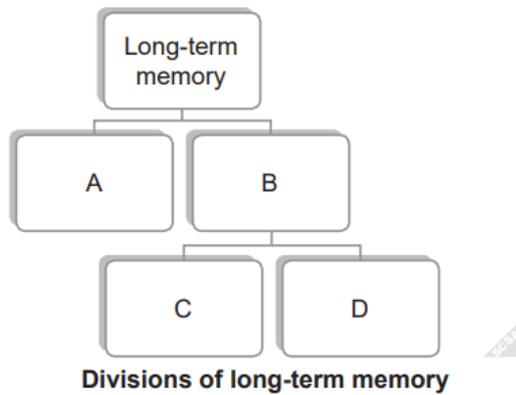
Andreas is in Year 5 and is struggling with his least favourite subject – mathematics. Even though he learnt his multiplication tables in Year 3, he keeps confusing multiplication with his fraction work that he has learnt in class recently

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

Description	Marks
Interference (retroactive)	1
<b>Total</b>	<b>1</b>

Keeley is an expert cellist. She has been performing since she was six and studied music theory from age 10 through to university, graduating with a masters degree in music (cello).

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



Type of LTM	Subtype of LTM	Application to Keeley
A		
B		
	C	
	D	

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

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

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

**2022**  
**Section 3**  
**Question**  
**11**

**Self:**  
**Cognition**

Little et al. (2011) conducted a study to examine memory in students who are preparing for tests. Students read a story and were then asked questions about it. The participants in the Practise Group (Rp) were able to practise after the first test, whereas the Non-practise Group (Nrp) did not practise. They were then asked the same questions in the second test. The number of correct responses was recorded in the graph below.

**Copyright restrictions prohibit the release of this SCSA exam material.**

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- define the term 'long-term memory' (1 mark)
- state the duration and capacity of long-term memory (2 marks)
- describe the different types of long-term memory (10 marks)
- outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning (5 marks)
- explain why both groups were able to recall more correct answers in the second test (5 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
<b>Define the term 'long-term memory'</b>	
(Relatively) permanent information storage system (that enables one to retain, retrieve, and make use of skills and knowledge hours, weeks, or even years after they were originally learned.) (APA, 2022)	1
<b>Subtotal</b>	<b>1</b>
<b>State the duration and capacity of long-term memory (LTM)</b>	
duration ranges from minutes to forever/x minutes to unlimited	1
capacity (could be) unlimited	1
<b>Subtotal</b>	<b>2</b>
<b>Describe the different types of long-term memory (LTM)</b>	
(LTM has) declarative/explicit (memory)	1
a conscious/intentional recollection/use of facts/events	1
(LTM has) procedural/non-declarative/implicit (memory)	1
non-conscious/automatic recollection	1
implicit memory includes procedural (memory)	1
procedural (memory) is (unconscious) learned (motor skills/procedures)	1
(declarative has) episodic (memory)	1
a recollection of (a person's) experiences/events/situations	1
(declarative has) semantic (memory)	1
a recollection of facts/understandings of the world	1
<b>Subtotal</b>	<b>10</b>
<b>Outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning</b>	
those in the practise group were allowed to relearn	1
in relearning, you remember information that you previously learned	1
this allows the person to more easily remember/retrieve information	1
which would account for them scoring higher	1
than those who did not have the opportunity to relearn/in the non-practise group (Nrp)	1
<b>Subtotal</b>	<b>5</b>
<b>Explain why both groups were able to recall more correct answers in the second test</b>	
the second time the groups saw the questions again	1
this is recognition	1
when you retrieve information from your memory	1
you experience again the same stimulus	1
this allowed both groups to score higher scores	1
<b>Subtotal</b>	<b>5</b>
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. (Does not need essay style broad introduction or conclusion for full marks.)	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>27</b>

**2020**  
**Section 3**  
**Question**  
**10**

**Self:**  
**Cognition**

The Soaring Bellanita is a famous circus performer who, in a recent rehearsal, fell from the highwire. After the accident, when Bellanita tried to speak, she became frustrated: the words that came out were not fluent, she repeated many words, and speech made no sense. She found it difficult to walk and struggled to stop any movement when asked. Her friends took Bellanita to the hospital, where the doctors ordered a series of tests that included a psychological memory test, a physical examination and brain scans.

The results from the memory tests showed that Bellanita was able to attend to visual stimuli but had difficulty with sound tasks. The psychologist found that she struggled with the process of transferring the information to her long-term memory stores and required lots of repetition with meaning to assist her in this process.

The first brain scan showed damage to the left side of the brain. A more precise scan showed additional damage to an area of the brain that produces a neurotransmitter that is responsible for reward, motivation and movement.

Use your knowledge of the brain, the process of neural transmission and the role of neurotransmitters, and memory, to analyse the scenario and synthesise an explanation for the Soaring Bellanita's symptoms.

In your answer, refer to the above scenario by creating a well-constructed response, addressing the following:

- identify the area of the brain and lobe that caused the speech issues when damaged (2 marks)
- explain why these speech issues may have occurred, using examples from the scenario (3 marks)
- identify and explain each component of Atkinson and Shiffrin's (1968) multi-store model of memory (9 marks)
- explain Bellanita's memory processing issues (2 marks)
- identify the neurotransmitter that has been affected (1 marks)
- describe the process of neural transmission from one neuron to another (5 marks)
- quality of your response. (4 marks)

	Description	Marks
	<b>Identify the area and its location</b>	
	• Broca's area	1
	• Frontal lobe	1
	<b>Subtotal</b>	<b>2</b>
	<b>Explain why speech issues have occurred</b>	
	• Broca's area is responsible for the expressive/motor aspects of language	1
	Two marks for the damage to the area. Examples include:	1-2
	<ul style="list-style-type: none"> <li>• not being able to produce the words</li> <li>• even though she could understand what people were saying</li> <li>• she could not produce the motor instructions for the formation of words/speech</li> <li>• stuttering/speech is not fluid</li> <li>• words might not be pronounced correctly</li> <li>• Broca's/expressive/non-fluent Aphasia.</li> </ul>	1-2
	<b>Subtotal</b>	<b>3</b>
	<b>Multi-store model of memory</b>	
	• Sensory Register	1
	Any two points:	1-2
	<ul style="list-style-type: none"> <li>• we attend/pay attention to the stimuli</li> <li>• capacity: 3-7 units</li> <li>• encoding: any senses</li> <li>• but most research has been on visual and auditory</li> <li>• iconic memory – momentary memory for visual stimuli</li> <li>• echoic memory – momentary memory of auditory stimuli</li> <li>• duration: 0.25 to 0.5 seconds.</li> </ul>	1-2
	• Short-term memory/store	1
	Any two points:	1-2
	<ul style="list-style-type: none"> <li>• without processing, we will forget the information from the sensory register</li> <li>• rehearsal is repeating the information to store it longer</li> <li>• maintenance rehearsal is deliberately repeating information to keep it in the short-term memory</li> <li>• elaborative rehearsal is thinking/adding meaning to the information when deliberately rehearsing/repeating</li> <li>• information is then encoded and transferred to the long-term memory</li> <li>• capacity: 5-9 chunks</li> <li>• encoding: mostly auditory</li> <li>• duration: 0-18 seconds or 0-30</li> <li>• depends on active rehearsal</li> <li>• depends on modality.</li> </ul>	1-2
	• Long-term memory/store	1
	Any two points:	1-2
	<ul style="list-style-type: none"> <li>• has long-term representations of information</li> <li>• can be retrieved from memory</li> <li>• capacity: unlimited</li> <li>• encoding: mostly semantic</li> <li>• but can be auditory or visual</li> <li>• duration: unlimited.</li> </ul>	1-2
	<b>Subtotal</b>	<b>9</b>

<b>Explanation of memory processing issues</b>		
Any two points: <ul style="list-style-type: none"> <li>• Bellanita has damage to the area of the brain that is responsible for processing sound/auditory information</li> <li>• she could attend to visual information as that section has not been damaged</li> <li>• to help her transfer from short-term to long-term memory, she needed to do more elaborative rehearsal.</li> </ul>	1-2	
<b>Subtotal</b>		<b>2</b>
<b>Neurotransmitter and neurotransmission from one neuron to another</b>		
• Dopamine	1	
<b>Subtotal</b>		<b>1</b>
<b>Neurotransmitter</b>		
Any five points that flow coherently: <ul style="list-style-type: none"> <li>• synapse is where two or more neurons join</li> <li>• action potential/electrical charge travels down the axon to axon terminal/synaptic knob of the pre-synaptic neuron</li> <li>• causes calcium ions to enter into the terminal/knob</li> <li>• this causes the vesicle containing the neurotransmitter to move to the pre-synaptic membrane and release the neurotransmitter into the synaptic cleft</li> <li>• the neurotransmitter diffuses/travels across the synaptic cleft</li> <li>• the neurotransmitter attaches to receptors on the postsynaptic membrane</li> <li>• this initiates the post-synaptic neuron</li> <li>• which causes sodium and potassium ions to move across the membrane,</li> <li>• generating another actional potential.</li> </ul>	1-5	
<b>Subtotal</b>		<b>5</b>
<b>Quality of response</b>		
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	4	
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning.	3	
Candidate writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning.	2	
Candidate writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar.	1	
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but needs to be accompanied with an explanation		
<b>Subtotal</b>		<b>4</b>
<b>Total</b>		<b>26</b>

## Unit 3 – Others: Relational influences

### Section 2

<p><b>2022</b> <b>Section 2</b> <b>Question 5</b></p> <p><b>Others:</b> <b>Relational influences</b></p>	<p>Priya is building a house and has found the experience stressful after having to navigate perceived and real conflict. She faced delays due to worker shortages and potentially losing her current home before the new house was complete.</p> <p>When planning what her new house would look like and how much it would cost, Priya had meetings with her builder where they both made proposals and counterproposals. They reached an agreement on the terms of the building contract that met the needs of both parties, and they were both happy.</p> <p>(a) Identify the conflict resolution technique used by Priya and her builder. (1 mark)</p> <hr/> <p>(b) Classify the type of solution reached by Priya and her builder. (1 mark)</p> <hr/> <p>Priya's new neighbours did not like the design of Priya's new driveway and claimed it affected the value of their home. The neighbours exchanged increasingly angry emails about the problem until Priya eventually hired a lawyer to facilitate meetings and encourage the neighbours to come to an agreed solution.</p> <p>(c) Identify <b>one</b> similarity and one difference between counselling and mediation. (2 marks)</p> <p>Similarity:</p> <hr/> <p>Difference:</p> <hr/> <p>When Priya and her daughter, Mina, moved into their new home, Mina also moved to a new local school. Although the distance to the new school is slightly further than before, Priya told Mina that she will now need to find her own way to school each day, saying 'it's about time you were a little more independent'. When Mina was upset by this, Priya sat with her and they looked up the transport options together.</p> <p>(d) State the two dimensions of parenting styles. (2 marks)</p> <p>One:</p> <hr/> <p>Two:</p> <hr/> <p>(e) (i) Identify the parenting style Priya is using with Mina. (1 mark)</p> <hr/>
--	---

	(ii) Justify your answer to part (e)(i), using examples from the scenario. (4 marks)

<b>2021 Section 2 Question 6</b>  <b>Others: Relational influences</b>	Bowlby and Ainsworth developed attachment theories to describe and predict human behaviour.
	(a) Explain Bowlby's concept of 'monotropy' as it relates to attachment theory. (3 marks)

Bowlby's '*Forty-four Juvenile Thieves*' study investigated the impact of a child being separated from its mother during a critical or sensitive period.

	(b) (i) Name the term used to describe the situation in which a child has been separated from its mother during the critical or sensitive period. (1 mark)
	(ii) State the duration of this critical period as articulated by Bowlby. (1 mark)

Bowlby concluded from his study that the longer a child was separated from its mother, the more likely it was to develop affectionless psychopathy.

(c) State two characteristics of an individual with affectionless psychopathy. (2 marks)

One:

---

---

Two:

---

---

(d) Describe the concept of a 'secure base' in attachment theory. (2 marks)

---

---

---

---

Mary Ainsworth developed a laboratory-based method for measuring attachment security in infants. Martha and her daughter Aila are participants in an experiment designed in the same way as Ainsworth's original study.

In the experiment, Martha leaves the room and, when she returns, Aila rushes back to Martha and hugs her while looking fearfully at the door. She soon settles and returns to playing with the toys away from Martha.

(e) (i) Identify which of Ainsworth's classifications applies to Aila's behaviour. (1 mark)

---

(ii) Justify your response to part (e)(i). (2 marks)

---

---

---

---

---

**2020  
Section 2  
Question 4**

**Others:  
Relational  
influences**

Conflict resolution is imperative in human society, as we learn to negotiate differences and voice our own opinions. Successful conflict resolution generally requires work from both parties.

(a) Name and define three conflict resolution solution types in the table below. (6 marks)

Type of solution	Definition

Erick and Casey are having trouble with their teenage daughter. They are in conflict with her regularly and are looking at constructive ways of resolving future disputes.

(b) State and describe the **most** appropriate conflict resolution technique for Erick, Casey and their daughter. (3 marks)

---

---

---

---

---

---

---

Alia has triplets. After reading about Mary Ainsworth's attachment studies, Alia realises that each of her children displays a different attachment style: Ajax is Type A, Barv is Type B, and Cleg is Type C.

(c) Complete the table below by stating the name of the differing attachment styles and describe how the Type B and C child may behave when Alia presents them with Ainsworth's The Strange Situation. (4 marks)

Child	Style name	Behaviour
Ajax (Type A)		<ul style="list-style-type: none"><li>ignores Alia, fails to look at her, does not seek her comfort/contact</li></ul>
Barv (Type B)	Secure	
Cleg (Type C)		



















**Marking Guide – Section 2**

**2022  
Section 2  
Question 5**

**Others:  
Relational  
influences**

Priya is building a house and has found the experience stressful after having to navigate perceived and real conflict. She faced delays due to worker shortages and potentially losing her current home before the new house was complete.

When planning what her new house would look like and how much it would cost, Priya had meetings with her builder where they both made proposals and counterproposals. They reached an agreement on the terms of the building contract that met the needs of both parties, and they were both happy.

(a) Identify the conflict resolution technique used by Priya and her builder. (1 mark)

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

(b) Classify the type of solution reached by Priya and her builder. (1 mark)

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

Priya’s new neighbours did not like the design of Priya’s new driveway and claimed it affected the value of their home. The neighbours exchanged increasingly angry emails about the problem until Priya eventually hired a lawyer to facilitate meetings and encourage the neighbours to come to an agreed solution.

(c) Identify **one** similarity and one difference between counselling and mediation. (2 marks)

Description	Marks
<b>Any one of the following similarities</b>	
<ul style="list-style-type: none"> <li>• both require a third party</li> <li>• both involve improved communication between parties</li> <li>• both can reduce conflict</li> <li>• both require the parties to come to an agreed solution for conflict resolution</li> </ul>	1
<b>Any one of the following differences</b>	
<ul style="list-style-type: none"> <li>• counselling is skills focused while mediation does not seek to develop skills</li> <li>• mediation tends to focus on a specific dispute while counselling focuses on wider ranging/recurring issues</li> <li>• counselling can involve just one party while mediation requires representation by both parties</li> </ul>	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

When Priya and her daughter, Mina, moved into their new home, Mina also moved to a new local school. Although the distance to the new school is slightly further than before, Priya told Mina that she will now need to find her own way to school each day, saying 'it's about time you were a little more independent'. When Mina was upset by this, Priya sat with her and they looked up the transport options together.

(d) State the two dimensions of parenting styles. (2 marks)

Description	Marks
demandingness/control	1
Responsiveness/warmth	1
<b>Total</b>	<b>2</b>

(e) (i) Identify the parenting style Priya is using with Mina. (1 mark)

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

(ii) Justify your answer to part (e)(i), using examples from the scenario. (4 marks)

Description	Marks
high responsiveness/warmth	1
Priya provided support to Mina by helping her find transport options or Priya provided a rationale for making her find her own way to school	1
high demandingness/control	1
Priya increased accountability for Mina by making her take greater responsibility for getting to school	1
<b>Total</b>	<b>4</b>
Accept other relevant answers.	

**2021  
Section 2  
Question 6**

**Others:  
Relational  
influences**

Bowlby and Ainsworth developed attachment theories to describe and predict human behaviour.

(a) Explain Bowlby's concept of 'monotropy' as it relates to attachment theory. (3 marks)

Description	Marks
Monotropy is the innate	1
Need to attach to one main figure/caregiver	1
This relationship is more important than others.	1
<b>Total</b>	<b>3</b>
Accept other relevant responses	

Bowlby's '*Forty-four Juvenile Thieves*' study investigated the impact of a child being separated from its mother during a critical or sensitive period.

(b) (i) Name the term used to describe the situation in which a child has been separated from its mother during the critical or sensitive period. (1 mark)

Description	Marks
Maternal deprivation	1
<b>Total</b>	<b>1</b>

(ii) State the duration of this critical period as articulated by Bowlby. (1 mark)

Description	Marks
0–5 years	1
<b>Total</b>	<b>1</b>

Bowlby concluded from his study that the longer a child was separated from its mother, the more likely it was to develop affectionless psychopathy.

(c) State two characteristics of an individual with affectionless psychopathy. (2 marks)

Description	Marks
Any <b>two</b> of the following:	
<ul style="list-style-type: none"> <li>• lack of emotional development</li> <li>• lack of concern for others</li> <li>• lack of guilt</li> <li>• inability to form meaningful/lasting relationships.</li> </ul>	1–2
<b>Total</b>	<b>2</b>

(d) Describe the concept of a 'secure base' in attachment theory. (2 marks)

Description	Marks
The child has an area from which to explore	1
and can return to the safety/security of this base/parent/care giver if distressed	1
<b>Total</b>	<b>2</b>

Mary Ainsworth developed a laboratory-based method for measuring attachment security in infants. Martha and her daughter Aila are participants in an experiment designed in the same way as Ainsworth's original study.

In the experiment, Martha leaves the room and, when she returns, Aila rushes back to Martha and hugs her while looking fearfully at the door. She soon settles and returns to playing with the toys away from Martha.

(e) (i) Identify which of Ainsworth's classifications applies to Aila's behaviour. (1 mark)

Description	Marks
Secure attachment	1
<b>Total</b>	<b>1</b>

(ii) Justify your response to part (e)(i). (2 marks)

Description	Marks
Aila has returned to Martha as a secure base/parent/care giver	1
but can leave her to continue playing, demonstrating that she feels safe to explore.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

**2020  
Section 2  
Question 4**

**Others:  
Relational  
influences**

Conflict resolution is imperative in human society, as we learn to negotiate differences and voice our own opinions. Successful conflict resolution generally requires work from both parties.

(a) Name and define three conflict resolution solution types in the table below. (6 marks)

Description		Marks
Type of solution	Definition	
Distributive	Compromise and mutual concession	1–2
Integrative	Both sides benefit, understand both parties motives/needs and aim to meet both	1–2
Imposed	Stronger party or a third party will force/dictate a solution	1–2
<b>Total</b>		<b>6</b>

Erick and Casey are having trouble with their teenage daughter. They are in conflict with her regularly and are looking at constructive ways of resolving future disputes.

(b) State and describe the **most** appropriate conflict resolution technique for Erick, Casey and their daughter. (3 marks)

Description	Marks
Counselling	1
One or both parties work with a counsellor (doesn't require both parties)	1
Develop skills to help deal with conflict	1
<b>Total</b>	<b>3</b>
Must state counselling as it is for resolving future disputes. Note: Accept other correct responses for description.	

Alia has triplets. After reading about Mary Ainsworth's attachment studies, Alia realises that each of her children displays a different attachment style: Ajax is Type A, Barv is Type B, and Cleg is Type C.

(c) Complete the table below by stating the name of the differing attachment styles and describe how the Type B and C child may behave when Alia presents them with Ainsworth's The Strange Situation. (4 marks)

Description			Marks
Child	Style name	Behaviour	
Ajax (Type A)	Anxious/insecure Avoidant	<ul style="list-style-type: none"> <li>ignores Alia, fails to look at her, does not seek her comfort/contact</li> </ul>	1
Barv (Type B)	Secure	<ul style="list-style-type: none"> <li>uses the mother as a secure base to explore from, settle quickly after the reunion</li> </ul>	1
Cleg (Type C)	Anxious/insecure Resistant	<ul style="list-style-type: none"> <li>resist mother by clinging to her but also kicking her away</li> </ul>	1–2
<b>Total</b>			<b>4</b>

**Marking Guide – Section 3**

**2019  
Section 3  
Question  
10**

**Others:  
Relational  
influences**

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

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

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

In your answer refer to the above scenario, making sure you:

- define the psychological terms ‘socialisation’ and ‘attachment’
- describe Bowlby’s theory of attachment
- explain how Bowlby describes the contribution of attachment to the socialisation process and refer to the relevant model
- use Bowlby’s theory to explain Patna’s behaviour. Illustrate your explanation with **one** example from the scenario
- name and explain the **three** parenting styles identified in the Psychology syllabus
- outline how a parent from each style would deal with Patna’s behaviour.

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

<b>Describe Bowlby's Theory</b>	
<p>One mark for any of the following descriptions - maximum of four marks:</p> <ul style="list-style-type: none"> <li>• Bowlby's theory combined biological factors (biologically determined drive for attachment) and cognitive factors (mental representations about attachment and relationships that can be changed through the course of life)</li> <li>• evolutionary perspective: children who are close to their mothers would have avoided predators/stayed safe</li> <li>• 'sensitive period' - the optimum time when an infant becomes imprinted by early contact with a mother</li> <li>• imprinting refers to the precise and specific learning that occurs to form a bond with the mother</li> <li>• mothers have a biological need to be close to their child</li> <li>• primary bond is the most important and this is usually with the mother. It is different from any other bond</li> <li>• critical period of bond is 12 months</li> <li>• children behave in ways that that elicit contact or proximity with the caregiver e.g. when they are experience heightened arousal, they signal the caregiver (smiling, crying, movement)</li> <li>• caregivers instinctively respond to infant, creating reciprocal pattern of interaction.</li> </ul> <p>Accept other relevant responses or responses that display understanding of the above concepts. (Where students use the correct terminology and describe the concept, take this into account when marking 'quality of response').</p>	1-4
<b>Subtotal</b>	<b>4</b>
<b>Explain the contribution of attachment to the socialisation process according to Bowlby</b>	
Attachment relationship with the primary caregiver leads to development of a cognitive framework/representation for understanding relationships.	1
<b>or</b> Primary caregiver acts as a prototype for future relationships via the internal working model	
<p>One mark for each element of Bowlby's internal working model:</p> <ol style="list-style-type: none"> <li>1. a model of others – e.g. the mother being experienced as trustworthy</li> <li>2. a model of the self as being valuable and important to others</li> <li>3. a model of self as being effective when interacting with others.</li> </ol>	1-3
<b>Subtotal</b>	<b>4</b>
<b>Application Bowlby's Theory to the scenario</b>	
Patna likely to have experienced maternal deprivation during critical period	1
<p>Two marks for one relevant example from the scenario</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• increased aggression (1) - in response to her own and/or other children's mistakes (1)</li> <li>• affectionless psychopathy/inability to show affection or concern for others (1) - does not participate in bonding activities/does not show affection for team members, walks away from injured player. (1)</li> </ul>	1-2
<b>Subtotal</b>	<b>3</b>

<b>Names parenting styles</b>	
One mark for each parenting style: <ul style="list-style-type: none"> <li>• Authoritarian</li> <li>• Authoritative</li> <li>• Permissive.</li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
<b>Explains parenting styles</b>	
Two marks for explaining each parenting style	
Authoritarian - high in control and low on responsiveness, set rules and provide little explanation, demanding and strict, high expectation of compliance to parental rules, low in warmth, high in parental involvement and concern	1–2
Authoritative - high control and high in responsiveness, ensure that children understand reasons for rules that they set, take the child's viewpoint into account and as they grow up, encourage their involvement in the decision-making process, warm and responsive interactions with their children yet expect them to follow the rules that have been set	1–2
Permissive - low control and high responsiveness, provides parental acceptance of children, few rules or guidelines for child, does not closely monitor activities and rarely control behaviour, children allowed to express themselves as they please	1–2
Award two marks for responses that demonstrate understanding of the concepts i.e. they do not need to include all aspects mentioned above.	
<b>Subtotal</b>	<b>6</b>
<b>Application of parenting style to scenario</b>	
One mark for each application of parenting style	
Authoritarian - would tell Patna how to behave and closely monitor her compliance. Would not listen to her viewpoint	1
Authoritative - would explain why Patna's behaviour is unacceptable and listen to her viewpoint before setting clear rules/expectations for her to follow	1
Permissive - would discuss Patna's behaviour with her and point out that it is wrong but will not monitor her closely or try to control her, they would tell her they love her and support her (it is important that the examples used do not reflect uninformed parenting - permissive parents will take some action in this scenario).	1
Accept responses that demonstrate understanding of the levels of responsiveness and control applicable to each parenting style. No half marks are awarded so a mark can only be given if the response reflects both control and responsiveness.	
<b>Subtotal</b>	<b>3</b>
<b>Quality of Response</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	3
Candidate writes using paragraphs. Uses psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct use of punctuation and grammar.	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>28</b>



	(ii) Name and describe the learning system proposed by the theorist given in part (b)(i). (3 marks)
	(iii) Apart from routines, outline <b>one</b> way in which pre-school teachers could enhance children's language skills by using the work of the theorist named in part (a)(i). Use an example of an activity that could be used to support your answer. (4 marks)

<b>2022</b> <b>Section 2</b> <b>Question 6</b>  <b>Others:</b> <b>Communi-</b> <b>cation</b>	One aspect of communication is style.
	(a) Explain what is meant by 'communication style'. (3 marks)

William Labov's published works regarding Black English Vernacular (BEV)/ African-American English Vernacular (AAEV) highlights his major contribution to an understanding of communication.

(b) Explain the key findings of Labov's work. (3 marks)

---

---

---

---

---

---

Labov claimed that many European languages used double negatives similarly to AAEV.

(c) Present one example of a double negative that may be used in AAEV. (1 mark)

---

---

The work of the UK sociolinguist Basil Bernstein predated that of Labov. His 1971 published works, *Class, codes and control: Theoretical studies towards a sociology of language*, outlined two contrasting language code systems.

There are positive and negative aspects to both the language codes proposed by Bernstein.

(d) Name both codes and propose **one** example for each language code where it would be better to use that code. (4 marks)

Code	Example

**2019  
Section 2  
Question 9**

**Others:  
Communi-  
cation**

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

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

One:

Two:

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

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

According to Chomsky's theory, the Language Acquisition Device plays a role in language development.

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

The Language Acquisition Device relies on the concept of grammatical rules, both surface structure and deep structure.

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

---

---

---

When it comes to persuasive communication, we must consider three main features: the source of the message, the nature of the communication and the characteristics of the audience.

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

One:

---

---

---

Two:

---

---

---

'Nature of the communication' may include the medium (e.g. television, radio, newspaper) used to convey the message.

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

---

---

---

---

Section 3

2021  
Section 3  
Question  
11

Others:  
Communication

The World Health Organisation (WHO), an agency of the United Nations, is responsible for international health responses and policies, and manages health campaigns across the globe. The #NoTobacco campaign is aimed at countries where tobacco users' health effects are causing social and economic problems. This campaign has been produced in a range of languages.

Research into persuasive communication identifies a range of features that influence whether campaigns alter attitudes and behaviours effectively. Much of the research is conducted using attitude change questionnaires to measure campaign advertising effectiveness and collect quantitative and qualitative data.

The advertisement below was designed to be used as a social media post. This form of advertising would have had a very wide distribution.



Write an extended answer with reference to the scenario and advertisement by applying your psychological understanding of the features of persuasive communication.

In your answer you must:

- define persuasive communication (2 marks)
- name and describe two features of persuasive communication (4 marks)
- explain how each of your identified features contribute to persuasive communication (4 marks)
- apply each of your selected features to their use in this advertisement (6 marks)
- describe a subjective quantitative measure that could be used to collect data (3 marks)
- outline two ways in which participants can affect the validity of data gathered using a qualitative survey (4 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

---

---

---















Marking Guide – Section 2

2020  
Section 2  
Question 5

Others:  
Communication

Mr and Mrs Muals are having a discussion about their weekend plans. Mrs Muals becomes frustrated because Mr Muals doesn't remember what he's been told. Mr Muals is frustrated because he feels Mrs Muals is not being clear.

(a) (i) Identify which theorist's work could be used to explain the communication issues between Mr and Mrs Muals. (1 mark)

Description	Marks
(Deborah) Tannen	1
<b>Total</b>	<b>1</b>

(ii) According to the theorist named in part (a)(i), identify and explain the reasons why Mr and Mrs Muals are both feeling frustrated by the discussion. (5 marks)

Description	Marks
Identifies the gender difference	1
Identifies the two types – report and rapport	1–2
<b>Explanation</b>	
Explains the reason why they are both feeling frustrated	2
Outlines the reason	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>5</b>
Reasons could include:	
<ul style="list-style-type: none"> <li>• Men and woman communicate differently</li> <li>• Women tend to chat while men state facts</li> <li>• Women talk over one another while men talk in turn.</li> </ul>	
Accept other relevant responses. Note: Accept follow on marks as relevant	

Many pre-schools include 'emergent literacy' programs into their curriculum. *Paths to Literacy* discusses how these programs work with children to form literacy:

**Copyright restrictions prohibit the release of this SCSA exam material.**

(b) (i) Name the language theorist whose work supports such programs. (1 mark)

Description	Marks
(Jerome) Bruner	1
<b>Total</b>	<b>1</b>

(ii) Name and describe the learning system proposed by the theorist given in part (b)(i). (3 marks)

Description	Marks
Language Acquisition Support System	1
The support needed by parents (generally mothers)	1
Guide children's language (through interaction, routine, scaffolding, etc.)	1
<b>Total</b>	<b>3</b>
Note: Accept follow on marks as relevant.	

(iii) Apart from routines, outline **one** way in which pre-school teachers could enhance children's language skills by using the work of the theorist named in part (a)(i). Use an example of an activity that could be used to support your answer. (4 marks)

Description	Marks
<p>Examples of correct responses include:</p> <p>Bruner:</p> <ul style="list-style-type: none"> <li>Scaffolding (1) – operating one step ahead of where the child is (1) to encourage the child to reach that step before moving to the next (1). e.g. the child says 'uh' and points to a ball, educator says 'buh' until child also says 'buh' then educator moves to 'ball' (1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Joint attention (1) – eye contact is gained and then place an object between so that both are paying attention to the object (1), the object can then be named (1). e.g. educator could sit with child and number of objects, ensure both have attention on an object and then educator states what object is (1).</li> </ul> <p>Tannen:</p> <ul style="list-style-type: none"> <li>Rapport (1) and report talk (1) – teachers can use activities that encourage boys to stand up in front of a group and present to the class (report) (1) compared to activities for girls that are encouraged to discuss in a group about their feelings (rapport) (1).</li> </ul>	1–4
<b>Total</b>	<b>4</b>
Also accept reference. Formats are routines and so is not a correct response.	
Note: Accept follow on marks as relevant.	

**2022  
Section 2  
Question 6**

**Others:  
Communi-  
cation**

One aspect of communication is style.

(a) Explain what is meant by 'communication style'. (3 marks)

Description	Marks
communication style is the social and cultural aspects of language	1
it includes accents/vocabulary/grammar/content	1
it is impacted by gender/socioeconomics/culture	1
<b>Total</b>	<b>3</b>

William Labov's published works regarding Black English Vernacular (BEV)/ African-American English Vernacular (AAEV) highlights his major contribution to an understanding of communication.

(b) Explain the key findings of Labov's work. (3 marks)

Description	Marks
<b>Any three of</b>	
<ul style="list-style-type: none"> <li>BEV/AAEV was as rule-governed and complex as standard English</li> <li>BEV/AAEV should not be viewed as a deficit</li> <li>BEV/AAEV should be viewed simply as something different</li> <li>BEV/AAEV should be accepted as a standard way of communicating (particularly in a school setting)</li> </ul>	1–3
<b>Total</b>	<b>3</b>

Labov claimed that many European languages used double negatives similarly to AAEV.

(c) Present one example of a double negative that may be used in AAEV. (1 mark)

Description	Marks
He hasn't done nothing.	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

The work of the UK sociolinguist Basil Bernstein predated that of Labov. His 1971 published works, *Class, codes and control: Theoretical studies towards a sociology of language*, outlined two contrasting language code systems.

There are positive and negative aspects to both the language codes proposed by Bernstein.

(d) Name both codes and propose **one** example for each language code where it would be better to use that code. (4 marks)

Description		Marks
Code	Example	
Restricted code	Example should include a reference to situations with large amount of shared knowledge/understandings or when quick reaction is necessary.	1–2
Elaborated code	Example should include a reference to situations with little or no shared knowledge/understandings.	1–2
<b>Total</b>		<b>4</b>
Note: examples can include context, environment, situation or expressions.		

**2019  
Section 2  
Question 9**

**Others:  
Communication**

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

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

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

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

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

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

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

Description	Marks
Language is innate/genetic disposition to learn language	1
<b>Total</b>	<b>1</b>

According to Chomsky's theory, the Language Acquisition Device plays a role in language development.

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

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

The Language Acquisition Device relies on the concept of grammatical rules, both surface structure and deep structure.

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

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

When it comes to persuasive communication, we must consider three main features: the source of the message, the nature of the communication and the characteristics of the audience.

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

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

'Nature of the communication' may include the medium (e.g. television, radio, newspaper) used to convey the message.

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

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

## Marking Guide – Section 3

**2021  
Section 3  
Question  
11**

**Others:  
Communication**

The World Health Organisation (WHO), an agency of the United Nations, is responsible for international health responses and policies, and manages health campaigns across the globe. The #NoTobacco campaign is aimed at countries where tobacco users' health effects are causing social and economic problems. This campaign has been produced in a range of languages.

Research into persuasive communication identifies a range of features that influence whether campaigns alter attitudes and behaviours effectively. Much of the research is conducted using attitude change questionnaires to measure campaign advertising effectiveness and collect quantitative and qualitative data.

The advertisement below was designed to be used as a social media post. This form of advertising would have had a very wide distribution.



Write an extended answer with reference to the scenario and advertisement by applying your psychological understanding of the features of persuasive communication.

In your answer you must:

- define persuasive communication (2 marks)
- name and describe two features of persuasive communication (4 marks)
- explain how each of your identified features contribute to persuasive communication (4 marks)
- apply each of your selected features to their use in this advertisement (6 marks)
- describe a subjective quantitative measure that could be used to collect data (3 marks)
- outline two ways in which participants can affect the validity of data gathered using a qualitative survey (4 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
<b>Define persuasive communication</b>	
Any communication that leads to/causes/influences	1
Change in attitudes and/or behaviours. <i>Note: Accept answers that include a change to the individual</i>	1
<b>Subtotal</b>	<b>2</b>
<b>Name and describe two features of persuasive communication</b>	
<b>Any two of the following:</b>	
<ul style="list-style-type: none"> <li>• source of the message (1) the organisation or individual that has created/presented the message (1)</li> <li>• characteristics of the audience (1) individual and/or population features of the target audience (1)</li> <li>• nature of the communication (1) includes the medium and method of delivery (1) e.g. written/visual/spoken/multimodal/digital/print</li> </ul>	1–4
<b>Subtotal</b>	<b>4</b>
<b>Explain how each of your identified features contribute to persuasive communication</b>	
<b>Source</b> <ul style="list-style-type: none"> <li>• source of the message is persuasive based on levels of credibility/trustworthiness of the source</li> <li>• factors such as attractiveness/expertise/similarity influence the level of source credibility/trustworthiness</li> </ul> <i>Note: Describes how one or more of the elements influence persuasion.</i>	1–2
<b>Characteristics of the audience</b> <ul style="list-style-type: none"> <li>• could include age, gender, self-esteem, location, level of education, existing attitudes and values</li> </ul> <i>Note: Describes how at least one characteristic influences the effectiveness of persuasion</i>	1–2
<b>Nature of the communication</b> <ul style="list-style-type: none"> <li>• persuasiveness is influenced by factors such as fast-talking, use of fear, appeals to emotion, visual components, use of one-sided or two-sided arguments, simplicity of the message etc.</li> </ul> <i>Note: Describes how at least one of the factors influences persuasion</i>	1–2
<b>Subtotal</b>	<b>4</b>
<b>Apply each of your selected features to their use in this advertisement</b>	
<i>Note: Accept oppositional answers – i.e. those who argue this is not an effective example of persuasive communication as long as they correctly address the psychological concepts.</i>	
<i>Accept any three relevant and correct examples per feature.</i>	
<b>Source of the message</b> <ul style="list-style-type: none"> <li>• the World Health Organisation is an international body that deals with major health concerns so it can be regarded as a credible source</li> <li>• international bodies have high credibility/expertise as they are perceived to have access to extensive research data/qualified individuals/extensive experience</li> <li>• this advertisement relies on the recognition of WHO to persuade the audience to give up tobacco/smoking.</li> </ul> <i>Note: This advertisement does not use attractiveness or popularity; therefore, do not accept answers that include these.</i>	1–3

Description	Marks
<p><b>Characteristics of the audience</b></p> <ul style="list-style-type: none"> <li>a mass audience is targeted, so advertisement has wide appeal across different cultural/gender/education boundaries</li> <li>the audience will smoke or have significant others/family/friends who smoke and be predisposed to change the behaviour</li> <li>the audience requires basic literacy as the diagram does not provide enough information on its own to communicate the message</li> <li>not a highly educated audience/health professionals as the message is simple in language and layout</li> <li>this advertisement is designed to appeal to both men and women as the image and language are not gender-specific</li> <li>the lack of specific cultural references indicates the campaign is designed for international appeal</li> <li>post will not appeal to audience members who are critical of WHO</li> <li>the audience requires exposure to social media/digital platform.</li> </ul>	1–3
<p><b>Nature of the communication</b></p> <ul style="list-style-type: none"> <li>a social media post is designed to be digitally reproduced and distributed widely across a range of platforms, so it is accessible to a wide audience</li> <li>fear of dying/suffocation evoked by using the slogan: "Don't let tobacco take your breath away". – <i>Award mark for any correct explanation of the use of fear to persuade</i></li> <li>simple structure – uses a simple diagram and/or language, which means receivers can absorb the message with little cognitive effort</li> <li>it presents only one side of the argument, which is more likely to persuade those who are less educated and who already agree with the idea that tobacco/smoking is harmful</li> <li>the font is bold and simple (non-serif) to attract attention which is necessary for cognition.</li> </ul>	1-3
<b>Subtotal</b>	<b>6</b>
<b>Describe a subjective quantitative measure that could be used to collect data</b>	
<ul style="list-style-type: none"> <li>use of checklist/rating scale/Likert scale</li> <li>participants are required to indicate their answers on a numerical scale/scale of options</li> <li>collected data can be later numerically analysed/collated.</li> </ul>	1–3
<b>Subtotal</b>	<b>3</b>
<b>Outline two ways that participants can affect the validity of data gathered using a qualitative survey</b>	
<ul style="list-style-type: none"> <li>data is subjective and can be influenced by participant variables, e.g. education, intelligence, personality, beliefs, etc</li> <li>this could affect population validity, and mean results cannot be generalised to the population.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>demand characteristics (participants adapt their responses according to their perception of research expectations or the researcher)</li> <li>participants lie/tailor their answers to fit in with societal expectations/perceived expectations of the researcher</li> <li>responses do not indicate the actual views of the participants.</li> </ul>	1–2
<b>Subtotal</b>	<b>4</b>
Description	Marks
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. <i>Does not need essay style broad introduction or conclusion for full marks</i>	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>27</b>

## Unit 4 – Self: Developmental psychology

### Section 2

2022  
Section 2  
Question 7

Self:  
Develop-  
mental  
psychology

(a) Number the following in order of development. (4 marks)

Developmental order (1st, 2nd, 3rd, 4th)	Milestone
	Symbolic thinking
	Object permanence
	Abstract thinking
	Conservation of mass

Michael, an 18 month-old child, loves dogs. He is quite good at pointing at dogs and barking at them. One day, he went to his aunt's farm, and saw a sheep and he started barking at it. He had never seen a sheep before. His dad tried to correct him and said that they were not dogs but sheep and made a 'baa' sound. Michael was confused and would pause for a bit after seeing a sheep, but kept barking.

According to Piagetian theory, Michael was trying to fit the sheep into his existing schema of dogs.

(b) State the name of this process. (1 mark)

After Michael had seen more sheep, he started to say 'baa' to the sheep but kept barking at dogs. He started to adapt his schema, and he never barked at a sheep again.

(c) Referring to the scenario above, explain the process that resulted in this adaptation. (4 marks)

---

---

---

---

---

---

---

---

---

---

(d) Argue why Piaget's theory is both innate and learned. (4 marks)

---



---



---



---



---



---



---



---



---



---

**2019**  
**Section 2**  
**Question 8**

**Self:**  
**Develop-**  
**mental**  
**psychology**

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

---

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

---

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

---

Piaget believed that humans progress through four stages of development.

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

Stage	Stage name	Age range	Characteristic/s
2			
4			

Erikson's theory of identity is a lifespan theory based on a series of psychosocial crises.

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

---

---

---

---

---

---

---

Nefu is a 23-year-old. So far she has successfully resolved each psychosocial crisis as defined by Erikson.

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

---

---

---

---

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

One:

---

---

Two:

---

---

**Section 3**

**2021  
Section 3  
Question  
12**

**Self:  
Develop-  
mental  
psychology**

A group of Year 12 Psychology students wanted to investigate group polarisation.

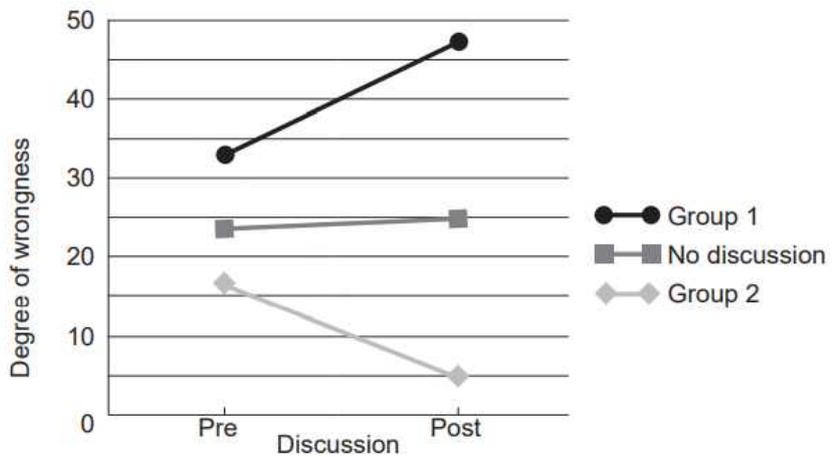
They presented 20 students with Heinz’s dilemma. Each participant had to read the dilemma and rate, on a scale of one to fifty, how strongly they felt that Heinz did the wrong thing. The higher the rating, the more the participant felt Heinz was in the wrong.

The participants were placed into three groups, and the average scores for each group were taken. Two groups were then required to discuss the scenario for 10 minutes, and after the discussion, each participant had to re-rate Heinz on the same scale. The third group of participants did not discuss the matter but completed the rating scales both times.

The three groups were

- discussion group 1: A group that initially strongly rated Heinz as doing the wrong thing;
- discussion group 2: A group that initially strongly rated Heinz as not doing the wrong thing; and,
- no discussion group: Participants that did not discuss the dilemma.

The mean group results from the pre- and post-discussion surveys are presented below.



	Pre-discussion	Post-discussion
●—● Group 1	33	48
■—■ No discussion	24	25
◆—◆ Group 2	17	5

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- outline the concept ‘group polarisation’ (3 marks)
- apply the results from the graph and table to the concept of group polarisation (6 marks)
- outline Kohlberg’s methods for studying moral development (5 marks)
- name the levels of Kohlberg’s moral development theory (3 marks)
- explain how a person at each level of moral reasoning would rationalise Heinz being in the wrong (6 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)























Marking Guide – Section 2

2022  
Section 2  
Question 7

Self:  
Develop-  
mental  
psychology

(a) Number the following in order of development. (4 marks)

Description		Marks
Developmental order (1st, 2nd, 3rd, 4th)	Milestone	
2nd	Symbolic thinking	1
1st	Object permanence	1
4th	Abstract thinking	1
3rd	Conservation of mass	1
<b>Total</b>		<b>4</b>

Michael, an 18 month-old child, loves dogs. He is quite good at pointing at dogs and barking at them. One day, he went to his aunt's farm, and saw a sheep and he started barking at it. He had never seen a sheep before. His dad tried to correct him and said that they were not dogs but sheep and made a 'baa' sound. Michael was confused and would pause for a bit after seeing a sheep, but kept barking.

According to Piagetian theory, Michael was trying to fit the sheep into his existing schema of dogs.

(b) State the name of this process. (1 mark)

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

After Michael had seen more sheep, he started to say 'baa' to the sheep but kept barking at dogs. He started to adapt his schema, and he never barked at a sheep again.

(c) Referring to the scenario above, explain the process that resulted in this adaptation. (4 marks)

Description	Marks
Accommodation	1
as Michael kept experiencing more examples of sheep/he had no existing schema for sheep	1
he adapted his schema/thinking	1
he no longer experiences (cognitive) conflict/achieved equilibrium	1
<b>Total</b>	<b>4</b>

(d) Argue why Piaget's theory is both innate and learned. (4 marks)

Description	Marks
it is innate as children go through (predetermined/set/natural) stages	1
and achieve set milestones	1
it is learned, as the child must experience the right experiences	1
if they do not, the development is delayed/affected	1
<b>Total</b>	<b>4</b>

**2019  
Section 2  
Question 8**

**Self:  
Develop-  
mental  
psychology**

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

Description	Marks
Cognitive/cognition	1
<b>Total</b>	<b>1</b>

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

Description	Marks
Assimilation is fitting new experiences into our current schemas	1
<b>Total</b>	<b>1</b>

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

Description	Marks
Accommodation is adjusting our current schemas in order to understand new experiences	1
<b>Total</b>	<b>1</b>

Piaget believed that humans progress through four stages of development.

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

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

Erikson's theory of identity is a lifespan theory based on a series of psychosocial crises.

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

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

Nefu is a 23-year-old. So far she has successfully resolved each psychosocial crisis as defined by Erikson.

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

Description	Marks
Stage 6/Early Adulthood	1
Intimacy vs Isolation	1
<b>Total</b>	<b>2</b>

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

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

**2021  
Section 3  
Question  
12**

**Self:  
Develop-  
mental  
psychology**

A group of Year 12 Psychology students wanted to investigate group polarisation.

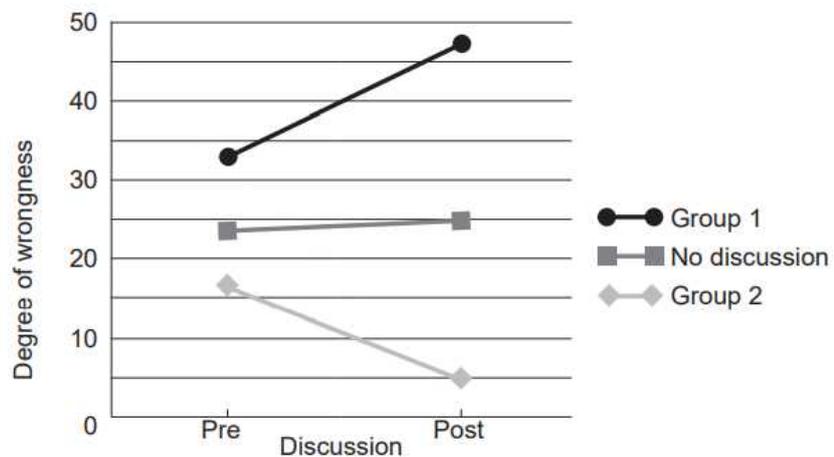
They presented 20 students with Heinz’s dilemma. Each participant had to read the dilemma and rate, on a scale of one to fifty, how strongly they felt that Heinz did the wrong thing. The higher the rating, the more the participant felt Heinz was in the wrong.

The participants were placed into three groups, and the average scores for each group were taken. Two groups were then required to discuss the scenario for 10 minutes, and after the discussion, each participant had to re-rate Heinz on the same scale. The third group of participants did not discuss the matter but completed the rating scales both times.

The three groups were

- discussion group 1: A group that initially strongly rated Heinz as doing the wrong thing;
- discussion group 2: A group that initially strongly rated Heinz as not doing the wrong thing; and,
- no discussion group: Participants that did not discuss the dilemma.

The mean group results from the pre- and post-discussion surveys are presented below.



	Pre-discussion	Post-discussion
●—● Group 1	33	48
■—■ No discussion	24	25
◆—◆ Group 2	17	5

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- outline the concept ‘group polarisation’ (3 marks)
- apply the results from the graph and table to the concept of group polarisation (6 marks)
- outline Kohlberg’s methods for studying moral development (5 marks)
- name the levels of Kohlberg’s moral development theory (3 marks)
- explain how a person at each level of moral reasoning would rationalise Heinz being in the wrong (6 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
<b>Outline the concept 'group polarisation'</b>	
<ul style="list-style-type: none"> <li>the tendency for group discussion to produce more extreme group decisions/opinion/positions</li> <li>than the (mean of members') pre-discussion opinions</li> <li>in the direction favoured by the mean/original group opinion.</li> </ul>	1-3
<b>Subtotal</b>	<b>3</b>
<b>Apply the results from the graph and table to the concept of group polarisation</b>	
When people discussed the case with others	1
Views became more extreme	1
Those who assessed at high levels of wrong rated him as being more wrong	1
Those who assessed a low level of wrong rated him as being less wrong	1
Those who didn't discuss the cases with fellow participants	1
Had no significant change in opinion about wrongness	1
<b>Subtotal</b>	<b>6</b>
<b>Outline Kohlberg's methods for studying moral development</b>	
Presented moral dilemmas	1
To a wide range of age groups	1
Asked questions to determine their judgement about the action/whether actions were right or wrong	1
He only analysed the moral reasoning behind the judgements	1
Based on this analysis, he developed classifications for the level of moral reasoning.	1
<b>Subtotal</b>	<b>5</b>
<b>Name the levels of Kohlberg's moral development theory</b>	
Pre-conventional	1
Conventional	1
Post-conventional	1
<b>Subtotal</b>	<b>3</b>
<b>Explain how a person at each level of moral reasoning would rationalise Heinz being in the wrong</b>	
Pre-conventional <ul style="list-style-type: none"> <li>focuses on the consequences/egocentric</li> <li>he might go to prison/get punished</li> </ul>	1-2
Conventional <ul style="list-style-type: none"> <li>concerned about what others/society would think of Heinz</li> <li>it is Heinz's responsibility to follow the others' expectations/the rule of law</li> </ul>	1-2
Post-conventional <ul style="list-style-type: none"> <li>focus on abstract reasoning using universal ethical/personal principles</li> <li>his impact on others is wrong</li> </ul>	1-2
<b>Subtotal</b>	<b>6</b>
<b>Accept any other correct reasoning</b>	
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. <i>Does not need essay style broad introduction or conclusion for full marks</i>	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>27</b>

<p><b>2020</b> <b>Section 3</b> <b>Question</b> <b>11</b></p> <p><b>Self:</b> <b>Develop-</b> <b>mental</b> <b>psychology</b></p>	<p>When Shauna was five-years-old she witnessed her older sister Lola steal a toy animal from the supermarket. She then gave it to her mother as a gift. Not knowing it was stolen, her mother gave Lola a cookie. As her mother gave her sister praise, Shauna thought if she did what her mother wanted her to do, she too would get a reward. Shauna's mother's favourite animal was a meerkat. When they went to the zoo the day before Shauna's sixth birthday, Shauna took a meerkat from the enclosure and hid it in her backpack. When they got home, she proudly gave it to her mother, who was very upset with her and called the police.</p> <p>Once the meerkat was returned, the police interviewed Shauna to try to understand why she had committed the crime. Shauna explained that she stole the meerkat because she thought it was the right thing to do as her sister got a cookie as a reward after stealing a toy animal and giving it to her mother. The police explained what she had done was particularly bad because it was a live animal, but Shauna kept arguing that her sister had stolen a toy animal, seeming to believe that the stolen toy could think and feel too. She also told the police that she was not worried about getting caught, as no one could have seen her because her eyes were closed.</p> <p>Following the incident, Shauna never stole again; however, she also became withdrawn. She became unwilling to try anything new, stating that she would not be any good at it and that she was not good at anything.</p> <p>In your answer, refer to the above scenario by creating a well-constructed response, addressing the following:</p> <ul style="list-style-type: none"> <li>• identify the stage of cognitive and moral development displayed by Shauna in the scenario (2 marks)</li> <li>• outline and apply Piaget's theory of cognitive development or Kohlberg's theory of moral development (5 marks)</li> <li>• explain how your chosen theory (Piaget or Kohlberg) accounts for an aspect of Shauna's behaviour in the scenario, referring to empirical evidence (5 marks)</li> <li>• outline Erikson's stage theory of identity or Bandura's social learning theory (5 marks)</li> <li>• explain how your chosen theory (Erikson or Bandura) accounts for an aspect of Shauna's behaviour in the scenario, referring to empirical evidence (5 marks)</li> <li>• quality of your response. (4 marks)</li> </ul>
---	--

Description	Marks
<b>Cognitive and moral development</b>	
Identifies the stages of cognitive and moral development displayed	1
Cognitive development: Pre-operational stage	1
Moral Development: (Stage 2) Self-Interest or Gain Concrete Rewards or Individualism and Exchange	
<b>Subtotal</b>	<b>2</b>
<b>Theory</b>	
<p>Outlines chosen theory:            Piaget's theory of cognitive development:            One mark for each of the following – maximum of 5 marks:</p> <ul style="list-style-type: none"> <li>• individuals move through four stages in order</li> <li>• the sensorimotor stage, where individuals learn about the world through the use of their senses, lack object permanence</li> <li>• the pre-operational stage where children are not yet able to engage in logical thought, they are egocentric and unable to engage in conservation</li> <li>• the concrete operational stage, where children can use logic to solve problems, develop an understanding of conservation</li> <li>• the formal operational stage where children can engage in hypothetical problem solving and use abstract concepts.</li> </ul> <p>or            Kohlberg's theory of moral development:            One mark for each of the following – maximum of 5 marks:</p> <ul style="list-style-type: none"> <li>• individuals may pass through three levels of moral reasoning that include a total of six stages</li> <li>• most people never reach stage five or six (level three / most only reach stage four)</li> <li>• moral development is determined not by a person's actions but by the rationale that they use to justify their choice of action</li> <li>• level one is pre-conventional reasoning with stage one focussing on avoiding punishment and stage two on gaining a reward</li> <li>• level two is conventional reasoning, with stage three focussing on being seen as good or nice by others and stage four focussing on doing what is right under the law</li> <li>• level three is post-conventional reasoning, with stage five focusing on maintaining social contracts and stage six focusing on universal ethics and justice.</li> </ul> <p>Note: Where names of stages are stated but not elaborated one mark may be given.</p>	1–5
<b>Subtotal</b>	<b>5</b>
<b>Explanation</b>	
<p>Clear explanation of the chosen theory to the scenario.            Cognitive development, any two of:</p> <ul style="list-style-type: none"> <li>• at age 5, Shauna falls in the pre-operational stage of cognitive development</li> <li>• Shauna is displaying egocentrism and demonstrating an inability to see what others do. When Shauna cannot see by closing her eyes, she believes that others cannot see her.</li> <li>• Shauna shows evidence of 'animism' a characteristic of children in the preoperational stage as she believes that soft toys are real.</li> </ul> <p>Moral development:</p> <ul style="list-style-type: none"> <li>• Shauna is demonstrating that she is at Level 1, Stage 2, Self-Interest or Gain Concrete Rewards or Individualism and Exchange – expectation of cookie reward.</li> </ul>	1–2

	Application of empirical evidence: Explains a relevant supporting study/studies/theorists and makes explicit links to how this supports the theory.	1–3
	Describes a relevant supporting study with links to the scenario	
	Outlines a relevant supporting study	
	Accept relevant empirical evidence	
	<b>Subtotal</b>	<b>5</b>
	<b>Identity and social-learning theory</b>	
	Outlines chosen theory. Identity theory (any five of):	1–5
	<ul style="list-style-type: none"> <li>• Erikson's stage theory of identity sees individuals moving through eight stages of identity development across the lifespan, through which individuals develop their sense of self</li> <li>• each of the eight stages is named correctly and in the correct order (if listed as an order)</li> <li>• at each stage, an individual is confronted with a different psychosocial crisis as a result of the individual's psychological needs being in conflict with the demands of society</li> <li>• a positive resolution of crises leads to the development of virtues and healthy personality development</li> <li>• failures to effectively resolve a crisis results in the individual becoming stuck, leading to abnormal personality development</li> <li>• failures to effectively resolve a crisis results in a reduced capacity to resolve crises at later stages.</li> </ul>	
	or	
	Social-learning theory (any five of):	
<ul style="list-style-type: none"> <li>• social learning theory theorises that an individuals' behaviour's and actions develop over time as a result of interaction with their environment</li> <li>• social learning theory sees our behaviour's and our personality as something that continually develops over the course of the life-span</li> <li>• through observation of behaviour's, individuals acquire knowledge about behaviour's and their likely outcomes</li> <li>• models are those who the individuals are likely to attend to, usually those seen to be of high status or similar to the individual</li> <li>• the likelihood of behaviour change through observing a model is dependent upon the individual attending to the behaviour (attention), being able to recall it (retention), having the physical or mental capacity to reproduce it (reproduction) and being motivated to carry out such a behaviour (motivation)</li> <li>• motivation through vicarious reinforcement increases the likelihood of a behaviour being reproduced</li> <li>• a reciprocal relationship of bidirectional influence exists between an individual and the environment, whereby the individual is influenced by the environment and also exerts influence over the environment.</li> </ul>		
Note: Reference to cognitive components and self-efficacy should not be awarded marks as these form components of his later social cognitive theory.		
<b>Subtotal</b>	<b>5</b>	

Explanation	
<p>Clear explanation of the chosen theory to the scenario. Erikson's stage theory of identity, two of:</p> <ul style="list-style-type: none"> <li>• at age six, Shauna is in the early childhood stage, where she is trying to resolve the crisis of initiative versus guilt</li> <li>• Shauna was attempting to demonstrate initiative by taking the meerkat, her mother's reaction led her to feel a strong sense of guilt for taking the initiative, failing to overcome the crisis has resulted in Shauna being unwilling to try new things and failures in the next stage of initiative versus shame and doubt</li> <li>• Shauna becoming withdrawn is a result of the negative consequence of inhibition from failure at this stage.</li> </ul> <p>or</p> <p>Bandura's social learning theory:</p> <ul style="list-style-type: none"> <li>• Shauna witnessed her sister stealing and being rewarded for the behaviour, as her sister was a powerful model for her, so she attended to the behaviour</li> <li>• when Shauna was presented with the opportunity to steal, she replicated the behaviour that she had observed.</li> </ul>	1–2
<p>Application of empirical evidence: Explains a relevant supporting study/studies/theorists and makes explicit links to how this supports the theory</p>	1–3
Describes a relevant supporting study with links to scenario	
Outlines a relevant supporting study	
Accept relevant empirical evidence	
<b>Subtotal</b>	<b>5</b>
Quality of response	
<p>Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks.)</p>	4
<p>Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning</p>	3
<p>Candidate writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning</p>	2
<p>Candidate writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar</p>	1
<p>Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but needs to be accompanied with an explanation</p>	
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>26</b>

## Unit 4 – Self: Personality

### Section 2

2022  
Section 2  
Question 8

Self:  
Personality

Mischel proposed a model of personality that emphasises thinking and responding to the situation and can be said to have a social-cognitive perspective on personality.

(a) Name two other perspectives of contemporary personality theory. (2 marks)

One:

---

Two:

---

(b) Outline one limitation of social-cognitive theory of personality. (2 marks)

---

---

---

Soo is an excellent football player and has won her club's best player award for three years in a row. Soo's school friends do not enjoy football as much but are happy to play with Soo because she is good at including them in the play, even when they are not very skilled. It has come to be expected by the group that when there is free time during school, Soo will organise a game of football.

According to Mischel, there are five person variables that may be used to predict how a person will behave.

(c) Complete the table below to explain why Soo will attempt to organise a game of football with her friends in their free time during school. (5 marks)

Person variable	Example
Competencies	
	Soo expects that if she organises a game, then her friends will play
Cognitive strategies	
	Soo restrains herself during play to ensure her friends have an opportunity with the ball
Subjective values	

	<p>(d) Deduce a personality signature that describes Soo's behaviour in the situation on page 18. (2 marks)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

<p><b>2021</b> <b>Section 2</b> <b>Question 7</b></p> <p><b>Self:</b> <b>Personality</b></p>	<p>(a) Name the theorist who coined the term 'social learning theory'. (1 mark)</p> <hr/> <p>(b) Describe why social learning theory involves observation and cognitive processes. (2 marks)</p> <hr/> <hr/> <hr/> <hr/> <p>Ten-year-old Ade admired his uncle greatly. He always observed his uncle cooking food. Ade's aunt always praised his uncle for his delicious food.</p> <p>One day, Ade decided to try to cook as well. The aunt saw him cooking and praised his skills. When the uncle heard that he was trying to cook, he spent an hour teaching Ade how to cook and praised his efforts.</p> <p>(c) Identify who the model is in this scenario. (1 mark)</p> <hr/> <p>(d) Describe an example of vicarious reinforcement from the scenario. (2 marks)</p> <hr/> <hr/> <hr/> <hr/>
--	--

	<p>Ade used to watch his grandmother who was also a good cook. When asked what he wanted to be when he was older Ade said he wanted to be a good cook like his uncle.</p> <p>(e) Outline why Ade was more likely to say that he wanted to be a 'good cook like his uncle'. (2 marks)</p> <hr/> <hr/> <hr/>
	<p>Ade's sister, Noor, is four-years-old and has also seen her uncle cook. However, she has yet to try to cook herself.</p> <p>(f) Using Bandura's 'social learning theory', outline two reasons why Noor is less likely to try to cook. (4 marks)</p> <p>One:</p> <hr/> <hr/> <hr/> <p>Two:</p> <hr/> <hr/> <hr/>

<p><b>2021</b> <b>Section 2</b> <b>Question 8</b></p> <p><b>Self:</b> <b>Personality</b></p>	<p>(a) Describe the term 'trait' as it applies to personality. (2 marks)</p> <hr/> <hr/>
	<p>(b) According to trait theory, a person's personality remains the same in different situations. Identify the term that best describes this feature. (1 mark)</p> <hr/>



Humanistic and social-cognitive psychologists often criticise trait theories of personality.

(f) Propose a limitation of trait theories according to each of the following personality perspectives.

(i) Humanistic (1 mark)

---

---

(ii) Social-cognitive (1 mark)

---

---

**2020  
Section 2  
Question 7**

**Self:  
Personality**

(a) Identify the key belief underlying the trait theory regarding the origin of an individual's personality. (1 mark)

---

---

(b) Use an example to explain what is meant by the term 'continuum' in McCrae and Costa's approach to personality. (2 marks)

---

---

---

---

Rogers' believed that three factors were required for a person to grow appropriately.

(c) Identify and describe each of these three factors. (6 marks)

Factor	Description

(d) Define what Rogers meant by the term 'congruence' and state how this influences personality. (2 marks)

---

---

---

---

(e) From a humanistic perspective, outline four characteristics of a person who has reached self-actualisation. (4 marks)

One:

---

---

Two:

---

---

Three:

---

---

Four:

---

---

Jane was a careful and very social person who won three different art competitions and was proud of her accomplishments. While her family was moving to a new home, Jane lost her art paints and her money box. Also, she had not made new friends at the new school. Jane struggled to find her artistic flair and felt deflated. Some days she did not eat because she would forget to pack her lunchbox and eventually she began jumping the school fence to go to the burger shop on her own to buy food. Jane became quiet and very unsocial and her parents found it difficult to understand how her personality seemed to have changed so much.

(f) (i) Using the above scenario, identify the level of Maslow's Hierarchy of Needs that Jane had met before and after she moved to the new house. (4 marks)

	Level	Scenario example
<b>Before</b>		
<b>After</b>		

(ii) With reference to the scenario, explain why Jane, who was previously a cautious person, may begin to engage in dangerous activities such as jumping a fence. (2 marks)

---



---



---



---

**2019**  
**Section 2**  
**Question 5**

**Self:**  
**Personality**

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

There are many different theories of personality

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

One:

Two:

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

One:

Two:

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

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

One:

Two:

Bandura coined the term 'self-efficacy' when developing his personality theory

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

---

---

---

---

---

---

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

---

---

---

---

Mischel's theory was based on the idea that an individual's personality relied on five person/individual variables.

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

One:

---

---

---

---

Two:

---

---

---

---

Three:

---

---

---

---

### Section 3

There have been no questions on this topic for this section in the exams of recent years.

### Marking Guide – Section 2

<b>2022</b> <b>Section 2</b> <b>Question 8</b>  <b>Self:</b> <b>Personality</b>	Mischel proposed a model of personality that emphasises thinking and responding to the situation and can be said to have a social-cognitive perspective on personality.								
	(a) Name two other perspectives of contemporary personality theory. (2 marks)								
	<table border="1"><thead><tr><th>Description</th><th>Marks</th></tr></thead><tbody><tr><td>Trait theory</td><td>1</td></tr><tr><td>Humanistic theory</td><td>1</td></tr><tr><td><b>Total</b></td><td><b>2</b></td></tr></tbody></table>	Description	Marks	Trait theory	1	Humanistic theory	1	<b>Total</b>	<b>2</b>
	Description	Marks							
	Trait theory	1							
	Humanistic theory	1							
	<b>Total</b>	<b>2</b>							
	Accept other relevant answers.								
	(b) Outline one limitation of social-cognitive theory of personality. (2 marks)								
	<table border="1"><thead><tr><th>Description</th><th>Marks</th></tr></thead><tbody><tr><td>Any one of</td><td></td></tr><tr><td><ul style="list-style-type: none"><li>•</li><li>•</li><li>• For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the following link <a href="https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/">https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/</a> under 'Criticisms of the Social-Cognitive Perspective on Personality - Key Points'</li><li>•</li></ul></td><td>1–2</td></tr><tr><td><b>Total</b></td><td><b>2</b></td></tr></tbody></table>	Description	Marks	Any one of		<ul style="list-style-type: none"><li>•</li><li>•</li><li>• For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the following link <a href="https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/">https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/</a> under 'Criticisms of the Social-Cognitive Perspective on Personality - Key Points'</li><li>•</li></ul>	1–2	<b>Total</b>	<b>2</b>
Description	Marks								
Any one of									
<ul style="list-style-type: none"><li>•</li><li>•</li><li>• For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the following link <a href="https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/">https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/</a> under 'Criticisms of the Social-Cognitive Perspective on Personality - Key Points'</li><li>•</li></ul>	1–2								
<b>Total</b>	<b>2</b>								
Accept other relevant answers.									
Soo is an excellent football player and has won her club's best player award for three years in a row. Soo's school friends do not enjoy football as much but are happy to play with Soo because she is good at including them in the play, even when they are not very skilled. It has come to be expected by the group that when there is free time during school, Soo will organise a game of football.									
According to Mischel, there are five person variables that may be used to predict how a person will behave.									

(c) Complete the table below to explain why Soo will attempt to organise a game of football with her friends in their free time during school. (5 marks)

Description		Marks
Person variable	Example	
Competencies	Soo has the requisite knowledge to organise a game/the social skills to convince her friends to play	1
Expectancies	Soo expects that if she organises a game, then her friends will play	1
Cognitive strategies	Soo perceives free time as an opportunity to organise a game of football	1
Self-regulatory systems	Soo restrains herself during play to ensure her friends have an opportunity with the ball	1
Subjective values	Soo likes football so places high value on a gameplay	1
<b>Total</b>		<b>5</b>
Accept other relevant answers.		

(d) Deduce a personality signature that describes Soo's behaviour in the situation on page 18. (2 marks)

Description	Marks
if there is free time at school	1
then Soo will organise a game of football	1
<b>Total</b>	<b>2</b>
Accept other relevant answers that are in an "if-then" format.	

**2021  
Section 2  
Question 7**

**Self:  
Personality**

(a) Name the theorist who coined the term 'social learning theory'. (1 mark)

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

(b) Describe why social learning theory involves observation and cognitive processes. (2 marks)

Description	Marks
The individual has to see/observe the behaviour (to copy)	1
and cognitive processes need to determine if the person can/is motivated to copy it	1
<b>Total</b>	<b>2</b>

Ten-year-old Ade admired his uncle greatly. He always observed his uncle cooking food. Ade's aunt always praised his uncle for his delicious food.

One day, Ade decided to try to cook as well. The aunt saw him cooking and praised his skills. When the uncle heard that he was trying to cook, he spent an hour teaching Ade how to cook and praised his efforts.

(c) Identify who the model is in this scenario. (1 mark)

Description	Marks
(Ade's) uncle	1
<b>Total</b>	<b>1</b>

(d) Describe an example of vicarious reinforcement from the scenario. (2 marks)

Description	Marks
Vicarious reinforcement occurred when (Ade's) aunt praised (Ade's) uncle on the delicious food	1
Ade learned the consequences/if you make delicious food, you get praised	1
<b>Total</b>	<b>2</b>

Ade used to watch his grandmother who was also a good cook. When asked what he wanted to be when he was older Ade said he wanted to be a good cook like his uncle.

(e) Outline why Ade was more likely to say that he wanted to be a 'good cook like his uncle'. (2 marks)

Description	Marks
(Ade) will be more likely to choose a model who is more similar to the observer.	1
Ade is a male, and his uncle is a male.	1
<b>Total</b>	<b>2</b>

Ade's sister, Noor, is four-years-old and has also seen her uncle cook. However, she has yet to try to cook herself.

(f) Using Bandura's 'social learning theory', outline two reasons why Noor is less likely to try to cook. (4 marks)

Description	Marks
<b>Any two of the following:</b>	
<b>Attention</b>	
While Noor has watched her uncle cook she has not paid attention to her uncle cook.	1
<b>Retention</b>	
Noor might not have retained a memory of her uncle cooking	1
This might be because she:	
• hasn't seen it closely enough <b>or</b>	1
• does not have the cognitive ability/egocentrism to remember it.	
<b>Reproduction/motor</b>	
Noor might not be able to reproduce the skill	1
as she does not have the physical ability to do so	1
<b>Motivation</b>	
Noor might not be motivated to cook	1
This might be because she:	
• might not have seen her uncle get praise/reinforcement <b>or</b>	1
• might not consider the rewards worthwhile.	
<b>Total</b>	<b>4</b>
Any two points. Link to model (1 mark) and use of appropriate evidence to explain (1 mark). Candidates can use a factor of the model once only.	
Note: Response should describe attention, retention, motivation, reproduction.	

2021  
Section 2  
Question 8

Self:  
Personality

(a) Describe the term 'trait' as it applies to personality. (2 marks)

Description	Marks
Traits are innate/inherited/habitual characteristics/patterns of behaviour, thought, and emotion	1
	1
<b>Total</b>	<b>2</b>
Notes: Innate/inherited (1 mark) characteristics/patterns (1 mark)	

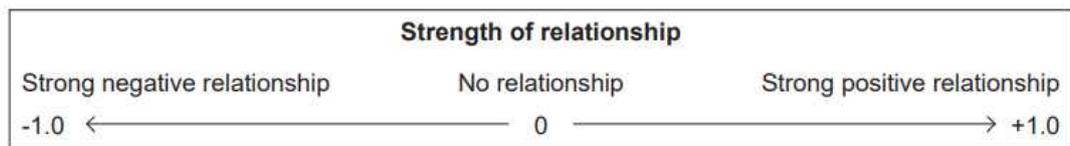
(b) According to trait theory, a person's personality remains the same in different situations. Identify the term that best describes this feature. (1 mark)

Description	Marks
Consistency	1
<b>Total</b>	<b>1</b>
Note: Accept stability	

Food neophobia is a psychological concept that describes an individual's resistance to trying new foods. When presented with a new food type, an individual either approaches (tries it) or avoids (not tries it) the food. A person with high levels of food neophobia will be more likely to avoid the new food.

Below is a table of correlation coefficients from recent research by Nezlek and Forestell (2019) into the relationship between the big-five traits, also known as the five factor model, and food neophobia.

A correlation coefficient is a numerical representation of a relationship between two variables. The closer the number is to 1.0, the stronger the association between the two factors.



**Correlations between the five factor personality model and new food approaches**

	O	C	E	A	N
Approach	.24	.09	.11	.17	.01
Avoid	-.12	-.03	-.12	-.07	.09

(c) Identify the trait represented by 'O' in the table above. (1 mark)

Description	Marks
Openness (to experience)	1
<b>Total</b>	<b>1</b>

(d) Label the continuum below to represent the trait represented by 'N' in the table above. (2 marks)

Description	Marks
Neuroticism	1
Emotional stability	1
<b>Total</b>	<b>2</b>

(e) Using McCrae and Costa's trait theory, present a description of a person's personality with high levels of food neophobia compared to a person with low levels of food neophobia. Refer to the data from the table in your answer. (5 marks)

Description	Marks
Would be less likely to be open to new experiences	1
Would be less likely to be conscientious	1
Have lower levels of extraversion/higher levels of introversion	1
Would be less likely to be agreeable	1
Would be more neurotic/less emotionally stable	1
<b>Total</b>	<b>5</b>

Humanistic and social-cognitive psychologists often criticise trait theories of personality.

(f) Propose a limitation of trait theories according to each of the following personality perspectives.

(i) Humanistic (1 mark)

Description	Marks
<ul style="list-style-type: none"> <li>personality is environmental, not biological</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>it does not account for how personality develops.</li> </ul>	1
<b>Total</b>	<b>1</b>
Accept other relevant responses	

(ii) Social-cognitive (1 mark)

Description	Marks
<ul style="list-style-type: none"> <li>traits are poor predictors of behaviour</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>personality changes according to the context/environment.</li> </ul>	1
<b>Total</b>	<b>1</b>
Accept other relevant responses	

**2020  
Section 2  
Question 7**

**Self:  
Personality**

(a) Identify the key belief underlying the trait theory regarding the origin of an individual's personality. (1 mark)

Description	Marks
Personality is innate/biologically based	1
<b>Total</b>	<b>1</b>

(b) Use an example to explain what is meant by the term 'continuum' in McCrae and Costa's approach to personality. (2 marks)

Description	Marks
<b>Definition</b>	
To the strength of a certain trait that an individual may present A hypothetical line from low to high used to measure the amount of a trait that an individual may display	1
<b>Example</b>	
The trait of extraversion ranges from low (introverted) to high (extroverted) Any other relevant example	1
<b>Total</b>	<b>2</b>
Accept other relevant examples	

Rogers' believed that three factors were required for a person to grow appropriately.

(c) Identify and describe each of these three factors. (6 marks)

Description		Marks
Factor	Description	
Genuineness	Caregivers must be open and honest with children.	2
Acceptance/ Unconditional positive regard	Caregivers must offer us unconditional positive regard/acceptance. They demonstrate love for us as who we are and not require us to change to be accepted.	2
Empathy	Caregivers must demonstrate that they can understand our feelings and see the world from our perspective.	2
<b>Total</b>		<b>6</b>
Marker Note: Candidates need to demonstrate an understanding that the factor is provided to the individual from important people (general caregivers).		

(d) Define what Rogers meant by the term 'congruence' and state how this influences personality. (2 marks)

Description	Marks
Defines the term congruence: <ul style="list-style-type: none"> <li>• congruence refers to a high level of consistency between our self-image and our ideal self</li> <li>• where the way that we see ourselves and the person we wish to be are closely aligned.</li> </ul>	1
How this influences personality: <ul style="list-style-type: none"> <li>• a higher level of congruence leads to a well-adjusted personality and the potential for self-actualisation.</li> </ul>	1
<b>Total</b>	<b>2</b>
Accept other relevant answers	

(e) From a humanistic perspective, outline four characteristics of a person who has reached self-actualisation. (4 marks)

Description	Marks
One mark for any four characteristics:	
<ul style="list-style-type: none"> <li>•</li> </ul> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0; text-align: center; color: gray;">                     For copyright reasons this text cannot be reproduced in the online version of this document.                 </div> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0; text-align: center; color: gray;">                     For copyright reasons this text cannot be reproduced in the online version of this document.                 </div>	<p>1-4</p>
<b>Total</b>	<b>4</b>

Jane was a careful and very social person who won three different art competitions and was proud of her accomplishments. While her family was moving to a new home, Jane lost her art paints and her money box. Also, she had not made new friends at the new school. Jane struggled to find her artistic flair and felt deflated. Some days she did not eat because she would forget to pack her lunchbox and eventually she began jumping the school fence to go to the burger shop on her own to buy food. Jane became quiet and very unsocial and her parents found it difficult to understand how her personality seemed to have changed so much.

(f) (i) Using the above scenario, identify the level of Maslow's Hierarchy of Needs that Jane had met before and after she moved to the new house. (4 marks)

	Level	Scenario example
<b>Before</b>	Esteem needs	<ul style="list-style-type: none"> <li>• Jane had achieved recognition through her art or</li> <li>• Jane was proud of her accomplishments</li> </ul>
<b>After</b>	Physiological needs	<ul style="list-style-type: none"> <li>• Jane was unable to eat at times or</li> <li>• Jane was willing to put her safety at risk to eat</li> </ul>

(ii) With reference to the scenario, explain why Jane, who was previously a cautious person, may begin to engage in dangerous activities such as jumping a fence. (2 marks)

Description	Marks
When a person is failing to meet their physiological needs they may disregard higher level needs such as safety needs in order to fill their basic needs	1
Jane is struggling to meet her physiological need of food and so she sacrifices her safety engaging in dangerous activities in order to meet it	1
<b>Total</b>	<b>2</b>

**2019  
Section 2  
Question 5**

**Self:  
Personality**

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

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

There are many different theories of personality

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

Description	Marks
One mark for each key concept	
Answers could include: <ul style="list-style-type: none"> <li>• personality has a genetic base</li> <li>• is relatively stable over time</li> <li>• traits may be expressed to varying degrees for different individuals.</li> </ul>	1-2
<b>Total</b>	<b>2</b>

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

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

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

Description	Marks
Social-cognitive	1
<b>Total</b>	<b>1</b>
Note: Accept socio-cognitive.	

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

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

Bandura coined the term 'self-efficacy' when developing his personality theory

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

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

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

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

Mischel's theory was based on the idea that an individual's personality relied on five person/individual variables.

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

Description	Marks
Two marks for each variable (one mark for name, one mark for description)	
Variables could include: <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>	1-6
<b>Total</b>	<b>6</b>

### Marking Guide – Section 3

There have been no questions on this topic for this section in the exams of recent years.







(c) Would you be more likely to obey a teacher in a school or a supermarket?

Circle the setting in which you would be more likely to obey the teacher and justify your choice. (2 marks)

School

Supermarket

Justification:

Asch's studies of conformity examined several different factors that influence conformity.

(d) For each of the following, identify and explain the impact the factor has on conformity.

(i) Group unanimity (3 marks)

---

---

---

---

(ii) The difficulty of the task (3 marks)

---

---

---

---

**2020**  
**Section 2**  
**Question 8**  
  
**Others:**  
**Social**  
**psychology**

Researchers conducted a study into the effects of being told there is another person present when performing two tasks. All participants were blindfolded and allocated to one of two groups; Group A was told there was another person present, while Group B was told there was no person present. Each participant had to conduct two tasks – one easy and one difficult. The higher the score, the better the participant performed.

The mean and standard deviation of each condition are presented in the table below.

**MEAN AND STANDARD DEVIATIONS OF PROBLEMS SOLVED PER CONDITION**

Task difficulty	Social context			
	Person (Group A)		No person (Group B)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Easy	9.89	3.57	7.89	3.29
Difficult	3.64	2.97	5.33	3.23

(a) Identify the two psychological processes being investigated in this study. (2 marks)

One:

Two:

(b) Use the data from the table above to explain why the participants in Group A performed better when they thought a person was present in the easy condition and worse in the difficult condition. (4 marks)

Easy condition:

Difficult condition:

(c) Define the term 'attribution'. (1 mark)



**2019**  
**Section 2**  
**Question 6**  
  
**Others:**  
**Social**  
**psychology**

Jos is known by others as a risk-taker who enjoys dangerous sports; especially those involving high speeds, such as motor racing. He has had several minor accidents when driving on local roads. While driving close to home with his two closest friends (who are known to be very careful people), he is involved in a car accident in which no-one is hurt. His friends attribute the accident to his risk-taking behaviour.

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

---

---

---

---

Kelley identified **three** covariant components that affect attribution.

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

One:

---

---

---

---

Two:

---

---

---

---

Three:

---

---

---

---

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

Similarity:

---

---

Difference:

---

---

When the police investigate the accident, it is found that Jos was not the cause of the accident and was complying with all road rules. His friends struggle to accept that this is true.

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

---

---

---

---

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

---

---

---

---

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

One:

---

---

---

---

Two:

---

---

---

---

















**Marking Guide – Section 2**

**2022  
Section 2  
Question 9**

**Others:  
Social  
psychology**

Groups are a very important aspect of human interaction. They can have both positive and negative influences on an individual.

(a) State the psychological definition of the term 'group'. (2 marks)

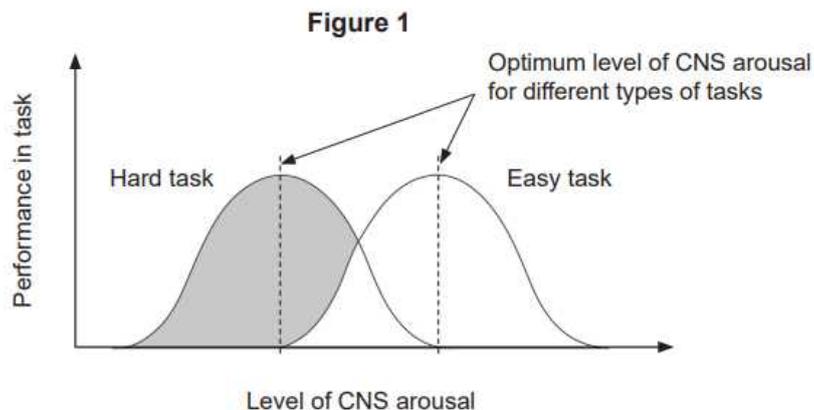
Description	Marks
two or more people	1
who interact or depend on each other in some way	1
<b>Total</b>	<b>2</b>

Hanya is an Olympic cyclist. She is regularly time tested and, in training, has a personal best time of 5.23 minutes. On the day of her Olympic event, Hanya won her race with a time of 5.12 minutes.

(b) Explain why Hanya performed better at the Olympics with spectators, compared to when she was training by herself, by referring to the impact of others on an individual's behaviour. (3 marks)

Description	Marks
Hanya experienced social facilitation	1
social facilitation is the increase in performance due to the presence of others	1
<b>Total</b>	<b>3</b>

Hayna was not always an excellent cyclist. When Hanya was learning to ride a bike, she found the task quite difficult, and that when people were around she struggled to ride. When people were around her, Hanya had a high level of central nervous system (CNS) arousal.



(c) Referring to Figure 1 on page 20, and your understanding of social psychology, discuss the impact of the presence of others on Hanya's cycling abilities as a learner. (6 marks)

Description	Marks
as she found the task difficult	1
she performed better with low levels of arousal when no one was watching	1
as her arousal level increased (ie more people watched) her ability to perform decreased	1
this is known as social inhibition	1
<b>Total</b>	<b>6</b>

Hanya decides she would also like to try a second competitive sport. She researches competitive mountain biking and bowling but decides to compete in competitive mountain biking because she thinks she will succeed.

(d) Using your understanding of the impact of the presence of others on individual behaviour, state whether Hanya will perform competitive mountain biking better with or without an audience and justify your response. (6 marks)

Description	Marks
Hanya is likely to perform better with an audience	1
this is because competitive mountain biking is very similar to cycling and not a complex/hard task	1
because it is simple, she will perform better with high levels of arousal which is when there is a presence of others	1
this is known as social facilitation	1
<b>Total</b>	<b>6</b>

**2021  
Section 2  
Question 9**

**Others:  
Social  
psychology**

(a) Name a theorist who studied obedience. (1 mark)

Description	Marks
Milgram or Zimbardo	1
<b>Total</b>	<b>1</b>

Both conformity and obedience are psychological processes that influence group behaviour.

(b) State the main difference between these two processes. (2 marks)

Description	Marks
Obedience refers to authority	1
Conformity refers to social pressures/group	1
<b>Total</b>	<b>2</b>

(c) Would you be more likely to obey a teacher in a school or a supermarket?

Circle the setting in which you would be more likely to obey the teacher and justify your choice. (2 marks)

Description	Marks
<b>Setting</b>	
The school	1
<b>Justification</b>	
A teacher holds authority in a school but not in a supermarket	1
<b>Total</b>	<b>2</b>

Asch's studies of conformity examined several different factors that influence conformity.

(d) For each of the following, identify and explain the impact the factor has on conformity.

(i) Group unanimity (3 marks)

Description	Marks
You are less likely to conform if there is a lack of unanimity or an ally present	1
The pressure to conform drops	1
There is less need for social approval/normative conformity	1
<b>Total</b>	<b>3</b>
Note: accept the inverse	

(ii) The difficulty of the task (3 marks)

Description	Marks
The more difficult the task, the more likely you are to conform; or The less difficult the task, the less likely you are to conform	1
When we are uncertain/not confident	1
We are more likely to look to others for guidance/informational conformity	1
<b>Total</b>	<b>3</b>

**2020  
Section 2  
Question 8**

**Others:  
Social  
psychology**

Researchers conducted a study into the effects of being told there is another person present when performing two tasks. All participants were blindfolded and allocated to one of two groups; Group A was told there was another person present, while Group B was told there was no person present. Each participant had to conduct two tasks – one easy and one difficult. The higher the score, the better the participant performed.

The mean and standard deviation of each condition are presented in the table below.

**MEAN AND STANDARD DEVIATIONS OF PROBLEMS SOLVED PER CONDITION**

Task difficulty	Social context			
	Person (Group A)		No person (Group B)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Easy	9.89	3.57	7.89	3.29
Difficult	3.64	2.97	5.33	3.23

(a) Identify the two psychological processes being investigated in this study. (2 marks)

Description	Marks
Social facilitation	1
Social inhibition	1
<b>Total</b>	<b>2</b>
The answer can be on either line. Do not accept facilitation or inhibition.	

(b) Use the data from the table above to explain why the participants in Group A performed better when they thought a person was present in the easy condition and worse in the difficult condition. (4 marks)

Description	Marks
<b>Easy</b>	
Believing there was a person present, the participants scored (2 points) higher than when they thought there is no person present	1
This is due to social facilitation Accept: increase in competitive instinct, co-action effect, audience effect	1
<b>Subtotal</b>	<b>2</b>
<b>Difficult</b>	
Believing there is no person present, the participants scored (1.69) higher than when they believe there is a person present	1
This is due to social inhibition Accept: evaluation apprehension/distraction conflict	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>

(c) Define the term 'attribution'. (1 mark)

Description	Marks
The process of assigning a cause to our own behaviour, and that of others	1
<b>Total</b>	<b>1</b>

(d) Name the theorist who developed a co-variation model of attribution theory. (1 mark)

Description	Marks
The process of assigning a cause to our own behaviour, and that of others	1
<b>Total</b>	<b>1</b>

The experimenters also informed the participants of their individual and overall results. Zulema did not believe the experimenter. Later at home she was thinking about how she performed in the experiment. Zulema felt that she would have done better when someone was watching. In doing this, she gave herself a personal (internal) attribution.

(e) Using the co-variation model, outline how Zulema would have come to this attribution. (6 marks)

Description	Marks
Low consensus Only Zulema would have done better, not the other people	1-2
Low distinctiveness She does better when people watch her in all types of tasks	1-2
High consistency She has always done better when other people watch her	1-2
<b>Total</b>	<b>6</b>
The entity, person, time model does not work. She would come up with an entity attribution using the low consensus, low distinctiveness, high consistency.	

Cognitive consistency is the agreement among related beliefs and actions.

(f) A theorist developed their social psychology theory by investigating cognitive consistency as a participant-observer of a cult that believed a flood was coming to destroy the world. Name this theorist. (1 mark)

Description	Marks
(Leon) Festinger	1
<b>Total</b>	<b>1</b>

**2019  
Section 2  
Question 6**  
  
**Others:  
Social  
psychology**

Jos is known by others as a risk-taker who enjoys dangerous sports; especially those involving high speeds, such as motor racing. He has had several minor accidents when driving on local roads. While driving close to home with his two closest friends (who are known to be very careful people), he is involved in a car accident in which no-one is hurt. His friends attribute the accident to his risk-taking behaviour.

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

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

Kelley identified **three** covariant components that affect attribution.

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

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

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

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

When the police investigate the accident, it is found that Jos was not the cause of the accident and was complying with all road rules. His friends struggle to accept that this is true.

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

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

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

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

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

Description	Marks
Two marks for each way	
Answers could include:	
<ul style="list-style-type: none"> <li>Jos's friends could change one thought (1) e.g. Jos is careful when driving with other people. (1)</li> </ul>	1-2
<ul style="list-style-type: none"> <li>Jos's friends could add a new thought to rationalise (1): E.g. Jos was influenced by his friends/the police are the experts (1)</li> </ul>	1-2
<ul style="list-style-type: none"> <li>Jos's friends could trivialise the inconsistency (1): e.g. It doesn't matter as no-one was hurt (1).</li> </ul>	1-2
<b>Total</b>	<b>4</b>
Note: Reference to change of behaviour is not relevant to the scenario. Accept responses that apply to the scenario.	

<p>2022 Section 3 Question 2</p> <p>Others: Social psychology</p>	<p style="text-align: center;"><b>Copyright restrictions prohibit the release of this SCSA exam material.</b></p> <p>Researchers were interested in exploring a proposed relationship between cognitive dissonance and the personality trait of conscientiousness in purchasing habits as illustrated in the proposed model below.</p> <p style="text-align: center;"><b>Copyright restrictions prohibit the release of this SCSA exam material.</b></p> <p>To investigate this relationship, the researchers hypothesised that individuals would experience greater cognitive dissonance after impulse buying than after making a planned purchase.</p> <p>To investigate this relationship, the researchers hypothesised that individuals would experience greater cognitive dissonance after impulse buying than after making a planned purchase.</p> <p style="text-align: center;"><b>Copyright restrictions prohibit the release of this SCSA exam material.</b></p> <p>The researchers also investigated whether conscientiousness influenced the cognitive dissonance experienced by shoppers and used a Likert scale to measure conscientiousness in shopping habits.</p> <p>Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.</p> <p>In your answer you must:</p> <ul style="list-style-type: none"><li>• define the concept 'cognitive dissonance' and name a key theorist (3 marks)</li><li>• outline the process of cognitive dissonance and how an individual might respond to reduce the dissonance (5 marks)</li><li>• state and justify whether the researchers' hypothesis is supported or rejected and apply your understanding of cognitive dissonance to explain this finding (5 marks)</li><li>• predict how an individual's level of conscientiousness might affect their shopping habits (4 marks)</li><li>• describe two ways in which the researchers could ensure the reliability of their Likert scale (4 marks)</li><li>• communicate psychological understandings clearly with correct use of psychological language. (4 marks)</li></ul>
---	--

Description	Marks
<b>Define the concept 'cognitive dissonance' and name a key theorist</b>	
(Leon) Festinger	1
the psychological tension/discomfort	1
arising from awareness of inconsistency among beliefs, attitudes, or actions	1
<b>Subtotal</b>	<b>3</b>
<b>Outline the process of cognitive dissonance and how an individual might respond to reducing the dissonance</b>	
individual becomes aware of inconsistent beliefs, attitudes or behaviours	1
individual takes personal responsibility for action	1
individual experiences discomfort	1
Any two of <ul style="list-style-type: none"> <li>• individual changes their perception of the event</li> <li>• individual changes behaviour to reduce inconsistency, or</li> <li>• individual adjusts their attitude to reduce dissonance</li> </ul>	1-2
<b>Subtotal</b>	<b>5</b>
<b>State and justify whether the researcher's hypothesis is supported or rejected and apply your understanding of cognitive dissonance to explain this finding</b>	
hypothesis is rejected	1
planned purchases were associated with greater levels of dissonance	1
shoppers with a low level of planning to purchase an item (1) would take less responsibility for a failed purchase (1) so experience less discomfort (1)	1-3
<b>Subtotal</b>	<b>5</b>
<b>Predict how an individual's level of conscientiousness may affect their shopping habits</b>	
A person with high conscientiousness would be more likely (1) to take time to consider the purchase or conduct research (1).	1-2
A person with low conscientiousness would be less likely to consider/research the purchase (1) and will likely take the most convenient purchase option (1).	1-2
<b>Subtotal</b>	<b>4</b>
Accept other relevant answers that state high/low on conscientiousness with link to a behaviour.	
<b>Describe two ways in which the researchers could ensure the reliability of their Likert scale - Any two of (2 x 2 marks):</b>	
<ul style="list-style-type: none"> <li>• researchers could have participants complete the scale again (1) and check for consistency across results (1)</li> <li>• researchers can compare a participant's result between the first and second half of the Likert scale (1) and check for consistency between the two halves (1)</li> <li>• researchers could have different people administer the Likert scale to the same shopper (1) and check for consistency between results from the same respondee (1)</li> </ul>	1-4
<b>Subtotal</b>	<b>4</b>
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. (Does not need essay style broad introduction or conclusion for full marks.)	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>25</b>

## Unit 4 – Others: Culture and values

### Section 2

**2022  
Section 2  
Question  
10**

**Others:  
Culture and  
values**

Ghandi was 23-years-old when he experienced quite a significant negative event. He used to be very carefree and attended many parties, but Ghandi now avoids parties and instead spends more time in activities, looking for new possibilities and focusing on those around him who are most important.

(a) Name and explain the response that Ghandi has had to the significant event. (4 marks)

Name:

Explanation:

Hermione experienced the same event, but she was only five-years-old. She had a strong ongoing negative response to the event and received a diagnosis.

(b) Name the response experienced by Hermione. (1 mark)

(c) Give **one** example for each of the three categories of symptoms Hermione may have exhibited or expressed based on her negative response to the event. (3 marks)

Category	Example
Physical	
Cognitive	
Emotional	

(d) List **three** symptoms that Hermione would have to display in order to receive a diagnosis for her strong, ongoing negative response to the event. (3 marks)

One:

---

---

Two:

---

---

Three:

---

---

Hermione's mother looked into ways to help build hardiness or resilience in her daughter.

(e) Identify **three** characteristics that she should look for in a program to build resilience. (3 marks)

One:

---

---

Two:

---

---

Three:

---

---

**2021  
Section 2  
Question  
10**

**Others:  
Culture and  
values**

Amare and Emem are currently renting a house and are about to have their first-ever rental inspection. In the inspection, the property agent will come to the house and check how well they are looking after the property. All they know is that it will be some time during the week. The agent told them that if the house is not up to the agent's expectations, they will be fined. They were not provided with any instructions or any standards to follow. They are feeling stressed by this event.

Research by psychologists indicates three characteristics make an event more stressful

(a) Name the **three** event characteristics and account for how they contribute to Amare's and Emem's level of stress. (6 marks)

One:

---

---

---

---

---

---

---

---

Two:

---

---

---

---

---

---

---

---

Three:

---

---

---

---

---

---

---

---

As Amare and Emem were preparing for the inspection, some student psychologists from the local university knocked on the door. The students were researching whether residents in the local neighbourhood felt a sense of community. They were using *The Sense of Community Index – Short Form* (McMillan and Chavis, 1986) survey of twelve true or false questions to measure sense of community.

Below is a table with some of the questions from this survey

(b) Classify each of the following questions according to the four Sense of Community elements. Place a 'X' into the chosen element. The first two questions have been completed for you. (Each statement relates to one element only.) (4 marks)

	Membership	Influence	Integration and fulfilment of needs	Shared emotional connection
I feel at home in this neighbourhood.	X			
I care about what my neighbours think of my actions.		X		
Very few of my neighbours know me.				
My neighbours and I want the same thing from this neighbourhood.				
People in this neighbourhood generally don't get along with one another.				
If there is a problem in this neighbourhood, people who live here get it solved.				

<p><b>2020</b> <b>Section 2</b> <b>Question 9</b></p> <p><b>Others:</b> <b>Culture and values</b></p>	<p>Riaan and Padima have met at university while studying psychology and come from very different backgrounds. During a lecture, another student faints, falls down stairs and is rushed to hospital. It is a while before the class learns that the student is unharmed. While waiting for this news, Riaan and Padima react very differently to the significant event. Riaan experiences post-traumatic growth (PTG), while Padima exhibits signs of post-traumatic stress disorder (PTSD).</p> <p>(a) Define the terms 'post-traumatic growth' and 'post-traumatic stress disorder'. (2 marks)</p> <p>Post traumatic growth:</p> <hr/> <hr/> <hr/> <hr/> <p>Post traumatic stress disorder:</p> <hr/> <hr/> <hr/> <hr/> <p>(b) It could be suggested that Padima lacks resilience. Outline <b>three</b> qualities that someone with resilience would demonstrate. (3 marks)</p> <p>One:</p> <hr/> <hr/> <p>Two:</p> <hr/> <hr/> <p>Three:</p> <hr/> <hr/> <p>(c) Describe the difference between someone who shows resilience and someone who shows post-traumatic growth after a significant event. (2 marks)</p> <hr/> <hr/> <hr/> <hr/>
---	---

When discussing how they were feeling, Padima said she was surprised that Riaan did not show any outwardly negative reactions, but Riaan explained that he did feel some negative reactions.

(d) Explain why post-traumatic growth is not always about only positive reactions. (3 marks)

---

---

---

---

---

---

---


















**Marking Guide – Section 2**

**2022  
Section 2  
Question  
10**

**Others:  
Culture and  
values**

Ghandi was 23-years-old when he experienced quite a significant negative event. He used to be very carefree and attended many parties, but Ghandi now avoids parties and instead spends more time in activities, looking for new possibilities and focusing on those around him who are most important.

(a) Name and explain the response that Ghandi has had to the significant event. (4 marks)

Description	Marks
post-traumatic growth/PTG	1
a positive change following a traumatic event	1
that is not just a return to normal functioning	1
but excelling beyond pre-trauma	1
<b>Total</b>	<b>4</b>

Hermione experienced the same event, but she was only five-years-old. She had a strong ongoing negative response to the event and received a diagnosis.

(b) Name the response experienced by Hermione. (1 mark)

Description	Marks
post-traumatic stress disorder/PTSD	1
<b>Total</b>	<b>1</b>

(c) Give **one** example for each of the three categories of symptoms Hermione may have exhibited or expressed based on her negative response to the event. (3 marks)

Description		Marks
Category	Example (any one from each category)	
Physical	<ul style="list-style-type: none"> <li>• night sweats</li> <li>• headaches</li> <li>• restless</li> <li>• poor/disturbed sleep</li> </ul>	1
Cognitive	<ul style="list-style-type: none"> <li>• disorientation</li> <li>• flashbacks</li> <li>• poor concentration</li> <li>• intrusive thoughts</li> <li>• issues with attention and/or memory</li> <li>• nightmares</li> </ul>	1
Emotional	<ul style="list-style-type: none"> <li>• fear</li> <li>• anxiety</li> <li>• depression</li> <li>• withdrawal</li> <li>• guilt</li> <li>• avoidance</li> <li>• panic</li> </ul>	1
<b>Total</b>		<b>3</b>
Accept other relevant answers.		

(d) List **three** symptoms that Hermione would have to display in order to receive a diagnosis for her strong, ongoing negative response to the event. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p style="text-align: center;">For copyright reasons this text cannot be reproduced in the online version of this document</p>	1-3
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

Hermione's mother looked into ways to help build hardiness or resilience in her daughter.

(e) Identify **three** characteristics that she should look for in a program to build resilience. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• combine challenges with support</li> <li>• increase sense of community (community support)</li> <li>• support programs following significant events</li> <li>• past experience of successfully dealing with previous negative circumstances</li> </ul>	1-3
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

**2021  
Section 2  
Question  
10**

**Others:  
Culture and  
values**

Amare and Emem are currently renting a house and are about to have their first-ever rental inspection. In the inspection, the property agent will come to the house and check how well they are looking after the property. All they know is that it will be some time during the week. The agent told them that if the house is not up to the agent's expectations, they will be fined. They were not provided with any instructions or any standards to follow. They are feeling stressed by this event.

Research by psychologists indicates three characteristics make an event more stressful

(a) Name the **three** event characteristics and account for how they contribute to Amare's and Emem's level of stress. (6 marks)

Description	Marks
Predicability (1) as they cannot predict when the inspection will be (1).	1-2
Controllability (1) as they have no control over the standards/agent's expectations (1).	1-2
Experience of threat or loss (1) as there is a threat of a fine (1).	1-2
<b>Total</b>	<b>6</b>
Accept any other relevant account.	

As Amare and Emem were preparing for the inspection, some student psychologists from the local university knocked on the door. The students were researching whether residents in the local neighbourhood felt a sense of community. They were using *The Sense of Community Index – Short Form* (McMillan and Chavis, 1986) survey of twelve true or false questions to measure sense of community.

Below is a table with some of the questions from this survey

(b) Classify each of the following questions according to the four Sense of Community elements. Place a 'X' into the chosen element. The first two questions have been completed for you. (Each statement relates to one element only.) (4 marks)

Description					Marks
	Membership	Influence	Integration and fulfilment of needs	Shared emotional connection	
Very few of my neighbours know me.	X				1-4
My neighbours and I want the same thing from this neighbourhood.			X		
People in this neighbourhood generally don't get along with one another.				X	
If there is a problem in this neighbourhood, people who live here get it solved.		X			
<b>Total</b>					<b>4</b>

**2020  
Section 2  
Question 9**

**Others:  
Culture and  
values**

Riaan and Padima have met at university while studying psychology and come from very different backgrounds. During a lecture, another student faints, falls down stairs and is rushed to hospital. It is a while before the class learns that the student is unharmed. While waiting for this news, Riaan and Padima react very differently to the significant event. Riaan experiences post-traumatic growth (PTG), while Padima exhibits signs of post-traumatic stress disorder (PTSD).

(a) Define the terms 'post-traumatic growth' and 'post-traumatic stress disorder'. (2 marks)

Description	Marks
PTG – experience of individuals whose development, at least in some areas has surpassed what was present before the struggle with crises occurred	1
PTSD – failure to recover after experiencing or witnessing a terrifying event	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(b) It could be suggested that Padima lacks resilience. Outline **three** qualities that someone with resilience would demonstrate. (3 marks)

Description	Marks
<b>One mark for any three examples qualities:</b>	
<ul style="list-style-type: none"> <li>• see change as a challenge rather than something to be feared</li> <li>• have a feeling of control over their own lives</li> <li>• have a sense of direction in both their professional and personal lives</li> <li>• demonstrate a wide comfort zone</li> <li>• have a strong support network</li> <li>• have a strong faith in a system of meaning</li> <li>• are able to make the most out of small opportunities.</li> </ul>	1-3
<b>Total</b>	<b>3</b>
Accept other relevant responses	

(c) Describe the difference between someone who shows resilience and someone who shows post-traumatic growth after a significant event. (2 marks)

Description	Marks
People who are resilient are able to go back to functioning 'as normal' following a significant event	1
People who experience PTG go 'beyond' their pre-traumatic levels of understanding and adaptability	1
<b>Total</b>	<b>1</b>
Accept other relevant responses	

When discussing how they were feeling, Padima said she was surprised that Riaan did not show any outwardly negative reactions, but Riaan explained that he did feel some negative reactions.

(d) Explain why post-traumatic growth is not always about only positive reactions. (3 marks)

Description	Marks
Post-traumatic growth is about how an individual manages and overcomes the trauma	1
It does not mean that the trauma does not impact them negatively	1
People have varying reactions which can be a mix of positive or negative	1
<b>Total</b>	<b>3</b>
Accept other relevant responses	
Note: Accept answers that demonstrate an understanding that PTG is not purely about a person being positive following an event, but who deals with and overcomes adversity to a greater level than before the trauma.	

## Marking Guide – Section 3

<p><b>2019</b> <b>Section 3</b> <b>Question</b> <b>11</b></p> <p><b>Others:</b> <b>Culture and</b> <b>values</b></p>	<p>Rotar is located within a mountainous region and is known for its highly-successful hiking industry. It is a close community in which members are valued and expected to contribute to the economy and social life. Community members refer to themselves as ‘Rotan’ and many families have lived there for many generations.</p> <p>Rotan use a local dialect of the national language that only they understand. All children attend the community school and all adults contribute to community through paid or voluntary work.</p> <p>The community meets regularly in a central building where all members speak freely about their feelings and concerns. Meetings have proved successful in solving problems and membership badges have been introduced to ensure only Rotan contribute to the discussion. In addition, the hall is the location for all major celebrations including ‘Mitar’; a significant cultural ritual attended by the whole community.</p> <p>One day, the Rotan received news that a group of teenagers from the local athletics team had disappeared on a hike. This was especially worrying as major seasonal storms were forecast and two of the teenagers had severe health conditions that required regular medication.</p> <p>The team members’ backpacks, containing all food and water supplies, were discovered at the base of the most difficult hiking trail and the local community did not have the resources to conduct a rescue in such treacherous conditions. Both the army and a specialised international hiking rescue squad were called in by the Community Council and all Rotan participated in the rescue effort in whatever ways they could.</p> <p>Due to the dangers associated with the rescue, the teenagers were not found for four days and it took a further seven days to extract the group. The rescue was a complete success with no loss of life.</p> <p>McMillan and Chavis developed a model to explain ‘sense of community’ and other psychologists have been interested in how significant events can affect a community and individuals within it.</p> <p>Using the above scenario, write an extended answer that:</p> <ul style="list-style-type: none"><li>• defines ‘sense of community’ according to McMillan and Chavis</li><li>• defines and describes ‘membership’ and ‘shared emotional connection’ within the McMillan and Chavis model</li><li>• names and describes the event characteristics that contribute to stress in individuals and communities identified in the Psychology syllabus</li><li>• applies the scenario to illustrate understanding of membership and shared emotional connection (McMillan and Chavis) and the event characteristics that contribute to stress in individuals and the community.</li></ul>
--	---

Description	Marks
<b>Definition of Sense of Community According to McMillan and Chavis</b>	
For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.	1–3
<b>Subtotal</b>	<b>3</b>
<b>Definition of Membership</b>	
For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.	1
<b>Subtotal</b>	<b>1</b>
<b>Description of Membership</b>	
<p>One mark for each of the following descriptions - maximum five marks:</p> <ul style="list-style-type: none"> <li>• membership includes boundaries that define those who belong and those who do not.</li> <li>• boundaries provide members with the emotional safety necessary for needs and feelings to be exposed and for intimacy to develop</li> <li>• groups often use language, dress and rituals to create boundaries. People need these barriers to protect against threat</li> <li>• boundaries are the most troublesome feature of this part of the definition of sense of community as deviants within the community or outsiders can be used to establish boundaries that can lead to persecution or punishment</li> <li>• emotional safety is considered part of the broader notion of security</li> <li>• boundaries established by membership criteria provide the structure and security that protect group intimacy</li> <li>• emotional safety includes the willingness of members to reveal their feelings to one another</li> <li>• sense of belonging and identification involves the feeling, belief and expectation that one fits into the group and has a place there</li> <li>• sense of belonging and identification involves a feeling of acceptance by the group</li> <li>• personal investment contributes to a sense of community as working for membership will provide a feeling that one has earned a place in the group</li> <li>• as a consequence of personal investment, membership will be more meaningful and valuable</li> <li>• a common symbol system maintains group boundaries and may include language, dress, rites of passage, celebrations, myths and holidays</li> <li>• a common symbol system is symbolic of the social bond and is required to obtain smooth functioning and integration in the social life of the community</li> <li>• groups use the social conventions (common symbol system) as boundaries to create distance between members and non-members*</li> <li>• identification with the group is important and may be expressed in statements such as 'It is my group'; and 'I am part of the group'.</li> </ul> <p>*Avoid double marking. If boundaries have been explained and marked previously, the explanation must show understanding of social conventions and how they create a distance between members. Award a mark if the description demonstrates understanding of the concept.</p>	1–5
<b>Subtotal</b>	<b>5</b>

<b>Definition of Shared Emotional Connection</b>	
<p>A shared emotional connection is based, in part, on a shared history. It is not necessary that group members have participated in the history in order to share it, but they must identify with it</p> <p><b>or</b></p> <p>A shared emotional connection is based, in part, on a shared history and includes interactions of members in shared events and the specific attributes of events</p> <p>Accept definitions that demonstrate understanding of the concept of shared history in developing shared emotional connection.</p>	1
<b>Subtotal</b>	<b>1</b>
<b>Description of Shared Emotional Connection</b>	
<p>One mark any of the following descriptions - maximum of five marks:</p> <ul style="list-style-type: none"> <li>• shared emotional connection is the definitive element for true community</li> <li>• contact hypothesis: The more people interact, the more likely they are to become close</li> <li>• quality of the interaction: the more positive the experience and the relationships, the greater the bond.</li> <li>• quality of the interaction - success creates cohesion</li> <li>• closure to events - if the interaction is ambiguous and the community's tasks are left unresolved, group cohesiveness will be inhibited</li> <li>• shared valent event hypothesis: the more important the shared event is to those involved, the greater the community bond.</li> <li>• Investment - contributes more than just boundary maintenance (may also mention cognitive dissonance)</li> <li>• investment determines the importance to the member of the community's history and current status.(Note to markers: to receive a mark, candidates must show that this is not just a repeat of 'personal investment' as described in terms of Membership)</li> <li>• effect of honour and humiliation on community members: Reward or humiliation in the presence of community has a significant impact on attractiveness or adverseness of the community to the person</li> <li>• spiritual bond: present to a degree in all communities</li> <li>• spiritual bond: most difficult to describe</li> <li>• spiritual bond: connection to a belief system that may be religious or quasi-religious. Not based purely on locality.</li> </ul> <p>Award a mark if description demonstrates understanding of the concept.</p>	1-5
<b>Subtotal</b>	<b>5</b>
<b>Names and defines event characteristics contributing to stress on communities and individuals</b>	
Predictability (1): the extent to which the community/individual is able to ascertain the likelihood of an event occurring. (1)	1-2
Controllability (1): the extent to which the community/individual is able to control the impact/ effects/aftermath of an event. (1)	1-2
Experience of threat or loss (1): the extent to which threat or loss is perceived or actually experienced. (1)	1-2
<b>Subtotal</b>	<b>6</b>

<b>Application of McMillan-Chavis Model and Event Characteristics to Scenario</b>	
Response correctly supports explanation of at least four components of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific examples from the scenario	4
Response correctly supports explanation of three components of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific examples from the scenario	3
Response correctly supports explanation of two components of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific examples from the scenario; (if multiple examples used there may be incorrect or inadequate application elements - one must be fully correct to receive marks)	2
Response supports explanation of one component of the question i.e. membership/shared emotional connection/predictability/controllability/threat or loss with specific example/s from the scenario. <b>or</b> response attempts to use examples but relevance is limited or examples poorly explained	1
Applications to the scenario may include but are not limited to (response may be in terms of community or individual):  Membership: use of local dialect/version of language that is not easily understood by others, regular community meetings where members speak freely (emotionally safe to do so), identifying themselves as 'Rotan', use of badges that enable them to contribute at meetings, members share expectations such as they will resolve problems together in the community meetings, shared expectation that they will attend local school and work/volunteer to support the community, members participate in cultural celebrations (Mitar)  Shared emotional connection: as well as living close together, the community has regular meetings/ close contact, meetings successfully resolve issues likely to increase cohesion/closer bonds, many families have lived in the community for generations, participating in the successful rescue increases cohesion, event is successfully resolved (closure), saving the children is extremely important to the community so likely to increase bond, reward for successful rescue based on cooperation (international and local) likely increase attractiveness of the community, community successful in attracting tourists, shared investment in the rescue operation contributes to shared history  Predictability: some level of predictability due to dangerous terrain and forecast weather (seasonal), local children being lost not predictable  Controllability: community has no control over the weather, medicine dependent children control their health but this is removed in this situation, the community cannot conduct the rescue without help, community is familiar with treacherous conditions so are able to recognise their limitations and act accordingly  Experience of threat or loss: there is a significant threat to the survival of some or all of the children especially the medicine-dependent individuals.	
<b>Subtotal</b>	<b>4</b>
<b>Quality of Response</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	3
Candidate writes using paragraphs. Uses psychological terminology correctly. May have some errors in punctuation/grammar evident but these do not impede meaning	2
Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>28</b>

## Unit 3 and 4

### Unit 3 and 4 – Research Methods

#### Section 1

<p><b>2023</b> <b>Section 1</b> <b>Question 1</b></p> <p><b>Research Methods</b></p>	<p>Fletch created an experimental study where he asked one group of adults to eat 20 blueberries prior to sleep and the second group of adults not to eat anything in the hour before sleep. Both groups were asked to record the number of hours of sleep in a sleep journal.</p> <p>(a) State the dependent and independent variables within this study. (2 marks)</p> <p>Dependent variable: _____</p> <p>Independent variable: _____</p> <p>(b) Identify which group is the experimental group within the study. (1 mark)</p> <p>_____ _____ _____ _____</p> <p>(c) Clarify what is meant by a control group within an experimental study. (2 marks)</p> <p>_____ _____ _____ _____</p> <p>(d) Define the term 'uncontrolled variable'. (2 marks)</p> <p>_____ _____ _____ _____</p>
--	--

When conducting the study, Fletch ensured he was following appropriate informed consent procedures.

(e) Summarise how Fletch would have followed appropriate informed consent procedures. (4 marks)

---

---

---

---

---

---

---

---

---

---

**2023**  
**Section 1**  
**Question 2**

**Research**  
**Methods**

Eshal was interested in exploring the relationship between personality traits and participation in team sports.

To investigate this, she decided to employ a non-experimental (descriptive) research method.

(a) Define 'non-experimental research'. (1 mark)

Eshal used a survey to collect data from 20 students in Year 12 at her school. Ten who played team sports, and 10 who did not. She used a five-point rating scale based on McCrae and Costa's model of personality. One indicating a low level of the trait and five indicating a high level.

The scores are given in the tables below.

Year 12 Team sports participant	Trait levels		
	Openness	Conscientiousness	Extraversion
1	3	4	3
2	2	5	4
3	3	3	2
4	3	3	5
5	1	2	5
6	1	5	1
7	1	4	3
8	2	5	2
9	5	5	2
10	2	1	3

Year 12 Non-sports participant	Openness	Conscientiousness	Extraversion
1	4	2	4
2	5	3	4
3	4	2	2
4	3	2	4
5	4	2	2
6	4	2	4
7	4	2	2
8	3	3	4
9	5	2	2
10	4	2	2

(b) Calculate the mean score for openness for the Team sports participant group and record it in the table below. (1 mark)

Year 12 participants	Openness	Conscientiousness	Extraversion
Team sports		3.7	3.0
Non-team sports	4.0	2.2	3.0

(c) (i) State the range for conscientiousness for the non-team sports participant group. (1 mark)

In a later study, researchers observed a range of 10 for conscientiousness in team sports participants and a range of two for conscientiousness in non-team sports participants.

(ii) Comparing the range values above, interpret what these scores indicate about conscientiousness in both groups. (2 marks)

(d) Calculate the median score for extraversion for both groups. (2 marks)

Team sports group:

Non-team sports group:

(e) Propose **two** reasons why the median could be a more useful measure of central tendency than the mean to analyse a data set. (2 marks)

One:

Two:

(f) State the type of data Eshal's survey collected. (2 marks)

	<p>(g) Describe one disadvantage with using the type of data Eshal's survey collected. (2 marks)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--

<p><b>2023</b> <b>Section 1</b> <b>Question 3</b>  <b>Research</b> <b>Methods</b></p>	<p>Bert is an older man living on the West Coast of Australia who read an interesting study on the behaviour of magpies on the East Coast of Australia. This study recounted a story of a young girl who befriended a tribe of magpies by feeding them a variety of foods. Bert began planning a study to see if his local magpies would behave in a similar way and become his friend if he fed them in his suburban front yard.</p> <p>(a) List three steps associated with planning psychological research. (3 marks)</p> <p>One:</p> <hr/> <hr/> <p>Two:</p> <hr/> <hr/> <p>Three:</p> <hr/> <hr/> <p>A high-quality research design will consider the practical issues associated with collecting data. Practical issues are those elements of the research design that can impact upon the realistic conduct of the research or the standardisation of procedures between participants.</p> <p>(b) Deduce <b>one</b> practical consideration Bert would have to address in his study design for each of the elements below.</p> <p>(i) Subject sampling (2 marks)</p> <hr/> <hr/> <hr/> <hr/> <p>(ii) Data collection method (2 marks)</p> <hr/> <hr/> <hr/> <hr/>
---	--

(iii) Procedure (2 marks)

---

---

---

---

(c) Define 'reliability' in research by applying the concept to Bert's study. (2 marks)

---

---

---

---

To provide a result that can be generalisable, a research design should have a high degree of validity.

(d) Argue whether Bert's study is likely to have high or low levels of validity, giving **two** reasons for your response. (3 marks)

Level of validity:

One:

---

---

Two:

---

---

**2022**  
**Section 1**  
**Question 1**  
**Research**  
**Methods**

Angelique wanted to do a study looking at the impact of parents' singing on toddlers' aggression levels. She developed two methods by which she could gather data for the study.

In the first method, she had 100 parents tally the number of times they sang in front of their children over a week and rate their child's general aggression level for that week from 0–10.

In the second method, she had 100 families volunteer to take part. Fifty agreed not to sing in front of their children at all and rate their aggression levels. The other 50 families were asked to sing around their children fifteen times each day for a week and rate their aggression levels using a well-known aggression scale.

(a) Identify which method is experimental and give two reasons for your answer. (3 marks)

Method:

One:

Two:

(b) Explain what is meant by non-experimental research. (3 marks)

(c) List three characteristics of non-scientific research. (3 marks)

One:

Two:

Three:



**2022  
Section 1  
Question 2**

**Research  
Methods**

In the 'Growing up in Australia' study (Yu & Baxter, 2016), screen use in young people was investigated. The following data was collected using a longitudinal design.

**Weekday television viewing time for ages 4 to 12 years**

	Age (years)				
	4	6	8	10	12
Amount of television watched (minutes)	119	80	92	114	116

(a) Identify the **two** behavioural variables for this data. (2 marks)

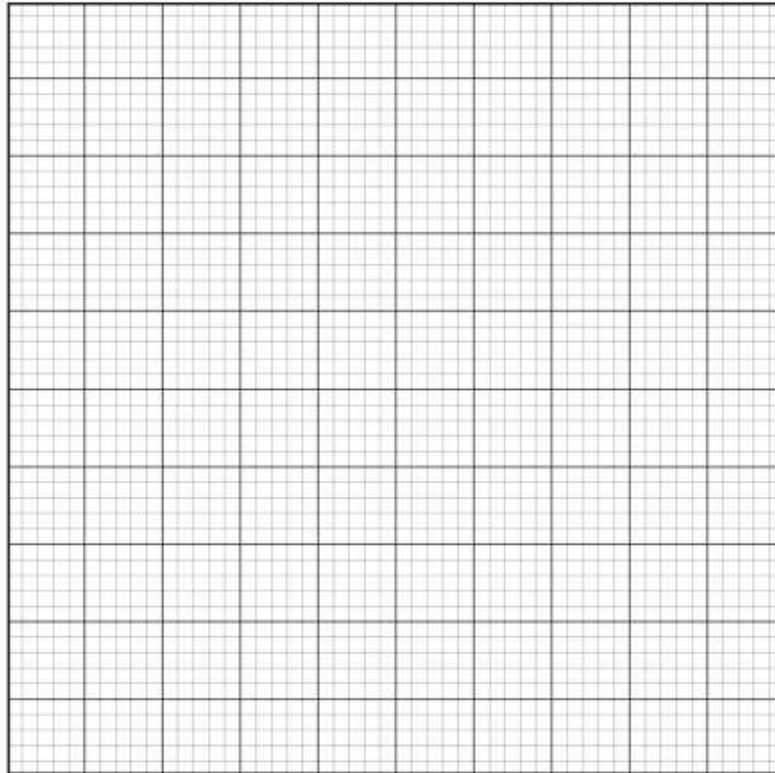
One:

---

Two:

---

(b) Construct a scatterplot using the data in the table above. (5 marks)



On the basis of the data provided, a correlation coefficient of 0.89 was calculated.

(c) Identify the strength and direction of the relationship. (2 marks)

A team of lifespan psychologists wanted to use this data to make recommendations to the Australian Government.

(d) Deduce a conclusion that could be drawn from this data. (1 mark)

When the psychologists presented the data and conclusion, they were criticised as the data had been collected in a non-experimental manner.

(e) Explain **one** limitation for the conclusion you generated for part (d). (3 marks)

To increase the richness of the data, the psychologists recommended using interviews to collect qualitative data.

(f) Identify **one** source of error that could occur when collecting data using this new method. (1 mark)

A government representative requested that the psychologists collect data using physiological measures.

(g) Outline two advantages of using a physiological measure over an interview. (2 marks)

One:

Two:

<p><b>2021</b> <b>Section 1</b> <b>Question 1</b></p> <p><b>Research Methods</b></p>	<p>Ari, a Year 12 Psychology student, attempted to investigate cognitive changes in school-aged children as they age. Ari presented various tasks to 100 students. These students were aged between 6 and 18 years and were all from Ari's school. There was an equal representation of each age group. Ari analysed the participants' responses.</p> <p>(a) Identify the population in this study. (1 mark)</p> <hr/> <p>(b) Define the term 'sample' as it relates to psychology experiments. (1 mark)</p> <hr/> <p>(c) Identify the sample group in this experiment. (1 mark)</p> <hr/> <p>The research method used was a cross-sectional design.</p> <p>(d) Outline the main features of a cross-sectional design research method. (3 marks)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>(e) State <b>one</b> benefit and <b>one</b> limitation of using a cross-sectional design research method. (2 marks)</p> <p>Benefit</p> <hr/> <hr/> <p>Limitation</p> <hr/> <hr/>
--	--

(f) (i) Name one other experimental research design Ari could have used for her investigation. (1 mark)

(ii) Propose how Ari could adapt her experiment to follow this alternative type of experimental research. (4 marks)

Ari had to design the experiment to avoid errors due to experimenter effect.

(g) (i) Define the term 'experimenter effect'. (1 mark)

(ii) State **two** ways in which Ari could design her experiment to avoid errors due to experimenter effect. (2 marks)

One:

Two:

**2021  
Section 1  
Question 2**

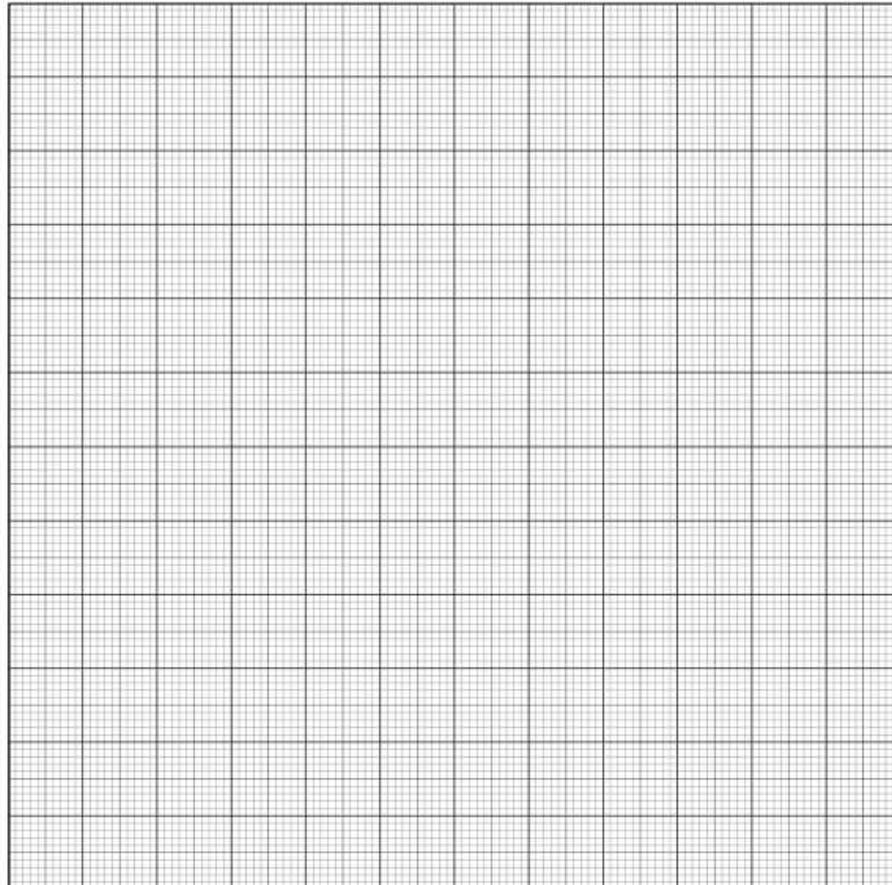
**Research  
Methods**

A team of sports psychologists were investigating how much time young adolescents spent exercising at different intensity levels. The table below summarises the results.

**Middle school girls' daily mean time (minutes) spent at different levels of exercise**

	11 years	12 years	13 years
<b>Exercise level</b>	<b>Time (minutes)</b>		
Moderate	68	75	71
High	73	41	80

(a) Construct a line graph for the data set above. (6 marks)



When the researchers recorded their data, they thought they had made an error. However, upon double-checking, they determined that the data was correct and classified the error as an outlier.

(b) Referring to your graph, identify the outlier (year and exercise level). (1 mark)

Below are the results for the amount of time 11-year-old boys undertook high-levels of exercise.

Participant	Duration of high-level exercise (minutes)
1	80
2	73
3	75
4	69
5	83
6	86
7	59
8	71
9	78
10	84
11	76
12	75

(c) Identify correctly the relevant measures of central tendency for the data above. (3 marks)

Value	Measure of central tendency
75.5	
75	
75.75	

The psychologists then conducted an experiment to investigate if they could change the exercise levels in adolescents. The experimental group were trained with a new technique while the control group were provided with no training. Both groups had the same number of participants, and their exercise levels were remeasured after ten weeks.

Measures of dispersion tell us about the spread of a data set.

(d) Outline why a psychology researcher would use the following measures.

(i) Variance (2 marks)

---

---

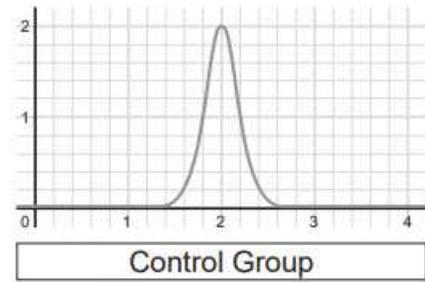
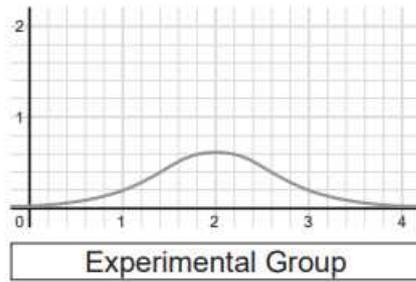
---

(ii) Range (2 marks)

---

---

---



The graphs above show the data collected from the experimental and control groups plotted as normal curves.

(e) (i) Compare the features of the graphs above, referring to the mean. (1 mark)

---



---

(ii) Comparing the two graphs and the standard deviations, identify the **two** differences in the spread of both groups. (2 marks)

---



---



---

2020  
Section 1  
Question 1

Research  
Methods

(a) Distinguish between scientific and non-scientific research in the table below. (6 marks)

	Scientific	Non-scientific
Collection of evidence		
Methodology		
Reliability		

Dr Koba conducted an experiment to test the effects of sugar on behaviour. He divided the participants randomly into two groups. One group was given a capsule containing 50 mg of sugar and the second group was given a capsule of water. The participants were then given a series of word problems to complete.

(b) (i) State the term used to identify the group that was given the capsule of water. (1 mark)

Dr Koba, Dr Gwak and Dr Aslan explained their understanding of statistical significance. Each described their understanding differently in the conversation below.

Dr Koba: It means that my data is probably reliable, and I can draw conclusions from it.

Dr Gwak: I'm sorry, you're wrong. It gives you an indication that your results are most likely due to something other than chance.

Dr Aslan: You're both wrong. It's when you calculate statistics, and they are correct.

(ii) Which person **most** correctly understands statistical significance? Circle their name below. (1 mark)

Dr Koba

Dr Gwak

Dr Aslan

A *p*-value is a statistical term for the role of probability in research.

(iii) Describe how you would explain  $p = .05$  (2 marks)

---

---

---

---

Archival research is popular when looking at how attitudes have changed over time.

(c) (i) Define 'archival research'. (1 mark)

---

---

(ii) Outline **one** advantage and **one** disadvantage of archival research over other forms of non-experimental methods. (2 marks)

Advantage:

---

---

Disadvantage:

---

---

Quantitative data can be displayed through many different methods; however, some methods are better suited to certain data and situations than others.

(d) For each of the following scenarios, identify which is the **most** appropriate quantitative display method and justify your choice. (6 marks)

Longitudinal data showing yearly changes in intelligence:

---

---

---

---

A series of medians and modes for a set of data:

---

---

---

---

The proportions of attitudes of 100 surveyed people:

---

---

---

---

**2020**  
**Section 1**  
**Question 2**  
**Research**  
**Methods**

Psychologists working for the Organisational Psychology Unit of the Western Australia Police Force wanted to determine the effectiveness of different penalties deterring Western Australians from using their mobile phones while driving. Sixty Western Australian drivers aged 18–35 were selected to participate in the study and were exposed to conditions for values of \$200, \$500 and \$1000.

(a) State the sample and the population for the study. (2 marks)

Sample:

---

Population:

---

Following the experiment, a penalty regime was implemented and data about its effectiveness was recorded over time. Researchers found when analysing the results of the entire broader group, the results were different from that of the group used in the original study.

(b) Outline **two** reasons why the mean score for a sample and its corresponding population may be different. (2 marks)

One:

---

---

Two:

---

---

During the study, researchers were careful to protect the participants' right to privacy and confidentiality.

(c) Define 'privacy' and 'confidentiality' as they relate to psychological research and outline the difference between the two terms. (3 marks)

Privacy:

---

---

Confidentiality:

---

---

Difference:

---

---

(d) Outline **two** requirements of professional conduct in undertaking and publishing psychological research. (2 marks)

One:

---

---

Two:

---

---

(e) Define the term 'deception' as used in psychological research. (1 mark)

---

---

(f) State **two** requirements for the ethical use of deception in psychological research. (2 marks)

One:

---

---

Two:

---

---

Professor Em began a series of experiments into obedience in which participants believed they were administering electric shocks to another participant when they incorrectly answered a memory test, when the person being shocked was actually an actor. This has since been heavily criticised in terms of ethics as participants were regularly told comments like, 'You must continue with the experiment' and 'please continue'.

(g) Describe how deception was used in Professor Em's experiments. (2 marks)

---

---

---

When deception is used, it has an inevitable impact on informed consent procedures.

(h) (i) Applying today's ethical principles, identify the participant right that can also be argued to have been breached in the experiments conducted by Professor Em. (1 mark)

---

---

	<p>(ii) Define the right identified in part (h)(i) and outline how it was breached in Professor Em's experiments. (2 marks)</p> <hr/> <hr/> <hr/> <hr/>
--	---

<p><b>2019</b> <b>Section 1</b> <b>Question 1</b></p> <p><b>Research Methods</b></p>	<p>At a university, 40 first year psychology students participated in a study examining the effects of loud music on typing accuracy. Students were given a typing test to complete, with 20 students listening to loud music through headphones and 20 students without music.</p> <p>At the end of the test, the total number of mistakes was calculated for each condition</p> <p>(a) (i) Identify the independent variable in this study. (1 mark)</p> <hr/> <hr/> <p>(ii) Identify the dependent variable in this study. (1 mark)</p> <hr/> <hr/> <p>(iii) Identify <b>two</b> uncontrolled variables in relation to the participants in this study. (2 marks)</p> <p>One:</p> <hr/> <p>Two:</p> <hr/> <p>(b) Write an operational hypothesis for this study. (4 marks)</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--

The psychology students were asked to write a report that outlined information about the sample and population.

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

---

---

---

---

After completing the study, participants were asked to fill out a short, fixed-response (ranging from strongly agree to strongly disagree) questionnaire about how important they thought music was to different aspects of their lives.

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

---

---

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

Advantage:

---

---

Disadvantage:

---

---

**2019**  
**Section 1**  
**Question 2**  
**Research**  
**Methods**

Nena conducted a series of semi-structured interviews with 20 Year 12 students to find out their opinions about changing the legal drinking age.

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

Circle: Qualitative OR Quantitative

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

---

---

(b) Compare qualitative and quantitative methods of data collection in the table below. (4 marks)

Method of data collection	Type of data collected	Advantage of data collection method
Qualitative		
Quantitative		

(c) State one alternative method of data collection Nena could have used for this study. (1 mark)

---

In addition to conducting her interviews, Nena had the students complete a survey asking them what age they thought drinking should be legalised. The raw data for the 20 participants was:

17, 17, 16, 18, 19, 20, 16, 15, 22, 21, 20, 19, 18, 17, 18, 18, 20, 21, 18, 19.

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

**2019**  
**Section 1**  
**Question 3**  
**Research**  
**Methods**

Researchers wanted to investigate the effect of eating chocolate on reaction times using a computerised test. Fifty-five participants volunteered to take part in the study. The first 30 participants to respond were allocated to the experimental group and the second 25 to respond were allocated to the control group. The experimental group was given 100 g of chocolate to eat before taking the computerised test. The control group was given nothing to eat prior to taking the computerised test.

The results were collected and analysed. The statistical significance of the difference between the reaction time scores of the two groups was found to be  $p > 0.05$ .

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

---

---

The researchers had hypothesised that eating 100 g of chocolate before attempting a computerised test would result in faster reaction times.

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

---

---

---

---

---

---

---

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

Source of error	Way of reducing the source of error

Following the initial study, new correlational research about the effect of eating chocolate on reaction times was conducted.

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

---

---

---

---

Results from this further research show a strong positive correlation ( $r = 0.8$ ) between eating chocolate and reaction times.

(e) (i) What is one conclusion that can be drawn from this new correlational research? (1 mark)

---

---

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

---

---

---

---

Marking Guide – Section 1

<p><b>2023</b> <b>Section 1</b> <b>Question 1</b></p> <p><b>Research Methods</b></p>	<p>Fletch created an experimental study where he asked one group of adults to eat 20 blueberries prior to sleep and the second group of adults not to eat anything in the hour before sleep. Both groups were asked to record the number of hours of sleep in a sleep journal.</p>								
	<p>(a) State the dependent and independent variables within this study. (2 marks)</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Dependent variable – hours of sleep</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Independent variable – whether they ate blueberries or not</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </tbody> </table>	Description	Marks	Dependent variable – hours of sleep	1	Independent variable – whether they ate blueberries or not	1	<b>Total</b>	<b>2</b>
	Description	Marks							
	Dependent variable – hours of sleep	1							
	Independent variable – whether they ate blueberries or not	1							
	<b>Total</b>	<b>2</b>							
	<p>(b) Identify which group is the experimental group within the study. (1 mark)</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>blueberry group/first group/group 1</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>1</b></td> </tr> </tbody> </table>	Description	Marks	blueberry group/first group/group 1	1	<b>Total</b>	<b>1</b>		
	Description	Marks							
blueberry group/first group/group 1	1								
<b>Total</b>	<b>1</b>								
<p>(c) Clarify what is meant by a control group within an experimental study. (2 marks)</p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>group not exposed to independent variable</td> <td style="text-align: center;">1</td> </tr> <tr> <td>used as a comparison</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </tbody> </table>	Description	Marks	group not exposed to independent variable	1	used as a comparison	1	<b>Total</b>	<b>2</b>	
Description	Marks								
group not exposed to independent variable	1								
used as a comparison	1								
<b>Total</b>	<b>2</b>								
<p>(d) Define the term ‘uncontrolled variable’. (2 marks)</p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>variable that is not monitored within a study</td> <td style="text-align: center;">1</td> </tr> <tr> <td>because it was not considered/not thought of as likely to impact result</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </tbody> </table>	Description	Marks	variable that is not monitored within a study	1	because it was not considered/not thought of as likely to impact result	1	<b>Total</b>	<b>2</b>	
Description	Marks								
variable that is not monitored within a study	1								
because it was not considered/not thought of as likely to impact result	1								
<b>Total</b>	<b>2</b>								
<p>When conducting the study, Fletch ensured he was following appropriate informed consent procedures.</p>									
<p>(e) Summarise how Fletch would have followed appropriate informed consent procedures. (4 marks)</p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td> <p>Any four of</p> <ul style="list-style-type: none"> <li>• Fletch needed to provide participants with a statement informing them that participation was voluntary</li> <li>• there would be no consequences if they did not participate</li> <li>• the statement needs to state the purpose of the research</li> <li>• outline any possible risks to participation</li> <li>• what the participants are expected to do within the study</li> <li>• outline participant rights (withdrawal rights, confidentiality, etc)</li> <li>• provide details of who to contact with questions about the study</li> <li>• participants must sign their consent and be provided a copy of the information.</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">1–4</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>4</b></td> </tr> <tr> <td colspan="2"> <p>Note: needs to be an active concept for ‘procedures’, any discussion of minors and/or deception is irrelevant to Fletch’s study.</p> </td> </tr> </tbody> </table>	Description	Marks	<p>Any four of</p> <ul style="list-style-type: none"> <li>• Fletch needed to provide participants with a statement informing them that participation was voluntary</li> <li>• there would be no consequences if they did not participate</li> <li>• the statement needs to state the purpose of the research</li> <li>• outline any possible risks to participation</li> <li>• what the participants are expected to do within the study</li> <li>• outline participant rights (withdrawal rights, confidentiality, etc)</li> <li>• provide details of who to contact with questions about the study</li> <li>• participants must sign their consent and be provided a copy of the information.</li> </ul>	1–4	<b>Total</b>	<b>4</b>	<p>Note: needs to be an active concept for ‘procedures’, any discussion of minors and/or deception is irrelevant to Fletch’s study.</p>		
Description	Marks								
<p>Any four of</p> <ul style="list-style-type: none"> <li>• Fletch needed to provide participants with a statement informing them that participation was voluntary</li> <li>• there would be no consequences if they did not participate</li> <li>• the statement needs to state the purpose of the research</li> <li>• outline any possible risks to participation</li> <li>• what the participants are expected to do within the study</li> <li>• outline participant rights (withdrawal rights, confidentiality, etc)</li> <li>• provide details of who to contact with questions about the study</li> <li>• participants must sign their consent and be provided a copy of the information.</li> </ul>	1–4								
<b>Total</b>	<b>4</b>								
<p>Note: needs to be an active concept for ‘procedures’, any discussion of minors and/or deception is irrelevant to Fletch’s study.</p>									

**2023  
Section 1  
Question 2**

**Research  
Methods**

Eshal was interested in exploring the relationship between personality traits and participation in team sports.

To investigate this, she decided to employ a non-experimental (descriptive) research method.

(a) Define 'non-experimental research'. (1 mark)

Description	Marks
research where variables are not manipulated	1
<b>Total</b>	<b>1</b>

Eshal used a survey to collect data from 20 students in Year 12 at her school. Ten who played team sports, and 10 who did not. She used a five-point rating scale based on McCrae and Costa's model of personality. One indicating a low level of the trait and five indicating a high level.

The scores are given in the tables below.

Year 12 Team sports participant	Trait levels		
	Openness	Conscientiousness	Extraversion
1	3	4	3
2	2	5	4
3	3	3	2
4	3	3	5
5	1	2	5
6	1	5	1
7	1	4	3
8	2	5	2
9	5	5	2
10	2	1	3

Year 12 Non-sports participant	Openness	Conscientiousness	Extraversion
1	4	2	4
2	5	3	4
3	4	2	2
4	3	2	4
5	4	2	2
6	4	2	4
7	4	2	2
8	3	3	4
9	5	2	2
10	4	2	2

(b) Calculate the mean score for openness for the Team sports participant group and record it in the table below. (1 mark)

Description			Marks
Year 12 participants	Openness	Conscientiousness	1
Team sports	2.3	3.7	
Non-team sports	4.0	2.2	
<b>Total</b>			<b>1</b>

(c) (i) State the range for conscientiousness for the non-team sports participant group. (1 mark)

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

In a later study, researchers observed a range of 10 for conscientiousness in team sports participants and a range of two for conscientiousness in non-team sports participants.

(ii) Comparing the range values above, interpret what these scores indicate about conscientiousness in both groups. (2 marks)

Description	Marks
the team sports had a greater range of conscientiousness levels in the group/had more diversity between students regarding conscientiousness	1
the non-team sports group had a narrower range of conscientiousness/were more similar in levels of conscientiousness	1
<b>Total</b>	<b>2</b>

(d) Calculate the median score for extraversion for both groups. (2 marks)

Description	Marks
team sports group: 3	1
non-team sports group: 3	1
<b>Total</b>	<b>2</b>

(e) Propose **two** reasons why the median could be a more useful measure of central tendency than the mean to analyse a data set. (2 marks)

Description	Marks
when the data set is skewed (bias) in either direction	1
when outliers exist that impact the mean	1
<b>Total</b>	<b>2</b>

(f) State the type of data Eshal's survey collected. (2 marks)

Description	Marks
subjective	1
quantitative	1
<b>Total</b>	<b>2</b>

(g) Describe one disadvantage with using the type of data Eshal's survey collected. (2 marks)

Description	Marks
biased	1
scores student selected could have been influenced by external factors/positive response bias/social desirability bias/open to dishonesty	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

**2023  
Section 1  
Question 3  
  
Research  
Methods**

Bert is an older man living on the West Coast of Australia who read an interesting study on the behaviour of magpies on the East Coast of Australia. This study recounted a story of a young girl who befriended a tribe of magpies by feeding them a variety of foods. Bert began planning a study to see if his local magpies would behave in a similar way and become his friend if he fed them in his suburban front yard.

(a) List three steps associated with planning psychological research. (3 marks)

Description	Marks
identify a research issue or problem to investigate	1
formulate a hypothesis	1
choose research design/design the method	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

A high-quality research design will consider the practical issues associated with collecting data. Practical issues are those elements of the research design that can impact upon the realistic conduct of the research or the standardisation of procedures between participants.

(b) Deduce **one** practical consideration Bert would have to address in his study design for each of the elements below.

(i) Subject sampling (2 marks)

Description	Marks
Bert should ensure the magpies (1) are the same ones that visit his yard each day (1).	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

(ii) Data collection method (2 marks)

Description	Marks
Bert is looking for a change in friendship level (1) which is a subjective experience and will be difficult to measure in birds (1).	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

(iii) Procedure (2 marks)

Description	Marks
Bert will have to decide how he will conduct his study (1) with regard to timeframes, feeding protocols and how he will manage extraneous and confounding variables (1).	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

(c) Define 'reliability' in research by applying the concept to Bert's study. (2 marks)

Description	Marks
Bert will need to ensure that his procedure and data collection tool (1) are likely to generate the same results under the same conditions (1).	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

To provide a result that can be generalisable, a research design should have a high degree of validity.

(d) Argue whether Bert's study is likely to have high or low levels of validity, giving **two** reasons for your response. (3 marks)

Description	Marks
Low levels of validity	1
Any two reasons	
<ul style="list-style-type: none"><li>• significant differences between studies (low concurrent validity)</li><li>• Bert wanted to compare magpie behaviour towards himself and a young female (low concurrent validity)</li><li>• Bert has not developed a sufficient theoretical basis for his research design (low construct validity)</li><li>• he will have difficulty drawing a conclusion</li><li>• in a naturalistic setting there is likely to be a high number of extraneous variables (confounding variables).</li></ul>	1–2
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

**2022**  
**Section 1**  
**Question 1**  
**Research**  
**Methods**

Angelique wanted to do a study looking at the impact of parents' singing on toddlers' aggression levels. She developed two methods by which she could gather data for the study.

In the first method, she had 100 parents tally the number of times they sang in front of their children over a week and rate their child's general aggression level for that week from 0–10.

In the second method, she had 100 families volunteer to take part. Fifty agreed not to sing in front of their children at all and rate their aggression levels. The other 50 families were asked to sing around their children fifteen times each day for a week and rate their aggression levels using a well-known aggression scale.

(a) Identify which method is experimental and give two reasons for your answer. (3 marks)

Description	Marks
second	1
used manipulated variables	1
used a research design	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

(b) Explain what is meant by non-experimental research. (3 marks)

Description	Marks
does not use experimental methods	1
does not involve manipulation of variables	1
does not establish groups for comparison/uses pre-existing groups	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

(c) List three characteristics of non-scientific research. (3 marks)

Description	Marks
uses casual observations	1
does not follow a repeatable method	1
does not involve formal logical reasoning	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

(d) Design an operational hypothesis for one of her studies. (5 marks)

Description	Marks
population identified	1
independent variable manipulation	1
dependent variable stated	1
direction of dependent variable	1
how dependent variable is measured	1
<b>Total</b>	<b>5</b>

While Angelique came up with these two methods for collecting data, she also considered a third. Parents were able to send children to a residential insect-hunting camp. She asked the toddlers if she could do a study on them and they said 'yes'. Of the toddlers that attended, she sang to half of the group and did not sing around the second half. She would personally rate their aggression levels over a week and then plot the data. Aside from the logistics, this raised two big ethical issues for Angelique and she decided not to pursue this study design.

(e) Identify and explain the **two** main ethical issues, aside from deception, in the study above. (6 marks)

Description	Marks
<b>Any two of (2 x 3 marks)</b>	
<ul style="list-style-type: none"> <li>• informed consent (1) toddlers/children cannot consent (1) no information was given before asking for consent (1)</li> <li>• the role of the experimenter (1) they could have caused harm (1) by trying to make the children aggressive (1)</li> <li>• participants' rights (1) the children did not have the right to withdraw (1) or participate voluntarily (1).</li> </ul>	1–6
<b>Total</b>	<b>6</b>
Accept other relevant answers. Do not accept deception.	

**2022  
Section 1  
Question 2**

**Research  
Methods**

In the 'Growing up in Australia' study (Yu & Baxter, 2016), screen use in young people was investigated. The following data was collected using a longitudinal design.

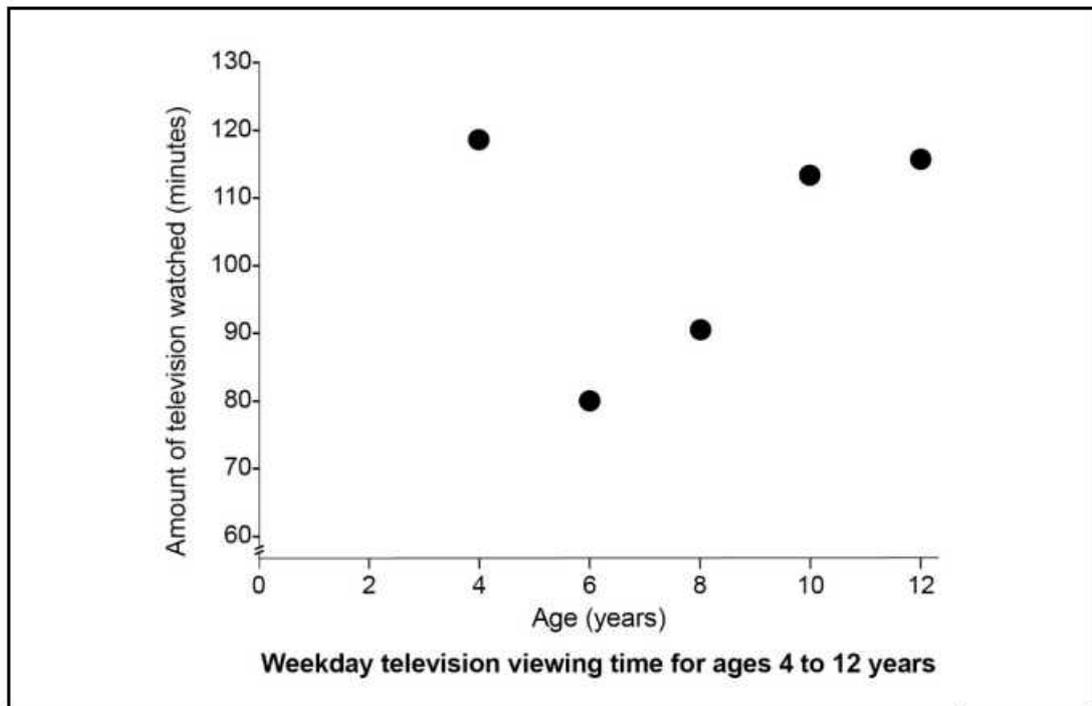
**Weekday television viewing time for ages 4 to 12 years**

	Age (years)				
	4	6	8	10	12
<b>Amount of television watched (minutes)</b>	119	80	92	114	116

(a) Identify the **two** behavioural variables for this data. (2 marks)

Description	Marks
age	1
amount of television watched	1
<b>Total</b>	<b>2</b>

(b) Construct a scatterplot using the data in the table above. (5 marks)



Description	Marks
Title – must be descriptive (does not need to be under the graph)	1
Axes – both horizontal and vertical must be labelled	1
Units – both units must be used (minutes and years)	1
Scale – must be even (and with a break if necessary)	1
Plotting – must be correct	1
<b>Total</b>	<b>5</b>

On the basis of the data provided, a correlation coefficient of 0.89 was calculated.

(c) Identify the strength and direction of the relationship. (2 marks)

Description	Marks
positive	1
strong/large	1
<b>Total</b>	<b>2</b>

A team of lifespan psychologists wanted to use this data to make recommendations to the Australian Government.

(d) Deduce a conclusion that could be drawn from this data. (1 mark)

Description	Marks
Young people watch more TV as they get older.	1
<b>Total</b>	<b>1</b>
Note: variables can be inverse	

When the psychologists presented the data and conclusion, they were criticised as the data had been collected in a non-experimental manner.

(e) Explain **one** limitation for the conclusion you generated for part (d). (3 marks)

Description	Marks
The data is correlational.	1
The data is not causational.	1
You can not definitively state that age is related to TV watching.	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

To increase the richness of the data, the psychologists recommended using interviews to collect qualitative data.

(f) Identify **one** source of error that could occur when collecting data using this new method. (1 mark)

Description	Marks
poorly designed questions/respondent bias/experimenter bias	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

A government representative requested that the psychologists collect data using physiological measures.

(g) Outline two advantages of using a physiological measure over an interview. (2 marks)

Description	Marks
physiological measures are objective	1
they are less susceptible to bias/are impartial	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

**2021  
Section 1  
Question 1**

**Research  
Methods**

Ari, a Year 12 Psychology student, attempted to investigate cognitive changes in school-aged children as they age. Ari presented various tasks to 100 students. These students were aged between 6 and 18 years and were all from Ari's school. There was an equal representation of each age group. Ari analysed the participants' responses.

(a) Identify the population in this study. (1 mark)

Description	Marks
School-aged children	1
<b>Total</b>	<b>1</b>

(b) Define the term 'sample' as it relates to psychology experiments. (1 mark)

Description	Marks
The sample is the group that is drawn from the population that participates in the experiment <b>OR</b> the sample is a subset of the population	1
<b>Total</b>	<b>1</b>

(c) Identify the sample group in this experiment. (1 mark)

Description	Marks
(100) 6 to 18-year-old students from Ari's school	1
<b>Total</b>	<b>1</b>

The research method used was a cross-sectional design.

(d) Outline the main features of a cross-sectional design research method. (3 marks)

Description	Marks
Cross-sectional designs are used to investigate changes over time/developmental changes	1
Cross-sectional design uses data collected at one point in time	1
Using a representative of different subsets/age groups	1
<b>Total</b>	<b>3</b>
Accept other relevant responses	

(e) State **one** benefit and **one** limitation of using a cross-sectional design research method. (2 marks)

Description	Marks
<b>Any one of the following:</b>	
Benefit	1
• inexpensive compared to other methods	
• quick compared to other methods	
• enables conclusions to be drawn after the initial study.	
<b>Any one of the following:</b>	
Limitation	1
• cohort differences can impact results	
• cannot determine cause and effect.	
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(f) (i) Name one other experimental research design Ari could have used for her investigation. (1 mark)

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

(ii) Propose how Ari could adapt her experiment to follow this alternative type of experimental research. (4 marks)

Description	Marks
Find a sample of 6-year-olds/young students	1
Give them the task and assess their results	1
Give them the same task every year/over time/periodically	1
Compare the results over time	1
<b>Total</b>	<b>4</b>

Ari had to design the experiment to avoid errors due to experimenter effect.

(g) (i) Define the term 'experimenter effect'. (1 mark)

Description	Marks
Experimenter effect is the influence the person conducting the experiment has on the performance of the participants /interpretation of data.	1
<b>Total</b>	<b>1</b>

(ii) State **two** ways in which Ari could design her experiment to avoid errors due to experimenter effect. (2 marks)

Description	Marks
Any <b>two</b> of the following:	
<ul style="list-style-type: none"> <li>• write a script to ensure all instructions are the same</li> <li>• make sure all protocols and methods are the same</li> <li>• minimise contact with the experimenter</li> <li>• standardise processes</li> <li>• double-blind study</li> <li>• use another person other than the experimenter to conduct the study.</li> </ul>	1-2
<b>Total</b>	<b>2</b>

**2021  
Section 1  
Question 2**

**Research  
Methods**

A team of sports psychologists were investigating how much time young adolescents spent exercising at different intensity levels. The table below summarises the results.

**Middle school girls' daily mean time (minutes) spent at different levels of exercise**

	11 years	12 years	13 years
<b>Exercise level</b>	<b>Time (minutes)</b>		
Moderate	68	75	71
High	73	41	80

(a) Construct a line graph for the data set above. (6 marks)

Description	Marks
<p><i>Middle school girls' daily mean time spent in different levels of exercise</i></p>	
The graph to include:	
Title – must be descriptive — population and reference to 'activity or conditions'	1
Axes – both horizontal and vertical must be correctly labelled	1
Scale – must be even (and with a break if necessary)	1
Plotting – mark allocated for each line correctly plotted	1–2
Key must be able to identify the two data sets clearly	1
<b>Total</b>	<b>6</b>

When the researchers recorded their data, they thought they had made an error. However, upon double-checking, they determined that the data was correct and classified the error as an outlier.

(b) Referring to your graph, identify the outlier (year and exercise level). (1 mark)

Description		Marks
12 years – high exercise		
<b>Total</b>		<b>1</b>
Marker note: Must have both attributes		

Below are the results for the amount of time 11-year-old boys undertook high-levels of exercise.

Participant	Duration of high-level exercise (minutes)
1	80
2	73
3	75
4	69
5	83
6	86
7	59
8	71
9	78
10	84
11	76
12	75

(c) Identify correctly the relevant measures of central tendency for the data above. (3 marks)

Description		Marks
<b>Value</b>	<b>Measure of Central Tendency</b>	1–3
75.5	Median	
75	Mode	
75.75	Mean	
<b>Total</b>		<b>3</b>

The psychologists then conducted an experiment to investigate if they could change the exercise levels in adolescents. The experimental group were trained with a new technique while the control group were provided with no training. Both groups had the same number of participants, and their exercise levels were remeasured after ten weeks.

Measures of dispersion tell us about the spread of a data set.

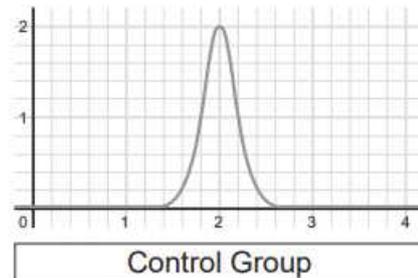
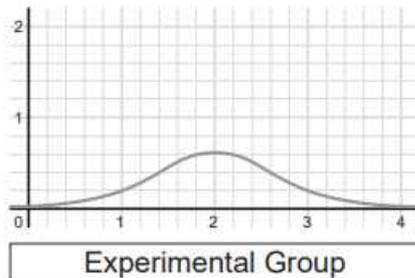
(d) Outline why a psychology researcher would use the following measures.

(i) Variance (2 marks)

Description	Marks
When they want to see how spread out the data (set) is	1
From the mean	1
<b>Total</b>	<b>2</b>

(ii) Range (2 marks)

Description	Marks
When they want to determine how spread out	1
The whole data (set) is	1
<b>Total</b>	<b>2</b>



The graphs above show the data collected from the experimental and control groups plotted as normal curves.

(e) (i) Compare the features of the graphs above, referring to the mean. (1 mark)

Description	Marks
Both groups have the same mean/both have a mean of 2	1
<b>Total</b>	<b>1</b>

(ii) Comparing the two graphs and the standard deviations, identify the **two** differences in the spread of both groups. (2 marks)

Description	Marks
Either of the following:	
The experimental group has a larger spread (high variability) compared to the control group (1) due to having a larger standard deviation (1).	1-2
<b>or</b>	
The control group has a smaller spread (low variability) compared to the experimental group (1) due to having a smaller standard deviation (1).	1-2
<b>Total</b>	<b>2</b>

2020  
Section 1  
Question 1  
  
Research  
Methods

(a) Distinguish between scientific and non-scientific research in the table below. (6 marks)

Description			Marks
	Scientific	Non-scientific	
<b>Collection of evidence</b>	Based on verifiable evidence	Is based on tradition, experience or intuition	1–2
	or	or	
	It is collected in a systematic way	Not collected in a systematic way	
<b>Methodology</b>	Follows a descriptive set of instructions	Limited to no instructions	1–2
<b>Reliability</b>	Can be reproduced	Reproducibility is limited	1–2
<b>Total</b>			<b>6</b>
Accept other relevant responses			

Dr Koba conducted an experiment to test the effects of sugar on behaviour. He divided the participants randomly into two groups. One group was given a capsule containing 50 mg of sugar and the second group was given a capsule of water. The participants were then given a series of word problems to complete.

(b) (i) State the term used to identify the group that was given the capsule of water. (1 mark)

Description	Marks
Control/Control Group	1
<b>Total</b>	<b>1</b>

Dr Koba, Dr Gwak and Dr Aslan explained their understanding of statistical significance. Each described their understanding differently in the conversation below.

Dr Koba: It means that my data is probably reliable, and I can draw conclusions from it.

Dr Gwak: I'm sorry, you're wrong. It gives you an indication that your results are most likely due to something other than chance.

Dr Aslan: You're both wrong. It's when you calculate statistics, and they are correct.

(ii) Which person **most** correctly understands statistical significance? Circle their name below. (1 mark)

Dr Koba

Dr Gwak

Dr Aslan

Description	Marks
Dr Gwak	1
<b>Total</b>	<b>1</b>

A  $p$ -value is a statistical term for the role of probability in research.

(iii) Describe how you would explain  $p = .05$  (2 marks)

Description	Marks
It is the probability/chance that the results obtained are due to random factors/chance	1
.05 means that there is a 5% (5/100) chance your results are not due to the interaction of the variables	1
<b>Total</b>	<b>2</b>
Accept: <ul style="list-style-type: none"> <li>If you repeat the experiment 100 times, five times the result is not due to the actual variables</li> <li>95% chance (95/100) the results are due to the interaction of variables</li> <li>the research is not statistically significant.</li> </ul>	

Archival research is popular when looking at how attitudes have changed over time.

(c) (i) Define 'archival research'. (1 mark)

Description	Marks
When a researcher seeks out information and/or evidence from historical records	1
<b>Total</b>	<b>1</b>

(ii) Outline **one** advantage and **one** disadvantage of archival research over other forms of non-experimental methods. (2 marks)

Description	Marks
Any one of the following	
Advantage: <ul style="list-style-type: none"> <li>data has already been collected – save resources</li> <li>do not need to go through as many ethics processes as data exists</li> <li>rare behaviours/scenarios can be studied</li> <li>shows changes over longer periods</li> <li>reduces response bias as the researcher is not present when data was being collected</li> <li>helps to investigate real-world scenarios, not just in a laboratory or experimental settings</li> <li>can be used as a launchpad for future research.</li> </ul>	1
Any one of the following	
Disadvantage: <ul style="list-style-type: none"> <li>data can be biased – e.g. letters to editors might be topical</li> <li>participants not randomly selected</li> <li>some archives get lost</li> <li>errors in data input and difficult to check on ordinal data</li> <li>information might be affected by definitions at the time (e.g. definition of family being married mother and father with children)</li> <li>data collected by non-scientists</li> <li>data usually correlational at best.</li> </ul>	1
<b>Total</b>	<b>2</b>

Quantitative data can be displayed through many different methods; however, some methods are better suited to certain data and situations than others.

(d) For each of the following scenarios, identify which is the **most** appropriate quantitative display method and justify your choice. (6 marks)

Description	Marks
<b>Longitudinal data showing yearly changes in intelligence</b>	
Method: Graph (line graph)	1
Justification: <ul style="list-style-type: none"> <li>• shows trends</li> <li>• shows large data set visually</li> <li>• easily comparable</li> <li>• reduces time required to analyse data</li> <li>• do not need statistical/mathematical knowledge to understand data</li> <li>• helpful to make predictions.</li> </ul> Accept other relevant responses	1
<b>Subtotal</b>	<b>2</b>
<b>A series of medians and modes for a set of data</b>	
Method: Table	1
Justification: <ul style="list-style-type: none"> <li>• easily comparable</li> <li>• easy to identify values or information</li> <li>• show multiple measures in the same table.</li> </ul> Accept other relevant responses	1
<b>Subtotal</b>	<b>2</b>
<b>The proportions of attitudes of 100 surveyed people</b>	
Method: Diagram (pie chart)	1
Justification: <ul style="list-style-type: none"> <li>• easy to compare categories</li> <li>• easy to analyse large amounts of data</li> <li>• easy to grasp/understand</li> <li>• simple to present.</li> </ul> Accept other relevant responses	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>6</b>

**2020  
Section 1  
Question 2**

**Research  
Methods**

Psychologists working for the Organisational Psychology Unit of the Western Australia Police Force wanted to determine the effectiveness of different penalties deterring Western Australians from using their mobile phones while driving. Sixty Western Australian drivers aged 18–35 were selected to participate in the study and were exposed to conditions for values of \$200, \$500 and \$1000.

(a) State the sample and the population for the study. (2 marks)

Description	Marks
Sample: Western Australian drivers aged 18–35	1
Population: Western Australian drivers	1
<b>Total</b>	<b>2</b>

Following the experiment, a penalty regime was implemented and data about its effectiveness was recorded over time. Researchers found when analysing the results of the entire broader group, the results were different from that of the group used in the original study.

(b) Outline **two** reasons why the mean score for a sample and its corresponding population may be different. (2 marks)

Description	Marks
The sample may not be representative of the population	1
Samples are only estimations of the population and are not expected to produce identical results even when they are representative	1
<b>Total</b>	<b>2</b>
Marker note: accept sampling issues for the first mark, not to be paired with representative of population.	

During the study, researchers were careful to protect the participants' right to privacy and confidentiality.

(c) Define 'privacy' and 'confidentiality' as they relate to psychological research and outline the difference between the two terms. (3 marks)

Description	Marks
Defines privacy: Privacy refers to protecting participants from unwanted intrusion into their private lives by collecting only information relevant to the study	1
Defines confidentiality: <ul style="list-style-type: none"> <li>• confidentiality refers to safeguarding the information of participants collected in an experiment through how it is collected, stored and disseminated to others</li> </ul> or <ul style="list-style-type: none"> <li>• ensuring that the information collected in an experiment is not made available to anyone outside of the experiment without the participant's consent</li> </ul>	1
Outline the difference: Privacy relates to what information is collected, whereas confidentiality relates to how the information is dealt with.	1
<b>Total</b>	<b>3</b>

(d) Outline **two** requirements of professional conduct in undertaking and publishing psychological research. (2 marks)

Description	Marks
<b>One mark for each requirement</b>	
<ul style="list-style-type: none"> <li>For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.</li> <li>For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.</li> <li>For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.</li> <li>For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.</li> </ul>	1-2
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(e) Define the term 'deception' as used in psychological research. (1 mark)

Description	Marks
Refers to concealing the true purpose of an experiment and the procedures used from participants of a research study	1
<b>Total</b>	<b>1</b>

(f) State **two** requirements for the ethical use of deception in psychological research. (2 marks)

Description	Marks
Deception in research should not occur unless it is necessary (as knowledge of the true purpose of the experiment would be likely to influence participant behaviour)	1
Deception must be followed by debriefing (informing participants of the true purpose of the experiment and an explanation of the deception used)	1
<b>Total</b>	<b>2</b>

Professor Em began a series of experiments into obedience in which participants believed they were administering electric shocks to another participant when they incorrectly answered a memory test, when the person being shocked was actually an actor. This has since been heavily criticised in terms of ethics as participants were regularly told comments like, 'You must continue with the experiment' and 'please continue'.

(g) Describe how deception was used in Professor Em's experiments. (2 marks)

Description	Marks
Describes both the deception involved and the true purpose or procedure: <ul style="list-style-type: none"> <li>allowed participants to believe that they were administering an electric shock to another participant, when in fact, there was no other participant, and no shock was being delivered</li> </ul> or <ul style="list-style-type: none"> <li>informed participants that they were undertaking a task related to memory where, in fact, he was studying obedience.</li> </ul>	1-2
<b>Total</b>	<b>2</b>
Accept other relevant responses	

When deception is used, it has an inevitable impact on informed consent procedures.

(h) (i) Applying today's ethical principles, identify the participant right that can also be argued to have been breached in the experiments conducted by Professor Em. (1 mark)

Description	Marks
Withdrawal rights	1
<b>Total</b>	<b>1</b>

(ii) Define the right identified in part (h)(i) and outline how it was breached in Professor Em's experiments. (2 marks)

Description	Marks
Participants have the right to remove themselves and their data from an experiment at any time without negative consequences, pressure or coercion to continue.	1
When participants asked to stop the experiment, the experimental design included pressure from the experimenter to continue. or Statements such as 'the experiment requires you to continue' and 'it's absolutely essential that you continue' were utilised, thus putting pressure on participants not to withdraw.	1
<b>Total</b>	<b>2</b>

**2019  
Section 1  
Question 1**

**Research  
Methods**

At a university, 40 first year psychology students participated in a study examining the effects of loud music on typing accuracy. Students were given a typing test to complete, with 20 students listening to loud music through headphones and 20 students without music.

At the end of the test, the total number of mistakes was calculated for each condition

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

Description	Marks
Listening to loud music versus no music	1
<b>Total</b>	<b>1</b>

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

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

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

Description	Marks
One mark for each uncontrolled variable identified	
Answers could include: <ul style="list-style-type: none"> <li>• what the students ate/drank prior to participating</li> <li>• how much sleep they got the night before</li> <li>• if students had prior typing experience</li> <li>• hearing impairment/ability.</li> </ul>	1-2
Accept other relevant responses	
<b>Total</b>	<b>2</b>
Note: Only accept responses that may affect the independent variable (must be related to participant).	

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

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

The psychology students were asked to write a report that outlined information about the sample and population.

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

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

After completing the study, participants were asked to fill out a short, fixed-response (ranging from strongly agree to strongly disagree) questionnaire about how important they thought music was to different aspects of their lives.

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

Description	Marks
Likert Scale	1
<b>Total</b>	<b>1</b>

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

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

**2019  
Section 1  
Question 2**

**Research  
Methods**

Nena conducted a series of semi-structured interviews with 20 Year 12 students to find out their opinions about changing the legal drinking age.

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

Circle: Qualitative OR Quantitative

Description	Marks
Qualitative circled	1
<b>Total</b>	<b>1</b>

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

Description	Marks
Answers could include: <ul style="list-style-type: none"> <li>• obtaining data that is not numerical through the use of interviews</li> <li>• obtaining data that is descriptive/highly detailed</li> <li>• no independent variable is present.</li> </ul>	1
<b>Total</b>	<b>1</b>

(b) Compare qualitative and quantitative methods of data collection in the table below. (4 marks)

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

(c) State one alternative method of data collection Nena could have used for this study. (1 mark)

Description	Marks
Answers could include: <ul style="list-style-type: none"> <li>• checklist</li> <li>• rating scales</li> <li>• Likert scale</li> <li>• focus groups.</li> </ul>	1
<b>Total</b>	<b>1</b>
Accept other relevant responses	

In addition to conducting her interviews, Nena had the students complete a survey asking them what age they thought drinking should be legalised. The raw data for the 20 participants was:

17, 17, 16, 18, 19, 20, 16, 15, 22, 21, 20, 19, 18, 17, 18, 18, 20, 21, 18, 19.

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

Description	Marks																				
Table to include:																					
• descriptive title	1																				
• correct table format (using a frequency table)	1																				
• correct labeling	1																				
• data is correct	1																				
• frequency total.	1																				
<b>Total</b>	<b>5</b>																				
Example of a five mark response:																					
<p>Table 1. Nominated Legal Drinking Age Based on Year 12 Responses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Nominated legal drinking age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>15</td><td>1</td></tr> <tr><td>16</td><td>2</td></tr> <tr><td>17</td><td>3</td></tr> <tr><td>18</td><td>5</td></tr> <tr><td>19</td><td>3</td></tr> <tr><td>20</td><td>3</td></tr> <tr><td>21</td><td>2</td></tr> <tr><td>22</td><td>1</td></tr> <tr><td><b>Total</b></td><td><b>20</b></td></tr> </tbody> </table>		Nominated legal drinking age	Frequency	15	1	16	2	17	3	18	5	19	3	20	3	21	2	22	1	<b>Total</b>	<b>20</b>
Nominated legal drinking age	Frequency																				
15	1																				
16	2																				
17	3																				
18	5																				
19	3																				
20	3																				
21	2																				
22	1																				
<b>Total</b>	<b>20</b>																				

**2019**  
**Section 1**  
**Question 3**  
**Research**  
**Methods**

Researchers wanted to investigate the effect of eating chocolate on reaction times using a computerised test. Fifty-five participants volunteered to take part in the study. The first 30 participants to respond were allocated to the experimental group and the second 25 to respond were allocated to the control group. The experimental group was given 100 g of chocolate to eat before taking the computerised test. The control group was given nothing to eat prior to taking the computerised test.

The results were collected and analysed. The statistical significance of the difference between the reaction time scores of the two groups was found to be  $p > 0.05$ .

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

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

The researchers had hypothesised that eating 100 g of chocolate before attempting a computerised test would result in faster reaction times.

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

Description	Marks
The hypothesis was rejected/not supported	1
One mark for each justification	
Answers could include: <ul style="list-style-type: none"> <li>there was no evidence that eating 100 g of chocolate had any significant effect on the participants' reaction times</li> <li>not statistically significant</li> <li>difference between two groups was likely to be due to chance, not the independent variable</li> <li>results more than 5% due to chance. (Do not accept p-value is <math>&gt; 0.05</math> without explanation of what this means.)</li> </ul>	1–2
<b>Total</b>	<b>3</b>

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

Description		Marks
One mark for each source of error and one mark for each way of reducing the error. Answers could include:		
Source of error	Way of reducing the source of error	
<ul style="list-style-type: none"> <li>not randomly allocating participants to experimental and control groups</li> </ul>	<ul style="list-style-type: none"> <li>randomly allocating participants to experimental and control groups</li> </ul>	1–2
<ul style="list-style-type: none"> <li>unrepresentative sample</li> </ul>	<ul style="list-style-type: none"> <li>use a different sampling method</li> </ul>	1–2
<b>Total</b>		<b>4</b>
Accept other relevant responses		

Following the initial study, new correlational research about the effect of eating chocolate on reaction times was conducted.

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

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

Results from this further research show a strong positive correlation ( $r = 0.8$ ) between eating chocolate and reaction times.

(e) (i) What is one conclusion that can be drawn from this new correlational research? (1 mark)

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

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

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