

**DRAFT**

**MARKING KEY**

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## Section One: Research methods (20 marks)

### Question 1(a)

Identify TWO significant way in which this study departs from accepted ethical guidelines for conducting research with humans.

Description	2 Marks
Any two departures from ethical guidelines e.g. no parental consent; participants and parents weren't warned that students might experience stress; the child was placed under possible stress by being left out and was not debriefed.	1-2

### Question 1(b)

Describe how you would change the study to correct the ethical problems you identified in Question 1(a).

Description	2 Marks
Suitable changes suggested e.g. describes a process for obtaining informed parental consent; describes a process for debriefing child 3 e.g. several throws are given to the child after the 12 consecutive throws in which they were left out.	1-2

### Question 1(c)

Using your knowledge of research designs in developmental psychology suggest ONE way of improving the study design described in Question 1.

Description	1 Mark
Scores one mark for any appropriate improvement in the research design e.g. suggests using a longitudinal research design where the same students are assessed on the game in year 2 then re-assessed in year 4.	1

### Question 2(a)

Name ONE advantage of using self-rating scales to collect data from people about their sleeping behaviours.

Description	1 Mark
Mentions one of the following: person can give information about their sleep that is not accessible from observation; when compared to open interview provides a structured way of collecting data on sleep behaviours that is more easily summarised; enables quick collection of relevant data in a short space of time.	1
Gauges the strength of person's response; determines the extent to which a behaviour is present.	0

### Question 2(a)

Name ONE disadvantage of using self-rating scales to collect data from clients about their sleeping behaviours.

Description	1 Mark
Mentions one of the following: relies on a certain level of literacy skills; peoples responses may be prone to bias eg minimising or maximising abnormal behaviours.	1

### Question 2(b)

Describe ONE other data collection method that psychologists could use to add validity to the data collected about clients' sleep behaviours.

Description	2 Marks
Mentions one alternative data collection methods e.g. objective quantitative measures e.g. EEG to measure states of consciousness; observational methods e.g. videoing during sleep. Provides a more objective measure of sleeping behaviour that is less prone to bias.	1-2

**Question 3(a)**

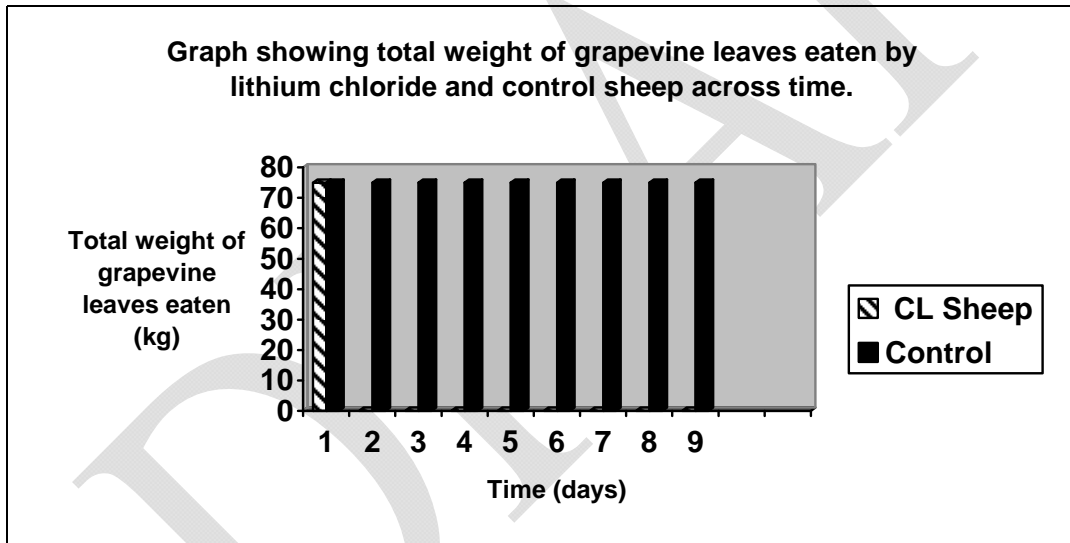
**Name the dependent variable in this research study.**

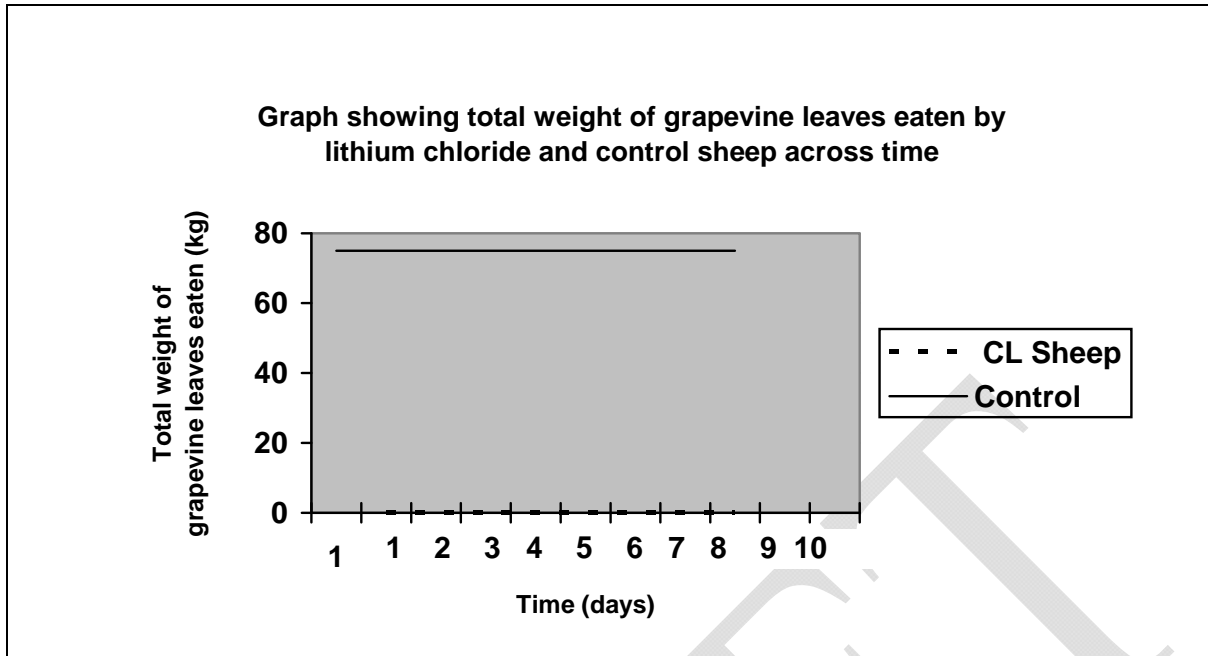
Description	2 Marks
Includes measurement for variable as well as correct variable e.g. weight of grape vine leaves eaten; amount of grape vine leaves	2
Just mentions 'grape vine leaves eaten'	1
Just says 'grape vine leaves'	0

**Question 3(b)**

**On the first day of the study the 60 sheep ate a total of 150kg grapevine leaves. Sketch and label a graph that could represent the results of this research study from the day the study began to 9 days later.**

Description	5 Marks
Correctly labels x axis as time e.g. in days and y axis as total grapevine leaf weight showing measurement scale e.g. kg.	1
Uses suitable scale on x and y axis with 0 minimum	1
Correctly represents results for both groups of sheep with column graph or line graph	1
Legend correctly uses symbols/patterns to distinguish the two groups of sheep	1
Graph title that includes 3 elements of dependent variable, independent variable and time e.g. Graph showing weight of grapevine leaves eaten by lithium chloride and control sheep across time.	1





**Question 3(c)**

**Describe TWO (2) benefits of using a control group in this study.**

Description	4 Marks
Two marks for each benefit correctly described e.g. to control variables and to see the natural variation in sheep behaviour over time; to control variables such as handling sheep that may influence the results. One mark for incomplete description	1-4 marks

## Section Two: Topic-related content (50 marks)

### Question 4(a)

Name a published individual test of intelligence.

Description	1 Mark
Correctly names one of the following: Stanford-Binet Scale; Wechsler Intelligence Scale for Children; Wechsler Adult Intelligence Scale; Wechsler Preschool and Primary Scale of Intelligence.	1

### Question 4(b)

How are the requirements for administering an individual test of intelligence different from the requirements for the delivery of a group test?

Description	3 Marks
Greater specialised training is needed for administering an individual intelligence test.	Accept any <b>THREE</b> answers 1-3
Greater cost of individual tests e.g. individual testing requires more money and/or time	
Ease and accuracy of scoring e.g. individual tests are scored by hand; group tests have potential for computerised scoring.	
Individual tests provide greater opportunity for observational/clinical data to be collected.	
Easier to monitor individuals and their responses in individual test situation.	

### Question 4(c)

How are the requirements for administering an individual test of intelligence similar to the requirements for the administering of a group test of intelligence?

Description	3 Marks
Both need to follow procedures that maintain confidentiality	1
Both often require accurate timing.	1
Both have standardised instructions that need to be followed.	1

### Question 4(d)

Explain why 'culture fair' intelligence tests have been developed.

In your answer include a discussion of how a 'culture fair' test of intelligence will differ from an intelligence test that is not 'culture fair'.

Description	3 Marks
Culture fair tests have been developed to reduce bias in testing	1
Mentions example of type of bias e.g. language, content (contextual references), cultural, socio-economic.	1
'Culture fair' tests may not use language in the instructions; 'culture fair' tests may not use language in the responses; use concepts that are familiar to the person being assessed.	Accept any 1 Answer 1

### Question 5(a)

Psychologists have observed that group members strengthen their individual opinions by talking to others who hold similar beliefs or attitudes.

What do psychologists call this process?

Description	1 Mark
Group polarisation	1

**Question 5(b)****Compare and contrast the psychological concepts of *obedience* and *conformity*.**

Description	3 Marks
Demonstrates understanding of obedience as changing behaviour in response to social influence exerted by a single person –typically someone with higher status	1
Demonstrates understanding of conformity as changing behaviour in response to social influence (pressure) exerted by a group.	1
Obedience and conformity are both examples of social influence.	1

**Question 5(c)****Explain TWO influences related to social pressure that might account for Milgram’s “teachers” and Zimbardo’s “guards” behaving as they did.**

Description	6 Marks
Status and power: individuals are influenced by higher-status individuals (authorities) Contextualises response by relating it to Milgrim/Zimbardo studies: e.g. Some people in Milgrim’s study obeyed him as an authority whom they saw as having power over them (3)	1-3 accept <b>one</b> answer
Social pressure to conform: gives a correct explanation of one of the following: unanimity, group size, normative influence, informational influence, culture Contextualises response by relating to Milgrim/Zimbardo studies (3)	4-6 Accept any two answers
Lack of resistance from a minority group Contextualises response by relating to Milgrim/Zimbardo studies (3)	

**Question 6(a)****Define *stereotype*.**

Description	1 Mark
A stereotype is a form of social categorisation based on what others presume to be shared features; widely shared generalisation about members of a social group. Often but not always derogatory.	1

**Question 6(b)****Describe how stereotypes are formed.**

Description	2 Marks
Stereotypes are formed from: our first-time impressions of a person from an identifiable group can lead to the development of expectations about the behaviour of others (stereotypes); what we learn from others e.g. parents, friends, teachers; media that reinforces certain stereotypes.	1-2

**Question 6(c)****Explain how negative stereotypes can influence the way an individual behaves towards a member of a particular social group. Include a detailed example in your response.**

Description	6 Marks
Tend to respond to person based on attributes of stereotype rather than the person’s individual characteristics. Selectively respond to the person noticing behaviours and attributes in them that confirm what the stereotype predicts. Can result in a self-fulfilling prophecy.	1-3
Examples of minority groups could include social groups such as people with disabilities, elderly people, teenagers etc. One mark for each influence that is linked to the example.	1-3

**Question 7(a)**

From a psychological perspective, explain the role of communication (language) in relationships.

Description	6 Marks
Initiating relationships (1) relevant expansion (1)	1-2
Maintaining relationships (1) relevant expansion (1)	1-2
Regulating relationships (1) relevant expansion (1)	1-2

**Question 7(b)**

You are lining up to buy your tickets to the AFL footy grand final and a person cuts in front of you in the queue. Write an assertive statement that would be an effective way to communicate in this situation.

Description	3 Marks
Uses 'I' (1) factual not value laden or judgemental (1) expresses ownership of own thoughts and feelings (1)	1-3

**Question 8(a)**

Bandura's social learning theory emphasizes *observational learning*. Explain what is meant by *observational learning* using an example to demonstrate your understanding.

Description	5 Marks
Also called modelling or imitation (1); occurs through watching another person's actions (1) and the consequences of those actions(1), then using these observations to guide one's own future actions (1). e.g. aggressive behaviour may be learned when students observe the ways in which other students relate to one another. (1)	1-5

**Question 8(b)**

According to Piaget's theory of cognitive development we build an understanding of our world and develop our thinking skills through active interaction with our environment. Explain the relationship between the processes of *assimilation* and *accommodation* and how they contribute to the development of our thinking skills.

Description	5 Marks
Contribution to development: assimilation and accommodation are the two processes by which we gain and change our schemas (cognitive concepts) (1)	1
Assimilation: process by which we fit new experiences and information into our current understanding	1-2
Accommodation: process whereby we modify (adjust) our schemas in the light of new experiences and information	1-2



### Section Three: Extended response (30 marks)

#### Question 9 (a)

**Describe how heredity, socialisation and world events can influence an individual's development.**

Description	6 Marks
Two marks for correctly describing each influence and one mark for a partial explanation.	1-6

#### Question 9 (b)

**Include examples based on the personal details and information given about Stan and Frank.**

Description	3 Marks
One mark for an example for each influence: heredity, socialisation and world events	1-3

#### Question 9 (c)

**From a psychological perspective, outline and comment upon how heredity, socialisation and the impact of world events interact over time to have an impact on the quality of life of older members of society.**

Description	6 Marks
Two marks for showing how each influence interacts.	1-6

#### Question 10 (a)

**Describe how heredity, socialisation and world events can influence an individual's development.**

Description	6 Marks
Two marks for correctly describing each influence and one mark for a partial explanation.	1-6

#### Question 10 (b)

**Include examples based on the personal details and information given about Stan and Frank.**

Description	3 Marks
One mark for an example for each influence: personality, gender and culture.	1-3

#### Question 10 (c)

**From a psychological perspective, outline and comment upon how heredity, socialisation and the impact of world events interact over time to have an impact on the quality of life of older members of society.**

Description	6 Marks
Two marks for showing how each influence interacts.	1-6

Psychology Stage 2 exam

	Unit 2A										Unit 2B										
	Biol inf	Cognit	Dev Psych	personal	Social psych	Relat inf	com m	cultu re	Soc Val & pr	Soc, hist & pol	Biol inf	Cognit	Dev Psych	personal	Soc psyc h	Relati on inf	com m	cultu re	Soc Val & pr	Soc, hist & pol	
<b>Sect 1</b>																					
1a						X (r)															
1b						X (r)															
1c						X (r)															
2a						X (r)						X (r)						X (r)			
2b						X (r)						X (r)						X (r)			
3a												X (r)									
3b	X (r)											X (r)									
3c						X (r)							X (r)								
<b>Sect 2</b>																					
4a			X																		
4b			X																		
4c			X																		
4d			X																		
5a					X																
5b					X																
5c					X										X						
6a								X													
6b								X												X	
6c								X												X	
7a							X													X	
7b							X													X	
8a			X																		
8b			X																		
<b>Sect 3</b>																					
9a	X					X			X												
9b	X					X			X												
9c	X					X			X												
10a														X	X				X		
10b														X	X				X		
10c														X	X				X		