

PSYCHOLOGY

UNIT 3 & 4

2016

MARKING GUIDE

Section One: Research Methods**20% (25 marks)**

This section has **three (3)** questions. Answer **all** questions. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and /or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Suggested working time: 30 minutes

Question 1**(14 marks)**

Dr Drey wanted to investigate whether genetics or the environment plays a greater role in adolescent development. He decided to sample identical and fraternal twins over a 20 year period, gathering qualitative and quantitative data every five years.

a) How does a sample differ from a population?

(2 marks)

Description	Marks
A population is the entire group of research interest (1), whereas the sample is a smaller subsection of the population (1).	0-2
Total	2

b) Name the research method Dr Drey will use.

(1 mark)

Description	Marks
Longitudinal	0-1

Total	1
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c) Provide one advantage and one disadvantage to using this design.

(2 marks)

Description	Marks
Responses include but are not limited to: Advantage: No cohort effects	0-1
Disadvantage: Time consuming. May lose participants. Expensive.	0-1
Total	2

d) For the first five years Dr Drey only collected quantitative data. Provide two examples of objective quantitative data he could collect.

(2 marks)

Description	Marks
Responses could include any of the following: Brain waves (1) Heart rate (1) Body temperature (1) Electrical conductivity of the skin (1)	0-2
Total	2

- e) Once the children turned six, he decided to collect subjective quantitative data. Name one way he could collect this information.

(1 mark)

Description	Marks
Rating scale / Likert scale	0-1
Checklist	
Total	1

- f) Fifteen years into his study two of the twins decided they did not want to be a part of the study any more. Name the ethical guideline that allowed them to leave the study.

(1 mark)

Description	Marks
Withdrawal right	0-1
Total	1

- g) When and how should Dr Drey have communicated this ethical guideline to the participants?

(2 marks)

Description	Marks
At the beginning of the investigation (1) through the informed consent (1).	0-2
Total	2

- h) Considering all of the participants were underage when the study began what would Dr Drey have needed to do to ensure he followed ethical guidelines?

(1 mark)

Description	Marks
Ask the parents / guardians to sign the informed consent on the child's behalf.	0-1
Total	1

- i) Once the study concluded, Dr Drey decided he wanted to conduct further non-experimental research into two of the twins. He felt this would provide him with rich and detailed information. Name the research method he went on to use and outline one problem in using such a design.

(2 marks)

Description	Marks
Case study	0-1
Responses can include but are not limited to: Results may not be generalizable to a wider population (1) They can be time consuming (1) It can lead to Researcher bias (1) They are difficult to replicate (1)	0-1
Total	2

Question 2**(10 marks)**

A psychologist distributed the Beck depression scale to 35 of his patients and recorded their relationship status.

- a) Identify and explain whether the above study is a correlational or an experimental study.

(2 marks)

Description	Marks
Correlational (1) There is no independent and dependent variable (1)	0-2
Total	2

- b) The results of the Beck Depression sale are below. (2 mark)

Calculate the following for the above results:

- i) Mode
- ii) Median

Description	Marks
Mode: 15-19	0-1
Median: 10-14	0-1
Total	2

c) Draw a graph of the psychologists' results.

(6 marks)

Description	Marks
<ul style="list-style-type: none"> • Use of a histogram or frequency polygon • Correct graphing from table • Horizontal axis labelled correctly • Units scale for Horizontal and vertical axes correct • Vertical axis labelled correctly • Title correctly positioned underneath as 'Figure 1:...' 	0-6
Total	6

Question 3

(11 marks)

A researcher was interested in the effects of Bikram yoga (yoga completed in a room of 40 degrees), specifically strength and flexibility. He decided to use a repeated measures design over a three month period, to test whether Bikram yoga was more beneficial than normal yoga. He approached a local Bikram yoga studio and asked if he could advertise for volunteers to be a part of his study. He ended up with 25 female volunteers, aged from 20 to 55.

a) To create an operational hypothesis four things are needed. List these four things.

(4 marks)

Description	Marks
Population (1)	0-4
An operationalised independent variable (1)	
An operationalised dependent variable (1)	
The predicted direction of the outcome (1)	
Total	4

b) Write an operational hypothesis for this study.

(1 mark)

Description	Marks
Responses can include but are not limited to: It is hypothesised that females aged 20-55 who participate in yoga in a 40 degree room, (three times a week for an hour at a time), will report greater strength and flexibility after a three month period than when participating in yoga that is not in a 40 degree room, three times a week for an hour at a time, as measured through a self-report and / or observations of the participants flexibility and strength .	0-1
Total	1

c) Outline the control condition and the experimental condition for this investigation.

(2 marks)

Description	Marks
Control condition: Yoga classes not carried out in a 40degree room (1)	0-1
Experimental condition: Yoga classes carried out in a 40degree room (1)	0-1
Total	2

d) The researcher used the same participants for the control and experimental groups. How can this be beneficial to his study design?

(1 mark)

Description	Marks
There will be no participant extraneous variables	0-1
Total	1

- e) The researcher completed statistical analysis of his study and found the p-value to be $p > 0.05$. What does this suggest? (2 marks)

Description	Marks
Responses can include but are not limited to: The probability of chance affecting the results was greater than 5% (1) The results are not statistically significant (1) The independent variable did not cause a change in the dependent variable (1)	0-2
Total	2

- f) Outline one source of error from the researcher's investigation. (1 mark)

Description	Marks
Responses can include but are not limited to: The same participants were used in the control and experimental condition which could impact on the participant's overall strength and flexibility levels (1) A small sample size was used (1) All the participants were female therefore the results cannot be generalised to men (1)	0-1
Total	1

End of Section One

Section Two: Short Answer

55% (107 Marks)

This section has **eight (8)** questions. Answer **all** questions. Write your answers in the

spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and /or as additional space if required to continue an answer.

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Suggested working time: 90 minutes

Question 4
marks)

(17

	Sympathetic Nervous System	Parasympathetic Nervous System
Pupils	Dilates	Contracts
Heart	Increase heartbeat	Slows down heartbeat
Bladder	Relax bladder	Contracts bladder
Stomach	Inhibits digestion	Stimulates digestion
Lungs	Relax airways	Constrict airways

a) Fill in the table below (all of the shaded areas) demonstrating your understanding of what happens to various parts of the body when the autonomic division of the nervous system is activated.

(9 marks)

- b) State one similarity and one difference between the motor cortex and the primary sensory cortex.

(2 marks)

Description	Marks
<p>Responses include but are not limited to:</p> <p>Similarity:</p> <p>The relative size of each area of the body represented in the motor cortex and primary sensory cortex directly corresponds to the amount of information being transmitted to or from the brain.</p> <p>Specialised areas of the brain.</p> <p>Both in the forebrain.</p>	<p>0-1</p>
<p>Difference:</p> <p>Motor cortex is responsible for voluntary muscle coordination whereas the primary sensory cortex is responsible for receiving information about our senses (1).</p> <p>The motor cortex is found in the frontal lobe whereas the primary sensory cortex is found in the parietal lobe (1).</p>	<p>0-1</p>
Total	2

- c) Name one area of the body that has the largest motor cortical area dedicated to it? In your response explain why.

(2 marks)

Description	Marks
The hands (1) because they are responsible for fine motor skills (1) such as writing with a pen or typing on a computer. Other responses could include fingers, lips and tongue as each has great control over fine motor movements.	0-2
Total	2

- d) Broca's area is found in the frontal lobe. Describe what Broca's area is responsible for and explain why it is situated next to the motor cortex.

(2 marks)

Description	Marks
Broca's area is responsible for the production of articulate speech (1). It is situated next to the motor cortex, right next to the area that controls the muscles of the face, tongue, throat and jaw to allow for articulate speech (1).	0-2
Total	2

- e) Using coffee as an example, explain how this psychoactive drug affects a person psychologically and physiologically.

(2 marks)

Description	Marks
Psychologically in small doses it can lead to increased alertness and focus, in larger doses it can lead to feeling anxious (1). Physiologically it speeds up a person's central nervous system leading to an increase in heart beat and body temperature (1).	0-2
Total	2

Question 5**(19 marks)**

- a) List two techniques used to modify behaviour.

(2 marks)

Description	Marks
Any two of the following: Token economy (1) Systematic desensitisation (1) Cognitive behavioural therapy (1) Positive and negative reinforcement, including rewards and punishment (1)	0-2
Total	2

- b) Pat is a history expert, and for that reason is the kind of friend people want to have on their trivia team. Using your understanding of cognition, what type of explicit memory does Pat excel in?

(1 mark)

Description	Marks
Semantic	0-1
Total	1

- c) Explain the difference between operant and classical conditioning.

(2 marks)

Description	Marks
Classical conditioning involves learning explained through voluntary behaviours caused by the pairing, or association, of two stimuli (1). Whereas Operant conditioning is learning explained through its consequences (1).	0-2
Total	2

- d) Identify the type of operant conditioning in the scenarios below:

- i) Harold was talking in class, so his teacher kept him in at lunchtime.
(1 mark)

Description	Marks
Negative punishment	0-1
Total	1

- ii) Missy is constantly hassled by her mother to finish her chores; she finally gives in and does her chores and her Mum stops hassling her.
(1 mark)

Description	Marks
Negative reinforcement	0-1
Total	1

- iii) Kyle learnt to write his name at Kindergarten. His teacher gave him a certificate to take home to his parents.
(1 mark)

Description	Marks
Positive reinforcement	0-1
Total	1

- iv) Roxy the dog went to the toilet on the carpet so her owner hit her on the nose with the newspaper.

(1 mark)

Description	Marks
Positive punishment	0-1
Total	1

- e) Provide an example of two scenarios, one where positive reinforcement has been used, and another where negative punishment has been used.

(2 marks)

Description	Marks
Responses can include but are not limited to: Positive reinforcement – giving your younger brother your pocket money to complete your chores (1) Negative punishment – a young boy refuses to help clear the table after Christmas lunch so his mother takes away his new Christmas toys so he is unable to play with them (1) Note: positive and negative refers to adding or subtracting a stimulus whereas reinforcement and punishment refers to the likelihood of increasing or decreasing the behaviour.	0-2
Total	2

- f) Complete the following table which represents the processes associated with memory:

(8 marks)

MEMORY SYSTEM	DURATION	CAPACITY	CODING
Sensory memory	3-4 seconds	Limited	Sensory
Short Term Memory / Working Memory	30 seconds	7+/- 2	Articulation of speech and manipulation of visual and spatial images
Long Term Memory	Infinite	Unlimited	Semantics (Procedural and declarative memory)

Question 6

(15 marks)

- a) Piaget stated that children at the pre-operational stage are egocentric. Describe the psychological term, egocentrism.

(1 mark)

Description	Marks
An inability to perceive the world from someone else's point of view.	0-1
Total	1

- b) Explain Piaget's pendulum experiment that can be used to test for the Formal Operational stage of his Cognitive Development Theory.

(3 marks)

Description	Marks
This involved pendulums hanging from string of different lengths and weights (1). These could be dropped from different heights and pushed with different amounts of force (1). Children had to work out what factors or combination of factors affected the rate at which the pendulum swung (1).	0-3
Total	3

- c) In regards to your response from Question 5b state how would a child who has reached the Formal Operational Stage respond to this test.

(1 mark)

Description	Marks
A child would systematically test the factors to enable them to conclude that it was the length of the string that determined how quickly the pendulum swung.	0-1
Total	1

- d) Describe the concept 'object permanence' and state which stage of Piaget's theory children are able to master this.

(2 marks)

Description	Marks
Object permanence is the understanding that objects continue to exist even when they cannot be observed (seen, heard, touched, smelled or sensed in any way) (1). It occurs in the sensorimotor stage (1).	0-2
Total	2

- e) Four-year-old Maddy found her dog's brush on the couch and started brushing her own hair with it. Her mother quickly told her to stop which confused Maddy. Explain why Maddy was confused and what she would need to do to make sense of this schema. Use the terms assimilation and accommodation in your response.

(2 marks)

Description	Marks
Maddy assimilated (used her own current understanding) the use of the dog's brush with her own hair brush (1). To make sense of this new schema she would need to accommodate (adjust her understanding) the use of the dogs brush (1).	0-2
Total	2

f) Define the psychological term 'sense of identity'.

(1 mark)

Description	Marks
The enduring personality characteristics of each and every one of us.	0-1
Total	1

g) List the first three crisis of Erikson's theory.

3)

marks)

Description	Marks
Trust versus mistrust (1)	0-3
Autonomy versus shame and doubt (1)	
Initiative versus guilt (1)	
Total	3

h) How does Erikson explain the development of identity during adolescence?

(2 marks)

Description	Marks
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The adolescent must answer the question 'Who am I?' successfully (1) and integrate all of the resolutions to the earlier crisis and achieve a sense of identity incorporating all the elements of the self (1).	0-2
Total	2

Question 7**(16 marks)**

- a) Explain what a trait is and how they can be used.

(2 marks)

Description	Marks
A trait is an enduring characteristic (1) that can be used to predict behaviour (1).	0-2
Total	2

- b) Agreeableness is one the traits seen in McCrae and Costa's Personality Theory. Provide an example of a person low in this trait, and another who is high in this trait.

(2 marks)

Description	Marks
Responses can include but are not limited to: Low – suspicious, antagonistic, critical, ruthless, irritable (1) High – trusting, lenient, soft-hearted, good-natured, morality, compassionate, cooperative (1)	0-2
Total	2

- c) Explain the central belief of humanistic theories of personality.

(2 marks)

Description	Marks
All people are born good (1) and all people strive to reach self-actualisation (1).	0-2
Total	2

- d) In regards to Roger's humanistic theory, what does being in a state of incongruence refer to?

(2 marks)

Description	Marks
Having a maladjusted personality (1) where a person's self-image (the person they think they are), ideal self (the person they want to be) and true self (the person they actually are) do not match (1).	0-2
Total	2

- e) Explain what Albert Bandura meant by reciprocal determinism.

(3 marks)

Description	Marks
A persons behaviour is the result of the interaction between behaviours (1), cognitive factors (1) and environmental factors (1).	0-3
Total	3

- f) Bandura developed the notion of self-efficacy. Describe a person who is said to be strong in self-efficacy.

(1 mark)

Description	Marks
-------------	-------

A person who is sure about their abilities and capabilities to manage and be effective in meeting the demands of a particular situation.	0-1
Total	1

- g) Provide one strength and one limitation of Bandura's Social-Cognitive Theory.

(2 marks)

Description	Marks
Responses include but are not limited to: Strength: It is well grounded in scientific research (1). Its concepts have been empirically tested (1). Its widely applicable and robust (1).	0-1
Limitation: It ignores unconscious influences on behaviours (1). <ul style="list-style-type: none"> o Clinical data is more representative than laboratory data (lab data mainly used by Bandura) 	0-1
Total	2

- h) Explain how Mischel's social-cognitive theory contradicts the trait approach to personality.

(2 marks)

Description	Marks
Mischel believes that an individual's behaviour is determined by situational cues (1), whereas the Trait approach suggests our behaviour is dependent upon our traits and shouldn't change in different situations (1).	0-2
Total	2

Question 8

(15 marks)

- a) A clique of flight attendants had very specific ideas on what dress standards were fashionable and what language was considered cool to use. Annabella who was new to flight attending was invited out one night

with this clique of girls. After this night, she was never invited out again. Annabella felt that because she did not dress like them or talk like them they didn't want her to be part of their clique. Name and define the type of influence this clique was trying to achieve.

(2 marks)

Description	Marks
Normative social influence (1) involves conforming to group standards in order to be part of a group and be accepted by the group (1).	0-2
Total	2

b) Name the psychological term that would be used to describe Annabella's behaviour if she had decided to dress like them and talk like them.

(1 mark)

Description	Marks
Conformity	0-1
Total	1

c) Define group polarisation.

(1 mark)

Description	Marks
The process of strengthening opinions when one is in a group with others who hold similar attitudes or beliefs.	0-1
Total	1

d) Jo enjoys getting her weekly exercise through Crossfit. In one session she had to run for 2km with a partner. Jo felt she performed better in this workout because she was partnered with a good friend of hers. However, in another session with the same friend, where the activity was quite complex, Jo felt she did not perform well. Explain the impact of the presence of others on Jo's behaviour. Refer to psychological theory.

(4 marks)

Description	Marks
Jo felt a boost in her performance (1) when she ran with her friend due to social facilitation (1). (Triplet – cyclists). However once the task became complex (1) she felt she did not perform as well with her friend being around due to social inhibition (1). (Yerkes and Dodson – arousal level).	0-4
Total	4

- e) Explain why Asch used confederates in his psychological visual judgement research.
(1 mark)

Description	Marks
He wanted to test whether the participants would conform to an incorrect answer.	0-1
Total	1

- f) What is the difference between obedience and conformity?
(2 marks)

Description	Marks
Conforming involves changing one's behaviours, beliefs and attitudes to imitate those of others (1). Obedience however involves changing one's behaviour due to a direct instruction of an authority figure (1).	0-2
Total	2

- g) Was Asch's study ethical? Explain your response by referring to at least one ethical consideration.
(2 marks)

Description	Marks
Asch was criticised for deceiving his participants (1). He told them he was investigation visual judgement when in fact he was testing for conformity (1).	0-2

Total	2
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h) Explain how group size affects levels of conformity.

(2 marks)

Description	Marks
Conformity increases with group size up to a group of 4 (1). After that, increasing the group size has little influence (1).	0-2
Total	2

Question 9

(9 marks)

a) Explain in psychological terms what is meant by a sense of community.

(1 mark)

Description	Marks
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Sense of Community is defined as “a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together.” (McMillan, 1976)	0-1
Total	1

- b) Define the aspect of membership in McMillan and Chavis’ model of a Sense of Community.

(1 mark)

Description	Marks
A feeling of belonging or of sharing a sense of personal relatedness.	0-1
Total	1

- c) List five elements of the Membership aspect of the Sense of Community model.

(5 marks)

Description	Marks
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Boundaries (1) (marked things such as language, dress and ritual that identifies who belongs and who does not).	0-5
Emotional safety (1) (security; willingness to allow others to know one feels).	
A sense of belonging and identification (1) (expectation or faith that I will belong; acceptance by the community).	
Personal investment (1) (cognitive dissonance).	
A common symbol system (1) (name, logo; flag, holidays, language).	
Total	5

- d) Name and explain one other aspect of the McMillan and Chavis model.
(2 marks)

Description	Marks
Influence (1): A sense of mattering, of making a difference to a group and of the group mattering to its members (1).	0-2
Integration and fulfilment of needs (1): Feelings that member's needs will be met by the resources received through their membership in the group (1).	
Shared emotional connection (1): The commitment and belief that members have shared and will share history, common places, time together, and similar experiences (1).	
Total	2

Question 10**(10 marks)**

- a) Communication styles differ depending on one's age, gender and social background. Name the theorist that believed one's social class directly relates to their communication abilities.

(1 mark)

Description	Marks
Basil Bernstein	0-1
Total	1

- b) Deborah Tannen (1990) considered women communicate differently to men. Describe three gender differences Tannen highlighted in her research.

(3 marks)

Description	Marks
Responses include but are not limited to: Women use rapport talk, whereas men use report talk (1). Women tend to communicate to establish relationships, develop understandings and negotiate differences (1). Men tend to use talk as it is used in public speak, for example holding centre stage when telling stories or imparting information (1). Women use more confirmatory tones like 'mmm' and 'yeah' to indicate listening (1). Women use 'hedges' to soften a request (1).	0-3
Total	1

- c) Name the theorist that proposed that language was innate and outline his argument.

(3 marks)

Description	Marks
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Chomsky (1). Chomsky proposed that children are born with a Language Acquisition Device (LAD), a process that is activated when children use language (1). His theory assumed that there were universal rules that could distinguish grammatical from ungrammatical sentences (1).	0-3
Total	3

- d) In 2004, the company 'Dove' launched the campaign for Real Beauty, after findings suggested that only 2% of women worldwide described themselves as beautiful. The campaign included promoting six real women with curves as beautiful as well as producing a short film called Evolution that demonstrated that an average looking women could be photo shopped to look like a model. In regards to persuasive communication suggest why these advertisements were successful.
(3 marks)

Description	Marks
Responses include but are not limited to: The source of the message included normal, everyday looking women that the public could identify with (1). The nature of the communication appealed to women's emotions and body satisfaction (1). The characteristics of the source included women worldwide who were dissatisfied with their appearance (1).	0-3
Total	3

Question 11**(6 marks)**

- a) Blake and Michelle are flatmates who are arguing about whether Game of Thrones or the Bachelor is a better tv program and therefore which one they should watch. They turn to Andrew, their third flatmate to help resolve the

conflict. Andrew turns off the television and tells them to play a board game instead.

- i. Name the type of solution that was used in the above scenario, and why you think this.

(2 marks)

Description	Marks
Imposed solution (1) as Andrew (a third person) settled the dispute of what to do (1). (win/lose)	0-2
OR	
Distributive (1) as a compromise was made (1). (lose/lose)	
Total	2

- ii. Outline one disadvantage of this type of solution.

(1 mark)

Description	Marks
It doesn't settle the dispute over which television show is better.	0-1
Total	1

- iii. Name and outline one alternative technique that could be used to resolve this conflict. Explain how it can resolve the above scenario.

(3 marks)

Description	Marks
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Negotiation (1) - parties have some shared interests but also some opposed interests (1). They could record one of the programs and then watch one at a time (1).	0-3
Total	3

End of Section Two

Section Three: Extended Answer

25% (48 Marks)

This section contains **two (2)** questions. You must answer **both** questions.

Pages are included at the end of the Question for planning and writing your

SEE NEXT PAGE

answers.

- Planning: If you use a page for planning, indicate this clearly at the top of the page.
- Answering the question: In the pages provided indicate clearly the number of the question you are answering.
- You should refer to relevant psychological concepts, theories and research in your answer.

Suggested working time: 60 minutes.

Question 10**(21 marks)**

Richard works casually at his local café. He enjoys the responsibilities he finds that come with this role. As he lives at home with his supportive parents he does not need to worry about contributing towards rent or shopping bills. However, unbeknown to others, every night Richard writes negative things about himself in his journal.

Using Maslow's Hierarchy of needs discuss what level he has reached and whether he is likely to reach self-actualisation.

In your response you should:

- Define all relevant concepts
- Clearly explain the humanistic approach to personality, focusing on Maslow's theory
- Discuss Maslow's theory in relation to the case study
- Provide strengths and limitations of the humanistic theory

Question 10 answers	Guide to marking extended	Marks
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Introduction / Definitions	1
Correct definitions such as personality and self-actualisation.	1
No definitions.	0
Humanistic Theory of Personality	7
The Humanistic Theory is concisely explained with a specific focus on Maslow's Hierarchy of Needs. Each of the five needs is explained in detail.	0-7
Relating Maslow's Theory to the scenario	6
Each of the five needs are related to the scenario. Acknowledgement of Richard not meeting self-actualisation is discussed.	0-6
Strengths and limitations	4
At least two strengths and two limitations of the Humanistic Theory are discussed.	0-4
Communication	3
Well-structured response. Well-developed sentences and paragraphs. Regular use of appropriate psychological language and level of sophistication.	3
Response is coherent and has satisfactory sentence and paragraph structure. Use of clear, everyday language.	2
Lacks structure, ideas still clear. Colloquial language.	1
Response is too short or is irrelevant.	0
Total	21

Responses can include but are not limited to:

Definition of personality: Personality refers to the relatively stable and unique characteristics of an individual, that influences the way they think, feel and behave, when alone and with others.

Definition of self-actualisation: the realization or fulfilment of one's talents and potentialities, especially considered as a drive or need present in everyone.

Humanistic psychologists look at human behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving.

Maslow's Hierarchy of Needs:

1. Physiological - air, food, drink, shelter, warmth, sex, sleep.
Lives at home so its assumed these needs are met.
2. Safety - protection from elements, security, order, law, stability, freedom from fear. Secure family home provides for these needs.
3. Love and Belonging - friendship, intimacy, affection and love
It could be argued these needs are met through his family, however it is unknown whether he has friends and/or acceptance from the people he works with, therefore his love and belonging needs must be questioned.
4. Self Esteem - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
He enjoys the responsibilities that come from his local café job. However his self-esteem is low as he thinks negatively about himself. This could be due to not receiving a sense of achievement and prestige through his job and or due to not having his own independence and being able to provide for himself, as he is still somewhat reliant on his parents for a roof over his head and his other safety and security needs.
5. Self-actualization - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.
Richard has not yet reached this level as he does not feel fulfilled and has not realized his full potential.

Strengths:

- Humanistic theories offer a positive approach to understanding personality.
- They give a complete (but not necessarily accurate) picture of how the healthy personality develops, which fills in the gaps in other theories.
- Qualitative data gives genuine insight and more holistic information into behavior.
- Highlights the value of more individualistic and idiographic methods of study.

Limitations:

- Offers a simplistic and romantic idea about personality
- Concepts are difficult to measure scientifically.
- Encourage self-fulfilment (if parents only focus on this when raising their child, then child would become self-indulgent and self-centred).
- Unrealistic in its view of the world because does not recognise people's capacity for evil.
- Ignores the unconscious mind.

- Using qualitative data is difficult to compare.

Question 11**(27 marks)**

Max was 6 years old when his family left Albany and moved to Perth. He found leaving his friends and school very difficult. After 7 years, they returned to Albany. Max met his former teacher who told him he had developed into a fine young adolescent with a strong personality and a clear love and devotion for his family and friends. Using relevant empirical research account for the changes that Max has undergone in his cognitive, moral and identity development. In your response also apply the social learning theory to Max's development.

In your response you should include:

- A discussion of Max's cognitive development
- A discussion of Max's moral development
- A discussion of Max's identity development
- An application of the social learning theory to Max's development.

Question	11	Guide to Marking Extended Responses	Marks
Definitions			2
Correct definitions, with psychological theory discussed in relation to the topic			2
Correct definitions, but with some inaccuracy.			1
No definitions.			0
Cognitive Development			4
Before moving Max was in Pre-Operational Stage (1): unable to think logically, or classify groups and conserve; he thinks symbolically and is still egocentric (1) When he returned Max was in Formal Operational Stage (1): abstract thinking, ability to form hypothesis and follow an argument (1)			0-4
Moral Development			4
Max was most likely in Level 1 Pre-conventional (1) as he would be following the rules and obeying the law (obedience and punishment) (1) When he returned as it states he would do anything for his family Max is most likely in Level 2 Conventional Morality and Stage 3 Mutual Interpersonal Expectation or Good Interpersonal Relationships (1) loyalty and gains acceptance; wanting approval of others (1) (Possibly Stage 4 Maintaining Social Order)			0-4
Identity			4
Max left at Stage 4 (Industry vs Inferiority) (1): competence learnt through schooling and relationships with friends will increase. Children can be rewarded for their achievements in school which can lead to <u>competency</u> , however a failure can lead to a feeling of inferiority.(1) Max returned Stage 5 (Identity vs Role Confusion) (1): As an adolescent Max tries to find his identity, whereas a failure to find one's identity can lead to role confusion; <u>fidelity</u> (1)			0-4
Observational Learning			4

Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher). Albert Bandura – Bobo Doll (1961). Reciprocal determinism; Attention, retention, reproduction, motivation / reinforcement; Self-efficay	3-4
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only)	1-2
No psychological evidence or incorrect evidence	0
Conclusion	1
Use of psychological evidence	5
Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher)	4-5
Refers to one or more examples of psychological research but without detail (name of researcher and/or basic description of the study only)	2-3
One or more personal or real life examples provided as evidence	1
No psychological evidence or incorrect evidence	0
Structure	3
A well-constructed answer, use of appropriate psychological language	3
Answers with well-developed sentences and paragraphs	2
Lack of paragraph structure and incoherent responses	1
Answer is too brief or irrelevant	0
TOTAL	/27

Stage	Psychosocial Crisis	Basic Virtue	Age
1	Trust vs. mistrust	Hope	Infancy (0 to 1 ½)
2	Autonomy vs. shame	Will	Early Childhood (1 ½ to 3)
3	Initiative vs. guilt	Purpose	Play Age (3 to 5)
4	Industry vs. inferiority	Competency	School Age (5 to 12)
5	Ego Identity vs. Role Confusion	Fidelity	Adolescence (12 to 18)
6	Intimacy vs. isolation	Love	Young Adult (18 to 40)
7	Generativity vs. stagnation	Care	Adult hood (40 to 65)
8	Ego integrity vs. despair	Wisdom	Maturity (65+)