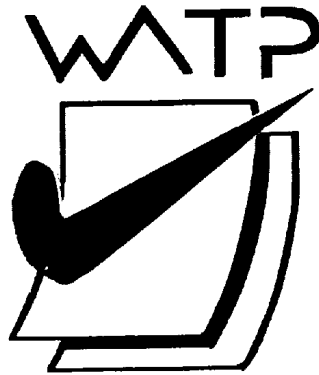


Copyright for test papers and marking guides remains with *West Australian Test Papers*.
Test papers may only be reproduced within the purchasing school according to the advertised Conditions of Sale.
Test papers should be withdrawn after use and stored securely in the school until 14th October 2019.



PSYCHOLOGY

ATAR YEAR 12

UNIT 3 and 4

2019

Marking Guide

Section One: Research Methods**20% (31 marks)****Question 1****(15 marks)**

Professor Alto was interested in the effect that listening to ambient noise while sleeping has on the learning process. He decided to test his theory by conducting an experiment using his first year Psychology class and told them all that participation was part of the subject and would count towards their credit points. He randomly assigned the 100 students to two groups. Group A were to listen to ambient noise, measuring 60 decibels (dB), while sleeping and Group B would wear ear plugs so that they slept in total silence (0 dB). Each student was asked to complete 30 minutes of study in Professor Alto's subject area before bed. Professor Alto then used each student's end of year examination mark to measure how much they had learnt. His results were as follows:

Table 1: Results of Ambient Noise and Learning Experiment

Group Condition	Mean Examination Score
Group A	71%
Group B	63%

The significance of the study was found to be $p < 0.05$

- (a) Write an operationalised hypothesis for Professor Alto's study. (3 marks)

Description	Marks
A testable prediction about the direction of interaction between the variables	1
Operationalised independent variable: Ambient noise present or ear plugs	1
Operationalised dependent variable: Learning ability as measured by examination score	1
Example: It was hypothesised that participants who listen to ambient noise at 60dB while sleeping will learn more information, as measured by examination score, than participants who wear ear plugs during sleep.	
Total	3

- (b) Name the following variables. (2 marks)

Description	Marks
Independent variable: Ambient noise (60dB) or silence (0dB)	1
Dependent variable: Examination score	1
Total	2

See next page

(c) Identify **three** extraneous variables Professor Alto did not take into account.

(3 marks)

Description	Marks
Any three of:	
<ul style="list-style-type: none"> Type of ambient noise How long the participants slept If any participants had sleep or learning issues Different sleeping arrangements The participants IQ and learning ability before the experiment Amount of study done outside of the 30 minutes allocated Number of classes attended before examination 	1-3
Total	3

(d) List the method of sampling used.

(1 mark)

Description	Marks
Convenience	1
Total	1

(e) Identify **one** advantage and **one** disadvantage of using this sampling technique.

(2 marks)

Description	Marks
Advantage: <ul style="list-style-type: none"> quick and easy (saves time) saves money 	1
Disadvantage: <ul style="list-style-type: none"> Bias due to over representation hard to generalise sampling error 	1
Total	2

(f) What conclusions can Professor Alto draw from his experiment?

(2 marks)

Description	Marks
Any two of the following:	
<ul style="list-style-type: none"> Results were shown to be statistically significant Professor Alto can conclude that listening to ambient noise while sleeping does aid in the learning process The IV had an effect on the DV The Hypothesis was supported 	1-2
Total	2

(g) Name and explain the ethical issue that could arise from Professor Alto's experiment.

(2 marks)

Description	Marks
Voluntary participation was not followed	1
Professor Alto told his students that participation was part of the subject and would count towards their credit points	1

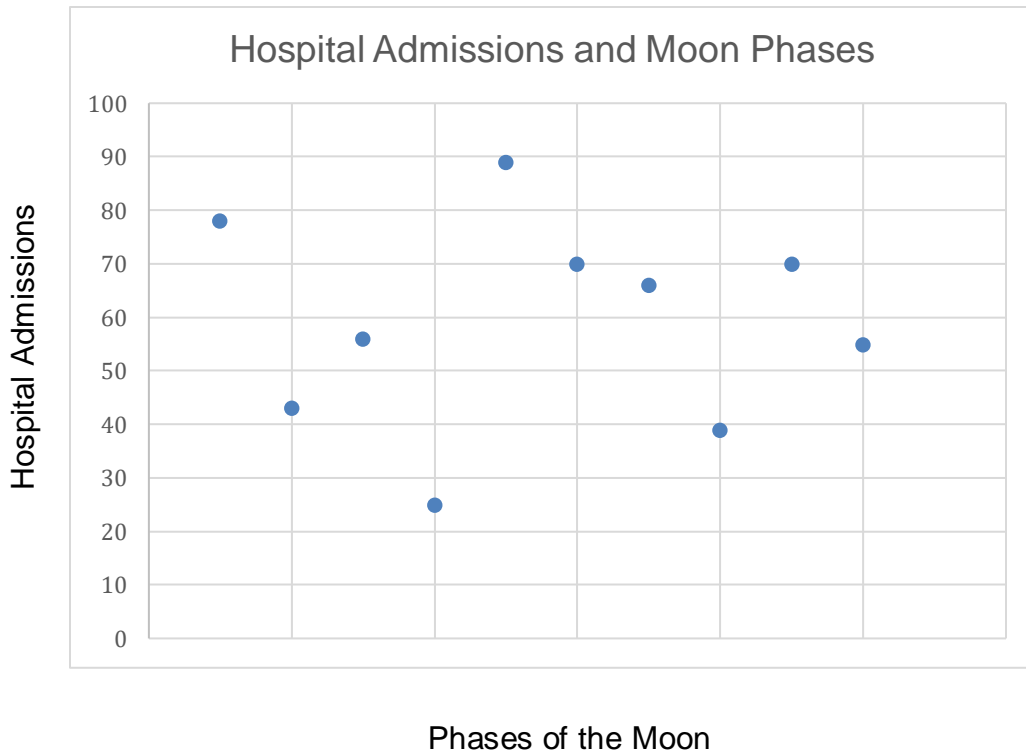
	Total	2
--	--------------	----------

Question 2

(8 marks)

St John of God Ambulance Service wanted to dispel a common superstition among paramedics that Luna nights (Full Moons) bring out all the “lunatics”, increasing ambulance calls and hospital admissions on these nights. They conducted research over a 1-year period recording the number of Priority 1 hospital admissions on evenings (6pm until 6am) that fell on particular moon phases over the course of the year.

The results of the case study were graphed upon completion of the data collection.



- (a) What does the above graph show about the relationship between these two variables? (1 mark)

Description	Marks
That there is no correlation between the two variables	1
Total	1

- (b) Define the term 'correlation coefficient'. (3 marks)

Description	Marks
A number that ranges between -1 to +1	1
Measures the strength of correlation between two variables	1

Measures the direction of correlation between two variables	1
Total	3

- (c) St John Ambulance are trying to determine a cause and effect relationship between these two variables, specifically whether the full moon increases the number of hospital admissions. Identify a major flaw in the research they have conducted. (2 marks)

Description	Marks
They have conducted correlational research	1
which cannot be used to determine cause and effect	1
Total	2

- (d) How could St John improve the reliability of these results? (2 marks)

Description	Marks
Conduct the study again	1
to check whether the results are consistent across multiple assessments	1
Total	2

Question 3**(8 marks)**

The Australian Government conducted a phone survey to collect data to determine the prevalence of social media addiction across different age groups in the population. The question asked to each participant was “how many hours a week do you spend using social media?”

- (a) What type of research design is this? (1 mark)

Description	Marks
Cross sectional	1
Total	1

- (b) Outline the major disadvantage that occurs in this kind of research. (2 marks)

Description	Marks
Cohort effect	1
Cannot determine whether the differences are due to developmental differences between cohorts or not	1
Total	2

- (c) What kind of study could be conducted in order to eliminate the above disadvantage? (1 mark)

Description	Marks
Longitudinal-sequential	1
Total	1

- (d) What type of data did this survey collect? Explain your answer. (3 marks)

Description	Marks
Subjective Quantitative	1
Numerical number (hours per week) which can be statistically analysed	1
Based on self-reporting from participants which can be biased	1
Total	3

- (e) The survey used ‘stratified sampling’. Outline what this term means. (1 mark)

Description	Marks
When a researcher divides the population into ‘strata’, or sub-groups, based on characteristics they share, and then selects an equal proportion from each strata to constitute the sample.	1
Total	1

End of Section One

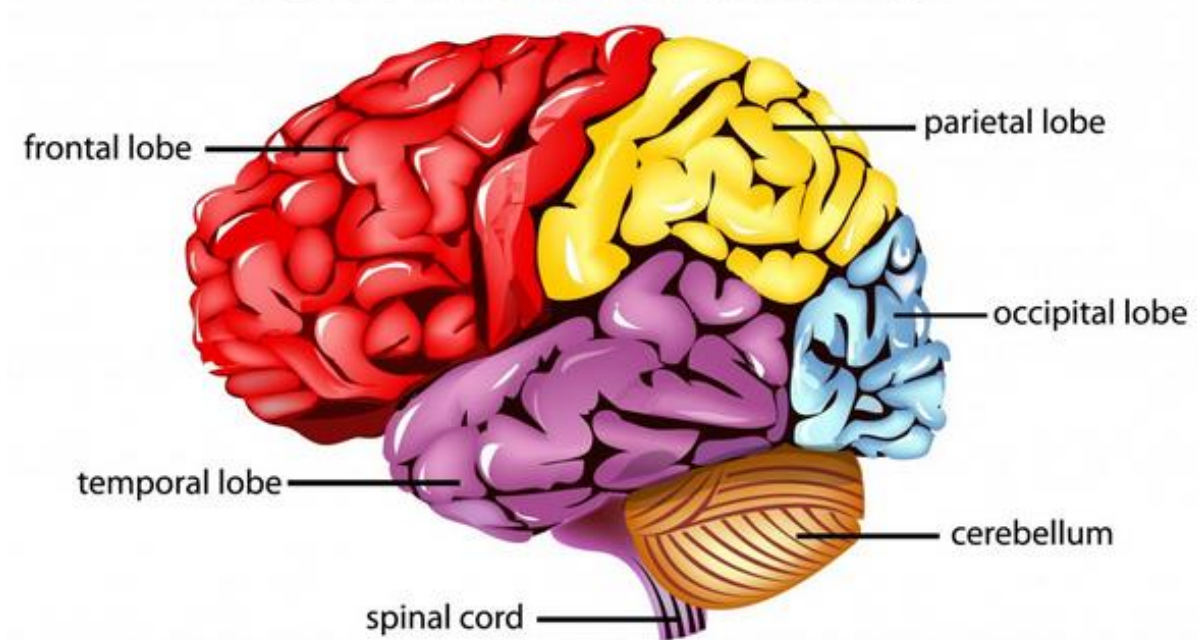
Section Two: Short Answer

55% (115 Marks)

Question 4

(19 marks)

Parts of the Human Brain



(a) Identify the structures of the brain labelled on the diagram above. (5 marks)

Description	Marks
1. Temporal Lobe	1
2. Frontal Lobe	1
3. Parietal Lobe	1
4. Occipital Lobe	1
5. Spinal Cord	1
Total	5

(b) Name the two specialised functioning areas found in structure 2. (2 marks)

Description	Marks
Broca's area	1
Primary Motor Cortex	1
Total	2

See next page

- (c) Explain the function of the structure labelled 5. (2 marks)

Description	Marks
Transmits messages from the brain to the peripheral nervous system of the body (1) and from the peripheral nervous system of the body to the brain (1).	0-2
Total	2

- (d) Explain how the functions of the sympathetic and parasympathetic nervous systems are different. (4 marks)

Description	Marks
The sympathetic nervous system is responsible for exciting/activating the body (1) in reaction to threat by arousing body systems. Referred to as the fight or flight response. (1)	0-2
The parasympathetic nervous system is responsible for returning the body to normal functioning (1) by calming the body's systems by inhibiting high energy functions. Referred to as the rest and digest response. (1)	0-2
Note: do not accept marks if student only writes "fight or flight" or "rest and digest"	
Total	4

- (e) Rachel was jogging along a mountain pathway right along the top of a cliff face. She stopped to take in the view of the valley below when suddenly she felt the ground begin to move below her feet. She managed to jump backwards and run further up the path just before the area of cliff she was standing on gave way and the section of the path she was just standing on fell down to the bottom of the valley. Explain how Rachel's nervous system communicated the situation and took action. (6 marks)

Description	Marks
The sense receptors of feel, proprioception and sight detect that the ground below her was falling away (1) and sent sensory neurons up the afferent track to Rachel's CNS (1) where the somatosensory cortex receives, processes and coordinates a response (1).	0-3
Messages are then sent from her primary motor cortex (1) via the motor neurons down the efferent tracks to the skeletal system (1) causing her to voluntarily move away from the danger (1).	0-3
Total	6

Question 5**(13 marks)**

- (a) Name the **three** separate stages in the Multi-store Model of Memory. (3 marks)

Description	Marks
1. Sensory register / sensory memory	1
2. Short term memory	1
3. Long term memory	1
Total	3

- (b) Identify and describe **three** ways to distinguish between the three stages identified above. (6 marks)

Description	Marks
By the capacity (1) - how much information can be stored. (1 mark)	0-2
By the duration (1) - how long can information be stored (1 mark)	0-2
By the function (1) - what is done with the stored information (1 mark)	0-2
Students may describe each stage and its actual capacity, duration and function here. If correct accept for the second mark for each distinguishing feature. EG: Duration of SM is split second, STM is 18 to 30 seconds and LTM is unlimited.	
Total	6

- (c) Lee and his new girlfriend, Anna, were out on a date at the movies. They ran into a friend of Lee's and he introduced Anna accidentally as 'Amelia', which is the name of his ex-girlfriend. Anna left immediately as she was mortified. Identify and define the type of forgetting Lee displayed. (2 marks)

Description	Marks
Interference <i>Note: Can accept Proactive Interference but NOT Retroactive interference</i>	1
Involves mixing up similar information. Lee mixed up the names because they sound similar or because the old memory is interfering with the retrieval of the new memory.	1
Total	2

- (d) Years later Anna ran into Lee and when he apologized for the incident at the movies she said she had no idea what he was talking about. Lee realized she had forgotten all about it. Identify and define the type of forgetting Anna displayed.

(2 marks)

Description	Marks
Motivated Forgetting	1
Forgetting driven by the individual as they do not want to remember the incident. Anna was motivated to forget the incident as she had felt mortified.	1
Total	2

Question 6**(17 marks)**

- (a) Ivan Pavlov conducted a now famous experiment measuring the saliva production in dogs when exposed to food. He discovered a new concept of learning that has been termed 'Classical Conditioning'. Identify the following stimuluses and responses from Pavlov's conditioning experiment. (5 marks)

Description	Marks
Unconditioned Stimulus: Food Powder	1
Unconditioned Response: Salivation	1
Neutral Stimulus: Metronome/Buzzer/Bell	1
Conditioned Stimulus: Metronome/Buzzer/Bell	1
Conditioned Response: Salivation	1
Total	5

- (b) Explain what positive punishment and negative reinforcement is and how each can be used to modify behaviour in operant conditioning. Include examples to support your answer. (4 marks)

Description	Marks
Positive punishment is the addition of a punishment in order to deter behaviour from occurring again (Reduces frequency of behaviour) Any relevant example accepted for one mark each. EG: Issuing a detention when homework is not completed	0-2
Negative reinforcement is the removal of something not liked in order to reinforce a behaviour to occur again (1) (Increasing frequency of behaviour) EG: Cars emit a loud noise when someone is not wearing their seatbelt, encouraging people to put their seatbelts on in order to remove the loud annoying noise	0-2
Total	4

- (c) Name and define the **four** internal processes of Observational Learning identified by Bandura. (8 marks)

Description	Marks
Attention (1) the extent to which we notice behavior (1)	1-2
Retention (1) how well the behaviour is remembered (1)	1-2
Reproduction (1) The ability to perform the behaviour that the model has demonstrated (1)	1-2
Motivation (1) the "will" to perform the behavior (1)	1-2
Total	8

Question 7**(16 marks)**

(a) “Fake news” is a term that is now used to refute evidence that is contrary to a person’s strong held beliefs.

i. Name the psychological theory this refers to. (1 mark)

Description	Marks
Cognitive Dissonance Theory	1
Total	1

ii. Name the theorist of the theory identified in question (a)i above. (1 mark)

Description	Marks
(Leon) Festinger	1
Total	1

iii. Outline the main concepts of this psychological theory. (3 marks)

Description	Marks
Cognitive dissonance theory is the feeling of tension when we have inconsistent thoughts, beliefs or attitudes. (1)	1
If a very strong opinion is met with contradictory evidence it creates an uncomfortable internal inconsistency called “cognitive dissonance” (1).	1
To overcome this discomfort a person must seek out evidence that is consistent with their beliefs or change behaviour so that it is consistent with a belief, thought or attitude (1)	1
Total	3

(b) Samarah is driving her little niece and nephew to the zoo. She is driving cautiously, making sure she is sticking to the speed limit. As she approaches a set of lights from a distance they turn amber and so she brakes and stops at the lights. A car behind her beeps at her and waves furiously at her. Samarah thinks the other driver is rude and impatient.

i. Name the type of attribution used by Samarah and explain what her thought process would be. (2 marks)

Description	Marks
Internal attribution	1
Attributing the other driver’s behaviour to internal (dispositional) and enduring factors like personality (rude and impatient)	1
Total	2

ii. Outline how Samarah would use attribution to explain her own cautious driving. (2 marks)

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

See next page

Situational attribution	1
She is driving cautiously because she has two small children in the car	1
Total	2

- (c) Liam is driving his car and is in a rush as his wife has been taken to the hospital and is about to give birth. He is a very careful driver but today he is moving through traffic as quickly as he can. As he approaches some lights the car in front of him slows before the lights change which causes them to get caught at the changing light. Liam is frustrated and beeps at the car in front. He thinks to himself the driver must be incompetent and should not be driving.

- i. Name the type of attribution used by Liam and explain what his thought process would be. (2 marks)

Description	Marks
Internal attribution	1
Attributing the other driver's behaviour to internal (dispositional) and enduring factors like the ability to drive	1
Total	2

- ii. Outline how Liam would use attribution to explain his own rushed driving. (2 marks)

Description	Marks
Situational attribution	1
He is only rushing in order to get to the hospital to be with his wife.	1
Total	2

- (d) Both Liam and Samarah made incorrect assumptions about the other. Name and define this phenomenon and outline why it occurs. (3 marks)

Description	Marks
Fundamental attribution error (also accept correspondence bias)	1
The tendency for people to attribute other people's actions to internal factors such as personality and ability rather than situational factors	1
This occurs as people have systematic biases that are often wrong which leads them to make incorrect attributions about others	1
Total	3

Question 8

(12 marks)

- (a) Define the term 'conformity'. (1 mark)

Description	Marks
A change in behaviour and attitude in response to group pressure	1
Total	1

- (b) Participants in Stanley Milgram's famous shock experiment were told that they were participating in an experiment to investigate the effects of punishment on learning. What was Milgram actually investigating? (1 mark)

Description	Marks
Obedience to authority	1
Total	1

- (c) Milgram's experiment found that 66% of participants administered the maximum shock of 450 volts. Identify and explain **three** factors that influenced this level of obedience. (6 marks)

Description	Marks
Any three of the following: (one mark for identifying each factor, one mark for explanation of each factor)	
<ul style="list-style-type: none"> • Immediacy or proximity to the victim (1). As the teacher could not see the victim or access them they continued. Further research found if the teacher could see the learner they were less likely to continue the shocks. (1) • Immediacy or proximity of the experimenter (1). The experimenter was in close proximity to the teacher, increasing likelihood of continuation. Removal of the experimenter from the room reduced obedience. (1) • Authority of the experimenter (1). The experimenter was given authority symbol status via the white lab coat, being called professor and the laboratory setting in a university. (1) • Lack of personal responsibility or diffusion of responsibility. (1) The teachers were assured by experimenters that they were following orders and took no personal responsibility for the learner. (1) • Social isolation or lack of a disobedient confederate (1). There were no other social norms or expected behaviours being displayed by others as the teacher was isolated in a room with only the experimenter (1). 	0-6
Total	6

- (d) 5-year-old Bailey loves to go to play group on Fridays. He loves chasing balls around the room with the other children, especially his best friends, identical twins Hubert and Hamish. Bailey notices two things when they play this game. When other children join in the fetch game, Hamish runs much faster in order to get to the ball first. However, when other children join in the chase, Hubert stops chasing the ball and never gets to it first. Using your knowledge of social psychological terminology, explain what is happening in the above scenario in Hubert and Hamish's situations. (4 marks)

Description	Marks
Hamish is demonstrating social facilitation (1) – He increases his speed when chasing the ball based on the pressure he feels by the other children joining in the chase. (1)	0-2
Hubert is demonstrating social inhibition (1) – The social pressure of other children also chasing the ball reduces his ability to complete the task of chasing the ball. (1)	0-2
Total	4

Question 9**(9 marks)**

- (a) Name the **two** theorists behind the main Humanistic theories of Personality.

(2 marks)

Description	Marks
Maslow	1
Rogers	1
Total	2

- (b) Both Humanistic theories discuss the concept of self-actualisation. Discuss the term self-actualisation and compare and contrast between the two Humanistic theories of personality. (4 marks)

Description	Marks
Both Maslow and Roger's define self-actualisation in the same way (1), that is; the innate and positive drive to develop and realise our potential (1)	0-2
Roger's believed every person is born with a natural tendency towards growth and self-actualisation	1
In contrast, Maslow believed that all lower levels of his hierarchy needed to be met first before a person begins to focus on reaching their full potential	1
<i>Other relevant examples accepted for 1 mark</i>	
Total	4

- (c) Michael is the manager of a paper company. He has noticed lately that many of his employees seem to be lacking motivation to complete their work. Explain how Humanistic theory relates to the motivation of Michael's employees and how it can be applied to improve his workers' morale and motivation. (3 marks)

Description	Marks
Maslow's theory of Personality argues that human behaviour is motivated by needs. (1)	0-1
Any relevant example/s for up to two marks Examples include: He could help satisfy their Physiological needs (1) by providing free lunch when at work. (1) He could help satisfy their safety needs (1) by extending employees contracts or offering health insurance to all employees. (1) He could help satisfy their esteem needs (1) by talking to individual employees and telling them how important they are to the company. (1) Michael could help motivate his employees by offering development opportunities to them in order to meet their needs. (1)	0-2
Total	3

Question 10

(14 marks)

(a) Identify the stage of Moral Development the below historical figures could be placed upon based on the moral beliefs they demonstrated during their lives. For each answer identify both stage number and name.

i. Mahatma Gandhi believed it was his duty to disregard unjust and oppressive laws that hindered equal rights and respect for all. (2 marks)

Description	Marks
Stage 6: universal ethical principles	2
Total	2

ii. Confucius believed in strong family loyalty and respect for elders believing the family unit was the ideal governing body. (2 marks)

Description	Marks
Stage 3: mutual interpersonal expectations, conformity and relationships	2
Total	2

iii. Abraham Lincoln believed there was nothing higher than the rule of law. "Let every American, every lover of liberty... never to violate in the least particular, the laws of the country; and never to tolerate their violation by others." (2 marks)

Description	Marks
Stage 4: Social system and maintenance of one's conscience. Obeying laws and upholding social order	2
Total	2

(b) Barry is 18 months old and is playing at the park with his Dad when he spots a fly land on his arm. He points at it and says "Bee". His Dad corrects him and says, "No Barry, that's a fly". Explain the process of assimilation and accommodation using this scenario as an example. (4 marks)

Description	Marks
Assimilation is the process by which we interpret new experiences and information in terms of our current schemas. (1) Barry has learnt that Bees are small flying insects and so he sees the fly and fits it into his "schema" that small flying insects with wings are all "Bees". (1)	0-2
Accommodation is when we change our pre-existing schemas to include new experiences and information that doesn't fit our existing schemas. (1) Barry's Dad indicates to him that his existing schema, that all small flying insects are bees, is incorrect and needs to be broadened to include this new	0-2

insect, a fly. As Barry interacts with the world he needs to adjust and modify his existing schemas. (1)	
Total	4

- (c) Name and outline **two** major cognitive accomplishments achieved in the concrete operational stage of Piaget's theory. (4 marks)

Description	Marks
Any two of the below answers: Conservation (1) – The understanding that an object does not change its weight, mass, volume or area simply because it changes shape. (1) Classification (1) – Grouping objects or events by features they have in common (1) Seriation (1) – The ability to order objects with respect to common properties (1)	0-4
Total	4

Question 11**(15 marks)**

- (a) Tabitha has just returned to work after maternity leave. She has a big presentation and is nervous. She performed her presentation to her husband Gavin and he told her she needs to speak more like a man. Identify and describe the gender style Gavin is suggesting Tabitha should use in this situation.

(3 marks)

Description	Marks
Report Talk	0-1
Any two of the following: <ul style="list-style-type: none"> • Used for public speaking • Used to establish power and status • Talking in a way that holds attention *accept any other relevant answer	0-2
Total	3

- (b) Gavin is now a stay-at-home dad and is getting frustrated with having to explain everything to his two twin toddlers, Abbey and Brooke. He says they don't listen to him like they do to Tabitha. Tabitha suggests he try to talk a little more "motherly" to them. Identify and describe the gender style Tabitha is suggesting Gavin should use in this situation.

(3 marks)

Description	Marks
Rapport Talk	0-1
Any two of the following: <ul style="list-style-type: none"> • Used to promote social affiliation/relationships • Used to establish emotional connection • Confirmatory tones *accept any other relevant answer	0-2
Total	3

- (c) Abbey and Brooke are just starting to talk and can now say more than 20 words. Gavin is worried that Abbey is quite demanding as when she wants anything she points and repetitively says “more”. He would like to help improve her manners. Meanwhile, Brooke is having trouble adjusting to her mum not being around and is not talking as much as Abbey. Name, describe and apply three techniques Gavin could use to improve the twins language development. (9 marks)

Description	Marks
<p>Any Three of the following:</p> <ul style="list-style-type: none"> • Scaffolding (1) – instructional framework where the parent stays one step ahead of the child in conversational language (1). Gavin could assist Abbey by extending her phrases when she says ‘more’ by staying ahead of her and saying “Please may I have more” (1). • Formats/Routines (1) – familiar activities where the parent can assist the child to move beyond their current capabilities and learn new words and talk more (1). Gavin could use activities such as book reading, bath times and meal times and fun games like ‘peek-a-boo’ (1). • Reference – how a parent manages and directs a child’s attention by linguistic means that originally accompany non-linguistic forms of communication like pointing (1). Everytime Abbey points, Gavin could assist her by pointing and asking her politely what she is pointing at or directing her attention to himself as he converses with her (1) • Joint Attention – established through eye contact between infant and parent and develops into vocal turn taking and introduction of objects and talk. Gavin could encourage Brooke to talk more by sitting with her and paying her individual attention and having joint attention with just her in an activity like book reading (1). 	0-9
Total	9

End of Section Two

See next page

Section Three: Extended Answer**25% (52 Marks)****Question 12****(26 marks)**

In the town of Red Hill, a sudden flash flood had devastating effects on the town, including houses being destroyed and 3 lives being lost. One year later, Jasper, who lost his house in the disaster, was still having trouble sleeping and getting flashbacks of the flood and he was diagnosed with PTSD by his doctor. Grace also suffered loss in the flood, however, she threw herself into charity work at her local church and believes she is now a better and stronger person for having survived the event. Grace met Jasper at one of the church's fetes that was held to raise money for the flood relief fund. She notices that Jasper has not bounced back as well as her and decides that the town could do more for others like Jasper. What could Grace and the town do to improve the sense of community for all residents of the town who are still reeling from the flood disaster?

Demonstrate your understanding of relevant psychological concepts related to culture and values that help explain the behaviour and outcomes for the residents of Red Hill.

In your response you should:

- Identify and describe the event characteristics
- Identify and explain the responses of Grace and Jasper to the event
- Identify and Describe the theory of sense of community and provide examples of how the town could create a better sense of community for its residents.

Description	Marks Allocation
Identifies and describes event characteristics	
Predictability (1) – A flash flood has low predictability, so residents were not prepared in advance of the flood happening (1) Controllability (1) – The residents cannot control the weather/climate and so had little control over the event (1) Experience threat or loss (1) – Many residents of Red Hill suffered loss of houses and some loss of life (1)	1-6
Subtotal	6
Identifies and explains Jasper's responses to the event	
Jasper had a negative reaction as evidenced by his flashbacks and lack of sleep which are negative physical and cognitive responses (1) Post-Traumatic Stress Disorder is the persistent emotional stress as a result of experiencing a traumatic life event (1)	1-2
Subtotal	2
Identifies and explains Grace's responses to the event	
Grace had a positive reaction and is demonstrating resilience shown in her deep-rooted faith system and social support network (1) She is demonstrating Post traumatic growth as she believes she is now a better and stronger person for having survived the flood (1)	1-2
Subtotal	2
Identification of Sense of Community Theorists	
McMillan and Chavis	1
Subtotal	1
Description and application of McMillan Chavis Theory	
For each Criteria, 1 mark for naming, 1 mark for describing, 1 mark for an example.	
Membership provides a feeling of belonging and has 5 attributes: Boundaries, emotional safety, a sense of belonging and identification, personal investment and a common symbol system. Any relevant example accepted for 1 mark: EG: Have T-Shirts printed with Red Hill Survivor on them and give to every member of the town.	1-3
Influence refers to a sense of making a difference to a group and the group mattering to its members. It involves conforming to the 'norms' set by the community. Any relevant example accepted for 1 mark: EG: Members are more attracted to a community in which they feel they are influential so a town	1-3

hall meeting for all residents to suggest their own ideas might achieve this.	
Integration and fulfilment of needs is a feeling that members' needs will be met by the resources received through their membership to the group. Any relevant example accepted for 1 mark: EG: Positive reinforcement could come in the form of individual donations to townspeople from relief funds raised by the town.	1-3
Shared emotional connection is the belief that members have a will share a common history, places and experiences together which strengthens their emotional and spiritual bond. Any relevant example accepted for 1 mark: EG: The residents all shared the emotional experience of loss during the floods and the town could create a memorial in a public space that all residents could visit.	1-3
Subtotal	12
Quality of Extended Response	
Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout.	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation.	
Subtotal	3
Total	26

Question 13**(26 marks)**

Peta works as a volunteer at the RSPCA and over the years has adopted a number of animals. She adopted a cute tabby cat named Sondra that turned out to be pregnant. Sondra had two healthy kittens. Unfortunately, she was not a very good mother and right from when they were born she would spend most of her time away from the two kittens. The kittens cried all the first few days despite Peta leaving them lots of food and water. On the third day one of the kittens, Milo, found her way to Peta's dogs' bed on the front verandah. Otis the dog was sleeping but Milo climbed in and cuddled up to Otis. Milo liked being with Otis so much that she wouldn't even leave Otis when her food was placed down. From that day on Milo and Otis were inseparable. Joyce, the other kitten, spent long days without her mother and would constantly meow when Sondra returned. Peta made sure all the animals were healthy and always had food and water before she left for work. As they grew up, Milo was a very friendly cat who was playful and loved to cuddle. Joyce however preferred to be alone and could at times be aggressive to other animals and humans.

Demonstrate your understanding of relevant theories and processes of relational influences that could help explain the behaviour and outcomes of Peta's animals.

In your answer you should:

- Define attachment
- Identify and define three theories and theorists of attachment
- Describe the **three** theories of attachment and apply each to the behaviour and outcomes of the Kittens.
- Refer to psychological evidence and understandings.



See next page

End of questions

Description	Marks Allocation
Define Attachment	
A close emotional bond with a parent or caregiver	1
Subtotal	1
Identifies, Describes and Applies Harlow Attachment theory to Kittens	
Harry Harlow	1
<ul style="list-style-type: none"> • Conducted experiments to measure the development of attachment of infant rhesus monkeys to their mothers. (1) • Believed healthy emotional bonds were important for healthy development. (1) • Infant monkeys were taken from their mothers and placed in cages with surrogate 'mothers', one made mesh wire that with a feeding bottle and one made of warm and soft terry cloth with no bottle (1) • The experiment found that most monkeys spent their time with the cloth mother, using her as a secure base indicating that a loving bond was more important to the baby than food and sustenance (1) 	0-4
Milo preferred the comfort of staying with Otis and receiving love and warmth and would not leave Otis even when food was placed down	1
Subtotal	6
Identifies, Describes and Applies Bowlby Attachment theory to Kittens	
John Bowlby (1)	1
<ul style="list-style-type: none"> • Believed infants imprinted on or bonded with their mothers if they remained close to them thus improving survival chances, indicating attachment is biological (1) • Mothers have a biological need to be close to their child and respond to their cries and smiles (1) • Children who fail to experience a warm and reciprocal relationship with their mother are unable to form healthy relationships (1) • Maternal deprivation is the failure to initiate maternal attachment and can lead to negative long-term consequences such as aggression and depression (1) 	0-4
Joyce suffered maternal deprivation as her mother Sondra did not provide love and attachment, which resulted in long term consequences making Joyce behave in an aggressive manner when older	1
Subtotal	6
Identifies, Describes and Applies Ainsworth Attachment theory to Kittens	
Mary Ainsworth (1)	1
<ul style="list-style-type: none"> • Conducted the 'Strange Situation' where Ainsworth placed a mother and her one-year-old baby in a room with toys for the baby to play 	0-4

See next page

<p>with and observed interactions before and after a stranger entered the room. (1)</p> <p>Three attachment types were discovered;</p> <ul style="list-style-type: none"> • Secure attachment – Used the mother as a secure base from which to explore the room and surroundings (1) • Anxious-avoidant attachment – Showed insecurity by ignoring their mothers, such as failing to look at them and not trying to be close to them (1) • Anxious-resistant attachment – showed their insecurity by resisting their mothers, such as clinging to but also kicking and pushing away (1) <p><i>*Note: do not accept Type A, Type B and Type C unless accompanied by the correct name of attachment.</i></p>	
Joyce has developed an anxious resistant attachment type as when Sondra returns to her she constantly meows	1
Subtotal	6
Use of relevant psychological evidence	
<p>Correctly names two or more associated theorists of language development and communication style theories.</p> <p>Two or more statements are supported with description of relevant evidence using three or more sentences (eg: theories, experiments, examples from studies/research/real life)</p>	4
<p>Correctly names one or two associated theorist/theory of language development and communication style.</p> <p>Two or more statements are supported with brief description of relevant evidence using less than three sentences (eg: theories, experiments, examples from studies/research/real life)</p>	3
<p>Theorist not named or named incorrectly</p> <p>Two or more statements supported with some description of relevant psychological evidence (eg: theories, experiments, examples from studies/research/real life)</p>	2
<p>One or two statements supported with reference to relevant evidence (eg: name of experiment or study).</p>	1
Subtotal	4
Quality of Extended Response	
Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation.	3
Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation	2
Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout.	1
<p>Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation.</p>	

	Subtotal	3
	Total	26