

Psychology marking guide and response

External assessment 2022

Combination response (100 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. describe and explain localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology
2. apply understanding of localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology
3. Analyse evidence about localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology to identify trends, patterns, relationships, limitations or uncertainty
4. interpret evidence about localisation of function in the brain, visual perception, memory, learning, social psychology, interpersonal processes, attitudes and cross-cultural psychology to draw conclusions based on analysis.

Note: Objectives 5, 6 and 7 are not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

Allow FT mark/s — refers to 'follow through', where an error in the prior section of working is used later in the response, a mark (or marks) for the rest of the response can still be awarded so long as it still demonstrates the correct conceptual understanding or skill in the rest of the response.

Marking guide

Paper 1: Multiple choice

Question	Response
1	A
2	C
3	B
4	C
5	C
6	A
7	B
8	B
9	C
10	D
11	D
12	D
13	B
14	D
15	B
16	C
17	D
18	A
19	C
20	B

Paper 1: Short response

Q	Sample response	The response:
21	1. The brain 2. The spinal cord	<ul style="list-style-type: none">• identifies the<ul style="list-style-type: none">- brain [1 mark]- spinal cord [1 mark]

Q	Sample response	The response:
22	<p>Advertising can desensitise aggressive behaviours, therefore making aggression more socially acceptable.</p> <p>Video games that are highly realistic, e.g. that involve killing people, blood and wounds, and various weapons, are believed to desensitise people to the effects of aggressive behaviours.</p> <p>The explosion of internet trolls and their aggressive comments on social media has led to a desensitisation to these types of comments, normalising aggressive behaviour.</p>	<ul style="list-style-type: none"> • explains how <ul style="list-style-type: none"> – advertising influences aggression [1 mark] – video games influence aggression [1 mark] – social media influences aggression [1 mark]

Q	Sample response	The response:
23	Geschwind's territory allows people to understand the meaning of particular words by connecting the motor (Broca's area) and sensory (Wernicke's area) regions of the brain.	<ul style="list-style-type: none"> • identifies that Geschwind's territory <ul style="list-style-type: none"> – assists in language comprehension [1 mark] – connects Broca's area with Wernicke's area [1 mark]
24	Cerebellum	<ul style="list-style-type: none"> • identifies an area of the brain most likely damaged [1 mark]

Q	Sample response	The response:
25	Self-serving bias is the tendency to view ourselves more favourably than others in the same position, whereas confirmation bias is the tendency to search for, recall and interpret information to suit pre-existing beliefs.	<ul style="list-style-type: none">• contrasts self-serving bias and confirmation bias [1 mark]

Q	Sample response	The response:
26a)	The limbic system	<ul style="list-style-type: none"> identifies the limbic system [1 mark]
26b)	The limbic system is the part of the brain involved in our behavioural and emotional responses linked to our survival.	<ul style="list-style-type: none"> describes a role of the limbic system [1 mark]

Q	Sample response	The response:
27	<p>Prejudice is an unfavourable attitude towards a group of people.</p> <p>An example of prejudice is believing that women cannot complete work to the same standard as men.</p> <p>A second example of prejudice is someone thinking poorly of another person for their belonging to a certain race.</p>	<ul style="list-style-type: none"> • describes prejudice [1 mark] • provides an example of prejudice [1 mark] • provides a second example of prejudice [1 mark]

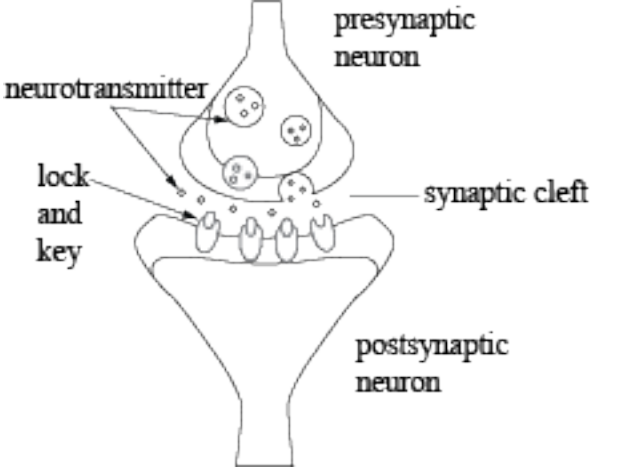
Q	Sample response	The response:
28	<p>Altruism is the motivation to increase another person's welfare.</p> <p>An example of altruistic behaviour is a person giving their lunch to someone else who is hungry.</p>	<ul style="list-style-type: none">• describes altruism [1 mark]• provides an example of altruistic behaviour [1 mark]

Q	Sample response	The response:
29	<p>Retrieval failure occurs when we are unable to access a memory.</p> <p>A strategy to limit retrieval failure from occurring is to use elaborative rehearsal, whereby information is remembered in a meaningful way, which assists with memory recall.</p>	<ul style="list-style-type: none">• describes retrieval failure [1 mark]• identifies an appropriate strategy to prevent it [1 mark]

Q	Sample response	The response:
30	<p>A strength of social identity theory is that it provides a good way to understand human behaviour, e.g. favouritism.</p> <p>A limitation of social identity theory is that it describes human behaviour but does not always accurately predict it.</p>	<ul style="list-style-type: none"> • identifies a strength of social identity theory [1 mark] • identifies a limitation of social identity theory [1 mark]

Q	Sample response	The response:
31	<p>A dispositional attribution is the tendency to assign responsibility for the behaviour of others to their inherent characteristics, rather than the external (situational) influences that stem from the environment or culture in which that individual is found.</p> <p>Culture 1 participants were proportionally more likely to use dispositional attributions for antisocial behaviours than culture 2.</p> <p>This is seen in the data table, where in culture 1 dispositional attributions were proportionally used up to 0.45, whereas for culture 2 they were used only up to 0.15.</p> <p>Additionally, the proportion of dispositional attributions increases considerably earlier for culture 1 than for culture 2.</p> <p>This is seen in the data table as the proportion of dispositional attributions made at 11 years old (0.13 in culture 1) is similar to adults in culture 2 (0.15).</p>	<ul style="list-style-type: none"> • describes dispositional attributions [1 mark] • identifies a difference between cultures 1 and 2 [1 mark] • provides evidence from the data to support the difference [1 mark] • identifies a second difference between cultures 1 and 2 [1 mark] • provides evidence from the data to support the second difference [1 mark]

Q	Sample response	The response:
32a)	<p>Capacity: Short-term memory stores a limited capacity of 5 to 7 items.</p> <p>Duration: Short-term memory has a duration of 18 to 30 seconds.</p>	<ul style="list-style-type: none"> • identifies capacity [1 mark] • identifies duration as ≤ 30 seconds [1 mark]
32b)	<p>Chunking is the process of grouping items together to improve short-term memory capacity, as a means of committing the information to long-term memory.</p> <p>One argument for the use of chunking is that instead of each item occupying a number of locations available in short-term memory, each chunk occupies only one location and therefore frees up the other locations for more information to be stored.</p> <p>One argument against the use of chunking is that it is less useful for unfamiliar information.</p>	<ul style="list-style-type: none"> • describes chunking as a technique to increase the capacity of short-term memory [1 mark] • discusses an argument for chunking [1 mark] • discusses an argument against chunking [1 mark]

Q	Sample response	The response:
33	 <p>The diagram illustrates a chemical synapse. At the top is the presynaptic neuron, which contains several small circles representing neurotransmitters. These neurotransmitters are shown moving into the synaptic cleft, the narrow gap between the presynaptic neuron and the postsynaptic neuron below. The postsynaptic neuron has several receptors on its surface, which are shaped like locks. The neurotransmitters are shown fitting into these receptors, illustrating the 'lock and key' model of neurotransmission. Labels with arrows point to the presynaptic neuron, postsynaptic neuron, synaptic cleft, neurotransmitter, and lock and key.</p>	<ul style="list-style-type: none"> • identifies a presynaptic neuron [1 mark] • identifies a synaptic cleft [1 mark] • identifies a postsynaptic neuron [1 mark] • identifies neurotransmitters crossing the synapse between the presynaptic neuron and postsynaptic neuron [1 mark] • identifies a neurotransmitter and matching receptor on the postsynaptic neuron [1 mark]

Paper 2: Short response

Q	Sample response	The response:
1a)	<p>Prejudice can lead to discrimination when members of two groups holding prejudicial attitudes interact, and the attitudes can manifest as discriminatory behaviours.</p> <p>The participants in the study who had experienced negative contact with the minority racial group were more likely to avoid face-to-face contact.</p> <p>They also tended to avoid culture-based topics of conversation.</p>	<ul style="list-style-type: none"> • explains how prejudice can lead to discrimination [1 mark] • identifies an example from the investigation [1 mark] • identifies a second example from the investigation [1 mark]
1b)	<p>Explicit racism.</p> <p>This type of racism can be reduced by encouraging intergroup contact.</p> <p>It can also be reduced through promoting equality within society.</p>	<ul style="list-style-type: none"> • identifies explicit racism [1 mark] • describes a way to reduce explicit racism [1 mark] • describes a second way to reduce explicit racism [1 mark]
1c)	<p>The positive contact between the two groups may have increased feelings of cognitive dissonance for the dominant racial group, because their prejudicial attitudes and beliefs about the minority racial group would have conflicted with the experienced behaviour (positive contact), producing a feeling of discomfort.</p>	<ul style="list-style-type: none"> • identifies a valid reason [1 mark] • explains the reason [1 mark]

Q	Sample response	The response:
2a)	<p>A fear response can be learnt when it is paired with a fear-evoking stimulus.</p> <p>In the investigation, a white rat was paired with a loud noise multiple times, so that the fear of the rat was paired with the noise.</p>	<ul style="list-style-type: none"> • describes how fear responses can be learnt [1 mark] • identifies an example of the process from the investigation [1 mark]
2b)	<p>In stimulus generalisation, the behaviour is shown for similar stimuli, whereas in stimulus discrimination, the behaviour is only shown for the specific stimuli.</p> <p>Stimulus generalisation occurred when little Albert displayed the same reaction when presented with a white rabbit as he did to the white rat that he had been conditioned to fear.</p>	<ul style="list-style-type: none"> • distinguishes between stimulus generalisation and stimulus discrimination [1 mark] • identifies that stimulus generalisation occurred [1 mark] • provides an example from the investigation [1 mark]
2c)	<p>The infants are likely to show a fear response to the rat.</p> <p>Participants are likely to have experienced vicarious conditioning, whereby they have learnt to fear the rat through observing the infant's reactions to it.</p>	<ul style="list-style-type: none"> • predicts a fear response [1 mark] • justifies by referring to vicarious conditioning [1 mark]
2d)	<p>Extinction is the process where an associated response is weakened when the conditioned stimulus is repeatedly presented without the unconditioned stimulus.</p> <p>For example, to extinguish a fear response a participant could be presented with a rat multiple times without the unconditioned stimulus, until the rat no longer causes the conditioned fear response.</p>	<ul style="list-style-type: none"> • describes extinction in classical conditioning [1 mark] • explains how the fear response could be extinguished [1 mark]

Q	Sample response	The response:
3a)	<p>Being a guard carried social status and power in the prison, as they had a group identity (when wearing a uniform) and, above all, the freedom to exercise an unprecedented degree of control over the lives of the prisoners.</p> <p>This power was invariably expressed in terms of sanctions for the prisoners.</p> <p>The prisoners had little power in the experiment and therefore generally responded passively to the demands made by the guards.</p> <p>The prisoners used various coping strategies to deal with their loss of power, like failing to initiate any action.</p>	<ul style="list-style-type: none"> • concludes the guards had high power in the experiment [1 mark] • provides an example of how guards used power [1 mark] • concludes the prisoners had low power in the experiment [1 mark] • provides an example of how prisoners adapted to a lack of power [1 mark]
3b)	<p>Identification is the change in people's attitude and behaviour because they are influenced by someone and relate to the content of their attitude.</p> <p>In the investigation, the guards demonstrated identification as their behaviours were influenced by the other guards within the group.</p>	<ul style="list-style-type: none"> • describes identification in group social influence [1 mark] • identifies an example from the experiment [1 mark]
3c)	<p>Diffusion of responsibility can be seen in the investigation when a few of the guards were passive and rarely instigated any coercive control over the prisoners, but never spoke up about the behaviour of the more aggressive guards.</p>	<ul style="list-style-type: none"> • identifies another factor that may have influenced the antisocial behaviour of the participants in the experiment [1 mark] • provides an example of that factor from the experiment [1 mark]

Q	Sample response	The response:
4a)	Occipital lobes	<ul style="list-style-type: none"> identifies valid lobe(s) [1 mark]
4b)	The occipital lobes are responsible for organising the visual world around the body, such as the shape, colour and location of objects.	<ul style="list-style-type: none"> describes the visual perception function of the valid lobe(s) identified in Q4a) [1 mark]
4c)	Perceptual set is when past perceptual experiences can influence subsequent perception of images. In the investigation, students who had previous experience perceiving 2D images were able to use depth cues to correctly interpret the bird as being closer than the elephant in the images.	<ul style="list-style-type: none"> explains how perceptual set influences perception [1 mark] identifies an example from the investigation [1 mark]
4d)	Relative size assists in the interpretation of the images, as typically elephants are larger than birds, however in the image the bird is depicted as larger and as such would be interpreted as being closer to the viewer than the elephant.	<ul style="list-style-type: none"> identifies a relevant pictorial depth cue [1 mark] explains how the depth cue would assist in the interpretation of images in the investigation [1 mark]

Q	Sample response	The response:
4e)	Visual pictorial conventions are culturally acquired knowledge. The African children had difficulty with pictorial interpretation.	<ul style="list-style-type: none">• explains that visual perception is culturally acquired [1 mark]• identifies an example from the investigation [1 mark]

Q	Sample response	The response:
5a)	Ratio measurement	<ul style="list-style-type: none"> identifies ratio measurement [1 mark]
5b)	<p>There is a positive relationship between the number of non-athletic primes and the time taken to climb the stairs.</p> <p>There is a negative relationship between the number of athletic primes and the time taken to climb the stairs.</p>	<ul style="list-style-type: none"> identifies a positive relationship between the number of non-athletic primes and the time taken to climb the stairs [1 mark] identifies a negative relationship between the number of athletic primes and the time taken to climb the stairs [1 mark]
5c)	<p>The researcher's prediction was incorrect as a relationship was observed.</p> <p>The non-athletic primes had an r value of 0.93, indicating a strong positive correlation between stair climbing speed and stereotype activation.</p> <p>The athletic primes had an r value of -0.99, indicating a strong negative correlation between stair climbing speed and stereotype activation.</p>	<ul style="list-style-type: none"> infers that the researcher's prediction was incorrect [1 mark] justifies that $r = 0.93$ is a strong positive correlation for non-athletic primes [1 mark] justifies that -0.99 is a strong negative correlation for athletic primes [1 mark]

Q	Sample response	The response:
6a)	<p>Semantic encoding results in a greater proportion of recognition for previously seen words.</p> <p>This can be seen in the graph, where participants who were asked the semantic question recognised a significantly greater proportion (.80) of words than the phonetic (approx. .50) and structural (approx. .17) questions.</p>	<ul style="list-style-type: none"> concludes that semantic encoding results in greater recognition [1 mark] justifies the conclusion using evidence from the investigation [1 mark]
6b)	<p>The levels of processing model of memory proposes that memory comprises a continuous dimension, in which memory is encoded according to the ease with which it can be retrieved; the deeper the processing of information, the greater the chance of it being retrieved.</p> <p>According to the model, semantic encoding is the deepest type of encoding, where the meaning of something being encoded results in a greater amount of retrieval in comparison to shallower types of encoding like structural and phonetic. This is supported by the proportion recognised in the experiment.</p>	<ul style="list-style-type: none"> describes the levels of processing model of memory [1 mark] identifies evidence from the experiment that supports the model [1 mark]
6c)	<p>Encoding failure refers to the brain's occasional failure to create a memory link.</p> <p>This may have occurred in the investigation for those participants in the structural encoding condition, where the question would not have assisted the participants to make a memory link for the word itself, which led to a lesser proportion of words being recognised in the subsequent activity.</p>	<ul style="list-style-type: none"> describes encoding failure [1 mark] explains how information was likely lost through encoding failure in the investigation [1 mark]



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