

Psychology marking guide and response

External assessment 2023

Combination response (94 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.

Marking guide

Multiple choice

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

¹ The multiple-choice scrutiny panel reviewed the question and determined that there were two keys for this item.

Paper 1: Short response

Q	Sample response	The response:
21	<p>Extinction is when the conditioned response disappears over time after reinforcement has ceased.</p> <p>For example, a child might learn that their use of a bad word causes adults around them to laugh. They continue this behaviour until the parent tells the adults to stop laughing and ignore the bad behaviour. After a few weeks, the child no longer uses the bad word for attention.</p>	<ul style="list-style-type: none"> describes extinction after operant conditioning in terms of the conditioned response [1 mark] provides a relevant example [1 mark]
22	Ageing	<ul style="list-style-type: none"> identifies ageing or an associated event [1 mark]
23	<p>The cerebellum is involved in processing new procedural memories.</p> <p>For example, a person with cerebellum damage would have difficulty learning how to ride a bike for the first time.</p>	<ul style="list-style-type: none"> identifies a role of the cerebellum in memory [1 mark] provides an example relevant to the identified role [1 mark]

Q	Sample response	The response:
24	<p>Social media can provide a context where aggressive behaviours are normalised and have limited consequences, therefore increasing their frequency.</p> <p>For example, cyberbullies can use social media to harass, defame and threaten others, without the discomfort of seeing the victim's pain and with no resulting punishment.</p>	<ul style="list-style-type: none"> explains how social media influences aggression [1 mark] provides a relevant example [1 mark]
25a)	<p>For a participant with strong views, reading a headline presenting a contrasting view would create cognitive dissonance, as the view expressed in the headline is dissonant with the participant's beliefs.</p>	<ul style="list-style-type: none"> identifies the contrast between headline and existing attitude/belief as a source of cognitive dissonance [1 mark]
25b)	<p>Confirmation bias is the preference for information that confirms existing beliefs, whereas self-serving bias describes a tendency to attribute one's successes to dispositional factors and one's failures to situational factors.</p> <p>Confirmation bias is responsible for the participants' ratings of articles.</p>	<ul style="list-style-type: none"> contrast confirmation bias and self-serving bias [1 mark] identify confirmation bias as the best explanation for the ratings [1 mark]

Q	Sample response	The response:
26	<p>Culture shock is the feeling of being overwhelmed by the differences between cultures in a new country that has a very different set of ideals or values from your own.</p> <p>A way to reduce culture shock is by promoting government policies and education that enhance cultural understanding and diversity to minimise discrimination from the majority culture.</p> <p>A second way to reduce culture shock is through the creation of new neighbourhoods and communities whereby arriving individuals have social support and therefore experience less cultural isolation.</p>	<ul style="list-style-type: none"> • describes culture shock [1 mark] • explains one way to reduce culture shock [1 mark] • explains a second way to reduce culture shock [1 mark]
27	<p>The conclusion of the investigation was that culture influenced pictorial depth perception.</p> <p>One reason for this conclusion is that schooling improved the ability of participants from either cultural background to use pictorial depth cues to perceive depth.</p> <p>A second reason for this conclusion is that Caucasian participants had greater success in using pictorial depth cues than African participants with similar levels of schooling.</p>	<ul style="list-style-type: none"> • provides the conclusion that cultural background influenced pictorial depth perception [1 mark] • identifies one specific finding for this conclusion [1 mark] • identifies another specific finding for this conclusion [1 mark]

Q	Sample response	The response:
28	<p>Ageism is prejudice based on age.</p> <p>A behaviour that may result from ageism is an employer overlooking an older person for employment because they believe their technological skills are low.</p>	<ul style="list-style-type: none"> • describes ageism as prejudice based on age [1 mark] • identifies a relevant behaviour [1 mark]
29	<p>Bystanders who perceive that they have the required skills to deal with an emergency are more likely to provide help because they believe they can do so effectively.</p> <p>For example, if someone falls into a canal, a bystander who believes themselves to be a strong swimmer will be more likely to help because they can do so without drowning.</p>	<ul style="list-style-type: none"> • explains how perceived competence can lead to increased prosocial behaviour [1 mark] • provides a relevant example [1 mark]

Q	Sample response	The response:
30a)	<p>An unconditioned response is an involuntary response that occurs naturally in response to the unconditioned stimulus.</p> <p>An example of an unconditioned response is a dog salivating at the sight or smell of food.</p>	<ul style="list-style-type: none"> • describes an unconditioned response in classical conditioning [1 mark] • provides a relevant example [1 mark]
30b)	<p>Stimulus generalisation is when the conditioned response is produced for any stimulus similar to the conditioned stimulus, whereas stimulus discrimination is when an organism does not respond to similar stimuli, but only the conditioned stimulus.</p> <p>An example of stimulus generalisation was in Pavlov's study when dogs salivated in response to a similar sound to that of the conditioned stimulus (a metronome).</p> <p>An example of stimulus discrimination is when dogs stopped salivating in response to the alternative sound and only salivated in response to the metronome.</p>	<ul style="list-style-type: none"> • distinguishes between stimulus generalisation and stimulus discrimination in classical conditioning [1 mark] • provides an example of stimulus generalisation from Pavlov's research [1 mark] • provides an example of stimulus discrimination from Pavlov's research [1 mark]

Q	Sample response	The response:
31	<p>Multiculturalism is where individuals from many cultures coexist and live under one set of rules. Pluralism is where two or more cultures coexist, each maintaining their own set of rules, traditions and rituals in the same geographical location.</p> <p>A difference is that pluralism allows for more individuality because it allows groups to maintain different traditions, expectations and values from the majority culture, allowing each culture to be preserved. Multiculturalism decreases individualism and increases unity within a society.</p>	<ul style="list-style-type: none"> • describes multiculturalism [1 mark] • describes pluralism [1 mark] • identifies a difference between multiculturalism and pluralism [1 mark]
32	<p>The hippocampus is involved in establishing context for new explicit memories. The hippocampus is also involved in the process of consolidating declarative memories.</p>	<ul style="list-style-type: none"> • describes one role of the hippocampus in memory formation [1 mark] • describes a second role of the hippocampus in memory formation [1 mark]

Paper 2: Short response

Q	Sample response	The response:
1a)	<p>Implicit attitudes are unconscious attitudes that individuals are often unaware they hold, even though they may influence their behaviour.</p> <p>An implicit attitude may be revealed to the person as they experience a feeling of discomfort when presented with a situation in which there is a discrepancy between their beliefs and behaviours.</p>	<ul style="list-style-type: none"> • describes implicit attitudes [1 mark] • explains how cognitive dissonance may reveal an implicit attitude [1 mark]
1b)	<p>Identification occurs when a person changes their behaviour or thinking to be more like someone they want to emulate.</p> <p>Identification could lead to cognitive dissonance as it could prompt behaviours (copied from someone you identify with) that are discrepant with existing attitudes.</p>	<ul style="list-style-type: none"> • describes identification as a form of group social influence [1 mark] • explains how identification could lead to cognitive dissonance [1 mark]

Q	Sample response	The response:
2a)	<p>Dopamine is involved in motor control and consequently a depletion of dopamine is associated with Parkinson's disease, a disorder characterised by uncontrollable tremors, and difficulty both initiating and stopping movements.</p> <p>The investigation mentions DRT is effective for reducing rigidity, bradykinesia and resting tremors.</p> <p>Dopamine motivates us to engage in activities over and over, thereby reinforcing behaviours.</p> <p>Patients on DRT in the investigation demonstrated higher pathological gambling than control subjects.</p>	<ul style="list-style-type: none"> • describes the physical function of dopamine [1 mark] • provides an example from the investigation [1 mark] • describes the psychological function of dopamine [1 mark] • provides an example from the investigation [1 mark]
2b)	<p>DRT has positive and negative effects — reducing Parkinson's symptoms, but at high levels, increasing the tendency towards pathological gambling.</p>	<ul style="list-style-type: none"> • describes a positive effect of DRT [1 mark] • describes a negative effect of DRT [1 mark]

Q	Sample response	The response:
3a)	<p>Observational learning requires a person to remember the actions of others to learn and later reproduce the behaviour. These actions would be stored as explicit long-term memories.</p> <p>For the children in Group 1 to learn the aggressive behaviour modelled, they had to remember the behaviour being rewarded.</p>	<ul style="list-style-type: none"> • explains how explicit long-term memory assists with observational learning [1 mark] • provides an example from the experiment [1 mark]
3b)	<p>Vicarious reinforcement is when someone's behaviour is reinforced by observing the consequences that a model receives for their behaviour.</p> <p>For example, when the adult in the experiment was rewarded for hitting the doll, the same behaviour would have been vicariously reinforced for the child.</p>	<ul style="list-style-type: none"> • describes vicarious reinforcement within observational learning [1 mark] • provides an example from the investigation [1 mark]
3c)	<p>In both observational learning and operant conditioning, the rate of behaviours can be affected by reinforcement and punishment, e.g. children in Group 1 produced the most aggressive behaviour after seeing the model being rewarded for similar behaviour. This would likewise be expected under operant conditioning.</p> <p>However, in observational learning, observers also learn from a model without any clear consequence from the behaviour, e.g. in Group 3, children showed more aggressive behaviour than the control group, despite not seeing reinforcement or punishment.</p> <p>This demonstrates that observational learning incorporates the mechanisms of conditioning and adds the process of learning by observing modelled behaviour.</p>	<ul style="list-style-type: none"> • describes a similarity [1 mark] • provides an example of a similarity [1 mark] • describes a difference [1 mark] • provides an example of a difference [1 mark] • states the significance [1 mark]

Q	Sample response	The response:
4a)	<p>Obedience is likely, even if the action is against a person's beliefs, when orders or rules are set down by a figure of authority.</p> <p>In Milgram's study, all participants displayed obedience up to a certain shock voltage, despite expressing concerns to the experimenter.</p>	<ul style="list-style-type: none"> • draws a conclusion about obedience consistent with the study [1 mark] • provides evidence from the investigation to support this conclusion [1 mark]
4b)	<p>A fundamental attribution error occurs when people place too much emphasis on dispositional explanations and too little on situational explanations for the behaviour of others.</p> <p>People interpreting the investigation may conclude that the participants gave the maximum number of volts because they are cruel (dispositional attribution), as opposed to recognising the influence of the authority figure (situational attribution).</p>	<ul style="list-style-type: none"> • describes a fundamental attribution error [1 mark] • explains why the interpretation can be regarded as a fundamental attribution error [1 mark]
4c)	<p>Participants who only interact through a text interface are more likely to shock the Learner than the participants who saw/heard the Learner in this investigation.</p> <p>In the original Milgram experiment, if the Learner was in the same room, visible to the participant, obedience to the authority figure decreased due to proximity of the participant to the Learner.</p>	<ul style="list-style-type: none"> • provides a prediction [1 mark] • provides evidence from the Milgram investigation to support the prediction [1 mark]

Q	Sample response	The response:
5a)	<p>Interference effects occur when new and old pieces of stored information conflict with each other, resulting in retrieval errors.</p> <p>Interference effects can occur in the phonological loop through acoustic similarity, where similar sounding words result in poorer memory recall.</p>	<ul style="list-style-type: none"> • describes how interference effects cause memory retrieval errors [1 mark] • identifies an example of interference with reference to a component of the working model of memory [1 mark]
5b)	<p>Recall is the retrieval of stored information using minimal cues.</p> <p>Recognition is retrieval that requires identification of a correct response from a set of alternatives.</p> <p>Recognition is more effective than recall in eliciting information from working memory.</p> <p>Based on the graph, this difference in performance is statistically significant due to the separation of 95% confidence interval error bars.</p>	<ul style="list-style-type: none"> • describes recall [1 mark] • describes recognition [1 mark] • identifies recognition as more effective [1 mark] • justifies conclusion by referring to separation of error bars [1 mark]
5c)	<p>Working memory (WM) is a limited store for holding information while performing mental operations on it, while long-term memory (LTM) is a distinct high-capacity memory store.</p> <p>Evidence comes from investigations where participants are asked to recall a specified number of digits and keep them in mind by rehearsing them. The moment they stop rehearsing, however, they may forget them. This demonstrates that material held in WM is not necessarily held in LTM.</p>	<ul style="list-style-type: none"> • identifies a difference between working memory and long-term memory [1 mark] • provides an example [1 mark]

Q	Sample response	The response:
6a)	<p>The participants are most likely still in the grave-dressing phase.</p> <p>This is because these participants have not yet sought to form new relationships (resurrection stage), and so are likely still reflecting on the break-up and developing their own perspectives on what happened.</p>	<ul style="list-style-type: none"> • identifies the grave-dressing phase of dissolution [1 mark] • provides reasoning based on the theory [1 mark]
6b)	<p>Completing the surveys may have led some participants to enter the intrapsychic phase of relationship dissolution. The focus of this phase is on thinking processes occurring inside the individual related to their relationship satisfaction.</p> <p>As the surveys asked about things like their satisfaction, closeness and available alternatives, it may have triggered an internal dialogue that suggested a need for change.</p>	<ul style="list-style-type: none"> • predicts the phase of dissolution triggered [1 mark] • provides reasoning based on the theory [1 mark]

Q	Sample response	The response:
7a)	4.9	<ul style="list-style-type: none"> determines the mean [1 mark]
7b)	<p>The matching (silent/silent) condition has the least uncertainty in its measurements.</p> <p>This is because it has the smallest margin of error as an estimate of the population mean, compared to the other conditions, at ± 0.4.</p>	<ul style="list-style-type: none"> identifies the matching (silent/silent) condition [1 mark] provides suitable evidence from the graph [1 mark]
7c)	<p>Context dependency is demonstrated by the statistically significant difference in recall between the matching (silent/silent) and both mismatching (silent/noisy and noisy/silent) conditions.</p> <p>This can be inferred from the fact that the confidence intervals do not overlap for each of these comparisons.</p> <p>Context dependency is also demonstrated by the statistically significant difference in recall between the matching (noisy/noisy) and both mismatching conditions.</p> <p>Again, this can be inferred as the confidence intervals for these means do not overlap.</p>	<ul style="list-style-type: none"> draws a conclusion [1 mark] justifies the conclusion [1 mark] draws a second conclusion [1 mark] justifies the second conclusion [1 mark]



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