

Stage 2 Psychology
Student Response
2012 Examination Extended Response
Question 25

This text is an actual student response. It has been word processed in the interests of legibility. Errors in punctuation, spelling and sentence structure reflect the student's own work without correction.

- Alice learns through observational learning (modelling) her ability to perform her cake-baking techniques which can be influenced in the acquisition stage of observational learning.

Knowledge and Understanding

Demonstrates some depth of knowledge and understanding about observational learning theory.

If Alice doesn't pay attention and doesn't observe the modelled behaviour attentively her performance will suffer. Alice must also use retention to make reliable mental notes of the modelled behaviour. Attention and retention skills are crucial in Alice's performance and motivated stages.

- Alice's learning abilities are positively reinforced by positive stimuli. An example of this is that her friends praise, enjoy and compliment Alice's cakes. This positive reinforcement, reinforces Alice's behaviour, and cognitions to continue baking cakes; thus her behaviour is positively reinforced.
- Negative reinforcement on the other hand is removing a negative stimulus, which builds desired behaviour. An example of this being is when Alice burns her first cake because she did not take it out of the oven in time. Her behaviour was negatively reinforced by the burnt cake. But this influenced her behaviour to be aware of the time and in turn her behaviour is rewarded with no more than burnt cakes.

Knowledge and Understanding

Demonstrates some ability to explain behaviour without explaining the relevant psychological theory.

Knowledge and Understanding

Uses knowledge of negative reinforcement to explain Alice's behaviour.

- Classical conditioning is when a two generally unrelated stimuli are associated. In this case cake and positive regard. Cake was a unconditioned stimulus which became a conditioned stimulus when Alice associated it with the now conditioned response of positive compliments and regards.

Application

Applies some psychological concepts to the scenario.

Additional comments

A review of this student's response overall shows that it:

- demonstrates some general knowledge and understanding of the psychological concepts of observational learning and classical conditioning (Knowledge and Understanding)
- communicates information about psychology generally effectively (Knowledge and Understanding)
- uses some appropriate psychological terms. (Application)

Performance Standards for Stage 2 Psychology

	Investigation	Analysis and Evaluation	Application	Knowledge and Understanding
A	<p>Develops logical, coherent, and detailed psychology investigation proposals.</p> <p>Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources.</p> <p>Clearly understands and consistently uses well-organised, ethical research practices.</p> <p>Obtains, records, and displays findings of investigations using appropriate conventions and formats accurately and highly effectively.</p>	<p>Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts.</p> <p>Logically evaluates procedures and suggests a range of appropriate improvements.</p> <p>Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions.</p>	<p>Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts.</p> <p>Uses appropriate psychological terms highly effectively.</p> <p>Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work.</p>	<p>Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations.</p> <p>Uses knowledge of psychology perceptively and logically to understand and explain behaviours.</p> <p>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively.</p>
B	<p>Develops well-considered and clear psychology investigation proposals.</p> <p>Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources.</p> <p>Understands and consistently uses ethical research practices.</p> <p>Obtains, records, and displays findings of investigations using appropriate conventions and formats mostly accurately and effectively.</p>	<p>Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.</p> <p>Evaluates procedures and suggests some appropriate improvements.</p> <p>Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions.</p>	<p>Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts.</p> <p>Uses appropriate psychological terms effectively.</p> <p>Applies mostly constructive and focused approaches to individual and collaborative work.</p>	<p>Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations.</p> <p>Uses knowledge of psychology logically to understand and explain behaviours.</p> <p>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively.</p>
C	<p>Develops considered and generally clear psychology investigation proposals.</p> <p>Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources.</p> <p>Generally understands and uses ethical research practices.</p> <p>Obtains, records, and displays findings of investigations using generally appropriate conventions and formats with some errors but generally accurately and effectively.</p>	<p>Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts.</p> <p>Evaluates some procedures in psychology and suggests some improvements that are generally appropriate.</p> <p>Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions.</p>	<p>Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts.</p> <p>Uses generally appropriate psychological terms with some general effectiveness.</p> <p>Applies generally constructive approaches to individual and collaborative work.</p>	<p>Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations.</p> <p>Uses knowledge of psychology with some logic to understand and explain behaviours.</p> <p>Uses a variety of formats to communicate knowledge and understanding of psychology in different contexts with some general effectiveness.</p>
D	<p>Prepares the outline of a psychology investigation proposal.</p> <p>Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology.</p> <p>Identifies and attempts to use some ethical research practices.</p> <p>Obtains, records, and displays findings of investigations using conventions and formats inconsistently, with occasional accuracy and effectiveness.</p>	<p>Describes basic behaviour of individuals and groups of people in different contexts.</p> <p>For some procedures, identifies improvements that may be made.</p> <p>Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant.</p>	<p>Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts.</p> <p>Attempts to use some psychological terms that may be appropriate.</p> <p>Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work.</p>	<p>Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations.</p> <p>Identifies and explains some psychological information that is relevant to understanding and explaining behaviours.</p> <p>Communicates basic information about psychology to others using one or more formats.</p>
E	<p>Identifies a simple psychology investigation proposal.</p> <p>Identifies a source of information about psychology or an issue in psychology.</p> <p>Pays limited attention to ethical research practices.</p> <p>Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness.</p>	<p>Acknowledges that individuals and groups of people may behave differently in different contexts.</p> <p>Acknowledges the need for improvements in one or more procedures.</p> <p>Attempts to organise some limited evidence.</p>	<p>Identifies a basic problem and attempts to identify a solution in a familiar context.</p> <p>Uses some psychological terms.</p> <p>Shows emerging skills in individual and collaborative work.</p>	<p>Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations.</p> <p>Shows an emerging understanding that some psychological information is relevant to explaining behaviours.</p> <p>Attempts to communicate information about psychology.</p>