

VCE Psychology Unit 2

Written Examination

Suggested Solutions

SECTION A – MULTIPLE-CHOICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Question 1 C

C is correct and **A** is incorrect. Sensation, or the stimulation of the senses, does not require conscious thought or action, so it is a passive process.

B is incorrect. Incoming sensory stimuli are the same for all individuals.

D is incorrect. The process is not active; thus, it cannot be described as dynamic.

Question 2 D

D is correct. Transduction is the process through which incoming sensory stimuli are changed into a form that can be transmitted by the human nervous system. This occurs in the photoreceptors in the eye for vision and at the taste buds for taste.

A and **B** are incorrect. These options are located in the brain, which is responsible for processing and interpreting the stimuli.

C is incorrect. The optic and cranial nerves transmit, or carry, the information to the relevant brain areas.

Question 3 B

B is correct. Light enters the interior of the eye through the pupil, travels through the transparent lens and the jelly-like vitreous humour, then arrives at the retina that lines the back of the interior of the eye.

A, **C** and **D** are incorrect. These options do not give the correct pathway.

Question 4 D

D is correct. Reception is the first step in taste perception and refers to the sensory stimulus first entering the taste receptors.

A is incorrect. After the stimulus has been received by the taste receptors and transduction has taken place, transmission occurs. Transmission refers to the stimulus moving through the nervous system.

B is incorrect. Transduction is the second step in taste perception, in which the taste receptors change the incoming chemical energy of the food molecules into a form that can travel along the neural pathways to the brain.

C is incorrect. Interpretation is the final step of taste perception. This step occurs in the brain and allows an individual to understand the incoming sensory information.

Question 5 A

A is correct. Accommodation is the process by which the lens changes shape to allow for light rays to be focused on the retina.

B and **C** are incorrect. These options are binocular cues that are required for judging distance.

D is incorrect. Transmission is the process of sending sensory information from the sense organs to the brain.

Question 6 B

B is correct. Taste is processed in the gustatory cortex, as gustation is the sense of taste.

A is incorrect. The olfactory cortex processes smell.

C is incorrect. The visual cortex processes vision.

D is incorrect. The auditory cortex processes hearing.

Question 7 D

D is correct and **A** is incorrect. Taste buds are found within the papillae and contain the taste receptors.

B is incorrect. Taste buds are found throughout the mouth, not just on the tongue.

C is incorrect. The papillae are found on the tongue.

Question 8 B

B is correct. Figure-ground is the Gestalt principle used to distinguish the black shapes in the diagram from the white background. Similarity is the Gestalt principle used to separate the similarly shaped triangles and similarly shaped circles in the diagram into groups.

A and **C** are incorrect. These options do not give both required Gestalt principles.

D is incorrect. The spacing between all the shapes is equal.

Question 9 C

C is correct. For camouflage to work effectively, the figure must blend in or be very similar to the background.

A and **B** are incorrect. The contour line, which delineates the figure from the background, would not stand out or be clear when camouflage occurs.

D is incorrect. If the figure stood out from the background, it would not blend in with the background and camouflage would not occur.

Question 10 D

D is correct. The independent variable is the variable that the researcher is manipulating; in this case, it is the use of vitamin B12. To operationalise the independent variable, the type, dosage, frequency and duration of the medication given to participants must be included. The dependent variable is the variable that will reflect the change in the independent variable; in this case, it is anxiety level of the participants.

A, **B** and **C** are incorrect. These options do not give the correct variables.

Question 11 B

B is correct. The participants volunteered to be part of the experiment by answering an advertisement. This method is considered convenience sampling because not every member of the population of Australian teenagers had the chance to be represented in the sample.

A is incorrect. In random sampling, every member of the population should have the chance to be selected as a participant. In this case, the advertisement may not have been read by all students, which prevented all members of the population from having the opportunity to be included in the study.

C is incorrect. Dr Juma did not divide the population into smaller groups and draw participants from those groups.

D is incorrect. Dr Juma did not divide the population into smaller groups and randomly select participants from those groups.

Question 12 D

D is correct. The data is collected by Dr Juma just prior to and during the experiment and is numerical.

A, **B** and **C** are incorrect. The data is not collected by a secondary individual or group and is not descriptive.

Question 13 A

A is correct and **D** is incorrect. As group 1 received the vitamin B12 capsules, they received the treatment and, hence, are classified as the experimental group. As group 2 received an inactive substance, they were not being subjected to the treatment and, hence, are classified as a control group.

B and **C** are incorrect. The term 'research' applies to the overall research study, not an individual group within the study.

Question 14 C

C is correct. An individual who observes the diagram will automatically fill in the gaps between the lines in their mind, using the Gestalt principle of closure to perceive the diagram as triangle.

A is incorrect. The principle of similarity allows the observer to perceive the lines as belonging together due to their similar appearance but does not assist in the perception of the shape as a triangle.

B is incorrect. The principle of proximity allows the observer to group the lines together due to their close positioning but does not assist in the perception of the shape as a triangle.

D is incorrect. The principle of continuity allows the observer to see objects as continuous, rather than disjointed or discontinuous, which is not applicable in this example.

Question 15 B

B is correct. The Ames room is trapezoidal in shape and appears to be rectangular when observed from the front through the peephole, which only allows the observer to use one eye (monocular vision).

A, **C** and **D** are incorrect. As the observer is forced to view the room with monocular vision, the binocular cues that would have been used to help perceive depth and distance are not used. If the Ames room was rectangular in shape, the back wall would not recede into the distance like the back wall of the trapezoidal room; therefore, the size of the person inside the Ames room would not alter with their movement from one side of the room to the other.

Question 16 A

A is correct. The restriction of monocular vision does not enable the viewer to discern that the distance between them and the person in the Ames room changes as the retinal image changes size. Instead, the viewer perceives the person in the Ames room as becoming larger as they move from the left side of the room to the right side of the room.

B is incorrect. The shape of the room is perceived to be the same, despite the slight changes on the viewer's retina as the person in the Ames room moves.

C is incorrect. The brightness of the room remains the same even when the person in the Ames room moves; therefore, this constancy is irrelevant in the Ames room illusion.

D is incorrect. Colour constancy refers to the ability to perceive colors as being constant over varying levels of light; therefore, this constancy is irrelevant in this case.

Question 17 D

D is correct. Synaesthesia is a perceptual experience in which stimulation of one sense involuntarily produces additional, unusual sensory experiences at the same time. For example, when someone with synaesthesia looks at the letter 'P', they may see it in the colour green.

A is incorrect. The experience is not voluntary.

B and **C** are incorrect. These types of experiences may occur for some individuals with synaesthesia, but they do not occur for all.

Question 18 C

C is correct. Beginning at 60 years of age, there is steep decline in the sense of taste, which is related to a decrease in the number of taste buds and a diminished sense of smell.

A and **B** are incorrect. The size of the taste buds does not significantly change.

D is incorrect. A decrease in the number of taste buds is only one factor that causes a change in the perception of taste.

Question 19 C

C is correct. Food with a thick, creamy consistency stays in the mouth for a longer period of time than other foods as it coats the mouth and taste buds; therefore, thick, creamy food is able to be physically tasted for longer, increasing the intensity of the food's flavour.

A and **D** are incorrect. These food pieces do not last as long as liquids in the mouth and do not coat the taste buds.

B is incorrect. A thin liquid would not be as intense as a creamy liquid as it does not coat the mouth and taste buds as completely.

Question 20 D

D is correct and **B** is incorrect. Jianhong blamed Yuliana personally for missing practice, making it an internal or dispositional factor. Kauri believed Yuliana missed practice because of the external factor of her work, which is a situational factor.

A is incorrect. An internal attribution is a personal attribution.

C is incorrect. Situational attributions are external and personal attributions are internal and dispositional.

Question 21 A

A is correct. Ivan has attributed his failure to win the tennis match to a situational factor, which, in this case, is the umpire. According to the self-serving bias, it is likely that Ivan would have taken credit for his success if he had won the match.

B is incorrect. The just-world hypothesis states that the world is a fair place in which people generally get what they deserve and vice versa.

C is incorrect. If a personal attribution occurred, Ivan would have blamed himself for failing to win the tennis match.

D is incorrect. Actor-observer bias refers to the tendency of an individual to attribute their own behaviour to the situation but to attribute the behaviour of other people to personal factors. In the given scenario, only Ivan is mentioned, so the actor-observer bias does not apply.

Question 22 A

A is correct. The affective component of Suri's attitude is her emotions, which is her dislike of online classes.

B is incorrect. This option describes one of Suri's beliefs, which is the cognitive component of her attitude.

C and **D** are incorrect. These options describe Suri's actions, which is the behavioural component of her attitude.

Question 23 C

C is correct. The behavioural component of Min Xinyi's attitude is the way that her attitude affects her actions and behaviour; that is, her sustainable lifestyle.

A and **D** are incorrect. Min Xinyi's beliefs make up the cognitive component of her attitude.

B is incorrect. Min Xinyi's passion for sustainability is emotional and categorised as the affective component of her attitude.

Question 24 D

D is correct. If Brigitta attended protests against animal cruelty, this behaviour would indicate that her attitude is strong, making it more difficult to change and supporting her decision to not eat meat products at football games.

A is incorrect. Research and knowledge of the topic would strengthen Brigitta's attitude towards not eating meat products.

B is incorrect. A flexible attitude is less strong and, hence, Brigitta would be more likely to decide to eat meat products again.

C is incorrect. In a social context where her friends are encouraging her to eat hot dogs and meat pies, Brigitta is more likely to comply and eat meat products again.

Question 25 B

B is correct. Stereotypes are sets of beliefs about people who belong to a certain group that do not take their individual differences into account.

A is incorrect. The views that are held about a group of people are often negative and based on their group membership.

C is incorrect. Stereotypes are not based on facts.

D is incorrect. Stereotypes do not take the uniqueness of the individuals within a group into account.

Question 26 A

A is correct. The older employees were being replaced with a younger group of people.

B, **C** and **D** are incorrect. The information provided does not indicate the racial or ethnic group, societal class or gender of any of the employees at Tate's Timber.

Question 27 C

C is correct. Mr Jenkins has negative feelings about people from France based on their membership to that country, not based on them as individuals. He also shows direct discrimination because he treats the applicants unfairly due to his feelings about French people.

A and **B** are incorrect. Mr Jenkins is not demonstrating indirect discrimination; based on the information provided in the scenario, there is no aspect of the application process that disproportionately affects French people.

D is incorrect. Based on the information in the scenario, Mr Jenkins is not favouring one sex or gender over another.

Question 28 A

A is correct. In psychology, a group is defined as a collection of two or more people who interact with and influence one another and who share a common goal. As they play together, the six women in the water polo team interact and influence each other and are united in their goal to win their final game.

B, C and D are incorrect. There can be no certainty that the individuals in these scenarios share a common goal, interact (for more than a few minutes) or influence one another.

Question 29 C

C is correct. Rupert must follow the instructions given by the authority figure, who is the manager of the supermarket in this example.

A, B and D are incorrect. No authority figure is present in these scenarios. Hilja conforms to the group norm, Trin complete her part in a shared activity and Estevo conforms to the actions of his brother.

Question 30 C

C is correct. The members of Greta's friendship group all admire her and want her approval, which is why she has power over their decisions.

A, B and D are incorrect. Based on the information given, Greta does not have any special knowledge, resources or information, a higher status or any real expertise to provide her with these types of power.

Question 31 A

A is correct. Kawehi is a skilled chess player, so her skill enables her to make informed choices for the team.

B and C are incorrect. Kawehi does not have power through giving punishment or rewards.

D is incorrect. Tasia, not Kawehi, would have legitimate power due to her position as captain of the team.

Question 32 D

D is correct. Tracy hesitated to help the man because she was afraid of being negatively judged by the other people in the crowd. This is known as audience inhibition, where the presence of others forming a temporary audience prevents an individual from taking action.

A is incorrect. Diffusion of responsibility would involve the spread of feelings of responsibility among members of the crowd, which is not evident from the information given in the scenario.

B is incorrect. Altruism is the action of giving without the expectation of receiving something in return, which does not apply to this scenario.

C is incorrect. Social influence is a general term and, thus, not relevant to this scenario.

Question 33 A

A is correct. Removing their individual identities made the guards feel less responsible for their behaviour.

B is incorrect. The participants who were allocated to the prisoner role became increasingly passive and dehumanised during the course of the study as they felt they were powerless.

C and D are incorrect. The uniforms and dark glasses helped the guards to dissociate from their own selves to a certain extent and gave them a sense of personal detachment from the situation; however, these are not correct psychological terms.

Question 34 C

C is correct. Mood is a personal factor that influences helping behaviours. As Mikhael is in a good mood due to his successful art exhibition, the likelihood of him assisting the person with their shopping bags increases.

A and **B** are incorrect. These are situational factors that influence helping behaviours, not personal factors.

D is incorrect. This is a social factor that can influence helping behaviours, not a personal factor.

Question 35 D

D is correct. The aim of Milgram's first experiment was to investigate whether individuals would obey an authority figure who instructed them to inflict pain on another individual. The study revealed this to be true for most of the participants.

A is incorrect. The study was not focused on general obedience.

B is incorrect. The opposite trend was observed. Most of the participants inflicted harm on another individual when following instructions from an authority figure.

C is incorrect. The study was designed to test whether individuals would obey an authority figure so that pain would be inflicted upon another person, which is not reflected in this option.

Question 36 B

B is correct. As Frida's family is part of the Townville community, they will most likely feel that it is their duty or responsibility to help and care for others in their community who are in need, without thinking about whether their actions will be rewarded or reciprocated.

A is incorrect. Frida's family does not help the people in their area because they are thinking about what they can receive in return; they are helping because the people in their community are in need.

C is incorrect. The just-world hypothesis would determine that those affected by the cyclone damage were targeted because they deserved it, which is not correct and is not the belief held by Frida's family.

D is incorrect. Although Frida's family may have felt sympathy or empathy for those affected by the cyclone damage, the drive to help their fellow community members would have been the more prominent reason for them to help.

Question 37 C

C is correct and **A** is incorrect. The bystander effect is the tendency for individuals to be less likely to help a person in need if other bystanders are present. Thus, if there were ten other onlookers in the part, Callum would be unlikely to offer help to the person in need.

B is incorrect. The bystander effect relates to the presence of others impeding people from helping.

D is incorrect. It is likely that Callum will help in the absence of others, which is the opposite of the bystander effect.

Question 38 C

C is correct. There are three important factors associated with a specific situation that will influence whether people will be pro-social and provide help to another person. Recognising that help is required in a certain set of circumstances is one of these situational factors.

A, **B** and **D** are incorrect. These options are personal factors; that is, they are certain personal characteristics that increase the likelihood that individuals will help another person. Having empathy for others, being in a good mood and being competent or skilled all increase the chance that a person will provide help when needed.

Question 39 D

D is correct. A stomach ache, or a gastrointestinal upset, is a possible physiological (biological) response a person may experience as a result of being bullied.

A and **B** are incorrect. These options are psychological responses.

C is incorrect. This option is a social response.

Question 40 B

B is correct. Playing violent video games can make the player feels like they are part of the action, and this vested interest increases its impact on children.

A, **C** and **D** are incorrect. There is no evidence to support the idea that the characters, storylines or colours used in video games are more intense or fear inducing than those used in television programs.

SECTION B**Question 1** (5 marks)

- a. cones 1 mark
- b. In bright light, cones allow Madhur to see the colour and fine details of his work. 1 mark
Note: Responses must refer to Madhur to receive full marks.
- c. rods 1 mark
- d. When the lights are turned off, rods provide Madhur with the ability to see the overall shapes and images of his project in shades of black and white. 1 mark
 Therefore, he cannot see the fine details or colour of his work. 1 mark
Note: Responses must refer to Madhur to receive full marks.

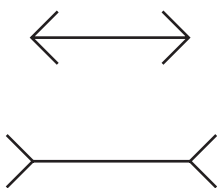
Question 2 (2 marks)

A receptive field is the space in which a sensory stimulus can be detected by a sensory receptor. The receptive field for vision is large in size as it is the expanse of space that a person can see in front of them. 1 mark

In contrast, the receptive field for taste is smaller as it is restricted to stimuli that come into direct contact with the mouth. 1 mark

Question 3 (3 marks)

- a. A visual illusion refers to an instance in which a person's perception consistently differs from what is seen in reality. 1 mark
- b. The Müller-Lyer illusion comprises of two lines of equal length, each of which has differently shaped ends; one has a feather tail and the other has an arrow head. 1 mark
 The two lines are incorrectly perceived as being different; the feather-tail line is perceived as being longer than the arrow-head line. 1 mark



Note: A diagram is not required to receive full marks.

Question 4 (5 marks)

- a. When foods expire, they become acidic and taste sour. Fruit that is not ripe also tastes sour. 1 mark
 Therefore, being able to perceive a sour taste alerts us that eating expired foods will not be good for our health, which offers a protective function. 1 mark
- b. When orange juice has a deep, rich or bright orange colour, someone who drinks the juice will perceive it as sweeter and more flavoursome. 1 mark
 When orange juice is paler or has a less intense colour, someone who drinks the juice will perceive it to be weaker in taste. 1 mark

Note: Any relevant example may be used.

Question 5 (6 marks)*Any three of:*

- **Cue:** linear perspective
Description: The parallel sides of the river come together (converge) as they recede into the distance.
- **Cue:** interposition
Description: The trees and sheep in the fields may overlap each other. The trees or sheep that partially block another tree or sheep are perceived as being closer; the trees and sheep that are being blocked are perceived as being further away.
- **Cue:** texture gradient
Description: The grass and tree leaves in the foreground will be painted in finer detail than those in the distance. There will then be a gradual reduction of detail as the trees and grass recede into the distance.
- **Cue:** relative size
Description: The size of objects in the foreground will be larger when compared with the size of objects in the background/distance. For example, a sheep in the foreground will be painted larger in size than a sheep in the distance.
- **Cue:** height in the visual field
Description: If trees or sheep are painted closer to the horizon line, they will appear to be further away.

6 marks

*1 mark for providing each cue and description (three cues and three descriptions required).**Note: Responses must refer to the scenario to receive full marks. There must also be congruency between the cue and the description.***Question 6** (7 marks)

- a.** Conformity involves an individual adjusting their thoughts, feelings or behaviours in order to agree with or be consistent with those of a particular individual, group or the accepted standards of society (social norms). 1 mark
- Obedience involves an individual complying with the instructions of an individual or group of individuals that have authority. 1 mark
- Note: When describe obedience, responses should avoid the word 'obey'.*
- b.**
- i.** group size 1 mark
 - ii.** the number of times the participant agreed with the group and provided an incorrect answer 1 mark
 - iii.** There would be a high level of conformity in the group with three people (condition 2). 1 mark
In increased group sizes (conditions 1 and 3), the level of conformity would remain at around the same level. 1 mark
 - iv.** Confederates are individuals whom the participant believes are other participants in the experiment but are actually playing a role that is determined by the researcher. 1 mark

Question 7 (2 marks)

The term 'social loafer' refers to an individual in a group who may contribute less effort than they would if they were working alone. This is because they believe that the other members of the group will contribute the effort required to achieve a successful outcome.

1 mark

Katsuo identified that Dana did not contribute as much to the assignment as the rest of the group because Dana most likely knew that the other team members would work hard and complete the assignment to a high standard.

1 mark

Question 8 (4 marks)

- a. Informed consent must include the procedures and possible risks of the experiment and it must be signed by an individual (of legal age).

1 mark

1 mark

- b. debriefing

1 mark

At the conclusion of the experiment, Julia must explain the true nature of the experiment and why deception was necessary. She must provide the contact details of counseling services should the participants' wellbeing be compromised.

1 mark

Question 9 (4 marks)

- a. Proximity refers to the closeness of distance between an individual and an authority figure. This may be the physical distance between the individuals or the social relationship between the individuals. If the individual is physically close to the authority figure, their level of obedience increases.

1 mark

If the individual has a close social relationship to the authority figure, their level of obedience also increases.

1 mark

- b. *Any one of:*

- Legitimacy of the authority figure: If the authority figure is perceived to be of a high status and legitimately holding power, obedience levels will increase.
- Group pressure: When an individual observes other people obeying the commands of an authority figure, obedience levels will increase.

2 marks

*1 mark for identifying one factor.**1 mark for describing how the factor influences an individual to obey an authority figure.***Question 10 (2 marks)**

Any two of:

- poor supervision
- negative home environment
- violence in the home
- aggressive behaviour from siblings or other family members
- lack of emotional support within the family
- past family trauma

2 marks

1 mark for each factor identified.

Question 11 (10 marks)

In the Stanford prison experiment, Zimbardo divided the participants into two groups: the guards and the prisoners. Each of these groups had a different status within the hierarchy of the jail and, accordingly, each group had different levels of perceived power.

Each individual member of a group will fit within the hierarchical structure of that group. Hierarchy refers to a system by which members of a group are ranked according to their relative status, power and role within the group. The hierarchy includes the lowest-ranked individuals at the bottom through to the highest-ranked individuals at the top. A hierarchy provides members of the group with an understanding of what is expected of them in their role and how they are expected to relate to other group members. When Zimbardo set up his experiment, he assigned himself the role of superintendent, the highest-ranking individual within the prison. His research assistants were wardens, ranking just below the superintendent in the hierarchy. Below were the prison guards (one group of participants) and at the lowest level were the prisoners (the other group of participants).

Status is the position an individual holds within a group as perceived by other members of the group. Thus, a high status means that the individual has a higher position in the hierarchy. An individual's status within a group ascribes them with a level of power within that group. Group members who have a high status wield more power over the group members who have a lower status and sit in the lower ranks of the group hierarchy. The status within a group can be official or unofficial. In Zimbardo's experiment, Zimbardo was at the top of the hierarchy as he had the highest status through his role as superintendent. The research assistants had the next highest status through their role as wardens. The prison guards were lower in status and thus held considerably less power than Zimbardo and the wardens. However, the prisoners, having the lowest status of all the groups, had the least amount of power.

Power refers to a person's ability to control or influence the thoughts, feelings and behaviours of other people. Individuals can use their power consciously or unconsciously. Psychologists have observed multiple forms of social power. These include informational power, referent power, expert power, legitimate power, coercive power and reward power. Individuals may exert one or more of these forms of power.

In the Stanford prison experiment, the guards believed that they had legitimate power, coercive power and reward power over the prisoners, and the prisoners believed that, due to their low status, they had no power within the prison.

- **Legitimate power:** The participants thought that their assigned role as guards provided the right to and responsibility for enforcing order in the prison, and they believed that legitimately had the right to control the prisoners.
- **Coercive power:** The guards used coercive power on the prisoners by administering punishments such as push-ups or cleaning toilets with toothbrushes when they believed that the prisoners needed to be controlled. The punishments were often cruel and did not suit the perceived wrongdoings of the prisoners.
- **Reward power:** The guards could use reward power to reinforce the prisoners' behaviours that they deemed acceptable. Reward power was usually used to manipulate prisoners, deteriorating the prisoners' group identity and making them easier to control.

The guards' perceived higher levels of power led them to behave in an authoritarian manner, exhibiting behaviour that was aggressive, disrespectful, cruel and abusive.

Zimbardo held several types of power in this experiment.

- **Legitimate power:** As superintendent and lead researcher, Zimbardo's high status and role afforded him with power to control all the individuals in the prison.
- **Coercive and reward power:** Zimbardo could instruct the wardens to punish or reward the prison guards, according to their behaviours.
- **Expert power:** Zimbardo was well regarded as a research psychologist as his knowledge, skills and academic qualifications were widely recognised.
- **Informational power:** Due to his academic standing, Zimbardo had resources and information that were useful in running the experiment.

The prisoners quickly recognised that their low status and lack of power made them vulnerable. As the guards treated the prisoners with increasing levels of cruelty, the prisoners became more withdrawn, passive and compliant. They sometimes even turned against each other to protect themselves against the misused power of the guards. The prisoners became more subdued as the experiment continued, but there were distinct feelings of antagonism towards the guards. The prisoners' feelings of helplessness and rapidly escalating levels of distress contributed to the development of severe anxiety and depression. It also led to the experiment being terminated after only six days.

10 marks

Marks allocated will depend on the quality of the response as follows: 9–10 high;

7–8 medium–high; 5–6 medium; 3–4 low; 1–2 very low; 0 not shown.

Note: The question asks students to evaluate the Stanford prison experiment, which suggests that most of the response should be written in prose style.

The inclusion of subheadings is acceptable. The response shown here is more detailed than a student would be expected to write. This is so that teachers may advise their students of the range of information that could be included.

Marking guide*Very high (9–10 marks)*

The student has provided a highly detailed explanation of:

- the terms hierarchy, status and power and how they are interrelated
- the types of powers held by the guards and the impact on their behaviours
- the lack of power of the prisoners and the impact on their behaviours.

High (7–8 marks)

The student has provided a detailed explanation of:

- the terms hierarchy, status and power and how they are interrelated
- the types of powers held by the guards and the impact on their behaviours
- the lack of power of the prisoners and the impact on their behaviours.

Medium (5–6 marks)

The student has provided a limited explanation of:

- the terms hierarchy, status and power and how they are interrelated
- some of the types of powers held by the guards and the impact on their behaviours
- the lack of power of the prisoners and the impact on their behaviours.

Low (3–4 marks)

The student has addressed only some of the following:

- the terms hierarchy, status and power and how they are interrelated
- some of the types of powers held by the guards and/or a description of their behaviours
- the lack of power of the prisoners and/or a brief description of their behaviours.

Very low (0–2 marks)

The students has addressed none, or only one, of the following:

- the terms hierarchy, status and power and how they are interrelated
- the types of powers held by the guards and the impact on their behaviours
- the lack of power of the prisoners and the impact on their behaviours.