

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. Sensation is the process by which raw sensory information is detected by the senses. **A** is incorrect. The process is passive. **B** is incorrect. The information does not change form until transduction occurs. **D** is incorrect. Sensation is an intake of raw energy which does not influence the adaptation of an organism.

Question 2 C

C is correct. The neural information leaving the taste receptors in the mouth is transmitted by the facial nerve. The neural information leaving the photoreceptors in the eye is transmitted along the optic nerve. **A**, **B** and **D** are incorrect. The term 'gustatory nerve' is incorrect. The auditory nerve carries information about sound.

Question 3 A

A is correct. The incoming stimulus is interpreted in the visual cortex, which is located in the occipital lobe. **B** is incorrect. The parietal lobe is not the location of the visual cortex. **C** and **D** are incorrect. The somatosensory cortex, which is located in the parietal lobe, processes incoming sensory information from the skin.

Question 4 A

A is correct. Light enters the eye through the transparent, thin coating at the front of the eye called the cornea. It then passes through the central space in the iris called the pupil. The light continues to travel through the clear lens, which acts to focus the light rays on the light-sensitive retina at the back of the eye. **B**, **C** and **D** are incorrect. These options do not list the structures in order from the exterior of the eye to the back of the interior of the eye.

Question 5 C

C is correct. The lens changes its shape via a process of accommodation. This allows John to focus on his painting and to see farther away into the distance. **A** is incorrect. The iris is a structure that controls the size of the pupil. **B** is incorrect. The pupil is the area where light is able to enter the eye. **D** is incorrect. The retina is the structure within the eye where photoreceptors are located.

Question 6 D

D is correct. The photoreceptors (cones) are stimulated when light levels intensify and become brighter. They also detect details of objects and scenes. **C** is incorrect. Cones do not detect black and white; they enable colour to be seen. **A** and **B** are incorrect. Cones are not stimulated at lower light intensities.

Question 7 B

B is correct. Stratified sampling ensures that each year level (group or stratum) is represented in the sample. **A** is incorrect. Convenience sampling is a method of selecting participants that are readily available and it does not guarantee that each year level will be represented in the sample. **C** is incorrect. Random sampling would mean that every student in the school has a chance of being selected to take part in the study. **D** is incorrect. Allocation refers to the assignment of participants to the experimental or control groups.

Question 8 B

B is correct. Texture gradient is a depth perception cue where the texture of a surface, in this case cobblestones, diminishes considerably in the distance. **A** is incorrect. Linear perspective is a monocular depth cue that creates the illusion of distance through the convergence of parallel lines to a single point. **C** is incorrect. Interposition is a monocular depth cue that refers to the overlapping of one object with another object that is more fully in view so it is perceived to be closer. **D** is incorrect. Relative size is a monocular cue that refers to objects in the distance appearing to be smaller in size than objects that are closer.

Question 9 D

D is correct. The visual principle being used here is relative size. The workers who are farther away form a smaller image on the retina than those closer and so are judged as being in the distance. **A** is incorrect. Linear perspective works on the convergence of parallel lines to a single point, which is not referred to in the scenario. **B** is incorrect. Texture gradient would be a factor here if more detail could be seen in the foreground and less detail could be seen in the distance. **C** is incorrect. Interposition is the overlap of objects with other objects that are fully in view and so are perceived to be closer. The scenario does not refer to overlapping of the people in the distance.

Question 10 A

A is correct. This is an example of linear perspective. The lines of the road converged to a single point in the distance and Oakley and Paula perceived that the sides of the road seemed to come together. **B** is incorrect. Texture gradient would be a factor here if more detail could be seen in the foreground and less detail could be seen in the distance. **C** is incorrect. Interposition is the overlap of objects with other objects that are fully in view and so are perceived to be closer, which is not the case with a single long object such as this road. **D** is incorrect. Relative size is a monocular cue that refers to objects in the distance appearing to be smaller in size than objects that are closer, which again does not apply to a single object.

Question 11 B

B is correct. To be able to see the details on the coin clearly at a close distance, Oakley's eyes have turned inwards using the principle of convergence. **A** is incorrect. Retinal disparity is the difference between the two separate images projected on the two retinas. **C** is incorrect. Convergence is a monocular cue that involves the lens altering its shape and thickness to change the focal length within the eye. **D** is incorrect. Pictorial cues include monocular depth cues, which are not used in this scenario.

Question 12 C

C is correct. The number '40' is the figure and stands out clearly from the background, enabling Jennifer to easily read the speed limit. **A** is incorrect. Similarity occurs when things that appear to be similar to each other are grouped together. **B** is incorrect. Proximity groups things that are close together in contrast to objects that are spaced farther apart. **D** is incorrect. Closure closes the gaps in figures or objects so that they are perceived as a whole.

Question 13 C

C is correct. Many foods that have become spoiled or are toxic are perceived to have a bitter or sour taste. This is an evolutionary development that protects against eating harmful food. **A**, **B** and **D** are incorrect. Humans find salty and sweet flavours to be enjoyable. This evolutionary development was beneficial, as salty and sweet flavours are common in foods that provide good calorie sources to provide energy for survival.

Question 14 D

D is correct. A case study is an intensive, in-depth study of an individual, a small group or an organisation. **A** is incorrect. An experiment is designed and run to test a cause-and-effect relationship between variables. **B** is incorrect. A cross-sectional study involves studying naturally occurring groups at a specific point in time. **C** is incorrect. A longitudinal study is a type of investigation where data is collected about a specific group of people at regular intervals over an extended period of time.

Question 15 C

C is correct. Alison was motivated by hunger to misinterpret the sign when she first read it. **A** is incorrect. Context refers to the setting in which a perception is made. **B** is incorrect. Alison's emotional state is not relevant to the situation. **D** is incorrect. It is not known from the information given whether Zarah and Alison have had previous experience with the road sign.

Question 16 B

B is correct. The dissolved chemicals in food are referred to as tastants. **A** is incorrect. Papillae are the small bumps on the tongue that may contain taste buds. **C** is incorrect. The taste buds are the taste sensory organs. **D** is incorrect. Gustatory hairs are fine hairs that extend from the taste buds into the pores of the tongue.

Question 17 B

B is correct. Many fruits tend to taste sour when green in colour or unripe. **A** and **C** are incorrect. Fruits that are red and orange in colour tend to have flavours that are perceived as sweet and fruity, as people tend to associate them with fresh fruit that naturally tastes sweet. **D** is incorrect. Foods that are bitter tend to be associated with black colour.

Question 18 A

A is correct. After leaving the mouth area, the facial cranial nerve carries the information via the thalamus to the gustatory cortex in the frontal lobe of the brain. **B** is incorrect. The gustatory cortex is not located in the parietal lobe. **C** and **D** are incorrect. The olfactory nerve is not involved in taste.

Question 19 D

D is correct. Honey is sweet in flavour. **A**, **B** and **C** are incorrect. Glutamate rich foods that taste more savoury (an umami flavour) include foods such as meat, ripe tomatoes, and vegemite.

Question 20 B

B is correct. Ervin's behaviour demonstrated a self-serving bias, as he attributed his poor mark in the test to the situation, in this case the teacher, and not to himself. **A** is incorrect. Ervin's behaviour did not demonstrate an actor-observer bias, because Ervin did not blame Harvey's poor mark on personal factors, such as Harvey being lazy. **C** is incorrect. Fundamental attribution error was not evident in this scenario, as Ervin did not overestimate the influence of personal factors and underestimate the impact of situational factors on Harvey's behaviour. **D** is incorrect. The teacher's behaviours were not interpreted as hostile in this scenario.

Question 21 B

B is correct. The independent variable is the variable that is deliberately being manipulated by the researcher – in this case, the temperature of the office. The dependent variable is influenced by the independent variable – in this case, the level of productivity. **A**, **C** and **D** are incorrect. The level of productivity is the dependent variable, the number of reports is an operationalised dependent variable, the people in the office are the participants and the temperature in the office is the independent variable.

Question 22 D

D is correct. The researcher must have disclosed the names of the participants and their results to the CEO of the company, which breaches the ethics of confidentiality. **A** is incorrect. The researcher obtained informed consent in the form of the signed letters. **B** is incorrect. The temperatures that were tested were unlikely to have compromised the health of the participants. **C** is incorrect. The participants were informed that they were able to leave the experiment if they felt unwell or unsafe.

Question 23 A

A is correct. The data is being collected by the researcher themselves and is numerical, thereby making it primary quantitative data. **B** is incorrect. The data is expressed as numbers; that is, numerically. Qualitative data is rich descriptive, non-numerical data. **C** and **D** are incorrect. The data is not secondary because it is not collected by a person other than the researcher.

Question 24 D

D is correct. Flavour is an overall perceptual experience produced by a combination of taste and other sensations such as temperature, smell and texture. **A**, **B** and **C** are incorrect. These options do not give a comprehensive description.

Question 25 D

D is correct. The colour of the cups interfered with the experiment, preventing the researchers from being able to determine that the brand of lemonade (independent variable) was responsible for the taste preference (dependent variable). Therefore, the colour of the cups was an extraneous variable that had not been controlled and became a confounding variable. **A**, **B** and **C** are incorrect. These options do not give the correct variable.

Question 26 B

B is correct. The four students are interacting and influencing each other as well as working together to achieve a common goal. **A** is incorrect. The number of people in the cheer squad is too large for the members to be able to successfully interact with each other. **C** is incorrect. Passengers on a bus would not be sharing a common goal or interacting with each other. **D** is incorrect. The people bidding at the auction are not interacting with each other.

Question 27 D

D is correct. The personal trainer has expert knowledge in the fields of fitness and nutrition and will be able to provide Leora with reliable information and guidance. **A** is incorrect. Coercive power is focused on giving out negative consequences in response to certain behaviours, which is not evidenced in this scenario. **B** is incorrect. Leora is a new member of this gym and has just started to work with the personal trainer, so it is unlikely that she is attempting to identify with the trainer or be like them. **C** is incorrect. The trainer is not distributing rewards as would occur with reward powers.

Question 28 C

C is correct. This type of covert bullying is often indirect and social in nature. **A** is incorrect. No physical contact is being made. **B** is incorrect. Brian's bullying behaviour is not in the form of name calling or insults spoken to Shae. **D** is incorrect. The bullying behaviour is not online in this scenario.

Question 29 A

A is correct. The affective component of an attitude is the emotional part of the attitude – in this case, Quentin’s love of the opera. **C** is incorrect. Quentin’s purchase of opera tickets is the behavioural component of the attitude, as it refers to his actions. **B** and **D** are incorrect. Quentin’s beliefs and thoughts are cognitive components, as they are ideas that Quentin has about the opera.

Question 30 C

C is correct. Quentin attending the opera is the behavioural part of his attitude, as it is an action that he undertakes. **A**, **B** and **D** are incorrect. Quentin’s understanding, knowledge and thoughts are part of the cognitive component of his attitude, as they refer to the way that he thinks about the opera.

Question 31 C

C is correct. Paul had formed an opinion that, because this customer was a doctor, she must be wealthy. This was based on the assumption that all doctors are wealthy. **A** and **B** are incorrect. Paul did not hold a negative attitude towards the customer and so was not prejudiced towards or discriminatory against her. **D** is incorrect. It is not known from the information given whether Paul perceived the customer to be in the same in-group as himself; that is, whether they belonged to the same social or financial group.

Question 32 C

C is correct. Person perception refers to the cognitive processes used to draw conclusions about the personal characteristics of other people. People who are physically attractive are often perceived to be more likable and to have more positive qualities. **A** is incorrect. Eye contact is an important part of non-verbal communication. Insufficient eye contact does not generally form a favourable first impression. **B** is incorrect. Staring intently is generally found to be intimidating, which would be unlikely to correspond with Hermione thinking that Sally is friendly. **D** is incorrect. Body language such as crossed arms generally does not send a positive message when forming first impressions.

Question 33 A

A is correct. Zimbardo investigated the influence of being assigned a particular role and the associated powers that came with that role on behaviours. **B** is incorrect. The sample was of male participants only, but this was not the focus of Zimbardo’s study. **C** and **D** are incorrect. Zimbardo was interested in studying how disempowered participants would change their behaviours according to their changed status, but he was also interested in the changed behaviours of those participants with more power.

Question 34 B

B is correct. Zimbardo used convenience sampling. He placed an advertisement in a newspaper and the participants who replied and were readily available were selected. No attempt was made to ensure the sample was representative of the target population. **A** is incorrect. If Zimbardo used random sampling, every person in the target population would have had the chance to be selected as a participant. **C** and **D** are incorrect. These sampling methods require that the target population be divided into groups. Participants from each group would then be selected using a technique that allows each person within the group to have an equal chance to be selected as a participant. Zimbardo did not seek to divide his target population into smaller groups.

Question 35 B

B is correct. Some participants experienced real pain and suffering during the experiment, breaching the no-harm principle. **A** is incorrect. The experiment could not have continued to the end of the scheduled time period without more harm being done to participants and thus had to be terminated. **C** is incorrect. All data from the experiment was encoded to uphold confidentiality. **D** is incorrect. Running the experiment in a real prison instead of a mock-prison environment would have prevented other variables from being controlled.

Question 36 D

D is correct. When other teachers refused to obey the authority figure's commands, the level of obedience among the participants dropped considerably. **A** is incorrect. The close proximity of the authority figure increased the obedience levels of participants. **B** is incorrect. Obedience would remain high due to group pressure from the other teachers who followed commands of the authority figure. **C** is incorrect. The authority figure was replaced by another legitimate authority figure, ensuring that the obedience levels of participants remained high.

Question 37 A

A is correct. Enzo has relied on the rest of his group to contribute more work than himself in order to achieve a high grade. **B** is incorrect. Enzo and the rest of his group did not change their behaviours for an authority figure. **C** is incorrect. No person in this scenario has changed their behaviours in order to fit in with the social requirements of the group. **D** is incorrect. A loss of personal identity within a group situation did not occur.

Question 38 C

C is correct. The term 'affective' refers to the emotional component of an attitude. There is no emotional component specified in Juanita's attitude in this scenario. **A** is incorrect. The cognitive component of Juanita's attitude refers to how she thinks about the current situation. Juanita has considered her study options and believes that studying Psychology at university will benefit her future career. **B** is incorrect. In this scenario, Juanita acts on her beliefs that studying Psychology will assist her with her planned future career as a guidance counsellor, indicating that a behavioural component is present in her attitude. **D** is incorrect. Although Juanita's behaviour has purpose, 'purposeful' is not a component of the tri-component model of attitudes.

Question 39 D

D is correct. Jamie was discriminated against because of his young age. **A** and **B** are incorrect. Jamie was not being discriminated against because of his sex or race. **C** is incorrect. There is no indication of Jamie not being given the job because he is in a different social class.

Question 40 A

A is correct. It is likely that the protesters experienced a loss of their individuality and, through their feeling of anonymity within the group, behaved in anti-social manner. **B** is incorrect. It is highly unlikely that all members of the group protest would have been diagnosed with mental illnesses. **C** is incorrect. If social loafing had dominated, the protester's active behaviours would have declined. **D** is incorrect. It is not known from the information given if there was an authority figure present.

SECTION B**Question 1** (2 marks)**Nerve:** optic nerve

1 mark

Lobe of the brain: occipital lobe

1 mark

Question 2 (3 marks)

Camouflage makes use of the Gestalt principle figure–ground.

1 mark

The contour line between the chameleon and its background, such as the trunk of a tree, would not be obvious due to the chameleon altering the colouration of its skin to match the colour of the tree.

1 mark

Therefore, the chameleon would not stand out as a figure against a contrasting background, enabling it to be camouflaged and not easily seen by predators.

1 mark

Question 3 (3 marks)*For example:*

Shape constancy can be explained using the example of a person moving past a clock hanging on the wall, and seeing the round clock face from different angles.

1 mark

Despite the shape of the clock changing on the retina depending on the angle at which the person views it (for example, as an oval from the side), they perceive the clock as maintaining its circular shape.

1 mark

This phenomenon, known as shape constancy, allows us to perceive objects as having the same shape when seen from different angles, thus enabling us to see the world as being in a constant state.

1 mark

Question 4 (2 marks)*For example, any two of:*

- The genes that we inherit can influence our sensitivity towards the chemicals in foods that give them their tastes. Hence, genes can influence preferred tastes for certain foods.
- As we age, our taste receptors decrease in number and we become less sensitive to taste than when we were younger.
- As we age, our sense of smell deteriorates and we become less sensitive to taste than when we were younger.
- Some people are born with a very low number of taste receptors (non-tasters).
- Some people are born with a very high number of taste receptors (supertasters).

2 marks

1 mark for each biological factor correctly outlined.

Question 5 (4 marks)

The Ames room illusion is based on a room that is trapezium-shaped and longer and higher on one side than the other, so Bethany would need to build a set that replicates these dimensions. 1 mark

In the Ames room illusion, a viewer looks at the room through a peephole so that only monocular cues are used, and the room appears to be rectangular with normal ceiling height. Filming the scene through the camera lens gives a view that is restricted and similar to that of looking through the peephole. 1 mark

When Jeremiah moves from the part of the room where the ceiling-to-floor height is normal, to the other part of the room where the ceiling and floor slope towards each other, he will appear to grow larger in size. 1 mark

Question 6 (2 marks)

Synaesthesia is a perceptual experience in which stimulation of one sense involuntarily produces additional experiences in another sense. 1 mark

The condition does not always involve visual perception as it can occur with hearing and taste perceptions as well. For example, some individuals with synaesthesia experience a certain taste when they hear a particular sound or musical note. Hence, Miguel's definition was incorrect. 1 mark

Question 7 (4 marks)

Internal attribution is when the cause of the behaviour is inferred to be due to personal factors of the individual exhibiting the behaviour, 1 mark

whereas external attribution is when the cause of the behaviour is inferred to be due to situational factors. 1 mark

The scenario contains both kinds of attribution. Neesha's mother has used internal attribution to infer that Neesha has dropped the ball due to her being unwell and therefore having decreased energy levels. 1 mark

Neesha has used external attribution to infer that she dropped the ball due to her teammate Elba not throwing it to her correctly. 1 mark

Question 8 (3 marks)

a. Joan identifies with being part of the in-group of Cockatoos football club supporters. To her, Galahs football club supporters form an out-group, which she views negatively. 1 mark

She has demonstrated this prejudice by stereotyping all Galahs supporters, stating they are opinionated and arrogant. 1 mark

b. Joan has shown discriminatory behaviours by claiming that Galahs footballers are dirty players and engaging in a heated argument with supporters of the Galahs football team. 1 mark

Question 9 (12 marks)

a. A confederate is an individual who appears to be a participant in an experiment but is actually part of the research team. 1 mark

Confederates were necessary in this experiment in order for deception to be used. Without deception, the results would not have been accurate or realistic. 1 mark

b. size of the group 1 mark

c. level of conformity 1 mark

d. *For example:*

It is predicted that among Australians (population), conformity will increase as the group size (independent variable) increases to four participants but will not increase any further (dependent variable). As the group increases in size past four participants, conformity will not continue to increase.

3 marks

1 mark for the population.

1 mark for the independent variable.

1 mark for the dependent variable.

Note: The direction of the relationship between the independent variable and dependent variable should be clear.

e. stratified sampling

1 mark

f. *For example, any one of:*

- **Factor:** Unanimity

Expected result: When there is complete agreement among the group members as to what the answer is then conformity would increase.

- **Factor:** Informational influence

Expected result: When a member of the group is perceived to have more information or knowledge then conformity would increase.

- **Factor:** Culture

Expected result: Individuals from a collectivist culture would show more conformity than those from an individualistic culture.

2 marks

1 mark for the factor.

1 mark for the expected result.

g. Conformity is the tendency of an individual towards their thoughts, feelings or behaviour in ways that align with those of a particular individual or group, whereas obedience involves individuals following the demands of an authority figure. An authority figure does not need to be present when conformity occurs.

1 mark

1 mark

Question 10 (5 marks)

a. Dean's verbal comments and physics actions were ongoing.

1 mark

Dean appeared to wield more power than Josephine as she was new to the school and most likely had less social support than Dean, so an imbalance in power existed.

1 mark

b. *Any one of:*

- physical bullying
- verbal bullying

1 mark

c. *For example, any one of the following physical consequences:*

- fatigue
- disturbed sleep
- loss of appetite
- headaches
- gastrointestinal upsets

1 mark

For example, any one of the following psychological consequences:

- feeling unsafe at school
- feeling disconnected from or not liking school
- feeling lonely or isolated
- low self-esteem
- difficulties concentrating and learning
- anxiety
- depression

1 mark

Question 11 (10 marks)**Factors that initially prevented helping behaviour**

There are several different factors that could have initially prevented helping behaviour.

- **Situational factors**

If the other people in the train carriage were distracted by using noise-cancelling headphones, listening to music, sitting with their eyes closed, reading, using their phones or sleeping, they may not have noticed the situation. Hence, they would not have initially offered to help.

- **The bystander effect**

When a large group of people observe a situation such as this, the bystander effect may occur. In the bystander effect a **diffusion of responsibility** occurs, where the feeling of responsibility seems to be spread ('diffused') among the whole group. Consequently, each individual feels less responsible for helping than if they were alone. In this situation, the other train passengers may assume that someone else in the bystander group will take the responsibility of helping.

- **Audience inhibition**

When a group is present, some people may choose not to help because they do not want to embarrass themselves or feel foolish. This is known as audience inhibition. The other train passengers may have felt afraid that would appear foolish by intervening.

- **Cost–benefit analysis**

When appraising the situation between the two friends and the disorderly group, the other train passengers may undergo a cost–benefit analysis. This occurs when an individual compares the personal and social costs of helping others against the benefits gained by helping others. That is, the other train passengers may have calculated that by intervening they would be putting themselves at personal risk, outweighing the benefits gained from helping the two friends.

Factors that enabled eventual helping behaviour

Voluntary helping behaviour is a prosocial behaviour. There are a number of factors that could have enabled prosocial behaviour.

- **Situational factors**

The other train passengers would have to notice that an altercation was occurring between the two friends and the disorderly group. After noticing, they would have to interpret the situation and decide whether help was required or not. After hearing the abusive language and threats made by the disorderly group to the two friends who were seated and quiet, the first passenger to intervene concluded that the two friends were being threatened and needed help. Among the bystanders who were not involving themselves, this passenger decided to take responsibility.

- **Social norms**

Social norms are unwritten social rules and standards that inform us about our obligations to help others. Depending on the cultural background and upbringing of the first passenger to intervene, they may have felt more of an obligation to intervene and help the two friends. According to the social responsibility norm, they may have felt it was their social responsibility or civic duty to take action. Additionally, according to the reciprocity norm, they may have believed that if they were in a similar situation, that others would intervene and assist them.

- **Personal factors**

Personal factors associated with the first passenger to intervene may have also catalysed them to help the two friends. They may have a well-developed sense of empathy for others. Watching the two friends struggling in the situation may have made them feel distressed and concerned for their welfare. If this individual were a naturally positive person and if they also happened to have been in a particularly good mood that afternoon on the train, they would have been more inclined to help. They may have felt that they were competent to handle the situation or may have been trained in conflict resolution and negotiation or self-defence.

Marking guide*Very high (9–10 marks)*

The student has:

- provided a highly detailed explanation of the factors that prevented helping behaviour, including situational factors, the bystander effect, diffusion of responsibility, audience inhibition and cost–benefit analysis
- provided a highly detailed explanation of the factors that enabled helping behaviour, including situational factors, social norms and personal factors
- used appropriate psychological terminology
- referred to the passenger who initially intervened and the other passengers on the train.

High (7–8 marks)

The student has:

- provided a detailed explanation of the factors that prevented helping behaviour, including situational factors, the bystander effect, diffusion of responsibility, audience inhibition and cost–benefit analysis
- provided a detailed explanation of the factors that enabled helping behaviour, including situational factors, social norms and personal factors
- used appropriate psychological terminology
- referred to the passenger who initially intervened and the other passengers on the train.

Medium (5–6 marks)

The student has:

- provided an explanation of some of the factors that prevented helping behaviour, such as situational factors, the bystander effect, diffusion of responsibility, audience inhibition and cost–benefit analysis
- provided an explanation of the factors that enabled helping behaviour, including situational factors, social norms and personal factors
- used some appropriate psychological terminology.

Low (3–4 marks)

The student has:

- provided a limited explanation of the factors that prevented helping behaviour
- provided a limited explanation of the factors that enabled helping behaviour
- used some appropriate psychological terminology.

Very low (0–2 marks)

The student has made an attempt to address one of the following:

- a factor that prevented helping behaviour
- a factor that enabled helping behaviour