



## ATAR course examination, 2023

### Question/Answer booklet

# PSYCHOLOGY

Place one of your candidate identification labels in this box.  
Ensure the label is straight and within the lines of this box.

WA student number: In figures

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In words

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### Time allowed for this paper

Reading time before commencing work: ten minutes  
Working time: three hours

Number of additional  
answer booklets used  
(if applicable):

### Materials required/recommended for this paper

#### *To be provided by the supervisor*

This Question/Answer booklet

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: up to three calculators, which do not have the capacity to create or store programmes or text, are permitted in this ATAR course examination

### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.



## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Research methods	3	3	30	38	20
Section Two Short answer	7	7	90	89	55
Section Three Extended answer	2	2	60	58	25
<b>Total</b>					100

## Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2023: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
- Answer the questions according to the following instructions.
 

Sections One and Two: Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens. Wherever possible, confine your answer to the line spaces provided.

Section Three: Consists of two questions. You must answer both questions. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.
- You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.
- Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

See next page

**Section One: Research methods****20% (38 Marks)**

This section has **three** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 30 minutes.

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Question 1

(11 marks)

Fletcher created an experimental study where he asked one group of adults to eat 20 blueberries prior to sleep and the second group of adults not to eat anything in the hour before sleep. Both groups were asked to record the number of hours of sleep in a sleep journal.

- (a) State the dependent and independent variables within this study. (2 marks)

Dependent variable: \_\_\_\_\_

Independent variable: \_\_\_\_\_

- (b) Identify which group is the experimental group within the study. (1 mark)

\_\_\_\_\_  
\_\_\_\_\_

- (c) Clarify what is meant by a control group within an experimental study. (2 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- (d) Define the term 'uncontrolled variable'. (2 marks)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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When conducting the study, Fletch ensured he was following appropriate informed consent procedures.

- (e) Summarise how Fletch would have followed appropriate informed consent procedures. (4 marks)

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## Question 2

(13 marks)

Eshal was interested in exploring the relationship between personality traits and participation in team sports.

To investigate this, she decided to employ a non-experimental (descriptive) research method.

- (a) Define 'non-experimental research'. (1 mark)

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Eshal used a survey to collect data from 20 students in Year 12 at her school. Ten who played team sports, and 10 who did not. She used a five-point rating scale based on McCrae and Costa's model of personality. One indicating a low level of the trait and five indicating a high level.

The scores are given in the tables below.

Year 12 Team sports participant	Trait levels		
	Openness	Conscientiousness	Extraversion
1	3	4	3
2	2	5	4
3	3	3	2
4	3	3	5
5	1	2	5
6	1	5	1
7	1	4	3
8	2	5	2
9	5	5	2
10	2	1	3

Year 12 Non-sports participant	Openness	Conscientiousness	Extraversion
1	4	2	4
2	5	3	4
3	4	2	2
4	3	2	4
5	4	2	2
6	4	2	4
7	4	2	2
8	3	3	4
9	5	2	2
10	4	2	2

See next page

- (b) Calculate the mean score for openness for the Team sports participant group and record it in the table below. (1 mark)

Year 12 participants	Openness	Conscientiousness	Extraversion
Team sports		3.7	3.0
Non-team sports	4.0	2.2	3.0

- (c) (i) State the range for conscientiousness for the non-team sports participant group. (1 mark)

\_\_\_\_\_

In a later study, researchers observed a range of 10 for conscientiousness in team sports participants and a range of two for conscientiousness in non-team sports participants.

- (ii) Comparing the range values above, interpret what these scores indicate about conscientiousness in both groups. (2 marks)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- (d) Calculate the median score for extraversion for both groups. (2 marks)

Team sports group: \_\_\_\_\_

Non-team sports group: \_\_\_\_\_

- (e) Propose **two** reasons why the median could be a more useful measure of central tendency than the mean to analyse a data set. (2 marks)

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

- (f) State the type of data Eshal's survey collected. (2 marks)

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See next page

**Question 2** (continued)

- (g) Describe **one** disadvantage with using the type of data Eshal's survey collected. (2 marks)

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**Question 3****(14 marks)**

Bert is an older man living on the West Coast of Australia who read an interesting study on the behaviour of magpies on the East Coast of Australia. This study recounted a story of a young girl who befriended a tribe of magpies by feeding them a variety of foods. Bert began planning a study to see if his local magpies would behave in a similar way and become his friend if he fed them in his suburban front yard.

- (a) List **three** steps associated with planning psychological research. (3 marks)

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

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**Question 3** (continued)

A high-quality research design will consider the practical issues associated with collecting data. Practical issues are those elements of the research design that can impact upon the realistic conduct of the research or the standardisation of procedures between participants.

(b) Deduce **one** practical consideration Bert would have to address in his study design for each of the elements below.

(i) Subject sampling (2 marks)

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(ii) Data collection method (2 marks)

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(iii) Procedure (2 marks)

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(c) Define 'reliability' in research by applying the concept to Bert's study. (2 marks)

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To provide a result that can be generalisable, a research design should have a high degree of validity.

- (d) Argue whether Bert's study is likely to have high or low levels of validity, giving **two** reasons for your response. (3 marks)

Level of validity: \_\_\_\_\_

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

**End of Section One**

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**Section Two: Short answer**

**55% (89 Marks)**

This section has **seven** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

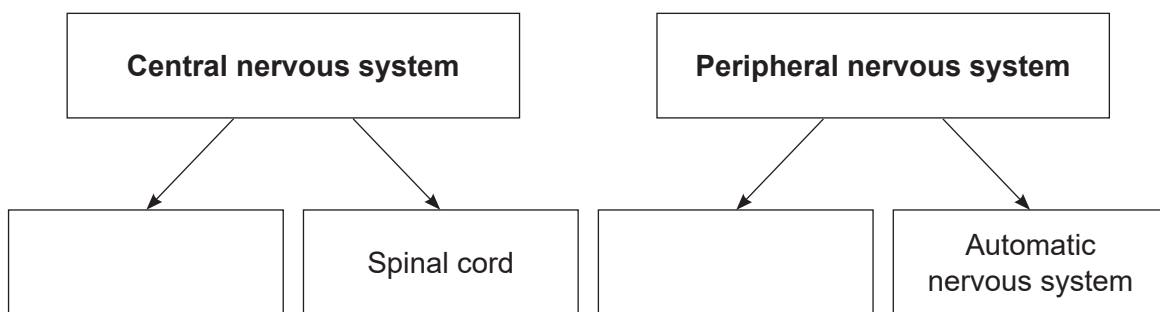
Suggested working time: 90 minutes.

**Question 4**

**(11 marks)**

The human nervous system can be organised into many different divisions based on structure and function. The two broadest categories are the central and peripheral nervous systems.

- (a) Name the missing divisions in the diagram below. (2 marks)



The autonomic division of the nervous system is organised into the sympathetic and parasympathetic pathways.

- (b) Compare the sympathetic and parasympathetic divisions of the nervous system. (3 marks)

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(c) State whether the sympathetic or parasympathetic nervous system is most active during the following activities.

(i) Listening to quiet music before bed. (1 mark)

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(ii) After eating a large lunch with friends. (1 mark)

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(iii) Being trapped in a locked room with a wasp. (1 mark)

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Agung is walking at night and is startled by a cat who suddenly jumps into his path.

(d) Compare the processes of the sympathetic nervous system with the processes of adrenaline. (3 marks)

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Question 5

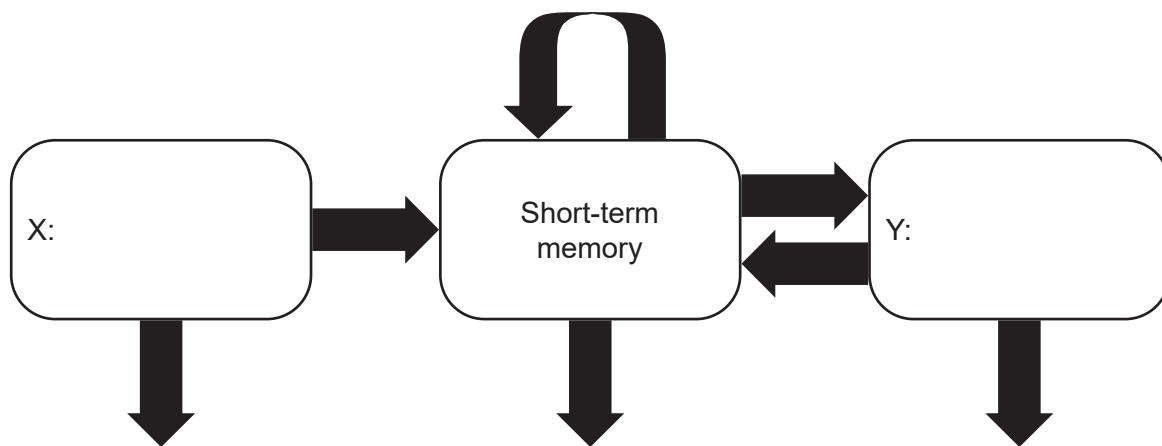
(10 marks)

- (a) Name the researchers who devised the multi store model of memory. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

- (b) Label the **two** sections, marked X and Y, of the multi store model on the diagram below. (2 marks)



- (c) State both the duration and capacity of your response to X in part (b). (2 marks)

Duration: \_\_\_\_\_

Capacity: \_\_\_\_\_

In 1974 Baddeley and Hitch devised the working memory model as an alternative model for the short-term memory store.

- (d) Contrast **two** different aspects of short-term memory and working memory. (4 marks)

One: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Question 6****(14 marks)**

- (a) Define what is meant by the term 'attachment' in psychology. (2 marks)

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One key theorist of attachment documented a number of studies with rhesus monkeys.

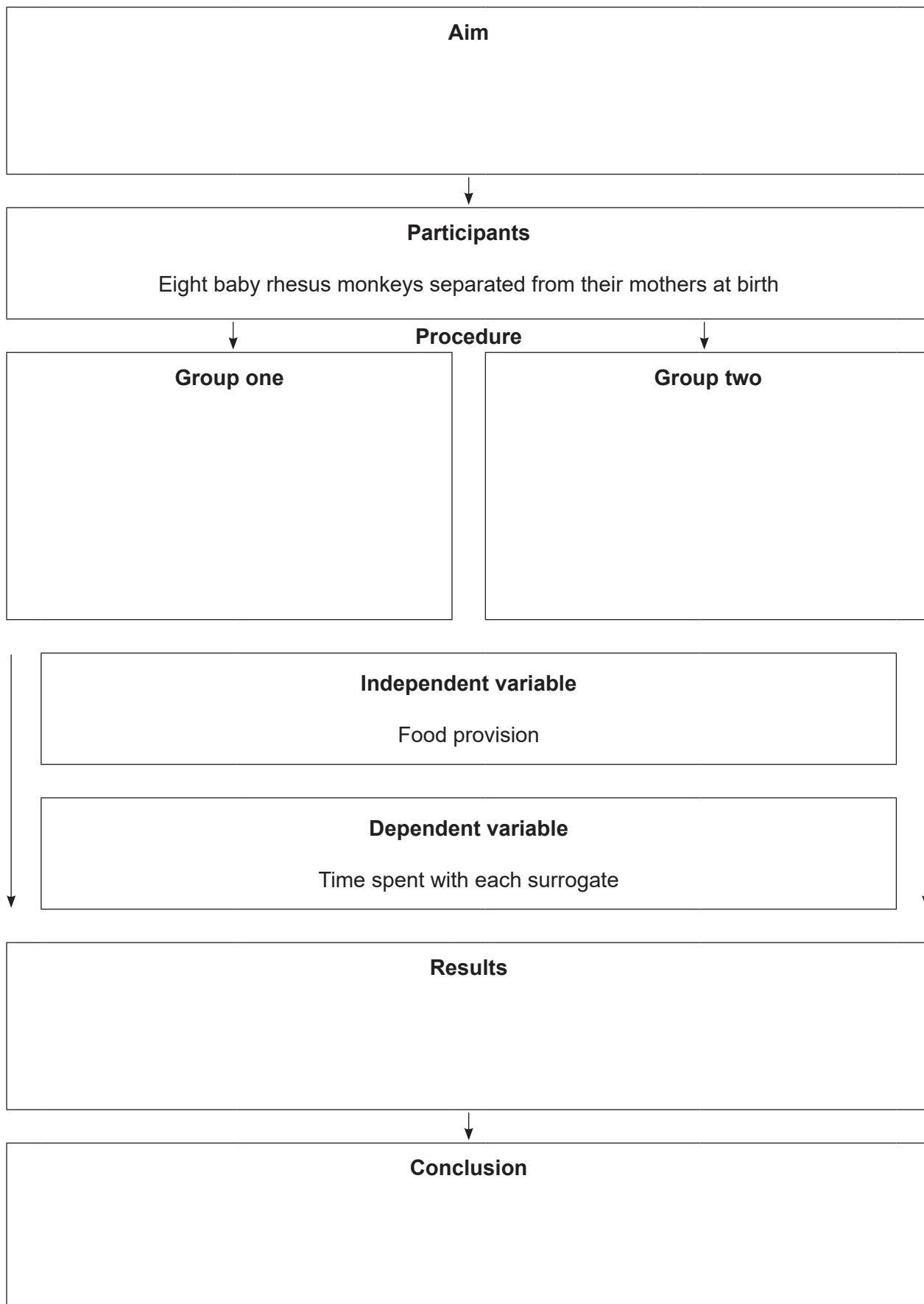
- (b) State the name of this theorist. (1 mark)

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**Question 6** (continued)

(c) Complete the flow chart below relating to the study with rhesus monkeys. (5 marks)



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While this study was completed with monkeys, generalisations were made about attachment between mother and child in humans.

- (d) Apply your understanding of this study to state **one** generalisation about human attachment. (1 mark)

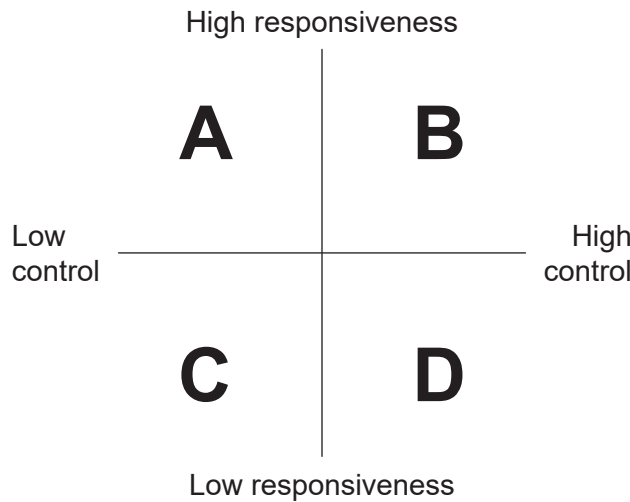
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Studies like this also contribute to further research about attachment and parenting. Diana Baumrind is one of the key theorists interested in styles of parenting and suggested there were four parenting styles that could be described using two dimensions; responsiveness and control.

- (e) Complete the table that follows identifying the **two** indicated parenting styles from the quadrant below. (2 marks)



Quadrant label	Parenting style
<b>B</b>	
<b>D</b>	

- (f) Compare the parenting styles of quadrant A with those of a parent in quadrant C. (3 marks)

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Question 7

(10 marks)

Communication style refers to the social and cultural aspects of language and includes accents, vocabulary, grammar and is impacted upon by gender, socioeconomic background and culture.

- (a) Complete the table below by defining the following terms. (2 marks)

Style component	Definition
Accent	
Vocabulary	A sum or stock of words (employed by a language, group, individual, or in a field of knowledge)/group of words a person knows
Grammar	

In her 1990 book, *'You Just Don't Understand'*, Deborah Tannen identified two styles of communication.

- (b) State the **two** styles of communication identified by Tannen. (2 marks)

One: \_\_\_\_\_

Two: \_\_\_\_\_

Tannen gave the example of joke telling as the more masculine style of communication.

- (c) Identify **one** other example of a more masculine style of communication and justify why it is more likely to be used by men. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As well as gender differences in the relational purpose of communication, research suggests that women tend to use more indirect requests. A request, such as “would you mind passing the salt please” instead of “please pass the salt” is considered to be indirect.

- (d) Using your understanding of the gender differences in communication style, present an argument for why an indirect request may be seen as a more feminine style of communication. (4 marks)

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Question 8

(18 marks)

(a) Summarise Erikson's stage theory of identity.

(5 marks)

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Jun is seven years old. His father, Lut, is 47.

(b) Complete the following tables on pages 20 and 21 identifying which crisis of Erikson's stages best applies to these two males. In your response outline the crisis and **two** possible outcomes of the crisis.

(8 marks)

Person	Identification of crisis	Outline and two possible outcomes of crisis
Jun		Outline of crisis:
		Outcome 1:
		Outcome 2:

See next page

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Person	Identification of crisis	Outline and two possible outcomes of crisis
<p style="text-align: center;"><b>Lut</b></p>		Outline of crisis:
		Outcome 1:
		Outcome 2:

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Lut also has a young daughter, Sha, who is two.

- (c) Using Erikson's stage theory of identity, propose what Lut has to do, as a father, to help Sha resolve her crisis positively. (3 marks)

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- (d) Describe **one** specific example of how Lut can support Sha in overcoming her crisis. (2 marks)

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Question 9

(13 marks)

Oisin was a student who had lived in a small country town, Higus, for his whole life. He attended a small school of around 200 students and was a student counsellor. He had the opportunity to go on student exchange and moved to Tokyo to attend school for a year. At first Oisin felt very unsettled and missed the close group of friends he had known his whole life, his Australian Football League (AFL) and surf lifesaving clubs, and his small school environment.

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- (a) Outline each of these elements as they contribute to a sense of community. (4 marks)

Membership:

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Integration and fulfilment of needs:

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Influence:

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Shared emotional connection:

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- (b) Identify the **five** attributes of membership. (5 marks)

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

Four: \_\_\_\_\_

Five: \_\_\_\_\_

- (c) Describe how 'integration and fulfilment of needs' and 'influence' contributed to Oisín feeling a sense of community while living in Higus. (4 marks)

Integration and fulfilment of needs:

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Influence:

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Question 10

(13 marks)

Individuals react differently when exposed to the same event.

- (a) Define 'stress'. (2 marks)

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- (b) Contrast stress and trauma. (2 marks)

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- (c) Identify the **three** event characteristics that contribute to stress. (3 marks)

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

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Holmes and Rahe (1967) developed the Social Readjustment Rating Scale by surveying 394 people asking them to rate a series of life events on how stressful they found them.

- (d) Using the **three** event characteristics identified in part (c) that contribute to stress, account for why changing to a different line of work could be considered stressful. (6 marks)

One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Three: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**End of Section Two**

**See next page**

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**Section Three: Extended answer****25% (58 Marks)**

Section Three consists of **two** questions. You must answer **both** questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

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Write your answer to Question 11 on pages 27 to 31. When you have answered this question, turn to page 32 for Question 12 and write your answer on the pages that follow.

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**Question 11****(29 marks)**

Siblings Clarissa, 16, and Sabiya, 17, are arguing over who needs to stay home on Friday night to look after their younger sister Una.

Clarissa has her best friend Henny's birthday dinner on Friday night, while Sabiya has her second shift at her new job. In an effort to improve the sisters' conflict resolutions skills, their father explained if the sisters discussed each other's needs and motivation they may reach a win-win solution and then he left them alone to resolve the conflict.

The sisters began discussing the issue, presenting their own points of view and seeking a middle ground solution. It became clear, however, that Sabiya had volunteered to pick up the extra shift, even though she knew Una needed babysitting on Friday.

The discussion finished abruptly with Clarissa getting angry and recounting how Sabiya had been rude to Henny the last two times she came to a family dinner when the rest of the family had been friendly. Sabiya also ignores Henny at school. Clarissa attributed Sabiya picking up the extra shift to her dislike of Henny and left the room.

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- identify and explain the conflict resolution technique the girls used, and identify and explain **one** suitable alternative (6 marks)
- name, describe and evaluate the **three** types of solutions to resolve conflict the girls could have reached (12 marks)
- explain, using Kelley's covariation model, why Clarissa made an internal attribution for Sabiya's extra shift at work (7 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

**See next page**











## Question 12

(29 marks)

Diiz has moved to a new town and is trying to find groups to belong to. He feels he is reasonably environmental and has found an arm of Greenpeace in town. This is the first time Diiz has joined an environmental group. He volunteers to organise regular sea clean ups, and notices he gets angrier at the level of pollution than he did before, yelling at an old man who did not take his picnic rubbish off the beach. Diiz notices the different ways he conforms within the group and how he tends to obey the president of the group.

Using your understanding of social psychology and the influence of groups on behaviour, explain how joining the Greenpeace group impacts Diiz's behaviour.

In your answer you must:

- define 'group' (2 marks)
- explain group polarisation and how Diiz joining Greenpeace would have influenced him (4 marks)
- outline the **two** different ways Diiz may be influenced by conformity, describing **one** key study of conformity (identify theorist, outline method and results) (9 marks)
- explain why Diiz obeys the president by defining obedience and describe **one** key study of obedience (identify theorist, outline method and results) (10 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

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## ACKNOWLEDGEMENTS

- Question 6** Flow chart adapted from: Grivas, J., & Carter, L. (2005). *Psychology For the VCE Student. (Units 1 and 2)* (4th ed.). John Wiley & Sons Australia Ltd, p. 42, fig. 2.8.
- Question 7** Adapted from: Merriam-Webster. (n.d.). *Vocabulary* [Definition]. Retrieved May, 2023, from <https://www.merriam-webster.com/dictionary/vocabulary>
- Question 9** Paragraph 2 adapted from: Smith, J. K. (2010). *Sense of Community and Neighborhood Design: A Comparative Case Study of Four Arroyo Grande Neighborhoods*. [Master's thesis, California Polytechnic University] p. 5. Retrieved May, 2023, from <https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1323&context=theses>
- Question 9(a)(c)** Information from: Smith, J. K. (2010). *Sense of Community and Neighborhood Design: A Comparative Case Study of Four Arroyo Grande Neighborhoods*. [Master's thesis, California Polytechnic University] p. 5. Retrieved May, 2023, from <https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1323&context=theses>
- Question 10** Information from: Holmes, T. H., & Rahe, R. H. (1967). The Social Readjustment Rating Scale. *Journal of Psychosomatic Research, Volume 11* (2), pp. 213–218. Retrieved May, 2023, from [https://doi.org/10.1016/0022-3999\(67\)90010-4](https://doi.org/10.1016/0022-3999(67)90010-4)

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