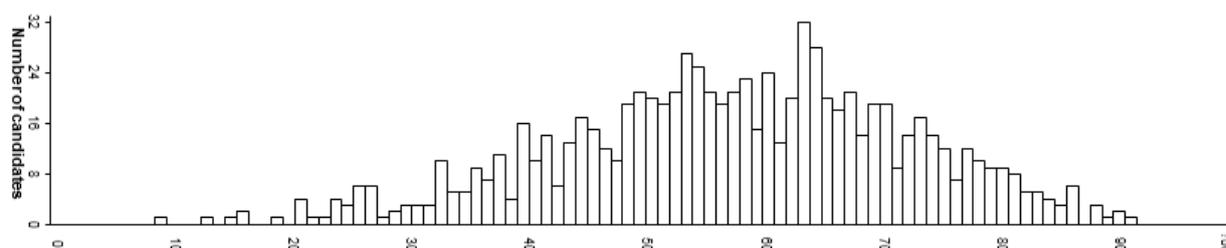




## Summary report for candidates on the 2014 WACE examination in Psychology Stage 3

Year	Number who sat	Number of absentees
2014	837	18
2013	952	13
2012	857	20

### Examination score distribution



### Summary

The examination had a mean of 57.81%. Candidate scores for the examination ranged from a minimum of 9.09% to a maximum of 92.46%. The standard deviation was 14.86%. The section means were: Section One: Research methods 62.03%; Section Two: Short answer 62.06% and Section Three: Extended answer 45.43%.

### General comments

Questions focussed on areas of the syllabus that had not been examined within the past two years. More questions were included than previous years in response to feedback that previous examinations may not have required the full three hours to complete and were limited in the components of the syllabus that were included.

Some candidates demonstrated accurate and comprehensive knowledge of the syllabus content, used appropriate psychological terminology, included detailed examples of psychological theories and research to support their responses, and were able to apply psychological knowledge to real-world behaviour. They also provided specific responses contextualised to the example/scenario provided in the question, demonstrating flexible application of their knowledge rather than generalised, possibly rote-learned responses. In contrast, many candidates left a number of questions unanswered, provided brief or irrelevant responses that may have been pre-prepared for a different question, and used lay or colloquial language.

### Advice for candidates

- You are expected to demonstrate your knowledge of the syllabus and use appropriate psychological terminology rather than provide responses that appear to draw upon common knowledge and use lay or colloquial language. Responses that demonstrate racism, sexism, or discrimination against other groups in society are unacceptable.
- Please read the question carefully and answer according to what type of response is required (e.g., list, outline, explain). Some questions may be answerable with a rote learned or general response (e.g., a definition) however many questions will require adaptation of knowledge to a specific scenario or example.
- Use the number of marks as a guide to the depth of content required for a response.
- Examination questions may be used as a guide to the types of questions that may be asked. However, preparation of responses to previous examination questions is not recommended.