



ATAR course examination, 2019

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

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: non-programmable calculators approved for use in this 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	6	6	90	100	55
Section Three Extended answer	2	2	60	56	25
Total					100

Instructions to candidates

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2019*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.
- Answer the questions according to the following instructions.

Sections One and Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answer to the line spaces provided.

Section Three: Consists of two questions. You must answer both questions.
- 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

(13 marks)

At a university, 40 first year psychology students participated in a study examining the effects of loud music on typing accuracy. Students were given a typing test to complete, with 20 students listening to loud music through headphones and 20 students without music.

At the end of the test, the total number of mistakes was calculated for each condition.

- (a) (i) Identify the independent variable in this study. (1 mark)

- (ii) Identify the dependent variable in this study. (1 mark)

- (iii) Identify **two** uncontrolled variables in relation to the participants in this study. (2 marks)

One: _____

Two: _____

- (b) Write an operational hypothesis for this study. (4 marks)

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The psychology students were asked to write a report that outlined information about the sample and population.

- (c) How do sample and population differ? (2 marks)

After completing the study, participants were asked to fill out a short, fixed-response (ranging from strongly agree to strongly disagree) questionnaire about how important they thought music was to different aspects of their lives.

- (d) (i) Name this type of subjective quantitative measure. (1 mark)

- (ii) State **one** advantage and **one** disadvantage of using this type of subjective quantitative measure. (2 marks)

Advantage: _____

Disadvantage: _____

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Question 2

(12 marks)

Nena conducted a series of semi-structured interviews with 20 Year 12 students to find out their opinions about changing the legal drinking age.

- (a) (i) What kind of method of data collection has Nena used? (1 mark)

Circle: Qualitative OR Quantitative

- (ii) Give **one** reason for your response. (1 mark)

- (b) Compare qualitative and quantitative methods of data collection in the table below. (4 marks)

Method of data collection	Type of data collected	Advantage of data collection method
Qualitative		
Quantitative		

- (c) State **one** alternative method of data collection Nena could have used for this study. (1 mark)

In addition to conducting her interviews, Nena had the students complete a survey asking them what age they thought drinking should be legalised. The raw data for the 20 participants was:

17, 17, 16, 18, 19, 20, 16, 15, 22, 21, 20, 19, 18, 17, 18, 18, 20, 21, 18, 19.

- (d) Create a frequency table based on this data in the space below. (5 marks)

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Question 3

(13 marks)

Researchers wanted to investigate the effect of eating chocolate on reaction times using a computerised test. Fifty-five participants volunteered to take part in the study. The first 30 participants to respond were allocated to the experimental group and the second 25 to respond were allocated to the control group. The experimental group was given 100 g of chocolate to eat before taking the computerised test. The control group was given nothing to eat prior to taking the computerised test.

The results were collected and analysed. The statistical significance of the difference between the reaction time scores of the two groups was found to be $p > 0.05$.

- (a) What is the role of probability as used in psychological research? (1 mark)

The researchers had hypothesised that eating 100 g of chocolate before attempting a computerised test would result in faster reaction times.

- (b) Explain the conclusion that could be drawn from the results of this study. (3 marks)

- (c) State **two** sources of error in the research design and **one** way of reducing each source of error. (4 marks)

Source of error	Way of reducing the source of error

Following the initial study, new correlational research about the effect of eating chocolate on reaction times was conducted.

- (d) Name and describe the variables used in correlational studies. (2 marks)

Results from this further research show a strong positive correlation ($r = 0.8$) between eating chocolate and reaction times.

- (e) (i) What is **one** conclusion that can be drawn from this new correlational research? (1 mark)

- (ii) Explain how the conclusions drawn from this research would be different from those drawn from the original experiment. (2 marks)

End of Section One

See next page

Section Two: Short answer

55% (100 Marks)

This section has **six** 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

(14 marks)

- (a) (i) Name the **two** components of the central nervous system. (2 marks)

One: _____

Two: _____

- (ii) State the functions of the central nervous system and peripheral nervous system. (2 marks)

	Function
Central nervous system	
Peripheral nervous system	

Simon is walking home from work late one evening. He hears footsteps coming up close behind him which causes him to feel scared.

- (b) (i) What is the role of the sympathetic nervous system in this situation? (1 mark)

- (ii) State **three** physiological changes Simon's sympathetic nervous system would initiate in this situation. (3 marks)

One: _____

Two: _____

Three: _____

As Simon continues walking, the footsteps stop as the person behind him turns down another street. He no longer feels scared.

- (iii) What is the role of the parasympathetic nervous system in this situation? (1 mark)

Jill is a 25-year-old and decides to go out to a night-club with her friends. After a few hours, Jill's friends notice her acting strangely. She starts babbling about how everyone should get out of the mud now because lizards in golf shoes are coming to eat them. She becomes agitated and panicky as she tells her friends about what is happening. They suspect she has taken some kind of drug.

- (c) (i) Define the term 'psychoactive drug'. (2 marks)

- (ii) What class of psychoactive drug is likely to be causing Jill's strange behaviour? (1 mark)

- (iii) Justify your answer for part (c)(ii) using evidence from the scenario. (2 marks)

Question 5

(19 marks)

- (a) Define the term 'personality'. (1 mark)

There are many different theories of personality.

- (b) Identify **two** key concepts of the trait theories of personality. (2 marks)

One: _____

Two: _____

- (c) List **two** similarities between the humanistic personality theories developed by Rogers and Maslow. (2 marks)

One: _____

Two: _____

- (d) Name the personality theory type proposed by both Mischel and Bandura. (1 mark)

- (e) Outline the **two** overarching ideas of the personality theory type proposed by Mischel and Bandura. (2 marks)

One: _____

Two: _____

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Bandura coined the term 'self-efficacy' when developing his personality theory.

- (f) Explain this term within the context of Bandura's theory. (3 marks)

- (g) Explain the concept of 'personality signatures' in Mischel's personality theory. (2 marks)

Mischel's theory was based on the idea that an individual's personality relied on five person/individual variables.

- (h) Name and describe **three** of these variables. (6 marks)

One: _____

Two: _____

Three: _____

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Question 6

(18 marks)

Jos is known by others as a risk-taker who enjoys dangerous sports; especially those involving high speeds, such as motor racing. He has had several minor accidents when driving on local roads. While driving close to home with his two closest friends (who are known to be very careful people), he is involved in a car accident in which no-one is hurt. His friends attribute the accident to his risk-taking behaviour.

- (a) Explain this attribution according to Heider's theory. (2 marks)

Kelley identified **three** covariant components that affect attribution.

- (b) Name and outline how each of these components can be applied to his friends' explanation for his accident. (6 marks)

One: _____

Two: _____

Three: _____

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- (c) Identify **one** key similarity and **one** key difference between Heider’s and Kelley’s attribution theories. (2 marks)

Similarity: _____

Difference: _____

When the police investigate the accident, it is found that Jos was not the cause of the accident and was complying with all road rules. His friends struggle to accept that this is true.

- (d) Name and describe the key concept of the social psychology theory proposed by Leon Festinger. (2 marks)

- (e) Apply Festinger’s theory to explain why Jos’s friends struggle to accept the findings of the police report. (2 marks)

- (f) Refer to Festinger’s theory to explain **two** ways in which Jos’s friends could accept the report’s findings. (4 marks)

One: _____

Two: _____

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Question 7

(16 marks)

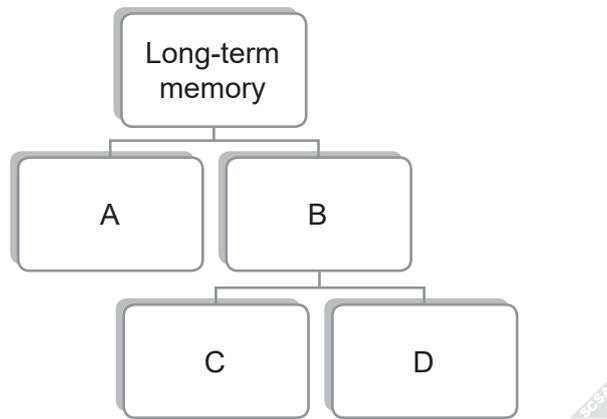
- (a) What does the term ‘encoding’ mean in relation to memory? (1 mark)

Andreas is in Year 5 and is struggling with his least favourite subject – mathematics. Even though he learnt his multiplication tables in Year 3, he keeps confusing multiplication with his fraction work that he has learnt in class recently.

- (b) Name the type of forgetting Andreas is experiencing. (1 mark)

Keeley is an expert cellist. She has been performing since she was six and studied music theory from age 10 through to university, graduating with a masters degree in music (cello).

- (c) An unlabelled diagram below shows the divisions of long-term memory (LTM). Complete the table below by naming the types and subtypes of LTM referred to by A, B, C and D and describing how each contributes to Keeley’s cello playing. (8 marks)



Divisions of long-term memory

Type of LTM	Subtype of LTM	Application to Keeley
A		
B		
	C	
	D	

See next page

- (d) Name and describe briefly the **three** main ways in which memory researchers measure how much information people remember. (6 marks)

One: _____

Two: _____

Three: _____

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Question 8

(16 marks)

- (a) Which aspect of human development was the focus of Piaget’s developmental theory? (1 mark)

- (b) (i) Define ‘assimilation’ according to Piaget’s theory. (1 mark)

- (ii) Define ‘accommodation’ according to Piaget’s theory. (1 mark)

Piaget believed that humans progress through four stages of development.

- (c) Complete the table below for Stages 2 and 4. (6 marks)

Stage	Stage name	Age range	Characteristic/s
2			
4			

Erikson’s theory of identity is a lifespan theory based on a series of psychosocial crises.

- (d) Define the term ‘psychosocial’ as used by Erikson. (3 marks)

Nefu is a 23-year-old. So far she has successfully resolved each psychosocial crisis as defined by Erikson.

- (e) (i) Name the stage and crisis Nefu has now reached. (2 marks)

- (ii) Identify the **two** ways in which this crisis might be resolved. (2 marks)

One: _____

Two: _____

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See next page

Question 9

(17 marks)

- (a) Define what is meant by 'communication style'. (1 mark)

- (b) Other than accents, list **two** aspects of language that are affected by our communication style. (2 marks)

One: _____

Two: _____

- (c) Describe the 'restricted code' as proposed by Bernstein. (2 marks)

- (d) State the key idea behind Chomsky's theory of language development. (1 mark)

According to Chomsky's theory, the Language Acquisition Device plays a role in language development.

- (e) Explain the concept of the Language Acquisition Device. (3 marks)

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The Language Acquisition Device relies on the concept of grammatical rules, both surface structure and deep structure.

- (f) Explain the difference between these two types of grammatical rules. (2 marks)

When it comes to persuasive communication, we must consider three main features: the source of the message, the nature of the communication and the characteristics of the audience.

- (g) Explain **two** different aspects of 'the source of the message' that increase the likelihood of someone paying attention to the message. (4 marks)

One: _____

Two: _____

'Nature of the communication' may include the medium (e.g. television, radio, newspaper) used to convey the message.

- (h) Give an example of how the medium used can increase a person's motivation to pay attention to the message. (2 marks)

End of Section Two

See next page

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Section Three: Extended answer**25% (56 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.

Write your answer to Question 10 on pages 23–28. When you have answered this question, turn to page 30 for Question 11 and write your answer on pages 31–36.

Question 10**(28 marks)**

Patna is 10 years old. She has joined her local sports team and her behaviour is causing a great deal of concern among parents. Patna demonstrates increasingly aggressive behaviour when she or the other children make a mistake. She does not participate in bonding activities with her team members and does not demonstrate any affection for them. Recently, when one of the team was injured during a game, Patna simply walked away while the other children rushed to help their team mate. This was notable because Patna was closest to the injured child.

John Bowlby was a theorist who explained the importance of attachment in the socialisation process. Use your knowledge of Bowlby's theory of attachment to demonstrate your understanding of the socialisation processes observed within families and how these might relate to Patna's behaviour.

In addition, use your knowledge of parenting styles to explain how Patna's parents might address her behaviour.

In your answer refer to the above scenario, making sure you:

- define the psychological terms 'socialisation' and 'attachment'
- describe Bowlby's theory of attachment
- explain how Bowlby describes the contribution of attachment to the socialisation process and refer to the relevant model
- use Bowlby's theory to explain Patna's behaviour. Illustrate your explanation with **one** example from the scenario
- name and explain the **three** parenting styles identified in the Psychology syllabus
- outline how a parent from each style would deal with Patna's behaviour.

See next page

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See next page

Question 11

(28 marks)

Rotan is located within a mountainous region and is known for its highly-successful hiking industry. It is a close community in which members are valued and expected to contribute to the economy and social life. Community members refer to themselves as 'Rotan' and many families have lived there for many generations.

Rotan use a local dialect of the national language that only they understand. All children attend the community school and all adults contribute to community through paid or voluntary work.

The community meets regularly in a central building where all members speak freely about their feelings and concerns. Meetings have proved successful in solving problems and membership badges have been introduced to ensure only Rotan contribute to the discussion. In addition, the hall is the location for all major celebrations including 'Mitar'; a significant cultural ritual attended by the whole community.

One day, the Rotan received news that a group of teenagers from the local athletics team had disappeared on a hike. This was especially worrying as major seasonal storms were forecast and two of the teenagers had severe health conditions that required regular medication.

The team members' backpacks, containing all food and water supplies, were discovered at the base of the most difficult hiking trail and the local community did not have the resources to conduct a rescue in such treacherous conditions. Both the army and a specialised international hiking rescue squad were called in by the Community Council and all Rotan participated in the rescue effort in whatever ways they could.

Due to the dangers associated with the rescue, the teenagers were not found for four days and it took a further seven days to extract the group. The rescue was a complete success with no loss of life.

McMillan and Chavis developed a model to explain 'sense of community' and other psychologists have been interested in how significant events can affect a community and individuals within it.

Using the above scenario, write an extended answer that:

- defines 'sense of community' according to McMillan and Chavis
- defines and describes 'membership' and 'shared emotional connection' within the McMillan and Chavis model
- names and describes the event characteristics that contribute to stress in individuals and communities identified in the Psychology syllabus
- applies the scenario to illustrate understanding of membership and shared emotional connection (McMillan and Chavis) and the event characteristics that contribute to stress in individuals and the community.

End of questions

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Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
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