



ATAR course examination, 2017

Question/Answer booklet

PSYCHOLOGY

Please place your student identification label in this box

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

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

Number of additional
answer booklets used
(if applicable):

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	2	2	30	36	20
Section Two Short answer	8	8	90	89	55
Section Three Extended answer	2	2	60	56	25
				Total	100

Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2017*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer booklet.
3. 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.
4. Supplementary pages for the use of planning/continuing your answer to a question have been 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.

Section One: Research methods**20% (36 Marks)**

This section has **two (2)** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been 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.

Question 1**(17 marks)**

Two groups of psychology students planned to study optimism in young people. One group planned to use a quantitative measure and the other group a qualitative method of data collection.

- (a) Name the type of subjective quantitative measure shown below. (1 mark)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I always look for the positive in any situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- (b) Name and describe **one** example of a qualitative method that could be used in this research. (3 marks)

- (c) Outline **two** advantages of using a quantitative measure. (2 marks)

One: _____

Two: _____

See next page

Question 1 (continued)

- (d) Outline **two** advantages of using a qualitative method. (2 marks)

One: _____

Two: _____

- (e) Name and outline **one** way in which the researchers could test the reliability of the subjective quantitative measure. (2 marks)

- (f) (i) If the researchers collected information about participants' favourite type of music to investigate whether people who like different music have different levels of optimism, name the type of study this would be. (1 mark)

- (ii) Identify **one** limitation of this type of study. (1 mark)

- (g) (i) If participants' optimism was calculated on a scale from 0 to 20, name **one** measure that would be suitable for showing the central tendency in the scores. (1 mark)

- (ii) If participants' favourite type of music was measured using a checklist with four different categories (e.g., Rock, Jazz, Rap, Classical), name **one** measure that would be suitable for showing the central tendency in the scores. (1 mark)

- (h) A statistical test on the data showed that participants who preferred Rock music had the highest optimism scores ($p < .05$). Outline what $p < .05$ means. (3 marks)

Question 2

(19 marks)

Psychologists designed a study to test whether drinking goji berry juice improved adults' energy levels. Participants were randomly divided into two groups. Participants in Group 1 drank goji berry juice twice a day for 14 days. Participants in Group 2 drank artificially coloured and flavoured water that looked and tasted like goji berry juice twice a day for 14 days. After the 14 days, the participants were asked to rate their energy levels on a scale from 0 to 100.

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

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

(b) (i) State the name that would be given to Group 1 in the study. (1 mark)

(ii) State the name that would be given to Group 2 in the study. (1 mark)

(c) Write an operational hypothesis for this study. (3 marks)

(d) (i) State the psychological term for the flavoured water in this study. (1 mark)

(ii) Explain why participants in Group 2 were given the flavoured water to drink. (2 marks)

- (e) (i) Identify the main source of error in the data in this study. (1 mark)

- (ii) Outline **one** way of improving the study to reduce this source of error. (1 mark)

- (f) Identify **two** things that the researchers must explain to participants at the start of the study to ensure that the research is conducted ethically. (2 marks)

One: _____

Two: _____

- (g) (i) State **one** thing that the researchers must explain to participants at the end of the study to ensure that the research is conducted ethically. (1 mark)

- (ii) Explain the reason for your response to (g)(i). (2 marks)

- (h) Outline **two** things that the researchers should do to maintain confidentiality of participants' data. (2 marks)

One: _____

Two: _____

End of Section One

See next page

Section Two: Short answer**55% (89 Marks)**

This section has **eight (8)** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for the use of planning/continuing your answer to a question have been 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 3**(15 marks)**

Stacey got up during the night to get a glass of water. While walking to the kitchen, she felt something brush against her leg. She did not realise that it was her cat and was so scared that she tripped and fell, hitting her head on the wall. Stacey's mother woke up and found her daughter lying on the floor. When she asked Stacey what had happened, Stacey had trouble in hearing her and asked her mother to repeat herself. Her mother also noticed that Stacey was not formulating sentences correctly or making any sense.

- (a) (i) Name the lobe of Stacey's brain that has most likely suffered trauma and explain the reason for your response, using evidence from the scenario. (3 marks)

- (ii) If Stacey woke up and was unable to process visual information, name the lobe of the brain that might have been affected. (1 mark)

- (iii) Name the lobe of the brain responsible for processing the feeling of the cat brushing against Stacey's leg. (1 mark)

(b) When Stacey felt the cat brush against her leg, her body produced a hormone in response to the situation.

(i) State the name of this hormone. (1 mark)

(ii) State **two** physiological effects of this hormone. (2 marks)

One: _____

Two: _____

(c) (i) Name the branch of the nervous system that is involved in transmitting information to and from the spinal cord. (1 mark)

(ii) Name the **two** types of neurons that are involved in transmitting information to and from the spinal cord. (2 marks)

One: _____

Two: _____

(d) Alcohol and marijuana are two examples of psychoactive drugs. Complete the table below by stating the class of each drug and **one** effect each of these drugs might have on a person's thoughts or behaviour. (4 marks)

Psychoactive drug	Class of drug	Effect on thoughts or behaviours
Alcohol		
Marijuana		

Question 4

(10 marks)

Maurice is a very shy person who prefers to spend time by himself doing familiar activities. He likes to do things his own way and feels anxious if he has to do something new or meet new people.

(a) According to McCrae and Costa's trait theory:

(i) identify **one** trait that Maurice would be high on. (1 mark)

(ii) identify **one** trait that Maurice would be low on. (1 mark)

(b) State **two** limitations of trait theories of personality. (2 marks)

One: _____

Two: _____

(c) (i) Define 'self-actualisation' in Rogers' humanistic theory of personality. (1 mark)

(ii) Identify **two** characteristics of relationships with others that Rogers believed was necessary for a person to be able to achieve self-actualisation. (2 marks)

One: _____

Two: _____

- (d) (i) State **one** contribution of Rogers' humanistic theory of personality. (1 mark)

- (ii) State **one** limitation of Rogers' humanistic theory of personality. (1 mark)

- (e) State **one** contribution of Mischel's social cognitive theory of personality. (1 mark)

Question 5

(10 marks)

Rose and Rupert are playing a popular new shooting game on their games console. Rose believes that playing violent games is acceptable because it is not real. Rupert believes that game developers should not make money from promoting violence.

- (a) (i) Identify the person who would experience the most cognitive dissonance and state the reason for your response. (2 marks)

- (ii) After playing the game for two hours, Rupert rated the game as 9/10 for fun and Rose rated it as 6/10. According to cognitive dissonance theory, explain why Rupert would rate the game as more fun than Rose. (2 marks)

- (b) Outline the 'fundamental attribution error' proposed by Heider. (2 marks)

Moira arrived late for class on Monday. Moira usually arrives late at places.

- (c) (i) State **one** example of an attribution that people might make for Moira's lateness on the basis of Kelley's attribution theory. (1 mark)

- (ii) Give a reason for your response to part (c)(i). (1 mark)

- (iii) Several other students also arrived late for class on Monday. Referring to Kelley's theory, explain how this would affect the attribution that people might make for Moira's lateness. (2 marks)

Question 6

(16 marks)

Caleb went to see a psychologist for help to overcome his fear of birds. Caleb told the psychologist that he was afraid of all birds because when he was young a magpie swooped down on his head and pecked him. He now avoided all birds because he believed that they would hurt him.

- (a) (i) Outline **four** steps that the psychologist would use in applying systematic desensitisation to help Caleb overcome his fear of birds. (4 marks)

One: _____

Two: _____

Three: _____

Four: _____

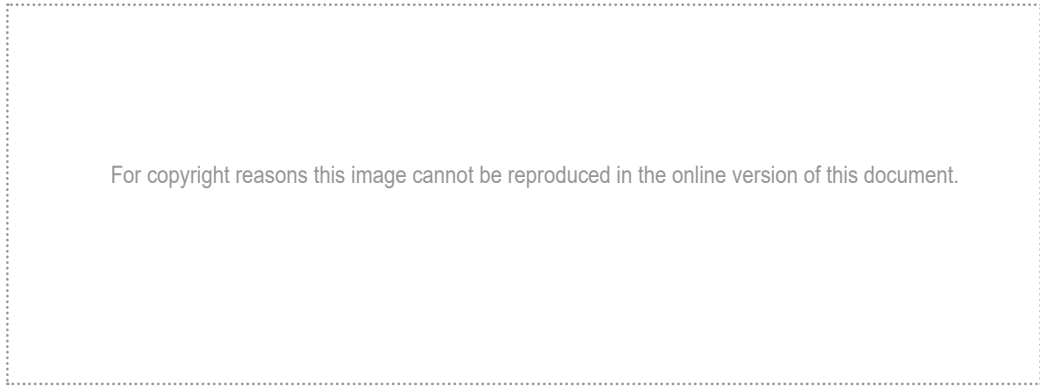
- (ii) The psychologist could also use Cognitive Behavioural Therapy (CBT) to help Caleb change his negative beliefs about birds. A and B are both examples of positive beliefs about birds.

A. Birds will not hurt me.

B. Birds that are in cages will not hurt me.

Identify which belief would be appropriate to promote through CBT and state a reason for your response. (2 marks)

Figure 1 is a diagram of the multi-store model of memory, with particular stages labelled A to E.



(b) (i) Name the part of memory labelled C. (1 mark)

(ii) On Tuesday, Jeremy noticed that Emily, wore a pink ribbon brooch. On Friday he asked her about the brooch as a way to connect with her. State how it is evident that Jeremy had encoded information into C. (1 mark)

(c) Labels D and E in Figure 1 represent the same process. Name this process and outline **two** reasons why it can occur. (3 marks)

Question 6 (continued)

- (d) (i) Name the **two** slave systems of the original Baddeley and Hitch, 1974, Working Memory Model and state their functions. (4 marks)

One: _____

Two: _____

- (ii) State the function of the Central Executive in the Baddeley and Hitch, 1974, Working Memory Model. (1 mark)

Question 7**(6 marks)**

For each scenario, **circle** which level of Kohlberg's theory of moral development the individual would be at and provide a reason for your response.

- (a) Myles works for a bakery. Although he knows it is illegal to take left-over bread at the end of the day, he takes it to give to a homeless man whom he has seen sitting in the park. (2 marks)

Level: **Pre-conventional** **Conventional** **Post-conventional**

Reason: _____

- (b) Katie considered sneaking out of school early and going shopping. She decided to stay at school because she did not want to get caught and receive a detention. (2 marks)

Level: **Pre-conventional** **Conventional** **Post-conventional**

Reason: _____

- (c) Lisa is sitting with her friend Monica when some other girls start making fun of a new student who is in a wheelchair. Monica's brother is in a wheelchair and she is sensitive about this, so Lisa decides against making fun of the new student. (2 marks)

Level: **Pre-conventional** **Conventional** **Post-conventional**

Reason: _____

Question 8

(7 marks)

Significant events can affect individuals in different ways. Some people may react positively, while others may have negative reactions.

- (a) State **two** characteristics of a significant event that can contribute to stress in individuals. (2 marks)

One: _____

Two: _____

- (b) Outline **two** ways in which resilience may be increased in individuals. (2 marks)

One: _____

Two: _____

- (c) Outline **three** changes in a person's life perspective that can occur in post-traumatic growth. (3 marks)

One: _____

Two: _____

Three: _____

Question 9**(15 marks)**

Jackson, a health science PhD student, is preparing a presentation about how fast food is contributing to obesity. The presentation is for government officials who are deciding whether to introduce a 'fat tax' on foods that contain large amounts of saturated fat.

- (a) Define what psychologists mean by 'persuasive communication'. (1 mark)

- (b) Name the **three** features of persuasive communication Jackson should consider when preparing his presentation. (3 marks)

One: _____

Two: _____

Three: _____

- (c) Choose **two** features of persuasive communication and outline, using examples, how Jackson can use each of them to enhance the persuasiveness of his message. (4 marks)

One: _____

Two: _____

Question 9 (continued)

(d) (i) Name the key theorist associated with the innate theory of language acquisition. (1 mark)

(ii) Name the key theorist associated with the learned theory of language acquisition. (1 mark)

(e) (i) Outline **three** features of the innate theory of language. (3 marks)

One: _____

Two: _____

Three: _____

(ii) Outline **two** limitations of the innate theory of language. (2 marks)

One: _____

Two: _____

Question 10

(10 marks)

- (a) Provide a psychological definition of 'attachment'. (1 mark)

Sally's mother left when Sally was 3 months old. Sally's mother returned six years later. Sally struggled to bond with her mother and would not accept her love.

- (b) (i) State **two** possible negative effects on Sally as she grew up that could arise from her being separated from her mother as an infant. (2 marks)

One: _____

Two: _____

- (ii) Based on Bowlby's theory of attachment, explain why Sally may have struggled to accept love from her mother when she returned. (4 marks)

- (c) Bowlby suggested that a child's relationship with the primary caregiver acts as a prototype for future relationships via an internal working model. Outline the **three** features of this model. (3 marks)

One: _____

Two: _____

Three: _____

Section Three: Extended answer**25% (56 Marks)**

This section contains **two (2)** questions. You must answer **both** questions.

Supplementary pages for the use of planning/continuing your answer to a question have been 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.

Question 11**(28 marks)**

Five-year-old Joshua is at home with his mother Mary. Mary and Joshua are watching television. When a zebra is shown on the screen, Joshua screams "Look Mummy, it's a doggy!" Mary replies "that big stripy animal is a zebra, Joshua".

At lunchtime, Mary places a large serving of spaghetti in a small plastic bowl for Joshua. Then, remembering that Joshua likes to be treated like a 'big boy', transfers the spaghetti to an adult-sized bowl. Joshua watches her do this and cries because he thinks he is getting less spaghetti.

After lunch, Mary and Joshua go shopping for a gift for his grandmother's birthday. Joshua suggests that they should buy his grandmother a remote control car.

Explain Joshua's behaviour by referring to Piaget's theory of cognitive development. In your answer, you should:

- identify the stage of cognitive development that Joshua is currently in and outline the key features of this stage
- discuss **two** characteristics of children's thinking in this stage of development that are shown in this scenario
- discuss **two** cognitive processes that are involved in children developing an understanding of their world that are shown in this scenario.

Question 12**(28 marks)**

Seth and his friends are keen soccer players. Seth spends most of his free time playing soccer at the park, practising tricks in his backyard or watching soccer on television. When Seth practises tricks in his yard, he performs very well. However, when he tries to show his friends the tricks he has been practising, he usually makes mistakes.

The boys gather at the park every Sunday afternoon for a game of soccer. The tallest boy in the group, Kit, chooses the two teams and always gets to be the captain of his team. Seth does not think it is fair that Kit always gets to choose the teams and be the team captain, but he does not say anything as all the other boys seem to accept this.

Normally the boys cooperate in following all the rules and keeping score without needing an umpire. However, one day, an argument arises over which team will kick-off first and the boys cannot come to an agreement.

Explain the influence of groups on behaviour and how conflicts can be resolved by applying your knowledge to the scenario above and referring to psychological evidence and understandings. In your answer, you should discuss:

- the impact of the presence of others on individual behaviour
- the influence of conformity on group behaviour
- **two** conflict-resolution techniques the group members could use to resolve the conflict they experience
- **two** types of solutions that could resolve the conflict in this group.

End of questions

ACKNOWLEDGEMENTS

Question 6(b)

Fletcher, J., & Garton, A. (2015). Atkinson and Shiffrin's multi-store model of memory [Diagram]. *Psychology: Self and others ATAR Units 1–4* (2nd ed.). Melbourne: Cengage Learning Australia, p. 178, fig. 13.2

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