



ATAR course examination, 2018

Question/Answer booklet

PSYCHOLOGY

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Place one of your candidate identification labels in this box.
Ensure the label is straight and within the lines of this box.
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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	33	20
Section Two Short answer	6	6	90	75	55
Section Three Extended answer	2	2	60	66	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 2018*. 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% (33 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.

Question 1**(11 marks)**

Researchers wanted to investigate the ongoing health effects of working as a medical student at a busy city hospital. Participants were first year medical students chosen from a hospital close to the university where the researchers worked. They were followed throughout their medical training. Researchers met participants once a year over an eight-year period.

- (a) Name the study design used by researchers. (1 mark)

- (b) State **one** advantage of using this type of study design. (1 mark)

- (c) State **two** disadvantages of using this type of study design. (2 marks)

One: _____

Two: _____

- (d) The researchers state that they have used convenience sampling for this study.

- (i) What evidence is given to support this statement? (1 mark)

- (ii) State **one** disadvantage of this type of sampling. (1 mark)

See next page

Question 1 (continued)

- (e) When researchers met participants, they were interested in collecting quantitative data to measure health effects. Name **one** subjective quantitative measure and **one** objective quantitative measure that might have been used in this study. (2 marks)

Quantitative collection method	Measure
Subjective	
Objective	

- (f) Identify **three** roles the researchers would have had in conducting this study. (3 marks)

One: _____

Two: _____

Three: _____

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Question 2**(16 marks)**

Psychologists designed a study to determine the effects of rosemary oil on cognitive ability in high school students. A total of 100 Year 12 students were involved, 40 from School A and 60 from School B.

Before the study began, all 100 participants completed a standardised cognitive ability test and the results were collected and analysed. Students from School A were instructed to take two rosemary oil tablets a day, one in the morning and one at night, for three months. Students from School B were not given the rosemary oil tablets.

After three months, students from each school sat the same standardised cognitive ability test. Standard deviations are shown in the table below.

Statistical tests on the data showed that $p > 0.05$.

Standard deviations of School A and School B

	Prior to the study		End of the study	
	Mean	Standard deviation	Mean	Standard deviation
School A	72	1.5	75	1.5
School B	73	2.5	76	2.5

- (a) In psychological research, what does the standard deviation tell us about data? (1 mark)

- (b) State **one** advantage of using standard deviation in data analysis. (1 mark)

- (c) School A has a lower standard deviation than School B. Describe the variability of the data from each school. (2 marks)

- (d) Researchers wanted to visually display the distribution of data, including the mean and standard deviation from the mean. Name the graph that might have been used to show this. (1 mark)

Question 2 (continued)

- (e) In the raw data, School A had a range of 12 and School B had a range of 22. What is meant by the term 'range'? (1 mark)

- (f) (i) Define 'uncontrolled variables' in psychological research. (1 mark)

- (ii) There were uncontrolled variables in this study. State **two** uncontrolled variables that might have affected the results of the study. (2 marks)

One: _____

Two: _____

- (g) (i) Experimental research must be evaluated in order to determine whether the results can be generalised to the wider population. State **three** conditions that must be met in order to generalise findings and draw conclusions. (3 marks)

One: _____

Two: _____

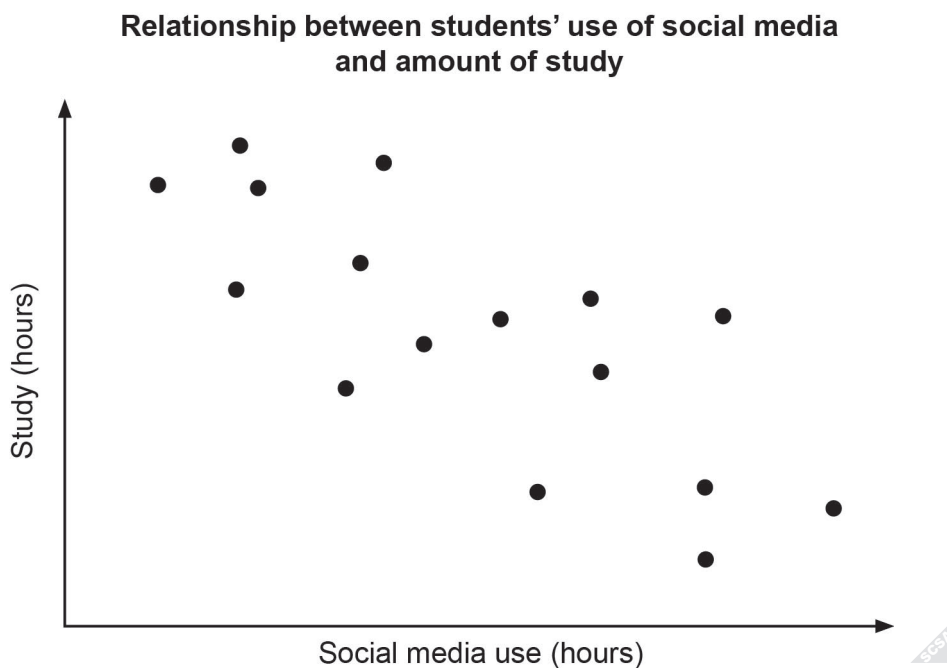
Three: _____

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Question 3

(6 marks)

A psychology professor researched the relationship between students' use of social media and the amount of study they complete. The results are shown in the scatter plot below.



- (a) Identify the type of non-experimental research method used. (1 mark)

- (b) State the strength and direction of the relationship in the scatter plot above. (2 marks)

- (c) Describe how this research design differs from an experimental research design. (2 marks)

- (d) The professor wanted to ensure that the findings from this research were valid. Define the term 'validity' as used in psychological research. (1 mark)

End of Section One

See next page

Section Two: Short answer

55% (75 Marks)

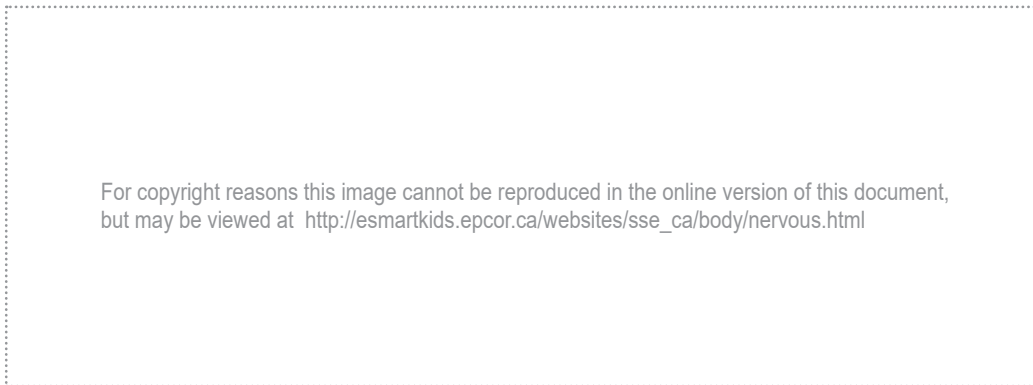
This section has **six** questions. Answer **all** questions. Write your answers in the spaces provided.

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

(10 marks)



(a) What is represented at 'A' in the diagram above? (1 mark)

(b) (i) Neurotransmitters are released from axon terminals. Describe the function of neurotransmitters in the process of neural transmission. (2 marks)

(ii) Name **two** neurotransmitters and state **one** effect of each. (4 marks)

Neurotransmitters	Effect of neurotransmitters

See next page

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- (c) Fiona's mother has a condition that causes her body to fail to produce a particular neurotransmitter correctly. Fiona has now discovered that she has the same condition. Explain how it is possible that they share this condition. (3 marks)

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Question 5

(15 marks)

- (a) There are many psychological theories about human development. Define 'developmental psychology'. (1 mark)

- (b) List **two** features that distinguish a 'stage' theory of human development. (2 marks)

One: _____

Two: _____

- (c) Identify the key theorist associated with 'moral development'. (1 mark)

- (d) Identify the key features of moral reasoning for each developmental level as defined by the theorist in part (c). (3 marks)

Level	Key features of moral reasoning
Preconventional	
Conventional	
Postconventional	

- (e) Name the theorist responsible for the stage theory of 'identity development'. (1 mark)

The stage theory of identity referred to in part (e) involves a 'crisis' at each stage of development.

- (f) (i) Name and outline what 'crisis' occurs at Stage 5 of the theory. (2 marks)

- (ii) Give **two** consequences for an individual who fails to resolve the crisis at Stage 5. (2 marks)

One: _____

Two: _____

- (g) Martha is 45 years old. She has relationships with her family and friends. She feels a sense of accomplishment in her life, but is struggling with her identity. What can be inferred about the development of her identity formation on the basis of the stage theory of identity? (2 marks)

- (h) State **one** criticism of the stage theory of identity. (1 mark)

Question 6

(15 marks)

Families are a key agent of socialisation.

- (a) Define the psychological term 'socialisation'. (1 mark)

- (b) Researchers suggest that parenting can be measured on two aspects that assist in differentiating parenting styles. Name and explain the **two** aspects of parenting. (4 marks)

One: _____

Two: _____

Sandra and Gina are best friends, but they spend most of their time at Gina's house. When Sandra wants to go out, she and her parents discuss her reasons, then her parents decide whether she will be allowed to go. Gina's parents are friendly and caring; they allow the girls to go wherever they want and don't give them curfews. However, when the girls went out one night and got lost, it was Sandra's parents who they called and who helped them get home safely.

- (c) (i) Name the parenting style of Gina's parents. Give **two** reasons for your answer. (3 marks)

Parenting style: _____

One: _____

Two: _____

- (ii) Name the parenting style of Sandra's parents. State **two** reasons for your answer. (3 marks)

Parenting style: _____

One: _____

Two: _____

- (iii) Which parenting style is considered to have the better long-term impact on a child? Give **three** reasons for your answer. (4 marks)

Parenting style: _____

One: _____

Two: _____

Three: _____

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Question 7

(13 marks)

- (a) Name the theorist who discussed differences in communication based on gender. (1 mark)

- (b) Explain the concept of 'rapport talk' in relation to gender and communication. (2 marks)

- (c) Name and outline **two** of the ways in which Bruner suggested parents could assist children in learning language. (4 marks)

One: _____

Two: _____

- (d) In the table below, name the **two** styles of communication outlined by Bernstein. Give an example of how each style could be used for the scenario below and outline how the example demonstrates the style. (6 marks)

Scenario – asking a student to pass the blue pencil

Style name	Example	Demonstrates style

See next page

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Question 8

(10 marks)

- (a) Define the psychological term 'group polarisation' and provide a real-world example. (2 marks)

- (b) Asch's line study found that a number of factors affected whether or not someone was likely to conform. Identify and describe **two** factors that affect the likelihood of conformity. (4 marks)

One: _____

Two: _____

- (c) Define the psychological terms 'obedience' and 'conformity' and relate each term to Zimbardo's Stanford University experiment. (4 marks)

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Question 9

(12 marks)

Daniel is a member of the local football team, which is currently at the top of the ladder in its division. The owner of a shop, recognising him from the team, gives him a free lemonade and asks him for an autograph.

- (a) Which element of McMillan and Chavis' sense of community does this example refer to? Give a reason for your response. (2 marks)

- (b) Define 'sense of community' as described by McMillan and Chavis. (4 marks)

- (c) Outline **three** ways in which Daniel might demonstrate McMillan and Chavis' element of 'membership'. (3 marks)

One: _____

Two: _____

Three: _____

- (d) Name and describe the 'definitive element of a sense of community' identified by McMillan and Chavis. (3 marks)

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End of Section Two

See next page

Section Three: Extended answer**25% (66 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 21–26. When you have answered this question, turn to page 28 for Question 11 and write your answer on pages 29–34.

Question 10**(33 marks)**

Elle is 13 years old. Her parents have discovered that she has been bullying several students at her school. She is a high-achieving student and has previously been regarded as well-behaved. They have not noticed any indication of this type of behaviour before now.

However, in the past Elle has had few friends and has been the victim of bullying behaviour that caused her to fear social situations.

Elle only bullies others when she is with a group of three other children. They have recently become her best friends and she has become confident in attending social events with them.

Demonstrate your understanding of relevant theories and processes of learning to explain Elle's behaviour and describe techniques that could be applied to modify her behaviour.

In your answer you should:

- identify and define **two** learning theories
- describe the process of learning associated with each theory and discuss how they would explain her behaviour
- identify and describe **two** techniques for modifying behaviour
- describe how each technique could be applied to modify Elle's behaviour
- refer to psychological evidence and understandings.

See next page

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See next page

Question 11

(33 marks)

Rin is a Year 7 student who is causing concern at his school. He does not interact with other students in group work, he never answers questions in class and spends lunch and recess on his own. When other students approach him, he avoids eye contact and folds his arms in front of him. Teachers have spoken to him about his behaviour but he considers himself friendly and does not see a need to change.

Rin has also demonstrated another unusual behaviour. At his school, it is common practice for students to bring in cupcakes once a month to share with other children. The cupcakes are placed at the front of the class and students are required to wait until recess to receive their cupcake. However, Rin consistently runs to the front of the room as soon as the cupcakes are placed and takes one back to his desk. This has caused many of the students to complain about his behaviour.

Apply your knowledge of Mischel's theory of personality to explain Rin's behaviour and compare this with another contemporary personality theory from the syllabus.

In your answer, you should:

- identify and define Mischel's personality theory
- describe the features of Mischel's theory of personality and discuss how **two** of these features would explain Rin's behaviour
- state **two** limitations of this type of theory
- identify and describe **one** other contemporary personality theory including the name of the theorist/s and a description of the key features of their personality theory
- describe how **two** features of this other contemporary theory would explain Rin's behaviour
- refer to psychological evidence and understandings.

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ACKNOWLEDGEMENTS

Question 4

Diagram adapted from: [Image of two neurons]. (n.d.). Retrieved March, 2018, from http://esmarkids.epcor.ca/websites/sse_ca/body/nervous.html

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Published by the School Curriculum and Standards Authority of Western Australia
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