



## Western Australian Certificate of Education Examination, 2010

### Question/Answer Booklet

## PSYCHOLOGY

### Stage 2

Please place your student identification label in this box

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 for paper: three hours

### 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, pencils, eraser, correction fluid/tape, ruler, highlighters

Special items: calculators satisfying the conditions set by the Curriculum Council for this course

### 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 notes or other items of a non-personal nature in the examination room. 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 exam
Section One: Research methods	3	3	30	20	20
Section Two: Topic-related content	5	5	90	50	50
Section Three: Extended answer	2	2	60	40	30
<b>Total</b>					100

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2010*. Sitting this examination implies that you agree to abide by these rules.
2. Answer the questions by writing your answers in this booklet in the spaces provided.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
  - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
  - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

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**See next page**

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

This section has **three (3)** questions. Answer **all** questions. Write your answers in the space provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue an answer. If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 30 minutes.

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**Question 1****(7 marks)**

A research study was conducted to examine the effects of alcohol consumption on feelings of sadness. Fifty adult participants were randomly assigned to either Group A or Group B.

Participants were individually engaged in the following sequence of tasks:

- complete a mood rating scale
- discuss with the researcher three recent times when they felt sad; the purpose of this was to induce a state of sadness in the participant
- complete the mood rating scale a second time
- drink a moderate amount of 'alcohol' over a 20-minute period
- wait 20 minutes for the 'alcohol' to be absorbed by the body
- complete the mood rating scale a third time

All participants were told that they would be given a moderate amount of alcohol to drink. Participants assigned to Group A were given an alcoholic drink. Participants assigned to Group B were given a non-alcoholic drink that appeared to be an alcoholic drink.

- (a) State an hypothesis the researcher could have developed for this study. (1 mark)

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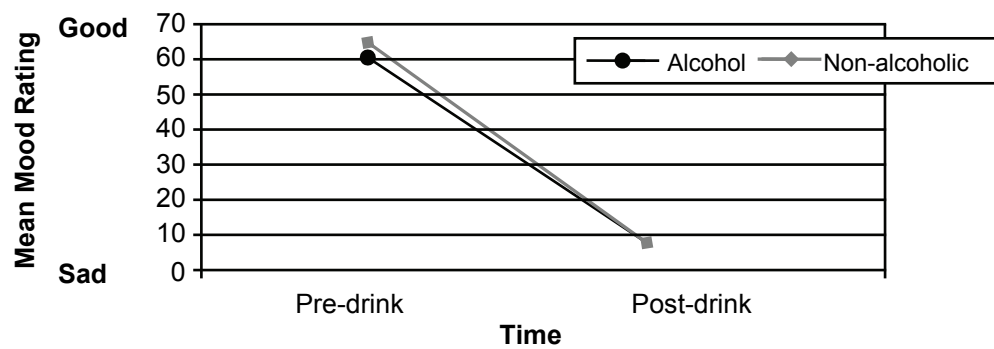
- (b) Identify:

- (i) the independent variable for this study. (1 mark)

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

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**Figure 1.** Average mood ratings before and after being given a drink

- (c) (i) Explain whether the results in **Figure 1** support or reject the hypothesis you stated in your answer to Question 1 (a). (2 marks)

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- (ii) Identify **one** limitation of this study. (2 marks)

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## Question 2

(5 marks)

- (a) Define what is meant by the 'variance' of a distribution of scores on a psychological test. (2 marks)

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- (b) What does a variance of zero indicate about a distribution of test scores? (1 mark)

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- (c) Explain how test scores are distributed in a normal curve. (2 marks)

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## Question 3

(8 marks)

A research study was designed to investigate the extent to which children and adolescents associate tattooed individuals with antisocial (or negative) behaviours.

Data were collected using a task presented as a 20-page picture booklet entitled 'Who is it?' Each page of the booklet showed a picture of three different men, one of whom was tattooed.

Below each set of pictures was a statement about the recent behaviour of one of the men. This was followed by the question 'Who is it?' Students were asked to tick the picture of the person whom they thought best matched the statement.

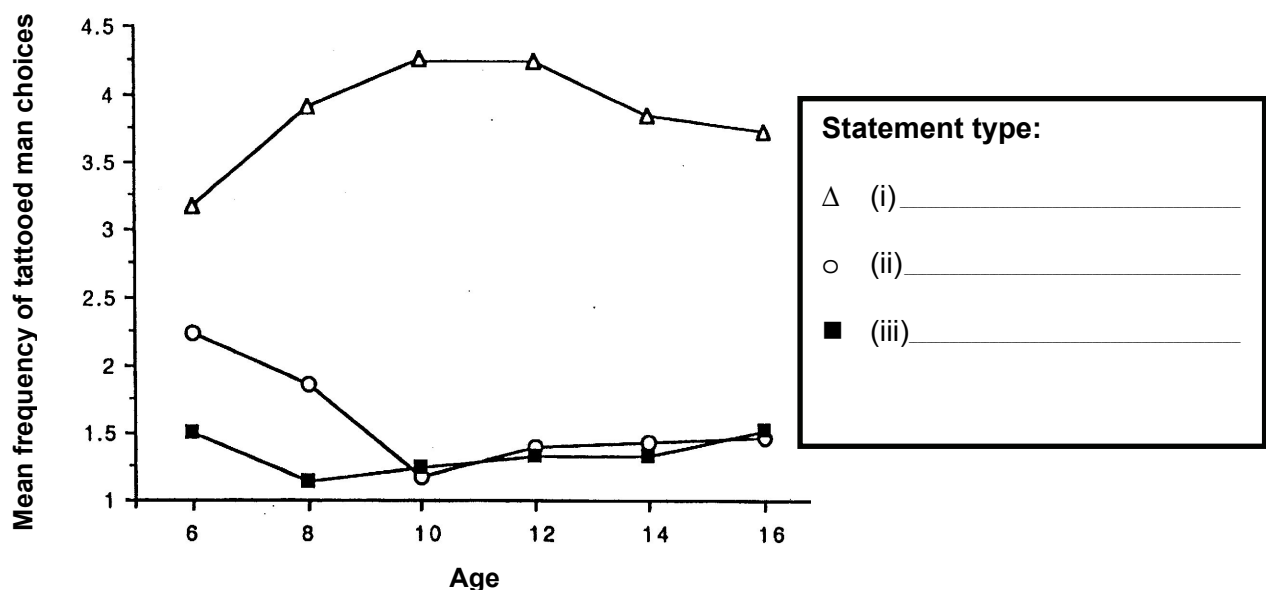
One-third of the statements below each picture referred to positive (or prosocial) behaviour, one-third to antisocial behaviour and one-third to neutral behaviour.

The researchers were interested in how often children associated positive (or prosocial), negative (or antisocial), or neutral behaviour with the man with tattoos.

Scores were tallied for each type of association by scoring '1' every time the students ticked the picture of the tattooed man, and '0' when either of the other pictures was ticked. For each participant, this provided three stereotype scores (positive, neutral and negative choices), each with a possible range from 0 to 6. Mean scores for each age group studied are summarised in **Table 1** below.

**Table 1.** Mean stereotype scores by age

Age	Positive	Neutral	Negative
6 years	2.24	1.50	3.17
8 years	1.86	1.14	3.91
10 years	1.17	1.23	4.27
12 years	1.40	1.32	4.25
14 years	1.44	1.33	3.84
16 years	1.46	1.52	3.73



**Figure 2.** Selection of tattooed man related to statement type and child's age.

- (a) Consider the data in **Table 1** and the line graphs in **Figure 2** above. Use this information to correctly label the '**Statement type**' for each line graph in **Figure 2** as positive, neutral or negative. (3 marks)

See next page



- (b) Name **two** variables other than gender that could have influenced student responses if researchers had not controlled for them. (2 marks)

Variable one: \_\_\_\_\_

Variable two: \_\_\_\_\_

- (c) Look at the trends in the data in **Table 1** and **Figure 2**. Describe what these findings suggest about the extent to which the children and adolescents in the study associated tattooed individuals with antisocial behaviours. (3 marks)

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**End of Section One**

**See next page**

**Section Two: Topic-related content****50% (50 Marks)**

This section has **five (5)** questions. Answer **all** questions. Write your answers in the space provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue an answer. If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

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**Question 4: Biological influences****(9 marks)**

- (a) Define 'behaviour modification'.

**(2 marks)**

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- (b) Explain what is meant by 'observational learning'. Provide an example to illustrate your answer. **(3 marks)**

Explanation: \_\_\_\_\_

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Example: \_\_\_\_\_

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- (c) Describe how the concept of 'behaviour modification' contributes to our understanding of how we learn. (4 marks)

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**Question 5: Cognition**

**(12 marks)**

- (a) State **one** cause of 'forgetting'. Provide an example to support your answer. (2 marks)

Cause: \_\_\_\_\_

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Example: \_\_\_\_\_

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- (b) (i) Outline **two** ways in which 'short-term memory' is different from 'long-term memory'. (4 marks)

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

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

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- (ii) State **one** way of enhancing the 'retrieval of information' from memory. Provide an example to support your answer. (2 marks)

Way of enhancing: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

- (c) Describe **two** main types of 'long-term memory'. Provide an example of each. (4 marks)

First type: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

Second type: \_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

**Question 6: Communication**

**(9 marks)**

- (a) Define 'assertive communication'. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (b) State **three** effects of impaired communication skills. (3 marks)

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

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

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

- (c) Describe **two** interventions that may be used to help individuals with delayed and/or impaired communication skills. (4 marks)

Intervention one: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Intervention two: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 7: Culture**

**(10 marks)**

- (a) Name **two** of the three components of attitudes measured by psychologists. (2 marks)

\_\_\_\_\_

- (b) (i) Explain **one** advantage of using 'observational methods' to measure attitudes. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (ii) Explain **one** disadvantage of using 'qualitative self-report methods' to measure attitudes. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) Describe how data about attitudes are collected using 'qualitative self-report methods'.  
Provide an example to support your answer. (4 marks)

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Question 8: Social, historical and political influences**

**(10 marks)**

- (a) Name **two** factors that influence whether a world event has an impact on an individual's wellbeing. (2 marks)

Factor one: \_\_\_\_\_

Factor two: \_\_\_\_\_

- (b) List **four** common reactions people experience that may indicate that a world event, such as terrorism, has affected their wellbeing. (4 marks)

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

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

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

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

- (c) Individuals faced with the same world event react differently. Refer to relevant psychological research to explain **one** possible reason for this. (4 marks)

[illegible]

## End of Section Two

**See next page**

**Section Three: Extended answer****30% (40 Marks)**

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

Pages are included at the end of the two questions for planning and writing your answers.

- Planning: If you use a page for planning, indicate this clearly at the top of the page.
- Answering the question: In the pages provided indicate clearly the number of the question you are answering.

Suggested working time: 60 minutes.

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**Question 9****(20 marks)**

Construct an argument, with supporting empirical evidence, to explain how biological factors, relationships and social values influence career choice.

In constructing your argument, you should:

- give a clear explanation of career choice
- explain how biological factors influence career choice
- explain how relationships influence career choice
- explain how social values influence career choice
- consider how these influences interact to impact on career choice
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

**Question 10****(20 marks)**

‘The media are to blame for the current level of violence in society.’

Evaluate this statement with reference to psychological understandings related to self, others and society.

In your response, you should:

- begin with a broad evaluation of the statement, including definitions of any terms you consider are necessary
- include information related to self, others and society
- show how these psychological understandings interact
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

**End of questions**



Question number: \_\_\_\_\_

[illegible]

Question number: \_\_\_\_\_

[illegible]

Question number: \_\_\_\_\_

[illegible]

Question number: \_\_\_\_\_

[illegible]

Question number: \_\_\_\_\_

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Question number: \_\_\_\_\_

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Question number: \_\_\_\_\_

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## ACKNOWLEDGEMENTS

### Section One

- Question 1** Sitharthan, G., Sitharthan, T. & Hough, M. J. (2009). Alcohol versus placebo drinks in reducing feelings of sadness: Pilot study. *Australian Psychologist*, 44(4), pp. 248–252.
- Question 3** Durkin, K., & Houghton, S. (2000). Children's and adolescents' stereotypes of tattooed people as delinquent. *Legal and Criminological Psychology*, 5(2), pp. 153–164.

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