



## Western Australian Certificate of Education Examination, 2011

### 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 2011*. 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.

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

This section has **three (3)** questions. Answer **all** questions. Write your answers in the spaces 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****(8 marks)**

Researchers wanted to determine the effect of drinking caffeine on students' heart rates. The researchers collected 100 Year 12 student volunteers. Fifty students were randomly assigned to Group One and fifty were assigned to Group Two.

The following sequence of tasks was undertaken by each of the participants.

- Sit calmly in a quiet room for five minutes.
- Drink one cup of hot coffee (for Group One, no caffeine; for Group Two, caffeine).
- Have researcher measure heart rate.
- Return and repeat the procedure on two more consecutive days.

At the conclusion of the study, the following results were calculated.

Group One – no caffeine. Mean heart rate = 70 beats per minute.

Group Two – caffeine. Mean heart rate = 85 beats per minute.

- (a) State the hypothesis the researchers would be testing in this study. (2 marks)

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- (b) (i) Identify the independent variable. (1 mark)

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- (ii) Identify the dependent variable. (1 mark)

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- (c) (i) A statistical test on the difference between the mean scores for Group One and Group Two found that it was 'statistically significant'. Explain what this finding means. (2 marks)

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- (ii) Identify **one (1)** source of error in the design of this experiment and suggest a way of reducing this error. (2 marks)

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## Question 2

(7 marks)

A sample of secondary school students completed a quantitative self-report measure to determine their attitudes toward wearing school uniforms. The age of participants and the mean of the group, indicating their level of support for wearing a school uniform, are shown in the table below. (Higher scores indicate a stronger level of support.)

AGE (years)	14	15	16	17
SCORE	8	12	18	20

- (a) State **one (1)** conclusion that could be drawn from this study. (1 mark)

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- (b) Describe, using an example, the difference between 'population' and 'sample' when conducting research. (2 marks)

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- (c) Identify **two (2)** ethical considerations relevant to this study. Explain how the researchers would deal with each of these considerations in their research. (4 marks)

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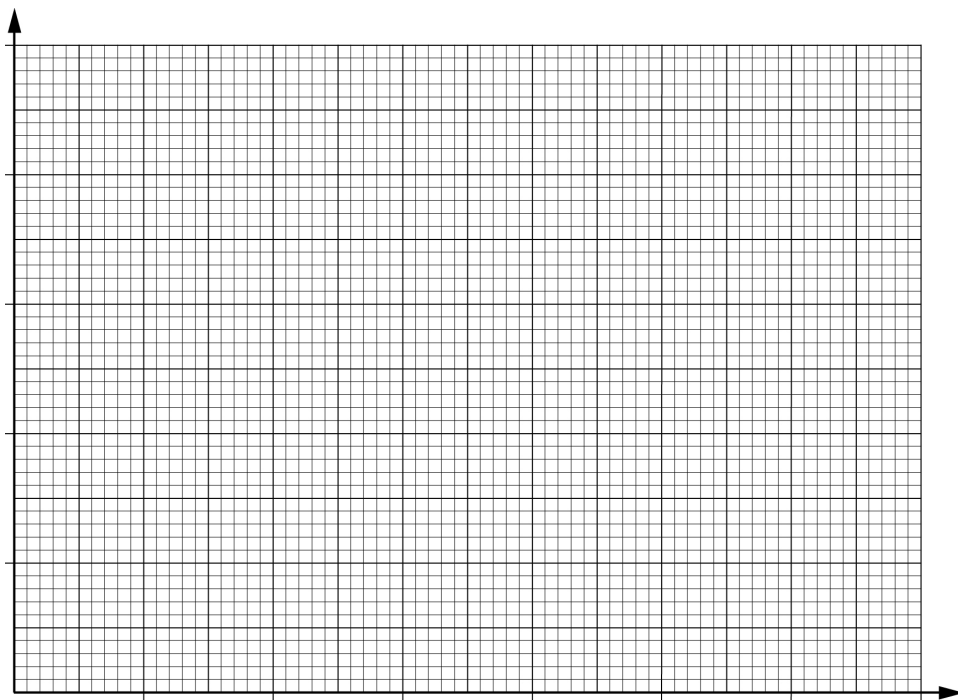
## Question 3

(5 marks)

A study was conducted with a group of Psychology students to determine the relationship between the number of hours spent studying Psychology per week and the final examination score. The results of this study are shown in the table below.

Student	Amount of study per week (hours)	Final examination score (%)
1	3	30
2	20	70
3	4	36
4	10	65
5	13	79

- (a) State the median examination score from this group. \_\_\_\_\_ (1 mark)
- (b) Plot a scattergram of these scores on the axes provided. Label the scattergram appropriately. (3 marks)



- (c) The hypothesis of this study is that there is a relationship between the number of hours spent studying each week and examination scores achieved. Do the results given support this hypothesis? (1 mark)

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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 spaces 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****(10 marks)**

(a) Define classical conditioning.

(2 marks)

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(b) Name **one (1)** theorist associated strongly with

(3 marks)

(i) classical conditioning.

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(ii) operant conditioning.

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(iii) observational learning.

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(c) (i) Describe what is meant by the term 'behaviour modification'.

(2 marks)

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(ii) Give an example of the use of behaviour modification to change the behaviour of an individual.

(3 marks)

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**See next page**

**Question 5: Relational influences****(12 marks)**

- (a) Explain briefly **two (2)** 'determinants of liking'.

**(4 marks)**

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- (b) (i) Identify **two (2)** types of conflict resolution that might be used in real-world situations.

**(2 marks)**

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- (ii) Give **one (1)** example of how each of these **two (2)** types of conflict resolution can be used in improving real-world situations.

**(2 marks)**

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- (c) Identify **two (2)** parenting styles. Give an example of how each style might influence the way in which a child develops.

**(4 marks)**

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**Question 6: Communication****(10 marks)**

- (a) Provide an example of how the language used in peer relationships can differ from the language used in the workplace. (2 marks)

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- (b) (i) Name **two (2)** obstacles to effective communication. (2 marks)

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

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

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- (ii) Explain briefly each of the **two (2)** obstacles named in (i). (2 marks)

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

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

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- (c) Studies have shown that the way we use language (manner of speaking) is as important as what we say when communicating. Provide **two (2)** examples that show how slang, dialect or accent used in communication can influence relationships. (4 marks)

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**Question 7: Social psychology****(10 marks)**

(a) Define the following terms:

(2 marks)

(i) social facilitation

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(ii) social inhibition

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(b) Explain, using an example, the process of 'group polarisation'.

(3 marks)

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(c) Solomon Asch and others have demonstrated that the majority of people will conform to the behaviour of group members.

(i) State **three (3)** reasons why people may conform.

(3 marks)

One: 

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Two: 

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Three: 

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(ii) Give an example of how conformity is demonstrated in a real-life situation.

(2 marks)

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**See next page**

**Question 8: Culture****(8 marks)**

- (a) Define the term 'attitude' as it is used in Psychology.

**(2 marks)**

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- (b) Describe **one (1)** way in which attitudes can be measured. Identify **one (1)** advantage and **one (1)** limitation of using this method.

**(3 marks)**

Way: \_\_\_\_\_

Advantage: \_\_\_\_\_

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Limitation: \_\_\_\_\_

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- (c) Explain, using an example, how people from different cultures can have different attitudes towards the same thing.

**(3 marks)**

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**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 evidence, to explain how the factors of personality, interpersonal relationships and culture can influence a person's ability to deal with world events. In constructing your argument, you should:

- give a clear explanation of 'world events'.
- explain how personality can influence a person's ability to deal with world events.
- explain how interpersonal relationships can influence a person's ability to deal with world events.
- explain how culture can influence a person's ability to deal with world events.
- make references to evidence in your answer.
- finish with a conclusion.

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

'Shopping centre security staff will be more effective if they wear a uniform.'

Evaluate the accuracy of 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 that you consider are necessary.
- include information related to self, others and society.
- evaluate the impact of wearing the uniform.
- finish with your conclusion.

**End of questions**

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]



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

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