



# Joseph Banks Secondary College

**Research Methods and  
Developmental  
Worth % of the School Mark  
Question/Answer Booklet**

## **Year 11 General Psychology Units 1 and 2**

Student name: \_\_\_\_\_

### **Time allowed for this paper**

Reading time before commencing work:

**three minutes**

Working time for the paper:

**sixty-one minutes**

### **Materials required/recommended for this paper**

#### ***To be provided by the supervisor:***

This Question/Answer Booklet

Formulae and Data Booklet

#### ***To be provided by the candidate:***

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,  
correction tape/fluid, eraser, ruler, highlighters.

Special items: non-programmable calculators approved for use in the WACE examinations

### **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	Suggested working time (minutes)	Your Mark	Marks available	Percentage of test
Research Methods		20		19	50
Developmental		20		27	50
<b>Total</b>				46	100

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2016*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. When calculating numerical answers, show your working or reasoning clearly. Your working should be in sufficient detail to allow your answers to be checked readily and for marks to be awarded for reasoning.

In calculations, give final answers to one significant figures and include appropriate units where applicable.

4. 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.
5. Supplementary pages for the use of planning/continuing your answer to a question may 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**

**(19 marks)**

**Question One**

**(8 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. Circle the correct answer below. (1 mark)

**Longitudinal     /     Cross-sectional**

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

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- (c) State **one** disadvantage of using this type of study design. (1 mark)

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- (d) Identify the sampling technique used in this study. Justify your answer. (1 mark)

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- (e) Provide ONE example of quantitative data and one example of qualitative data that psychologists could use to assess the health effects of working as a medical student. State whether each example is *objective* or *subjective*. (4 marks)

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**Question Two**

**(11 marks)**

Ethnic identity development may increase resilience to discrimination and prejudice, which are often common and stressful for ethnic minority adolescents. Based on ethnic identity development theory and resilience theory, we predict that under high levels of discrimination stress, ethnic affirmation and ethnic identity stage will have protective moderating effects on self-esteem and depressive symptoms. A cross-sectional self-report study with 125 ethnic minority adolescents (13-18 years) found that ethnic affirmation ( $p < .05$ ) had protective effects on depressive symptoms ( $p < .05$ ) and protective-enhancing effects on self-esteem at high levels of discriminative stress. These findings demonstrate that the protective elements of ethnic identity are feeling positive about one's ethnic group, having learned about one's history and having resolved conflicts about one's ethnic group.

From the above abstract identify the aim of the study.

(2 marks)

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From the above abstract describe the participants and method of the study.

(3 marks)

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A study was created to test the effects of jazz on how long people sleep for. For the experiment, 2 groups of people were created. One group was placed in a quiet room where they went to sleep and they were timed on how long they slept. The other group was placed in a room where jazz music played softly as they began to sleep and played throughout the night. As each group awoke, their sleep times were monitored.

(a) Identify the dependant variable

(1 mark)

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(b) Identify the experimental group.

(1 mark)

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- (c) Write an operationalised hypothesis for this research. (4 marks)

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**Short Answer Questions– Developmental Psychology****(27 marks)****Question one****(9 marks)**

It's the end of Ramadan and the Abbas family have come together to celebrate the festival of fast-breaking, Eid al-fitr. Maryam and Daleel are in their mid-30's and have just recently had a baby, and are now proud parents of two children, 4-month-old Abdul and toddler Rida who is 4. The Abbas family all gather at the house for the festival, including Sana, Daleel's mother who is a doting grandmother at 76, and Kareem, Daleel's younger brother. Kareem who is 24, is unsure of what he wants to do with his life, so Sana has been encouraging Daleel to give him advice and spend more time with him. Meanwhile, Kareem is playing with Abdul and tricks him by hiding his toys then making them appear which Abdul does not enjoy, so Maryam steps in and gives Abdul a big hug which cheers him up immediately.

- (a) Provide an overview of Erikson's identity theory.

**(3 marks)**

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- (b) Identify the stage and explain the crisis that each of the family members below are going through

**(4 marks)**

<b>Daleel</b>	
<b>Kareem</b>	

(c) Define the term psychosocial crisis.

(2 marks)

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**Question two**

**(9 marks)**

(a) Identify two events that can be emotionally distressing for a child.

(2 marks)

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(b) Outline one way in which divorced parents can maintain consistency for their children

explain the impact that consistency can have.

(2 mark)

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(c) Define the term self-control.

(1 mark)

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(d) Outline the method and findings of the marshmallow test.

(4 marks)

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**Question three****(9 marks)**

Table 2: Concordance rates of a given trait in Monozygotic and Dizygotic twins

Trait	Monozygotic Twins	Dizygotic Twins
IQ	74	58
Anxiety Disorder	45	25
Major Depression	54	20

- (a) According to Table 2, which trait has a largest genetic component? Use information in the table to justify your answer. (2 marks)

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- (b) How much DNA do monozygotic and dizygotic twins share. (2 marks)

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- (c) Explain how adoption studies are useful for the Nature vs Nurture debate. (4 marks)

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- (d) Define the term concordance rate. (1 mark)

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