



**ATAR course examination  
Semester Two 2020  
YEAR 11**

**Psychology  
Unit 1 & 2**

Student number:

In figures

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In words

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Teacher: \_\_\_\_\_

**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

***To be provided by the candidate***

Standard materials: pens (blue/black preferred), pencils (including coloured), sharpener, eraser, correction fluid/tape, ruler, and 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 attempted	Suggested working time (minutes)	Marks	Percentage of exam
Section One: Research methods	2	2	30	25	20
Section Two: Short answer	8	8	90	104	55
Section Three: Extended answer	2	2	60	54	25
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 11 Information Handbook 2020*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.
3. Answer the questions according to the following instructions.
4. Section One and Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answer to the line spaces provided.
5. Sections Three: Consists of two questions. You must answer both questions.
6. 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.
7. 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.

**Section One: Research Methods****20% (25 marks)**

This section has **two** 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****(9 marks)**

Ingrid, a boot camp instructor, noticed her participant numbers were dropping off during winter. She decided to enlist the help of a marketing expert to see how she could increase her participant numbers. The marketing expert suggested she should market her business through her social media.

Ingrid focused on her Facebook and Instagram profiles and noticed the number of 'likes' on all of her posts increased. She also noticed that posting pictures of her participants working out led to many of her clients leaving positive comments suggesting how much they enjoyed the session. By the following summer she had doubled her number of participants. Ingrid concluded that the use of social media had **caused** her business to grow.

- (a) List **two** behavioural variables from Ingrid's scenario. (2 marks)

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- (b) Using your psychological understandings, state whether Ingrid's conclusion is correct and provide an explanation for your response. (2 marks)

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**Question 1 (continued)**

- (c) Outline another variable that could have impacted Ingrid's result. (1 mark)

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- (d) Ingrid collected two types of data. Name these **two** types of data and provide an example of each using the scenario above. (4 marks)

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Question 2

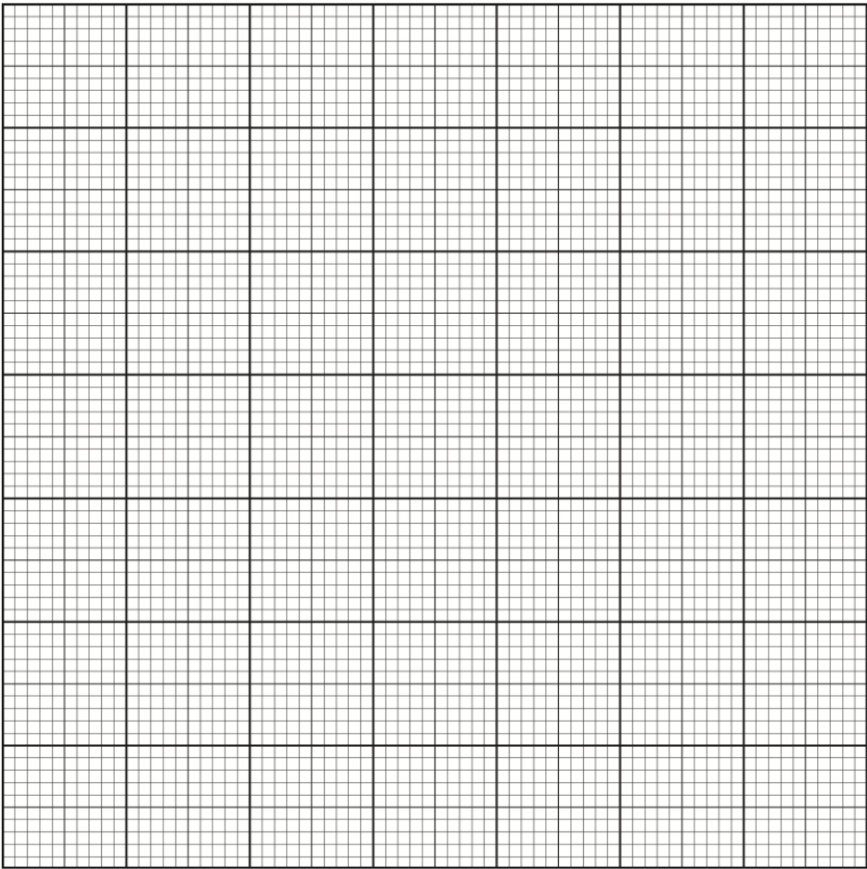
(16 marks)

A researcher was interested in the effect alcohol would have on adults’ ability to drive a simulated car. The following questions relate to the table below.

Table 1: The effect of alcohol consumed in one hour on the number of mistakes made when driving a simulated car.

Alcohol consumption (standard drinks)	Number of mistakes made (%)
2	10
4	38
8	88

- (a)
- Draw a graph that best represents the data in Table 1 in the grid below.
- (5 marks)



A spare grid is provided at the end of this Question/Answer booklet. If you need to use it, cross out this attempt and indicate clearly that you have redrawn it on the spare page.

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**Question 2 (continued)**

(b) Provide an operationalised hypothesis for the information in the graph above: (4 marks)

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(c) Describe any trend or pattern seen in the data above. (1 mark)

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(d) Referring to the data above, conclude whether the hypothesis was supported. (2 marks)

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(f) Explain how the researcher could test the external reliability of the experiment. (2 marks)

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**Question 2** (continued)

- (g) Are the results of this experiment valid? Justify your answer (2 marks)

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**End of Section One**

**See next page**

## Section Two: Short Answer

55% (104 Marks)

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

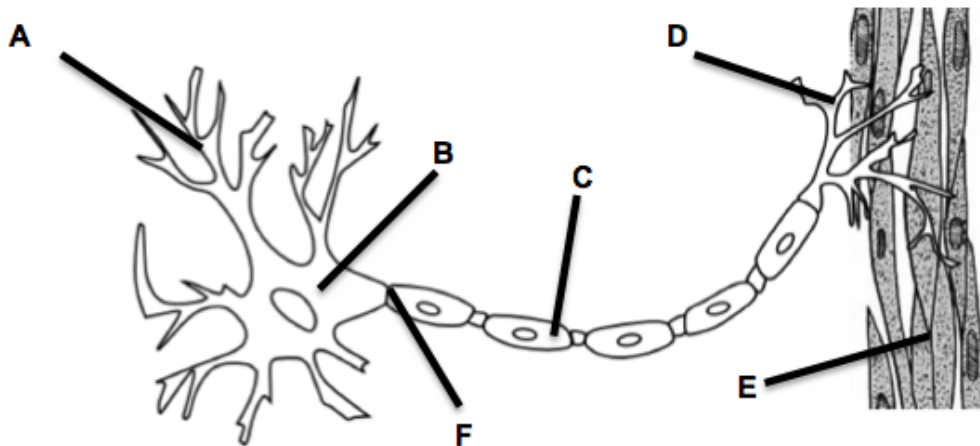
Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes

### Question 3

(13 marks)

Figure 1, shown below is a diagram of a neuron.



(a) Identify the following structure shown on the above diagram (3 marks)

- (i) A. \_\_\_\_\_
- (ii) B. \_\_\_\_\_
- (iii) D. \_\_\_\_\_

(b) Six-year-old Marcus was diagnosed with agenesis, a rare disorder cause by being born without a corpus callosum.

- (i) What is the main function of the corpus callosum? (1 mark)

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**Question 3 (continued)**

- (ii) A still picture brain scan is needed to confirm problems with the corpus callosum. List **two** types of scans that could be used. Explain **one** of these. (3 marks)

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- (iii) Identify **one** difference and **one** similarity between fMRI and PET scans. (2 marks)

Difference: \_\_\_\_\_

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Similarity: \_\_\_\_\_

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- (iv) Doctor's conducted tests on Marcus by presenting a picture of a car to his left visual field. Explain why Marcus would be able to draw the car but not verbally identify the car. (4 marks)

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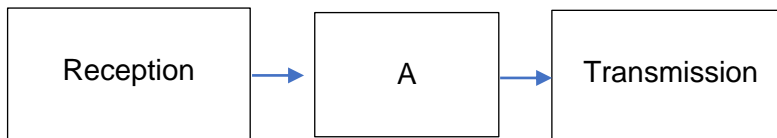
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**Question 4****(11 marks)**

Figure 2, shown below shows the steps of sensation.



- (a) Identify the process labelled 'A' in Figure 2. (1 mark)

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- (b) For each of the following scenarios identify the type of stimulus.

- (i) Mikayla came home from work and noticed a strange smell of gas as soon as she walked through her front door. (1 mark)

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- (ii) Maya was enjoying her kebab so much she did not want to share it with her boyfriend. (1 mark)

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- (c) Explain the difference between sensation and perception. (2 marks)

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**Question 4 (continued)**

- (d) Ed, a new step-dad, was trying to follow a muffin recipe he hadn't used before, while holding his four-week-old step-daughter. He found himself getting very distracted and had to read the recipe several times to check if he was measuring each ingredient correctly. Ed's wife told him later that evening she thought the muffins had too much salt in them.

- (i) Identify and describe one type of intelligence Ed is demonstrating according to Howard Garner's Theory of Multiple Intelligences. (2 marks)

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- (ii) Using types of attention, explain why Ed mid-read the recipe. (4 marks)

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Question 5

(9 marks)

Lila grew up watching her mum volunteer to help others. Her mother taught her to respond to the needs of others. When Lila turned 16 years of age, she began volunteering at the local soup kitchen and was very good at understanding the perspectives of others.

- (a)
- (i)
- Name and define the type of behaviour Lila and her mum both demonstrated.
- (2 marks)

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- (ii)
- Provide **two** explanations as to why Lila demonstrates this behaviour and apply these to the scenario.
- (4 marks)

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A young boy was getting pushed around by some older boys at his local basketball court. He started calling out for help. Despite there being three other groups of people around, no one came to his aid.

- (b)
- (i)
- Identify and apply the theory that explains the behaviour of the bystanders.
- (2 marks)

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- (ii) Explain why the bystanders' behaviour is considered anti-social. (1 mark)

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Question 6

(16 marks)

- (a) Compare 'communication' and 'effective communication'. (2 marks)

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Use the image below to answer question (b).



- (b) The man in the above picture is demonstrating the gesture of a handshake. List **three** other types of non-verbal communication and describe how the man is using these in the image above. (6 marks)

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**Question 6 (continued)**

- (c) Robinson suggested the handshake is one way in which adults regulate and maintain relationships. Identify **two** other ways adults regulate social relationships according to Robinson. (2 marks)

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- (d) Hearing impairment includes two types of hearing loss. Name **two** types of hearing loss and explain **one**. (3 marks)

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Belinda is a nine-year-old who has a hearing impairment which has been present from birth. She has a cochlear implant to help her communicate with her peers and teachers at school. Despite the implant, Belinda is currently struggling with literacy and finds it difficult to make friends at school.

- (e) Explain how Belinda's hearing impairment has impacted her cognitive and social development. (3 marks)

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**Question 7**

**(8 marks)**

- (a) Define the term 'developmental psychology'. (1 mark)

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- (b) Explain the difference between monozygotic and dizygotic twins. (1 mark)

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- (c) Bouchard et al. (1990) studied identical twins who were reared apart and compared them to identical twins reared together and fraternal twins reared together. Outline his findings and conclusion in regard to the development of IQ. (3 marks)

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- (d) Explain why Bouchard compared identical twins who were reared apart with identical twins reared together. (3 marks)

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**Question 8****(16 marks)**

- (a) According to the Psychodynamic theory, briefly describe the function of the id, ego and superego. (3 marks)

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- (b) Marika was driving home from work when a man ran into the back of her car. She was extremely angry at the man for driving so carelessly yet did not feel safe enough to express it.

- (i) Provide an example of a displaced behaviour that could be exhibited by Marika as a defence mechanism when she arrived home. (1 mark)

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- (ii) Explain why Marika displaced her anger. (3 marks)

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Question 8 (continued)

(c) Identify and compare the **two** types of projective personality tests. (5 marks)

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(d) Evaluate the effectiveness of projective tests in examining personality. (4 marks)

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**Question 9****(12 marks)**

- (a) Provide the psychological definition of a group. (1 mark)

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An organisational psychologist was asked to work with some employees from the Public Transport Authority (PTA). He decided, that as he had a total of 20 people from the PTA, he would ask them to do some team building activities in groups of four.

- (b) (i) Provide a psychological explanation as to why working in smaller teams of four could prove to be beneficial. (1 mark)

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The psychologist asked one group to wear masks during a role-playing activity where each group had to act out a confrontational conversation between a boss and his employee. He noticed that the group wearing masks took the activity too far and started swearing and becoming aggressive during their role play.

- (ii) Identify and explain the psychological construct influencing the group's behaviour. (3 marks)

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- (iii) The psychologist noticed that no one in any of the groups were social loafing. What does social loafing refer to? (1 mark)

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**Question 9 (continued)**

- (c) Competition can affect individuals differently depending on whether the competition comes from within a group or between groups. Describe what could happen if competition occurs within groups, as opposed to when competition occurs between groups. (2 marks)

Within: \_\_\_\_\_

\_\_\_\_\_

Between: \_\_\_\_\_

\_\_\_\_\_

Mia started attending a new school. She was instantly popular with a number of girls who played music in the school band. She had a bad experience with a music player at her previous school, and felt these girls would be just like her, so she ignored their polite welcome.

- (d) (i) Name and explain the psychological term that explains Mia's behaviour. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

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- (ii) Discuss the consequences of this type of behaviour Mia demonstrated in this scenario. (2 marks)

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**Question 10****(19 marks)**

- (a) Provide the psychological definition of an attitude. (1 mark)

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For the following scenarios, suggest where the attitude originated from.

- (b) (i) Toby's mum and dad have a number of homosexual friends. Toby was very supportive of his friend Michael when he came out as homosexual. (1 mark)

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- (ii) Rachel often watches The Project, a TV program where racism is never condoned. Rachel advocates that everyone should be accepted regardless of their ethnicity (1 mark)

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- (c) Provide **two** other suggestions as to where attitudes originate from. (2 marks)

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- (d) The observational method is one way to collect data about a person's attitude. Explain the difference between an overt and covert way of collecting this type of data. (2 marks)

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**Question 10 (continued)**

- (e) List **three** other tools for measuring attitudes and identify whether each is a qualitative or quantitative self-report method. (6 marks)

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Misha and Carol have very different attitudes when it comes to posting about themselves on social media. Misha never posts selfies (photos of herself) on social media as she believes people that do are vain. She often gets annoyed at her friend Carol who posts pictures of herself daily. Carol once told Misha that she feels valued when people like and comment on her posts. And she believes that others enjoy seeing what she gets up to.

- (f) Provide the affective, behavioural and cognitive components of both Misha and Carol's attitude towards posting selfies on social media. (6 marks)

**Misha**

Affective: \_\_\_\_\_

\_\_\_\_\_

Behavioural: \_\_\_\_\_

\_\_\_\_\_

Cognitive: \_\_\_\_\_

\_\_\_\_\_

**Carol**

Affective: \_\_\_\_\_

\_\_\_\_\_

Behavioural: \_\_\_\_\_

\_\_\_\_\_

Cognitive: \_\_\_\_\_

\_\_\_\_\_

**End of Section Two**

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**See next page**





**Section Three: Extended Answer****25% (54 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.

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Write your answer to Question 11 on pages 25-29. When you have answered this question, turn to page 30 for Question 12 and write your answer on pages 31-35.

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**Question 11****(26 marks)**

Omaly and Fraser had been best friends all throughout primary school. They both enjoyed skateboarding and playing cricket. By year 10 they had drifted apart. Omaly continued to skate-board, play cricket and enjoyed other physical activities as well as meditation, but he also started drinking alcohol at the occasional weekend party. Fraser lost interest in the physical activities and fell into a crowd of friends that were more interested in smoking cannabis and taking amphetamines on the weekend.

Explain how Omaly and Fraser's choices of recreational activities could affect their behaviours, emotions and thoughts.

In your response:

- Explain how Omaly and Fraser's choices of recreational activities would impact their behaviours, emotions and thoughts.
- Describe the different states of consciousness the boys would experience through their different choices of recreational activities.
- Identify **four** different ways of measuring their level of consciousness.
- Refer to psychological evidence and understandings.

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

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

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

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

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

[illegible]

**Question 12****(28 marks)**

Imogen has a large friend group and is known by her friends to be outgoing, friendly, calm and empathetic. She is goal directed and works well under pressure, achieving dux of the school. After school, she hopes to volunteer in an orphanage in a third-world/developing country, using her skills and creativity to help others.

Using the trait and humanistic approaches, assess Imogen's personality.

In your response:

- Define personality.
- Briefly outline trait and humanistic theories of personality, including relevant theorists.
- Apply these theories to explain Imogen's personality.
- Provide **one** similarity and **one** difference between the theories.
- Evaluate the effectiveness of humanistic OR trait theories at explaining personality.

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

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

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

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

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Supplementary Page

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Supplementary Page

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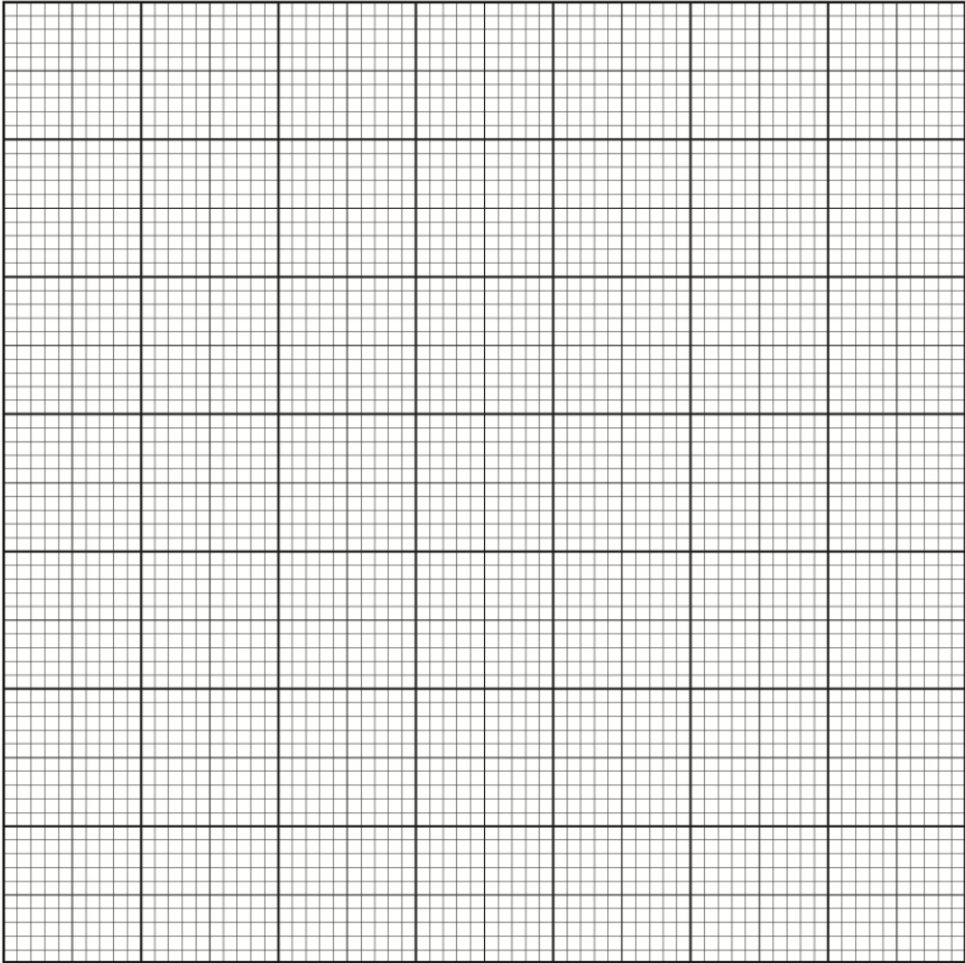
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Supplementary Page

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Spare grid





## ACKNOWLEDGEMENTS

**Question 6b**      **Shutterstock**

Close up handshake in the office.

Retrieved September 2019 from

<https://www.shutterstock.com/image-photo/close-handshake-office-1049691002>