

Name: _____

Teacher: _____

Mark: _____ /50

Percentage: _____ %

MARKING KEY

Section One: Research methods

(16 marks)

Question 1

Fatimah's research assistant suggested she should compare the results of two different groups: those who spent two days in the hospital (control group), and those who spent one week in the hospital (experimental group). Explain why it is important to have a control group when conducting research. (1 mark)

To compare against the results of the experimental group in order to determine the effect of the independent variable.

Question 2

Test scores for a group of students are listed below. 24, 34, 36, 36, 43, 43, 54, 54, 66, 75

24, 54, 36, 43, 75, 43, 66, 54, 36, 34

Calculate the mean, mode and median for these scores.

(3 marks)

Mean: $465 \div 10 = 46.5$ (1)

Mode: 43, 36, 54 (1)

Median: $43 + 43 = 86 \div 2 = 43$ (1)

MARKING KEY

Question 3

State two major differences between a psychologist and a psychiatrist.

(2 marks)

A psychologist is not allowed to prescribe drugs whereas a psychiatrist can prescribe drugs. (1)

A psychologist is not a medical doctor / has no medical degree whereas a psychiatrist is a medical doctor / has a medical degree. (1)

OR

A psychologist has a broader range of interests whereas a psychiatrist has a more narrow range of interests.

Question 4

State two main differences between a bar graph and a histogram.

(2 marks)

In a bar graph the bars do not touch, in a histogram the bars touch. (1)

In a bar graph the data is discrete, in a histogram the data is continuous. (1)

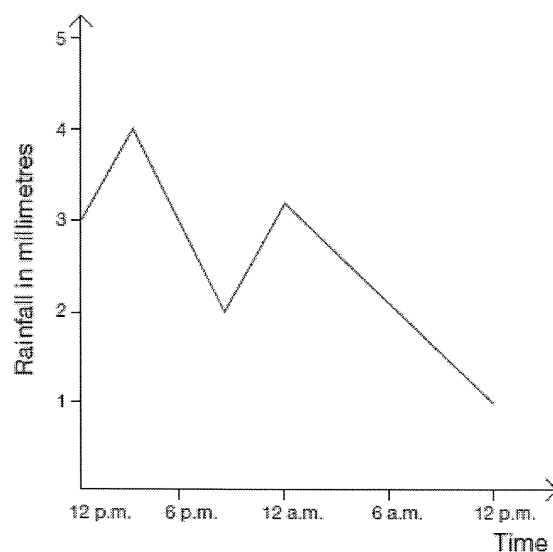
OR

Bar graphs compare variables whereas histograms show distributions of variables

Question 5

Look at the graph below and answer the following questions.

Rainfall over time



a) Write a suitable title above the graph.

(1 mark)

b) State the type of graph that is shown.

(1 mark)

Line graph

c) State the independent variable.

(1 mark)

Time

d) State the dependent variable.

(1 mark)

Rainfall

Question 6

A psychologist wanted to test how sleep impacted on consolidating information to be memorised. She advertised in a Perth newspaper for participants and then sampled 100 applicants by drawing their names out of a hat. The participants were then paired based on their age and gender. One member of each pair was assigned to the control group and the other assigned to the experimental group. The control condition involved participants reading a passage by Shakespeare before going to bed and then writing down as much of the passage as they could remember eight hours later. The experimental condition involved participants reading the same passage by Shakespeare in the morning and then writing down as much of the passage as they could remember eight hours later. The results showed the control group remembered, on average, 42% of the passage, while the experimental group remembered, on average, 33% of the passage.

a) Is this study an experiment? Explain your answer.

(1 mark)

This study is an experiment because it assesses a cause and effect relationship. It examines the effect of the independent variable on the dependent variable.

b) Write a suggested operationalised hypothesis for this study.

(2 marks)

It is hypothesised that Perth residents ^{population} who read a passage of Shakespeare before bed (sleeping for eight hours) will remember more of the passage, ^{dependent variable operationalised} measured by writing down as much of the passage they could remember, compared to the residents who ^{independent variable operationalised} read a passage of Shakespeare in the morning (sleeping for no hours).

c) What is the operationalised independent variable for this study.

(1 mark)

The amount of sleep the participants had (hours)

Question 7

Discuss two factors that can help an individual's psychological development as they move through the lifespan. (2 marks)

A positive social network to support you

close relationships with family members

High self-esteem

Good health and fitness

Involvement in groups, clubs and societies.

Any 2,
1 mark each

Question 8

a) The teenage years see a lot of change for adolescents both cognitively and emotionally. Provide one cognitive and one emotional example that a teenager is likely to experience. (2 marks)

Cognitive: Thinks critically, abstract thinking, logical thinking, problem solving,
understanding symbols, can set personal goals, improved language ability.

Emotional: Self-knowledge, understanding of other people's emotions (empathy),
self-esteem, fluctuating emotions (mood swings) establishes
realistic sense of identity. (1 each)

b) Outline two ways in which information is collected to further understand the 'nature versus nurture' debate. (2 marks)

collecting data from ^① twin studies and ^① adoption studies
are two ways in which the 'nature versus nurture'
debate can be further understood.

c) Explain the difference between monozygotic twins and dizygotic twins. (2 marks)

Monozygotic twins are identical twins ①

Dizygotic twins are non-identical twins

Info regarding genetic information/DNA ①

d) Explain why identical twins are often used when investigating 'nature versus nurture'. (2 marks)

Identical twins are from the same egg and therefore have the same genetic code so their (1) 'nature' element, or genetic makeup, is the same. Therefore differences in the individuals are likely to be due to environmental influences. (1)

Question 9

One way to reduce prejudice is to get a group of people to work together to achieve a goal, these are known as superordinate goals. Describe what will happen to the amount of prejudice when the outcome is negative and what will happen to the amount of prejudice when the outcome is positive. (2 marks)

When the outcome is positive, prejudice will decrease (1), when the outcome is negative prejudice will increase (1).

Question 10

In social loafing, contrast between the sucker effect and the free-rider effect. (2 marks)

The free rider effect is when an individual decreases their workload/effort because they believe someone else will do it. (1) The sucker effect is when an individual reduces their effort because they believe other group members are taking advantage of their work (1)
or because other group members are not putting in effort.

Question 11

Discuss an example of a cognitive intervention that may be used to help overcome prejudice. (1 mark)

Beware of stereotypes, seek information about an individual, look for commonalities between you and the individual, remember that being different is not a negative thing, become more culturally aware, beware of your prejudices.

Question 12

Bayley wanted to write a letter to his principal to get more funding for his school badminton team. He decided to hand his classmates a survey that explored their attitudes towards badminton to show the school how passionate the students were about the sport. He had a series of statements about badminton and students were required to circle whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed or strongly disagreed with each statement. State the name given to the self-report method that Bayley was most likely using and describe one positive of using this method.

(2 marks)

A liker + scale ① is the self-report method that Bayley was most likely using and one positive of this method is that the data can be generalised to the population the sample was taken from. (1)

Question 13

Haynab Secondary School is a multicultural school; however, the principal is concerned about prejudices forming towards some of the cultural groups. Name and explain two ways to help reduce prejudice occurring in the school.

(2 marks)

Contact hypothesis involves setting a task that involves different cultural groups working together for a prolonged period of time. (1)
Cognitive interventions involves teaching students about different cultures and to be cautious of stereotypes. (1)

~~or~~

Superordinate goals involves setting goals for the students in the class to reach, which will rely on everyone pitching in.

Any 2

Question 14

(3 marks)

Natalia is passionate about the environment and is scared that global warming is making a large impact on the earth. She believes that if everyone could do their bit we would be a lot better off. She decides to start an environmental club at school to raise awareness of issues relating to global warming. Using the tripartite model of attitudes, name each of the three components and explain how Natalia demonstrates the three components.

- ♦ Affective: she is worried/scared about global warming. (1)
- ♦ Behavioural: she forms an environmental club. (1)
- ♦ Cognitive: she believes if everyone does their bit we will be better off. (1)

Section three: Extended answer

(12 marks)

This section contains **one (1)** question that you must answer.

Pages are included at the end of the question for planning and writing your answer.

- ♦ **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 section of the question you are answering.

Two marks are allocated for spelling, grammar and paragraph format.

(2)

Suggested working time: 20 minutes.

Question 15

Hope eats a bowl of cereal every morning before walking to school with her older brother. She feels safe with her brother around and enjoys the chats and the relationship she has with her brother. Recently, another student in Hope's class has started bullying her for no apparent reason. Hope is now reluctant to go to school.

In your answer you should:

- ♦ State the two main ideas at the centre of humanistic theories.
- ♦ Name each of the five stages in Maslow's hierarchy of needs (in order) and for each provide an example of a specific need.
- ♦ Using Maslow's hierarchy of needs, explain what stage Hope is at and explain whether she is likely to reach the fifth stage.

• All people are born good. (1)

• All people strive to reach self-actualisation (1)

stage 5

• Self actualisation - personal growth, fulfilment (1)

stage 4

• Esteem needs - achievement, status, responsibility, reputation, self respect (1)

stage 3

• Belongingness & love needs / social needs (1)

- family, affection, relationships, work group.

stage 2

• Safety needs - protection, security, order, law limits, stability. (1)

stage 1

• Physiological needs - air, food, drink, shelter, warmth, sex, sleep. (1)

• Hope is likely to be at the fourth stage, characterised by ones self-esteem. (1)

• Unless Hope is able to overcome the bullying and accept herself and build her self-esteem (1) she is unlikely to reach self-actualisation (1).