



PSYCHOLOGY

Stage 2

WACE Examination 2013

Marking Key

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

Section One: Research methods

25% (25 Marks)

Question 1

(5 marks)

A researcher decides to conduct interviews with ten students from Harman High School's Year 12 group to gain an understanding of their attitudes toward wearing the school uniform.

- (a) Name the population from which the researcher has drawn the sample group. (1 mark)

Description	Marks
Harman High School's Year 12 group.	0–1
Total	1

- (b) Identify **two** ethical considerations relevant to this study. Explain how the researcher would deal with each of the considerations in her research. (4 marks)

Description	Marks
Any two of confidentiality/informed consent/parental consent/voluntary participation/equitable treatment/ nonmalificence/ beneficence/ privacy/honesty (1 mark each for consideration).	0–2
Any two explanations of how each ethical consideration would be dealt with such as: Assign numbers rather than use names/ensure participants understand research and sign to indicate consent – they may withdraw at any time/obtain parental consent/treat all fairly and equally/do no harm – ethically approve research/do some benefit from research/do not share personal details or collect unnecessary personal information/do not deceive participants and explain process and results – or debrief afterwards. (1 mark for each explanation relevant to the ethical considerations mentioned).	0–2
Total	4

Question 2

(8 marks)

Complete the table below to help classify the type of data collected by two different research methods.

Description			Marks
Research method	Interview	Survey (self-rating scale)	
Qualitative or Quantitative	Qualitative (1 mark)	Quantitative (1 mark)	
Subjective or Objective	Subjective (1 mark)	Subjective (1 mark)	
Describe one strength	Rich data collected/ opportunity to discover detail or reasons for responses/ any other logical and correct answer (1 mark)	Can analyse data statistically/ cost efficient to study large group/ time efficient to study large group any other logical and correct answer (1 mark)	
Describe one limitation	Responses may not be honest/huge time required to study large group/more difficult to find volunteers/any other logical and correct answer (1 mark)	Responses limited to options provided/no opportunity for rich data or reasons for responses/ any other logical and correct answer (1 mark)	
Total			8

Question 3

(8 marks)

An experiment was conducted to investigate the effect of adrenalin on heart rate. Researchers selected a sample of eight 30-year-old men. The men were assembled in a laboratory one afternoon. The four participants in the experimental group were given one unit of adrenalin. The four participants in the control group were given a placebo. Resting heart rate was measured before and after the adrenalin/placebo treatment.

- (a) What is the independent variable in this study? (1 mark)

Description	Marks
Substance administered Adrenalin and placebo	0–1
Total	1

- (b) List **two** variables that were controlled in this study. (2 marks)

Description	Marks
Any two of gender/age/venue/time of study (1 mark each).	0–2
Total	2

- (c) Write an operational hypothesis for this study. (3 marks)

Description	Marks
It is hypothesised that 30-year old men (1) given one unit of adrenalin, rather than a placebo (1), will have higher resting heart rates (1).	0–3
Total	3

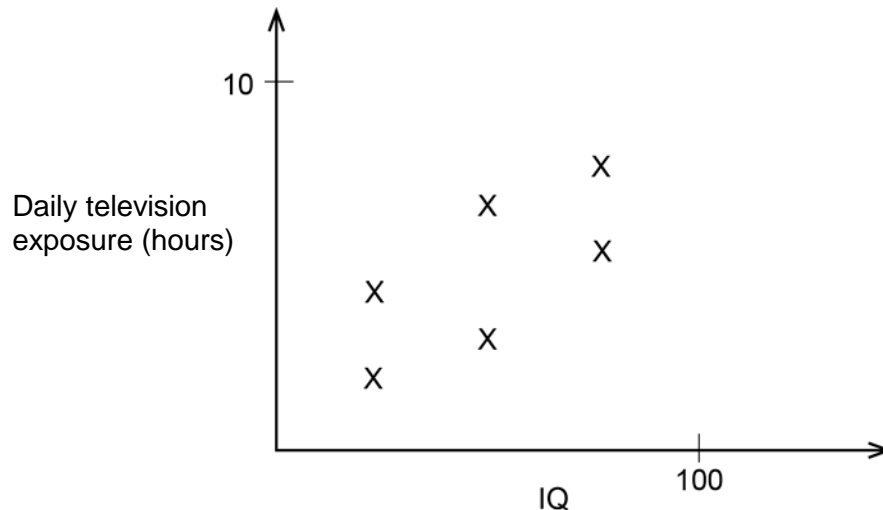
- (d) Identify a source of error in this experimental design and suggest a way of reducing the error. (2 marks)

Description	Marks
Source of error: Small sample size/limited trial/any extraneous variable (e.g. previous food/ health history).	0–1
Way of reducing: Increase sample size/repeat trial/control extraneous variable.	0–1
Total	2

Question 4

(4 marks)

Data from a correlational study on intelligence quotient (IQ) and daily exposure to television were used to produce the following scatterplot. Use the information provided to answer the questions below.



- (a) What term is given to the variables studied in correlational research? (1 mark)

Description	Marks
Behavioural.	0–1
Total	1

- (b) Describe the strength and direction of the correlation between television exposure and IQ. (2 marks)

Description	Marks
Strong/moderate (1) and positive (1).	0–2
Total	2

- (c) A magazine used the research from this correlational study to report that 'higher levels of television watching cause lower intelligence'. Explain why the magazine should **not** make this claim. (1 mark)

Description	Marks
Correlation does not show cause and effect.	0–1
Total	1

Section Two: Short answer

60% (60 Marks)

Question 5

(10 marks)

- (a) Define 'heredity'. (1 mark)

Description	Marks
The passing on of physical or mental characteristics genetically from one generation to another.	0–1
Total	1

- (b) Name the theorist most commonly associated with social learning through observation. (1 mark)

Description	Marks
Bandura	0–1
Total	1

- (c) Teachers want parents to increase the time students spend studying rather than watching television. Operant conditioning strategies can be used to increase the amount of time a student spends on study. Complete the following table by describing **one** positive and **one** negative example for both reinforcement and punishment that could be used to increase the time spent on study. (8 marks)

Description			Marks
Strategy	Reinforcement	Punishment	
Positive	An example that describes adding something pleasant (1) to increase good behaviour (studying) (1).	An example that describes adding something unpleasant (1) to decrease bad behaviour (watching television) (1).	0–4
Negative	An example that describes removing something unpleasant (1) to increase good behaviour (studying) (1).	An example that describes removing something pleasant (1) to decrease bad behaviour (watching television) (1).	0–4
Total			8

Question 6

(11 marks)

- (a) Identify **two** strategies that can be used by a researcher to help reduce cultural bias in testing. (2 marks)

Description	Marks
Any two of: not using biased language in instructions/ not using biased language in required responses/use of materials not related to subjects taught in schools/ use a researcher from an appropriate culture/ get permission from elders/ take into account cultural sensitivities.	0–2
Total	2

- (b) Intelligence testing is used by many organisations to assess the suitability of job applicants for employment.

- (i) Identify **one** advantage and **one** disadvantage of individual intelligence testing. (2 marks)

Description	Marks
Advantage: one-on-one/ aptitude assessment/ can observe individual behaviour/ avoid social pressure.	0–1
Disadvantage: costly/time consuming.	0–1
Total	2

- (ii) Identify **one** advantage and **one** disadvantage of group intelligence testing. (2 marks)

Description	Marks
Advantage: can be administered to larger numbers/objective scoring.	0–1
Disadvantage: individual differences (tiredness, illness) masked/less flexible/cultural variance/ change behaviour as a result of social pressure.	0–1
Total	2

- (c) Complete the following table detailing the different theories/theorists associated with intelligence. (5 marks)

Description		Marks
Name of theorist	Overview of theory	
Spearman (1)	Intelligence is thought to be a combination of both general intelligence (g) and specific intelligence (s).	0–1
Binet and Simon	Developed the first intelligence testing for children/ concept of mental age (1)	0–1
Weschler (1)	Empirical model of intelligence. Developed tests to measure intelligence in adults as well as children.	0–1
Gardner	Instead of one general intelligence, people have many different kinds of intelligence (1)	0–1
Golman (1)	EQ can matter more than IQ – it can help effective social interaction with others.	0–1
Total		5

Question 7

(7 marks)

- (a) List **two** motor skills that you would expect a child between the ages of two and six years to master. (2 marks)

Description	Marks
Any two of: running/ skipping/ throwing/ catching/ hitting/ swimming/ balancing/any logical and correct answer.	0–2
Total	2

- (b) Explain, with the use of an example, the psychological concept of social readiness in skill development. (2 marks)

Description	Marks
Any logical and correct example (1) demonstrating that children must be at an appropriate stage of social development for them to be able to perform certain skills (1). For example the ability to share and take turns indicates that a child has the social readiness to interact with others in play and other situations.	0–2
Total	2

- (c) Describe **three** contributions of play to the development of a child. (3 marks)

Description	Marks
Any three of: permits expression of developing motor skills, uninhibited by rules and other constraints/ allows them to practice skills/ facilitates development of perceptual and motor skills/ exposes them to many shapes and textures with which they can explore their world/ refine hand-eye coordination/ expand knowledge/ turn taking/ rules/ enhance language skills/ enhance social skills.	0–3
Total	3

Question 8

(6 marks)

- (a) Name the theorist most commonly associated with the learning theories of personality. (1 mark)

Description	Marks
Skinner	0–1
Total	1

- (b) Describe **two** key ideas that are the basis of humanistic theories of personality. (2 marks)

Description	Marks
People are born good (1), and they try to reach their potential throughout their lives (1).	0–2
Total	2

- (c) List **three** of the five levels in Maslow's hierarchy of needs. (3 marks)

Description	Marks
Any three of: physiological/ safety/ belongingness/ esteem/ self-actualisation.	0–3
Total	3

Question 9

(16 marks)

- (a) Identify **two** reasons for delayed communication skills.

(2 marks)

Description	Marks
Any two of the following: Hearing impairment (1); autism (1); developmental delay (1); disability (1); limited exposure (1).	0–2
Total	2

- (b) There are **two** types of hearing impairment. In the table below name them, the area of the ear that is associated with each and the different effects that each type of hearing impairment has on how it sounds might be heard.

(6 marks)

Description			Marks
Type of hearing impairment	Area of the ear associated with the impairment	Effects on how sound might be heard	
One: Conductive hearing loss (1)	outer or middle ear (1)	hearing may fluctuate/ be distorted (1)	0–3
Two: Sensorineural hearing loss (1)	Cochlea/ inner ear (1)	quantity and quality of sound affected (1)	0–3
Total			6

- (c) List **two** interventions that can be used with the hearing impaired to improve communication.

(2 marks)

Description	Marks
Any two of: lip reading/ Auslan/ hearing aids/ cochlear implants/ sign language.	0–2
Total	2

- (d) Describe **three** ways in which autism affects communication skills.

(3 marks)

Description	Marks
Any three of: Late onset of language, struggles to understand anything but the literal meanings, cannot understand non-verbal communication, inability to interpret emotional language or sarcasm (1 mark each). (Must link how behaviour affects communication – listing symptoms of autism is not correct)	0–3
Total	3

- (e) List **three** ways in which we can assist people with autism to communicate more effectively. (3 marks)

Description	Marks
Any three of: early intervention/ intensive communications training/ severe cases learn to sign to communicate/ understanding their difficulties can help us to assist them/any other logical and correct answer.	0–3
Total	3

Question 10

(10 marks)

- (a) People react differently to world events – some positively and some negatively. A resilient person would display a positive response. Describe **three** characteristics of a resilient person. (3 marks)

Description	Marks
Any three of: the capacity for making the most of a small window of opportunity/ who have healthy social support network/ have a wide comfort zone/ feel in control of their lives/ have a sense of direction/ positive cognitive appraisals/ high self-esteem/ high self-concept/ optimism/ any other logical and correct answer.	0–3
Total	3

- (b) A negative reaction to world events may be displayed by a person with post-traumatic stress disorder (PTSD). Describe **three** factors unique to PTSD. (3 marks)

Description	Marks
Any three of: the person's response involved intense fear, helplessness or horror (1), it can have a delayed onset (1), usually triggered by a specific incident (1), flashbacks (1), insomnia (1), depression (1), any other logical and correct answer (1).	0–3
Total	3

- (c) World events are large-scale events, such as the Olympic Games, that affect more than just individuals. These events affect many people's lives and cause stress for different people in different ways, some positive and some negative. Describe **two** event characteristics related to stress that may influence an individual's response to the Olympic Games. (4 marks)

Description	Marks
Any two of: Predictability of the event – unpredictable outcomes for individual events are more stressful and have a longer lasting impact, we are unable to prepare for them Controllability – how much control we have over the outcomes for individual events and their impact Experience threat or loss – whether the individual is impacted by winning or losing and to what degree. (1 mark for listing, 1 mark for describing)	0–4
Total	4

Section Three: Extended answer

15% (15 Marks)

Question 11

(15 marks)

Using real-life examples, discuss cultural differences in attitudes between individualistic cultures and collectivist cultures.

In your answer, you should

- define and give examples of culture.
- define and give an example of an individualistic culture.
- define and give an example of a collectivist culture.
- discuss attitudes in individualistic cultures.
- discuss attitudes in collectivist cultures.

Question 12

(15 marks)

Jane witnessed a robbery. When interviewed by police half an hour later, she was able to recall many details. However, during the trial three months later, she was not able to recall many details. Discuss Jane's behaviour in relation to memory.

In your answer, you should

- define and discuss working (short-term) memory.
- define and discuss long-term memory.
- discuss forgetting and remembering.

Question 13

(15 marks)

There are psychological theories regarding conformity, compliance, obedience, status, and power. Discuss at least **two** socialisation processes that might be observed within cult groups.

In your answer, you should

- define 'socialisation processes'.
- define 'cult groups'.
- define other relevant terms in the context of cult groups.
- refer to psychological theories and concepts that contribute to explaining socialisation processes that might be observed within cult groups.

Questions 11, 12 and 13 have been answered in dot point form to assist the markers with a list of key understandings that candidates could include in their answers. This list is not exhaustive. Markers should be prepared to accept other appropriate answers and mark them on their merits.

Question 11	Guide to marking extended answers	Marks
Definitions		3
Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions.		1
No definitions.		0
Attitudes in individualistic cultures		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Attitudes in collectivist cultures		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Structure		2
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning or answer cannot be understood by the marker.		0
TOTAL		/15

Question 11

(15 marks)

Answers must be in the context of the question.

Define culture:

- A group of people with shared beliefs/attitudes/behaviours/traditions
- Passed on through generations/ same social norms
- Culture not the same as nationality.

Define individualistic culture:

- Group of people with similar independent sense of identity/ based on own personality/interests/ individualistic talents
- Individualistic rights and sense of freedom
- E.g. most western cultures.

Define collectivist culture:

- Group of people with similar interdependent sense of identity based on that of group/family
- Behaviour maintains group and relationships
- E.g. most Asian cultures. Traditional aboriginal groups

Individualistic Culture and attitudes:

- Relationships may be impermanent and of own choosing
- Aged people not capable/live away from nuclear family
- Environment changed to suit needs of individual
- Mental illness caused by individual/flaws
- Individual needs more important than those of group.
- Individual behaviours designed to meet individual needs/desires

Collectivist Culture and attitudes:

- Relationships may be permanent and chosen by group
- Aged people wise/revered/live in extended family
- Individual changes behaviour to suit environment
- Mental illness attributed to external causes
- Individual needs less important than those of group

Question 12	Guide to marking extended answers	Marks
Definitions		3
Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions.		1
No definitions.		0
Working (Short-term) memory		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Long-term memory		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Structure		2
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning or answer cannot be understood by the marker.		0
TOTAL		/15

Question 12

(15 marks)

Answers must be in the context of the question.

Working (Short-term) memory:

- Usually up to 30 seconds for short-term memory and up to 30 minutes for working memory
- Also known as primary or active memory
- The information we are currently aware of or thinking about
- The amount of information that can be stored in short-term memory can vary
- Working memory refers to the processes that are used to temporarily store, organise and manipulate information
- Short-term memory, on the other hand, refers only to the temporary storage of information in memory
- Miller, Hitch, Baddeley, Kahneman, Tversky.

Long-term memory:

- Refers to the continuing storage of information
- Information is largely outside of our awareness, but can be called into working memory to be used when needed
- While long-term memory is also susceptible to the forgetting process, long-term memories can last for a matter of days to as long as many decades
- Declarative (explicit) memory and procedural (implicit) memory

Question 13 Guide to marking extended answers		Marks
Definitions		3
Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describe and explicitly explain what the theory or research contributes to the topic being discussed.		3
Correct definitions are given, with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		2
Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions.		1
No definitions.		0
First socialisation process		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Second socialisation process		5
An extended answer with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.		5
An extended answer with minimal (one or two), brief and/or inaccurate descriptions of relevant psychological concepts, theories and research.		3–4
Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to empirical evidence.		1–2
No answer.		0
Structure		2
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.		2
Literacy enables the construction of an extended answer with well developed sentences and paragraphs.		1
Is unable to express ideas with clarity of meaning or answer cannot be understood by the marker.		0
TOTAL		/15

Question 13

(15 marks)

Define 'socialisation processes':

- How we fit into society
- How we are brought up in our family, learning the society's general norms, values, and our roles within the structure
- How our chosen peer group(s) affect our socialisation

Define 'cult groups':

- Religious group or other group whose beliefs or practices are considered abnormal or bizarre by society

Refer to psychological theories and concepts that contribute to explaining socialisation processes that might be observed in cults:

- Conformity
- Compliance
- Obedience
- Asch (lines)
- Zimbardo (prison)
- Milgram (shocks)
- Status markers
- Types of power (referent, legitimate, knowledge, informational)

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