



Joseph Banks Secondary College

Developmental and Personality
Worth % of the School Mark
Question/Answer Booklet

YEAR 12 ATAR PSYCHOLOGY

Units 3 and 4

Student name: _____

Time allowed for this paper

Reading time before commencing work:
Working time for the paper:

three minutes
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		20	50
Developmental		20		22	50
Personality		20		21	
Total				63	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.

Question One**(7 marks)**

A psychologist wanted to investigate the relationship between temperature and performance on a test of divided attention. The psychologist required a sample of 30 adults to participate in the study. Each participant would complete a divided attention task under two conditions: firstly, in a room where the temperature was 16 degrees Celsius. and secondly in a room where the temperature was 24 degrees Celsius.

- (a) Outline one pieces of information about the study that the psychologist must tell potential participants to ensure they can give informed consent to their participation to **this** study. (1 marks)

- (b) Identify whether this study was experimental or non-experimental (1 mark)

The results of the study are shown in the table below. Higher scores indicate better performance on the divided attention task.

Room temperature	Mean divided attention score
16 degrees Celcius	48/80
24 degrees Celcius	60/80

- (c) Describe one sources of error in the study and suggest one ways of reducing this error (2 marks)

- (c) State one way in which the role of the experimenter is different in qualitative research compared with quantitative research (1 mark)

- (a) Explain what is meant by the term double-blind study and why it is used. (2 marks)

Question Three**(13 marks)**

An individual's resilience is developed through many different influences and life events. A researcher wanted to investigate the relationship between children's exposure to music at a young age and their resilience to life's stressors later in life.

The researcher advertised for participants in a local Ballarat newspaper. Sixty-five parents of children aged 3-5 years answered the advertisement. The children were screened and 40 children were chosen for the experiment. The research randomly allocated 20 children to one group and 20 children to another group. The children in Group A were exposed to music every day for a period of one year. Exposure to music included playing music, dancing to music and creating music. The children in Group B were not exposed to any music for one year.

Years later the researchers located the participants from both groups after they had entered high school. He gave each of them a written assessment to test their resilience in a series of hypothetical scenarios. The test involved making decisions in emergency situations, suggesting strategies for coping, and reporting on how they felt in these hypothetical scenarios.

He found that, on average, the children in Group A scored 85% resilience on these tasks, while the children in Group B scored 82% on these tasks.

He found that the difference in resilience between Group A and B was not statistically significant.

- a) Identify the independent variable. (1 mark)

- b) Write an operationalised hypothesis for this piece of research. (4 marks)

- c) Identify an extraneous variable from the study and describe how this would impact the results. (2 marks)

d) Identify a source of error in the research and explain a way to overcome this. (2 marks)

e) Discuss the strengths and weaknesses of the experimental design used. (4 marks)

Section Two - Short answer questions

Question Four – Developmental Psychology

(21 marks)

(a) Define the term moral dilemma.

(1 marks)

(b) Compare Kohlberg's Pre-Conventional and Conventional stages of moral development.

(2 marks)

(c) Piaget's tasks have been criticised for a number of reasons. One of which due to the language being used by the researcher.

i) Identify the name of the stage that this criticism relates to.

(1 mark)

ii) Briefly outline the criticism that relates to language for this task.

(2 marks)

(d) Both Piaget and Kohlberg are stage theorists. Outline another similarity between Kohlberg's theory of moral development and Piaget's theory of cognitive development.

(1 mark)

(e) Tariq is a human rights activist; he has flown to Nauru Island and is working at the detention centre as a social worker to support the wellbeing of the asylum seekers who are stuck on the island. Although it is illegal to take footage showing the living conditions of the asylum seekers, he has decided to secretly film the conditions and abuses so as to expose the human rights violations that area going on.

i) Describe how an individual in the first stage of Kohlberg’s theory would rationalise these actions.

(2 marks)

ii) Describe how an individual in the last stage of Kohlberg’s theory would rationalise these actions.

(2 marks)

(f) Using Piagets theory of cognitive development identify the earliest stage in which a child might exhibit each of the following. (3 marks)

	Stage name
A child doesn’t sneak a cookie when his mom outside because he thinks that she can see what he sees.	
A child can explain that 2 x 3 represents two sets of three.	
A child proposes that maybe the colour that you call “red” is the colour that, if maybe he looked through your eyes and with your brain would be what he calls “yellow”.	

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.

- (g) Provide an overview of Erikson's identity theory. (3 marks)

- (h) Identify the stage and explain the crisis that each of the family members below are going through (4 marks)

Daleel	
Kareem	

Question Five – Psychology of Personality

(22 marks)

a) From the humanistic perspective what does anxiety and depression stem from?

(1 marks)

b) Outline one criticisms of the humanistic perspective on personality.

(1 marks)

c) Lee is approaching his 30th birthday and is reflecting on what he has accomplished so far. In the last few years he has felt stagnant, as if he is not moving forward at work or with his personal goals. He has approached a life coach and therapist to help him figure out the next steps she needs to take. With reference to the humanistic approach identify and outline how the therapist would provide the conditions for Janine to grow.

(6 marks)

d) Explain the Banduras model of reciprocal determinism.

(2 marks)

e) Anoushka is struggling in Chemistry class and believes that she cannot improve. Describe two ways a teacher can help build Anoushka's self-efficacy. (2 marks)

f) Define 'continuity' of personality, explain how trait theory accounts for continuity of personality (2 marks)

g) At age 23 Anna gets her first full-time job in a large company. At work, Anna eats her lunch at her desk rather than going out to lunch with her colleagues. However, on the weekends, she enjoys going out to lunch with her friends. Explain, with reference to Michel's Social-Cognitive Theory why Anna's behaviour is not consistent across these different situations. (2 marks)

h) James is studying to be a teacher, he loves the nurturing aspect of the role, but understands that the role will sometimes involve challenging students if they behave badly. James feels uncomfortable with having to deal with confrontation and feels ill-equipped to deal with students who are displaying disrespectful behaviour.

According to McCrae and Costa's trait theory:

Identify **one** trait that Maurice would be high on: (1 mark)

i.

ii. Define the trait conscientiousness.

(1 mark)

iii. State one strength and one limitations of trait theories of personality.

(2 marks)

i) Compare trait and social cognitive theory of personality.

(2 marks)

Similarity	Difference