

Insert School Logo

PSYCHOLOGY ATAR UNITS 1 & 2

Question/Answer Booklet

Name: _____

Teacher: _____

Time allowed for this paper

Reading/planning time before commencing work: ten minutes

Working time for paper: three hours

Material 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 the WACE examinations

Important note to candidates

No other materials 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	Number of questions to be attempted	Suggested working time (minutes)	Marks	Percentage of exam
Section One: Research methods	2	2	30	31	20
Section Two: Short answer	8	8	90	100	55
Section Three: Extended answer	2	2	60	52	25
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 11 Information Handbook 2021*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. 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.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
 - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
 - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

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Section One: Research methods

20% (31 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

(11 marks)

Veronica and May were discussing whether star signs were accurate. Veronica decided she would ask a few friends what they thought. May however, decided she would research star signs, develop a hypothesis, then test her hypothesis and collect data.

- (a) Identify whether Veronica, May or both girls are using a scientific approach. (2 marks)

- (b) Following the correct order of steps in the scientific method, outline what May's next **three** steps would be. (3 marks)

- (c) Name **one** descriptive data collection method Veronica could use to find out what her friends think. (1 mark)

- (d) Identify the **type** of data collection method used in question (c) (qualitative or quantitative). (1 mark)

(f) Compare and contrast the uses of the two types of data collection methods. (4 marks)

Question 2**(20 marks)**

Tatiana, a tennis coach, wanted to find a method of improving court fitness for her 18-year-old tennis students. She decided to split her tennis players into two groups. The 23 boys were told to continually run to the net while trying to hit balls for one hour, while the 20 girls were told to stay stationary at the baseline and hit balls for one hour. The next day she organised a tournament where the boys would play against the girls to see who had better court fitness.

- (a) Provide an operational hypothesis for Tatiana's experiment. (4 marks)

- (b) Identify the experimental and control groups. (2 marks)

Experimental: _____

Control: _____

On the day of the tournament, three girls had to play twice to make sure all of the boys got to play a game. There was a total of 23 games played.

The boys won the first 5 games, as well as games 9, 11, 13 and 18-23.

- (c) Create a table of the raw scores of games won for both groups. (4 marks)

- (d) Summarise the results of the study, using the table in (c). (2 marks)

- (e) After gathering her results, Tatiana enlisted the help from her friend, a sports Psychologist. The friend suggested her study was not valid. Define validity. (1 mark)

- (i) Suggest **two** sources of error regarding how the tournament was run, and provide a reason as to why this is problematic. (4 marks)

- (ii) Identify the sampling technique used in this experiment and outline **one** strength and **one** weakness of this sampling technique. (3 marks)

End of Section One

See next page

Section Two: Short Answer**55% (98 Marks)**

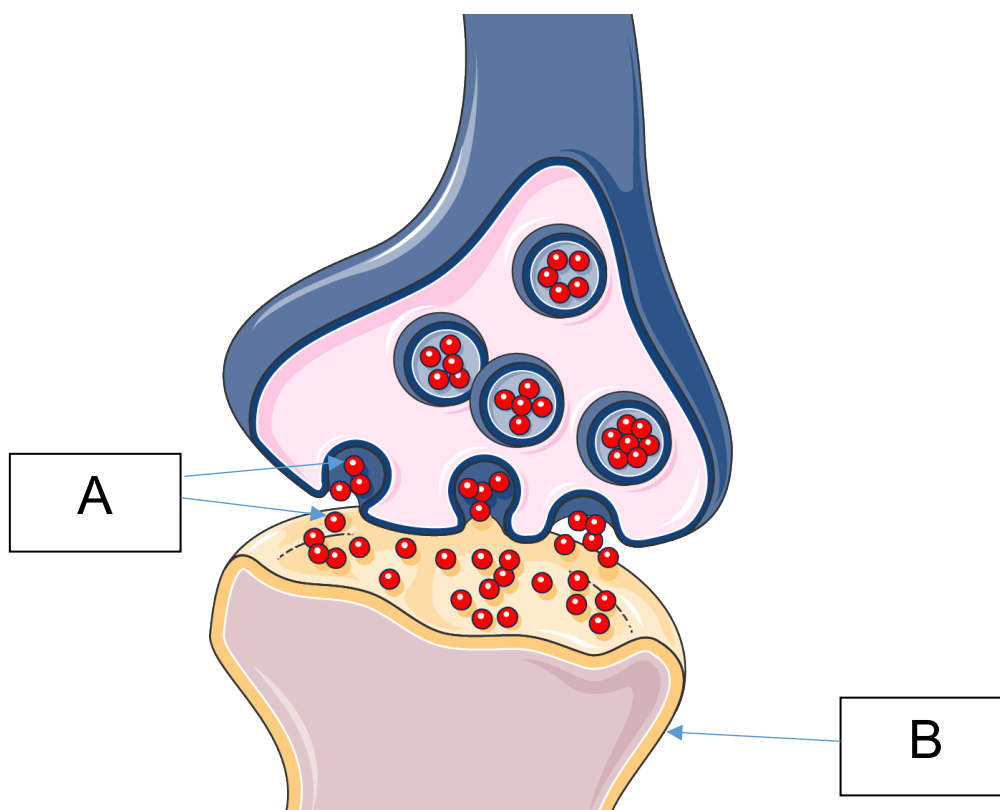
This section has **eight** questions. Answer **all** questions. Write your answers in the spaces provided.

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**(15 marks)**

Use the following diagram of the synapse between two neurons to label features A and B below.
(2 marks)



(a) (i) A: _____

(ii) B: _____

- (b) (i) After age 50, the myelin sheath around certain neurons becomes more susceptible to damage, causing problems such as Alzheimer's disease. Explain why damage to the myeline sheath of neurons could cause decreased cognitive processing speed in older adults, such as problem solving or decision-making. (3 marks)

- (ii) Suggest one brain scan that will be appropriate in examining **both** the function and structure of the brain suffering from Alzheimer's disease. Explain how this scan works. (3 marks)

In the 19th century, Phineas Gage, a construction worker experienced an accident where a metal rod went through part of his skull. Surprisingly, Gage was conscious and was able to get up, walk and speak.

- (c) (i) State the lobe of the brain the rod went through. (1 mark)

- (ii) Suggest **one** way Gage would have been affected if it were his parietal lobe that was damaged. (1 mark)

- (iii) Gage was said to have changed after the incident, having previously been well-mannered. Suggest why this change may have occurred. (1 mark)

- (b) Phineas Gage suffered from an infection immediately after his incident, causing him to spend two weeks in bed. With reference to relevant research, explain the likely effect of not undergoing any physical activity on his mood. (4 marks)

Question 4

(14 marks)

- (a) Marty is a four-year-old boy who contracted Meniere's disease, which changes the volume of fluid in your inner ear.

- (i) Identify the type of hearing loss Marty will likely be experiencing. (1 mark)

- (ii) Explain the effect of changing fluid in the inner ear on Marty's balance. (3 marks)

- (b) Humza is the owner at a local pizza shop. While he speaks English, he speaks with a strong accent, and often speaks fast. He asked his employee Jade, who was distracted by putting gelato into containers, to take the rubbish out. Jade did not take the rubbish out and Humza became agitated, speaking louder and more aggressively towards Jade.

- (c) (i) Suggest **one** attribute of the receiver of the message, which may have led to Humza getting agitated. (1 mark)

- (ii) Provide **two** suggestions as to how Humza could be more effective in his communication. (2 marks)

One: _____

Two: _____

- (iii) Jade felt very uncomfortable and upset with the way in which she was spoken to. What style of communication would you suggest Jade use as an effective response to Humza?

(1 mark)

(v) Identify each step of this communication style.

(3 marks)

Step One: _____

Step Two: _____

Step Three: _____

(vi) Using steps identified in (v), provide an example of what Jade could say. (3 marks)

Question 5

(14 marks)

Lila and Ottis were celebrating their 5-year wedding anniversary. They were reminiscing of how they met at their local university in Perth, studying the same humanities degree due to their interest in history.

- (a) (i) Using the determinates of liking, suggest which **two** are the likely reason for Lila and Ottis getting together. Apply each to the scenario. (4 marks)

- (ii) Define the determinants of liking mentioned in part a(i). (2 marks)

- (iii) Ottis wasn't keen on buying presents for anniversaries, but he knew Lila was going to buy him something, so he did the same to show he cared about her. Name the determinant of liking Ottis is demonstrating. (1 mark)

Dexter Dunphy made some important observations about the structure and formation of adolescent groups.

- (b) (i) According to Dunphy, how would Lila and Ottis from part (a) be classified? Define this concept. (2 marks)

- (ii) In stage one Dunphy suggested cliques were formed. List **three** attributes of a clique.

(3 marks)

One: _____

Two: _____

Three: _____

- (iv) Referring to Lila and Ottis from the previous question, what stage do you hypothesise they are in and why?

(2 marks)

Question 6

(8 marks)

The Aldridge's twins Doug and Holly were born on September 13, 2019.

- (a) (i) Identify the type of twins they are and explain how you drew this conclusion. (2 marks)

- (ii) From a biological perspective, explain the difference between the two types of twins. (2 marks)

- (b) Propose **one** reason as to why psychologists use twin and adoption studies. (2 marks)

A study conducted by Bouchard, found the following correlations of monozygotic twins using a Weschler intelligence test. Twins reared apart had a correlation coefficient of 0.69 while twins reared together had a correlation coefficient of 0.88.

- (c) (i) Summarise these findings. (1 mark)

- (ii) What do these findings suggest for the nature / nurture debate of twin studies? (1 mark)

Question 7

(17 marks)

(a) Define personality.

(1 mark)

(b) Temperament refers to consistent individual differences in behaviour that are biologically based and independent of learning (e.g., activity level, regularity and adaptability). Suggest **one** way in which this is similar to trait theory. (1 mark)

(d) Complete the following table of the first three of Freud's Psychosexual stages. (5 marks)

Stage	Description	Fixation
Oral		
Anal	During toilet training, child for the first time has some power over gaining approval from parents either by 'holding it in' or 'letting it go'.	
		Oedipus and Electra complex which if we do not resolve, will impact negatively on future relationships.

Sarah told her clique of girlfriends one Monday that she was happy to be single and didn't need a partner in her life to make her feel fulfilled. On the Friday of the same week, she told her friends that she dreamt she had met someone, and it made her feel elated. She started questioning what she had told them on the Monday.

- (d) (i) Mikala, one of Sarah's friends thought Sarah was using a defence mechanism.
Explain what a defence mechanism is and why Sarah might use one. (2 marks)

- (ii) Using Erikson's theory of psychosocial development, Sarah is experiencing a psychosocial dilemma. Identify and describe the stage Sarah is in. (2 marks)

- (iii) Describe the likely outcome of not resolving this dilemma. (2 marks)

- (iv) Compare and contrast Freud's theory of psychosexual stages and Erikson's theory of Psychosocial stages of development. (4 marks)

Question 8

(13 marks)

Frederick needed to provide a case study on a well-known politician to demonstrate his understanding of personality theory for a school assignment. He researched Mr Bump and deduced that the man was intelligent, a relentless reward seeker, narcissistic and often sexist. He also found examples of his behaviour which suggested he lacked empathy, didn't care what other people thought of him and when he walked into a room, he commanded everybody's attention. Mr Bump was also known to be happier when receiving attention from others and was prone to emotional outbursts if he did not get his own way.

- (a) (i) Name and apply each of Allport's traits to Mr Bump. (6 marks)

- (ii) Provide a personality profile for Mr Bump using Eysenck's personality theory. (3 marks)

- (b) Provide **two** strengths and **two** limitations of the trait approach to Personality. (4 marks)

Strength: _____

Strength: _____

Limitation: _____

Limitation: _____

Question 9 (9 marks)

In 1968, Jane Elliot conducted what was to become a well-known social experiment, known as the blue-eyes / brown-eyes experiment. Within her experiment she divided her class of primary aged students into two groups, blue-eyes and brown-eyes. She initially told the brown-eyes they were smarter, faster and better than the blue-eyes and taught the class by comparing the blue-eyes' behaviour negatively to the brown-eyes. Her experiment demonstrated that prejudice can be learnt, therefore unlearned.

- (a) (i) Define 'self-concept' (1 mark)

- (ii) Suggest how Elliot's experiment would have impacted upon the self-concept of both groups. Refer to both the blue-eyed group and the brown-eyed group. (3 marks)

- (b) (i) Identify the in-group in Elliott's study and suggest how they formed their social identity, providing an example. (3 marks)

- (ii) Elliott's study created a 'them' and 'us'. What is this process called? (1 mark)

- (ii) Referring to your response from part b(ii), what can this process lead to? (1 mark)

See next page

Question 10

(10 marks)

- (a) Provide a definition of an attitude.

(1 mark)

- (b) Identify the **three** components of the Tripartite model.

(3 marks)

One: _____

Two: _____

Three: _____

- (c) Using the Tripartite model of an attitude, apply the **three** aspects to each of the following scenarios.

- (i) After the arrival of COVID, a local secondary school implemented a new rule that all students should wear masks. Belinda thought this was a good idea as she wanted everyone to stay safe. She wore her mask every day. (3 marks)

- (ii) Adam was concerned about the increase in pollutants in the environment. He was fearful that later generations would not be able to enjoy the world as much as he had been able to. He decided to start recycling as a small step to do his bit to reduce pollution. He took his plastics to a containers for change venue. (3 marks)

Section Three: Extended answer**25% (52 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.

Write your answer to Question 11 on pages 21-25. When you have answered this question, turn to page 26 for Question 12 and write your answer on pages 27-31.

Question 11**(26 marks)**

Monique was applying for a deputy leadership role within her school. The application process asked her to demonstrate her emotional intelligence as this was deemed essential to the role. Compare Goleman's theory of emotional intelligence with that of Gardner's theory of Multiple Intelligence and suggest ways in which Monique can demonstrate her emotional intelligence within her application.

In your answer you should:

- define emotional intelligence (1 mark)
- describe Goleman's **five** key elements of emotional intelligence (5 marks)
- apply Goleman's **five** key elements of emotional intelligence to Monique (5 marks)
- compare Goleman's and Gardner's theories, including the **two** types of intelligence from Gardner's Multiple Intelligence theory that most clearly resembles Goleman's theory (4 marks)
- Evaluate which theory is most useful in demonstrating Monique's success in the workplace. (8 marks)

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[illegible]

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Question 12**(26 marks)**

Meeshka and Mo underwent their first day of the new school year with their three children. Two-year old Narla spent a day in daycare, Romy will be begun pre-primary, and their older sibling Rolo, went into Year 8 at his local secondary school.

Narla screamed profusely when Meeshka and Mo left her at Daycare, not responding to any of the carers or other toddlers. This is very different to Romy, who confidently played with the other children at day care and asked intelligent questions to his teacher. Rolo was also confident to be starting high school, being top of his class in primary school and an accomplished flute player.

Using your understanding of developmental psychology, explain to Meeshka and Mo their children's social and cognitive development.

In your answer you should:

- define developmental psychology (1 mark)
- outline Piaget's theory of cognitive development and Erikson's theory of psychosocial development (10 marks)
- Identify and briefly describe each child's cognitive development stage (6 marks)
- Use the psychosocial stages of development to explain the behaviour of Narla, Romy and Rolo (9 marks)

End of questions

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[illegible]

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Supplementary pages

[illegible]

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Supplementary pages

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ACKNOWLEDGEMENTS

Question 3b**Getty Images**

Coloured Brain

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