**TRANBY COLLEGE**

**Psychology | ATAR | Unit One**

## Semester One Examination 2015 - Question/Answer Booklet

## 

## SCSA Student Number:

## TIME ALLOWED FOR THIS PAPER

## Reading time before commencing work: Ten minutes

## Working time for paper: 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 Items:* Pens, pencils, eraser and ruler.

*Special Items:* Calculators satisfying the conditions set by the Schools Curriculum and Standards Authority (SCSA)–*no graphics calculators permitted.*

## *INSTRUCTIONS 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** | **Number of questions to be answered** | **Suggested working time (minutes)** | **Marks available** | **Percentage of examination** | **Marks obtained** | **Weighted marks** |
| Section One:  Research methods | 2 | 2 | 30 | 20 | 20 |  |  |
| Section Two:  Short answer | 5 | 5 | 90 | 60 | 55 |  |  |
| Section Three:  Extended answer | 2 | 2 | 60 | 40 | 25 |  |  |
|  |  |  |  |  |  | **Total Score** |  |

**Instructions to candidates**

1. The rules for the conduct of this and the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2014* and *Tranby College’s Assessment Policy.* Sitting this examination implies that you agree to abide by these rules.
2. 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.
3. 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.
   1. Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
   2. 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(s) that you are continuing to answer at the top of the page.

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

This section has two (2) questions. Write your answers in the spaces provided. 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.

**Question One (10 marks)**

An experiment was conducted to determine the effect of meditation on memory. Researchers randomly divided 100 Year 11 students into two groups, with 50 participants in each group. Group One participated in 20 minutes of meditation before the test while Group Two did not participate in meditation. All participants sat a memory recall test at the same venue at the same time. The test required participants to recall as many words as possible from a list of 20 words they had been shown earlier.

1. What is the independent variable?

(1)

1. List **two (2)** variables the researchers controlled in this study.

(2)

1. Write an operational hypothesis for this study.

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1. Identify two (2) ethical considerations relevant to this study. For each consideration, identify how the researchers should deal with it.

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**Question Two (10 marks)**

Researchers wanted to determine whether eating a healthy lunch improved mood. A sample of 10-year old boys was provided with a healthy lunch consisting of a sandwich and fruit. The boys were then asked to rate their mood on a 10-point scale. The responses were rated to give a ‘mood score’ where 10 was the most positive. The results are shown in Table 1.

Table 1

*Mood Scores for 10-Year Old Male Students After Eating a Healthy Lunch*

|  |  |
| --- | --- |
| Participant | Mood Score |
| 1 | 2 |
| 2 | 1 |
| 3 | 7 |
| 4 | 6 |
| 5 | 2 |
| 6 | 2 |
| 7 | 1 |

1. Is there an evidence-based conclusion the researchers could draw from this study?

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1. This research method was criticised for having poor reliability. Define reliability as it is used in psychological research.

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1. This research method was criticised for having poor validity. Define validity as it is used in psychological research.

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1. Calculate the mode, mean and median mood score from these results.
   1. Mode \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Mean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Median \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Identify two (2) sources of error in this experimental design. For each source of error, state how the design could be improved.

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**End of Section One**

**Section Two (60 marks)**

This section has five (5) questions. Answer all questions. Write your answers in the spaces provided. 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.

**Question Three (13 marks)**

1. While Madison was repairing a roof she fell eight metres to the ground. As a result of the fall, Madison now has trouble understanding and remembering what her customers say to her.
   1. The lobe of the brain most likely affected in this case is the   
       .

(1)

* 1. If Madison was unable to recognise faces, the lobe of the brain most likely affected would be the  
      .

(1)

* 1. If Madison had lost the ability to process visual information, the lobe of the brain most likely affected would be the   
      .

(1)

1. Rhonda is a talented painter and is excelling in her visual arts class. However, she struggles in some of her other classes, particularly mathematics. Her mother tells her that she is a ‘right-brain’ thinker. This is a common oversimplification. Explain what is wrong with this comment.

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(2)

1. Adam is undergoing a functional magnetic imaging (fMRI) scan. He is asked to perform some cognitive tasks during the fMRI scan.
   1. Name the substance in the bloodstream is detected by the fMRI scan?

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* 1. Describe the information about the functioning of the brain the fMRI scan will provide during the performance of the cognitive tasks?

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(1)

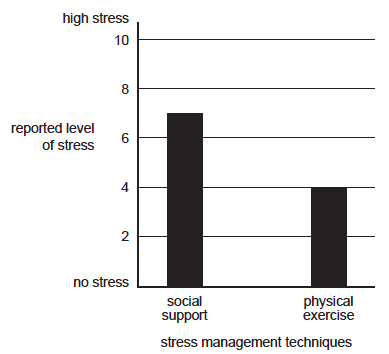
* 1. Name one (1) other imaging technique that could be used to ﬁnd out similar information to the fMRI.

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(1)

1. Shannon, a psychology student, wanted to examine the effectiveness of physical exercise or social support on a person’s stress response. Stress is related to depression and other negative affect disorders. Shannon advertised her study in the local newspaper and invited readers to complete a questionnaire online.

The results of her study are graphed below.



*Figure 2*

Self-reported levels of stress of respondents who use social support or physical exercise as stress management techniques.

Referring to evidence from a previously conducted psychological study, explain the above graph.

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(2)

1. A patient presents at Rockingham General Hospital in an agitated state and is experiencing a rapid heart rate and excess sweating. The emergency physician surmises that the patient has taken an illicit drug.
   1. Infer which drug the patient has taken.

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(1)

* 1. Every drug can be classified by its mechanisms of action. Classify this drug according to its effects on the body and explain the presenting symptoms.

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(2)

**Question Four (4 marks)**

Phineas Gage received an injury whilst working on a railway project.

1. Recall the lobe that sustained the damage.

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1. List two functions of this lobe

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(2)

1. Initially, Gage’s personality changed. Explain why this occurred.

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(1)

**Question Five (13 marks)**

1. Describe two (2) key ideas in Francis Galton’s (1869) theory of intelligence.

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(2)

1. Recall the modification Spearman made to his 1904 theory of intelligence. Justify why Spearman (1945) altered his original theory of intelligence in 1945.

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1. According to Howard Gardner (1999) there are nine different types of intelligence. Name and describe any three (3) of these types of intelligence.

One

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1. Psychologists use ‘group’ and ‘individual’ tests to measure intelligence. Identify **one (1)** individual empirically-based test that is used by psychologists to measure intelligence.Describe how this test is used to calculate an intelligence quotient score.

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**Question Six (15 marks)**

1. List two changes in cognition that can be experienced when a person has an altered state of consciousness.

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(2)

1. Name two physiological responses that can indicate a change in a state of consciousness. Outline how each physiological response is different in sleep compared with waking consciousness.

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(4)

1. A number of devices are often used to monitor sleep patterns in sleep clinics.

Name one (1) of these devices, list what it measures, and clearly explain how its recordings can distinguish between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep.

* 1. Name

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(1)

* 1. Measure

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(1)

* 1. Explanation

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(1)

1. Holly has just obtained her driver’s licence, and is excited about being able to drive her own car. Holly understands that it would be extremely dangerous for her to drive her new car and talk on a mobile phone at the same time.

Explain, in terms of types of attention, why it is dangerous to carry out both tasks simultaneously?

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(2)

1. Wild chimpanzees in Africa have become ‘used to’ the people who make observations about them.
   1. Identify the psychological term for this process.

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(1)

After some time, one of the chimps seemed to ‘notice’ the observer.

* 1. Identify the psychological term for this process.

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(1)

* 1. Explain the underlying mechanisms required for the process named in question e., part ii.

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(1)

1. Identify one (1) situation when the Stroop Test would be inappropriate to use on a participant.

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(1)

**Question Seven (15 marks)**

1. Identify two (2) reasons for delayed communication skills.

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(2)

1. Describe two (2) interventions that may be used to help individuals with delayed and/or impaired communication skills.

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(4)

1. Define ‘effective communication’.

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(1)

1. List two (2) characteristics of a listener that could affect effective communication.

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(2)

1. Explain two (2) non-verbal communication techniques that can portray a message.

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(2)

1. Identify two (2) of Robinson’s (2003) social skills and explain how they contribute to communication.

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(4)

**End of Section Two**

**Section Three: Extended Answer (40 marks)**

This section contains two (2) questions. You must answer both questions.

Pages are included at the end of Question Ten for planning and writing your answers.

* 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 number of the question you are answering.
* You should refer to relevant psychological concepts, theories and research in your answer.

**Question Nine (20 marks)**

*“What you see and what you hear depends a great deal on where you are standing. It also depends on what sort of person you are.” (C. S. Lewis, 1955).*

With reference to psychological theories and research, discuss the above quote with an emphasis on vision.

Your answer should include:

* Definitions of sensation and perception;
* References to visual stimuli and receptors;
* Explanations of visual perception
* Descriptions of visual illusions and distortions with reference to any relevant research.

*AND*

**Question Ten (20 marks)**

Ms Evans’ has noticed that the middle school students are currently experiencing an increase in the number of observed anti-social behaviours between boys and girls. She wishes to explain to her principal the underlying factors of these behaviours and propose how the school can promote liking and pro-social behaviours.

Your answer should include:

* Definitions and examples of anti- and pro-social behaviours;
* Explanations of relationship formation in adolescents with reference to relevant research;
* Strategies to reduce anti-social and promote pro-social behaviours.
* Strategies for increasing liking between individual students.

Question Number:

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