#### NoTextLogoXL

Balcatta Senior High School

#### Semester Two 2015

#### Question/Answer Booklet

PSYCHOLOGY

### Stage 2

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time allowed for this paper

Reading/planning time before commencing work: ten minutes

Working time for paper: two and a half hours 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, pencils, eraser, correction fluid, ruler, highlighters

Special items: non-programmable calculators approved for use in the WACE exam

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 | Number of questions to be attempted | Suggested working time (minutes) | Marks  available | %  weighting |
| Section One:  Research methods | 4 | 4 | 40 | 35 | 25 |
| Section Two:  Topic-related content | 6 | 6 | 80 | 60 | 60 |
| Section Three:  Extended answer | 3 | 1 | 30 | 15 | 15 |
|  |  | **Total** | | | 100 |

# Instructions to candidates

1. Sitting this examination implies that you agree to abide by the school’s rules for the conduct of examinations.
2. Answer all questions by writing your answers in this booklet in the spaces provided.
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 answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

**PSYCHOLOGY STAGE 2**

**Section One: Research methods 20% (35 Marks)**

This section has **four (4)** questions. Answer **all** questions. Write your answers in the space provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue 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.

Suggested working time: 40 minutes.

**Question 1 (6 marks)**

A researcher conducted an experiment to measure the effect of caffeine on a person’s ability to complete a jigsaw puzzle.

One hundred university students aged between 20 and 25 years were randomly selected and allocated to one of two groups. The experiment was conducted over one day.

Group 1 consumed a caffeine-based drink. Group 2 consumed a non-caffeine-based drink.

After 30 minutes, participants from both groups were given the same simple jigsaw puzzle to complete. Participants were timed for this activity.

The results are as follows:

Group 1 caffeine group - 10 seconds (mean score)

Group 2 non-caffeine group - 16 seconds (mean score)

a) State the **operational** **hypothesis** the researcher could have developed for this study. (2 marks)

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b) Identify:

the **independent** variable for this study. (2 marks)

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the **dependent** variable for this study. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Give two **controlled** variables for this experiment. (2 marks)

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**Question 2 (16 marks)**

A psychologist was interested in studying the characteristics of young people who do volunteer work.

a) Name two **non-experimental** (descriptive) research methods that the psychologist could use.

(2 marks)

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b) Name two **qualitative methods** that the psychologist could use. (2 marks)

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The psychologist was interested to find out whether there is a relationship between the number of hours spent volunteering and self-esteem in young people.

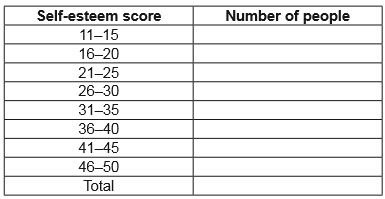
c) Is this an experimental or correlational study? Explain the reason for your response. (2 marks)

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The self-esteem scores for the 10 young people were:

30, 32, 38, 40, 45, 43, 46, 38, 45, 46

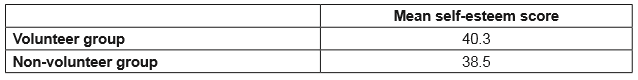
d) Complete the frequency table below. (1 mark)



e) The psychologist is writing a report on the results of the research and needs to include a graph of the frequency of self-esteem scores. Graph the results from the previous frequency table on the axes below. (4 marks)



The psychologist then collected data from a sample of ten young people who had never done any volunteer work. The psychologist calculated the mean self-esteem score for the volunteer group and the non-volunteer group.



A statistical test of the difference between the two means showed p > 0.05.

e) State whether the difference between the two means was statically significant. (1 mark)

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f) Describe the meaning of **statistically significant**. (2 marks)

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g) Outline the conclusion that the researcher should draw from the statistical results. (2 marks)

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**Question 3 (7 marks)**

A psychologist conducted a study to investigate the relationship between the total number of hours of television watched and the total number of hours of sleep over seven days. Seven volunteer participants recorded for seven days the number of hours of television they watched and the number of hours they slept. The results of the study are shown in the table below.

|  |  |  |
| --- | --- | --- |
| **Participant Number** | **Total number of hours of television watched** | **Total number of hours sleep** |
| 1 | 35 | 45 |
| 2 | 14 | 50 |
| 3 | 9 | 58 |
| 4 | 8 | 60 |
| 5 | 5 | 64 |
| 6 | 2 | 67 |
| 7 | 8 | 62 |

The mean number of hours of television watched was 11.57 hours.

a)  Identify the mode of the number of hours of television watched.                          (1 mark)

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b)  Identify the median of the number of hours of television watched.                  (1 mark)

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c) State **one (1)** advantage of using the median instead of the mean as a measure of central

tendency.                                                                                             (1 mark)

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d) List **two** pieces of information that can be obtained from this graph. (2 marks)

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e) State whether this investigation is an experimental or correlational design and explain. (2 marks)

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**Question 3 (6 marks)**

a) Self-rating scales are one method of collecting data. They are an example of a subjective quantitative measure of behaviour. Outline ONE **disadvantage** and ONE **advantage** of using self-rating scales to collect data from people about their sleeping behaviours (e.g. going to bed, waking up times, frequency of night-waking). (2 marks)

Disadvantage\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advantage\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) In research, what is **reliability** a measure of? (1 mark)

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b) In research, what is **validity** a measure of? (1 mark)

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c) Identify **one (1)** ethical consideration relevant to psychological study. Name and describe what

the researcher needs to do to meet that ethical requirement. (2 marks)

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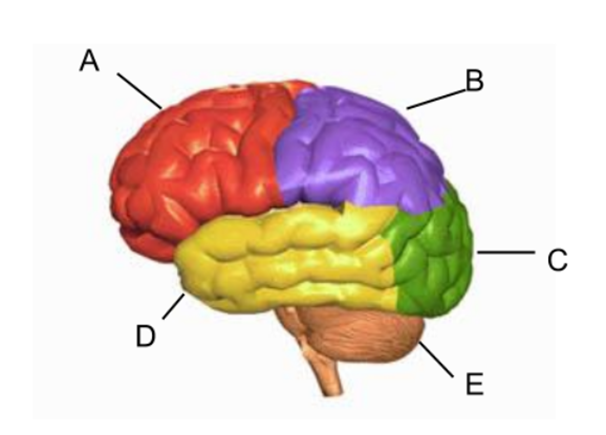
End of Section One

**Section Two: Short answer 60% (60 Marks)**

This section has **seven (7)** questions. Answer **all** questions. Write your answers in the space provided.

Suggested working time: 90 minutes.

**Question 1 (10 marks)**

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Using the above diagram of the brain, complete the table describing major functions of each lobe

|  |  |  |
| --- | --- | --- |
| Label | Lobe / Part of the brain | Major  functions |
| A |  |  |
| B |  |  |
| C |  |  |
| D |  |  |
| E |  |  |

**Question 2 (10 marks)**

Describe how the use of positive reinforcement, negative reinforcement and punishment can bring about behaviour change in operant conditioning. Use examples to illustrate your understanding. (6 marks)

a) **Positive reinforcement** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) **Negative reinforcement**

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c) **Punishment** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) What are **token economies**? Illustrate with an example. (2 marks)

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e) Who was the person responsible for operant conditioning and briefly describe his research.

(2 marks)

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**Question 3 (8 marks)**

a) In an information processing model, memory is often split into three parts. List these. (3 marks)

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b) How many pieces of unrelated information can be stored in the short term memory? (1 mark)

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c) There are two types of long-term memory - procedural and declarative. Explain each of these and give an example. (4 marks)

**Procedural**

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Example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declarative**

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**Question 4 (12 marks)**

a) How do psychologist define the meaning of a group? (1 mark)

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b) Why do people join groups? (2 marks)

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c) Define **group polarisation**. (2 marks)

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d) Give an example of how high **status** is shown. (1 mark)

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e) **Compliance** and **conformity** are similar in that they involve a change of behaviour.

Describe **two (2)** ways in which compliance and conformity are different. (4 marks)

**One** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Two**

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f) What are **peer selection** and **peer influence**? (2 marks)

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**Question 5 (4 marks)**

Explain the role of **two** determinants of liking in establishing interpersonal relationships. (4 marks)

Determinant one:

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Determinant two:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 6 (10 marks)**

a) 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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Two

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Three

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b) What does IQ stand for and how is IQ calculated? (2 marks)

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c) Explain why the original methods for testing intelligence was considered culturally bias.(2 marks)

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**Question 7 (10 marks)**

a) Use the Tripartite model to explain how attitude is formed. (3 marks)

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b) What are the differences between the **in-group** and the **out-group**? (2 marks)

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c) Different cultures have different attitudes towards ageing, disability and mental health.

Give an example of differences between two cultures on **one** of those issues. (2 marks)

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d) Compare and contrast the cultural influence on attitudes from **individualistic cultures** and

**collectivist cultures**. Explain the meaning of these terms in your answer. (3 marks)

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**Question 8 (6 marks)**

a) Explain how the impact of a world event can have positive responses, such as **resilience** and

**growth**, for individuals. (2 marks)

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b) Describe how the event characteristics of **predictability, controllability** and **experience of**

**threat or loss**, contribute to stress brought on by that event. Use an example to help explain

your answer. (4 marks)

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**End of Section Two**

**PSYCHOLOGY STAGE 2**

**Section Three: Extended answer 15% (15 Marks)**

This section contains **one (1)** questions. You must answer **one** question.

Pages are included at the end of the questions 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.

Suggested working time: 30 minutes.

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. Whilst some girls and boys are starting to socialise together, others are not. 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. Discuss what she should include in her report.

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; and,
* Strategies for increasing liking between individual students.

**STAGE 2 PSYCHOLOGY**

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