**TRANBY COLLEGE**

**Psychology (ATAR) – Unit 1**

**Task 8 | Others–Communication and Relationships Test [2015]**

**Question/Answer Booklet**

Student Name

Group: ☐ Friday Session1 ☐ Friday Session 2 ☐ Offline

*Please tick your group.*

## TIME ALLOWED FOR THIS PAPER

Working time for paper: 70 minutes

## MATERIAL 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 assessment.**

**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** |
| Section One:  Research methods | 1 | 1 | 10 | 6 |
| Section Two:  Short answer | 4 | 4 | 30 | 25 |
| Section Three:  Extended answer | 1 | 1 | 20 | 15 |
|  |  |  | **Marks** | 46 |

**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 test 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 (6 marks)**

This section has one (1) question. 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 (6 marks)**

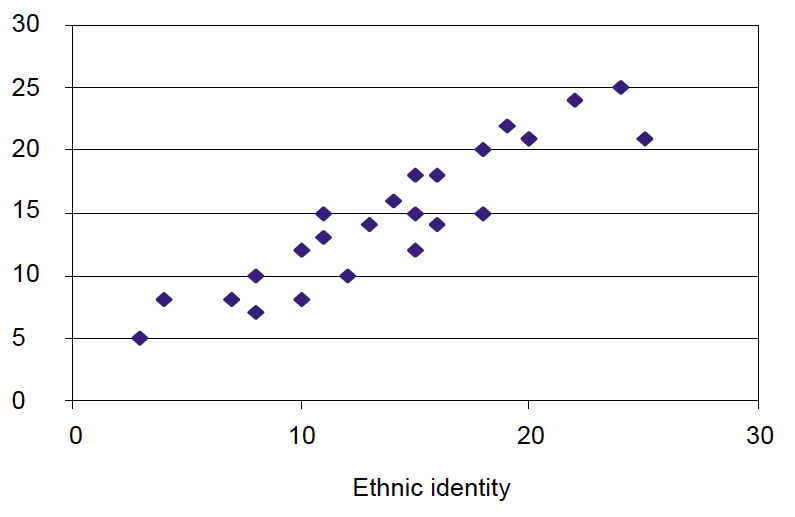
A psychologist was interested in the relationship between how strongly a person identifies with a particular ethnic group (ethnic identity) and their connectedness to a group. The psychologist collected questionnaire measures of ethnic identity and connectedness from 300 volunteer adults.

1. State an hypothesis that the psychologist could develop for this study.

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(1)

The results of the study are shown in the scattergram below.



Connectedness

Figure 1

*The relationship between the level of self-reported ethnic identity and connectedness to a group*

* 1. Identify the nature of the relationship between the two variables shown in the scattergram.

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* 1. Do the results shown in the scattergram support the hypothesis stated in Question 1(a)?

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* 1. Describe a limitation of the research design used in this study that affects the conclusions that can be drawn from the results.

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* 1. Describe an alternative research design that the researchers could use to overcome the limitation identified in Question 1(c)(i).

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(2)

**End of Section One**

**Section Two (25 marks)**

This section has four (4) 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 Two (4 marks)**

1. Name two (2) examples of pro-social behaviour.

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1. Explain why bullying is considered a form of anti-social behaviour whilst a car accident is not.

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**Question Three**  **(6 marks)**

1. Describe three ways in which autism affects communication skills.

One:

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Two:

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

Three:

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

(3)

1. List three ways in which we can assist people with autism to communicate more effectively.

One:

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Two:

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

Three:

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

(3)

**Question Four (8 marks)**

1. Name two types of adolescent peer groups that have been observed by researchers.

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(2)

1. Namita is 13 years old and is starting at a coeducational high school. Describe, using the first three of Dunphy’s stages of the changing structure of social groups during adolescence, how Namita’s peer relationships are likely to change throughout high school.

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

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**Question Five (7 marks)**

1. Name and provide an example of each of the three determinants of liking.

|  |  |
| --- | --- |
| **Determinant of Liking** | **Example** |
|  |  |
|  |  |
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(6)

1. Using one of the determinants of liking, explain how a friendship can break down.

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**End of Section Two**

**Section Three: Extended Answer (15 marks)**

This section contains one (1) 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.
* You should refer to relevant psychological concepts, theories and research in your answer.

**Communication** is an important factor influencing an individual’s ability to develop and maintain relationships.

Describe how non-verbal and effective communication skills are used in social interactions with people, and outline the role of language and social skills in maintaining and regulating positive interactions with others.

Your answer should include:

* Definitions of necessary psychological concepts;
* Examples of relevant social skills and non-verbal and effective communication techniques;
* Reference(s) to any relevant research.

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