**Joseph Banks Secondary College**

**Semester One Examination, 2019**

**Question/Answer Booklet**

**UNIT 1 ATAR PSYCHOLOGY**

**Year 11**

**Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TIME ALLOWED FOR THIS PAPER**

Reading/planning time before commencing work: Ten minutes

Working time for paper: Two and a half hours

MATERIALS 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, correction tape/fluid, eraser, ruler, highlighters

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

IMPORTANT NOTES 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 material 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 exam |
| Section One:  Research methods | 3 | 3 | 45 | 32 | 20 |
| Section Two:  Short answer | 4 | 4 | 60 | 57 | 55 |
| Section Three:  Extended answer | 1 | 1 | 45 | 30 | 25 |
|  |  |  | **Total marks** | **119** | **100** |

**INSTRUCTIONS TO CANDIDATES**

1. Sitting this examination implies that you agree to abide by the school 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).

**Section One: Research Methods**

This section has **three (3)** questions. Attempt **all three** questions.

Suggested working time: 45 minutes **(32 marks)**

**Question 1** **(10 marks)**

A researcher was interested in determining the effect of music therapy on a person’s stress levels. The researcher collected 200 university students. 100 students were allocated to Group One (Music Therapy) and 100 students were allocated to Group Two (Control Group). Students were asked to complete a questionnaire to indicate each person’s stress level before commencing the study. Group One underwent music therapy (listening to or composing music) for two hours a day for one semester. The students completed the questionnaire again at the end of the semester and stress levels were compared.

At the conclusion of the study, the researcher found the following results:

|  |  |  |
| --- | --- | --- |
|  | **Stress Level** | |
| **Group** | **Pre-experiment level** | **Post-experiment level** |
| **Group One – Music Therapy** | 112 | 68 |
| **Group Two – Control Group** | 109 | 112 |

\*\*\* a higher number indicates a higher stress level\*\*\*

1. Write an operational hypothesis for this study. (3 marks)

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1. For the study identify:
   1. The independent variable for the study (1 mark)

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* 1. The dependent variable for the study (1 mark)

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* 1. **One (1)** variable the researcher controlled in this study. (1 mark)

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1. Define the term ‘extraneous variable’. (2 marks)

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1. Identify **one (1)** potential extraneous variable from this research and explain the impact it may have had on the results. (2 marks)

Extraneous variable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Impact on results: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 2 (12 marks)**

Dr Webb was interested in the effects of social media on teens. She asked her friend Amy if she could use her four adolescent children in her study and follow their use of social media. Amy agreed that her 13-year-old twins Monica and Ashley, her 15-year-old son Tim, and her 18-year-old son Xavier could be a part of Dr Webb’s study.

1. What type of research method is Dr Webb using? (1 mark)

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1. Using this research method identify three different techniques Dr Webb might implement to gather her data. (3 marks)

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1. List one advantage and one disadvantage of this type of design. (2 marks)

Advantage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Disadvantage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Amy was not the only one who needed to give permission for her children to be a part of Dr Webb’s study. Identify another individual who needed to give consent and explain why they also needed to give consent. (2 marks)

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1. Dr Webb continued to follow the social media use of Amy’s children for the next five years. At which time Tim finished school and decided to move overseas to go to university. He told Dr Webb that he would no longer be participating in her study. Name the ethical right he followed. (1 mark)

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1. The table below represents some of the data Dr Webb collected on Amy’s children in 2011.

Table 1: Number of hours spent in 2011 on various forms of social media

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Facebook** | **Instagram** | **Snapchat** | **Twitter** |
| **Monica** | 1555 | 460 | 856 | 29 |
| **Ashley** | 1200 | 980 | 320 | 26 |
| **Tim** | 765 | 460 | 10 | 49 |
| **Xavier** | 205 | 6 | 2 | 31 |

1. Calculate the average amount of time Amy’s children spent on Facebook in 2011. (1 mark)

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1. In regards to their use of Instagram, identify the mode. (1 mark)

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1. Identify the range for the amount of time the siblings spent on Snapchat.

(1 mark)

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**Question 3 (10 marks)**

Dr Swift was interested in whether the speed at which people walk is related to the tempo (quickness) of the music they are listening to while walking. She hypothesised that the faster the tempo of a piece of music, the faster the listener would walk.

Using beats per minute (bpm) as a measure of music tempo, Dr Swift conducted an investigation with 28 sixteen-year-old students who walked on a treadmill for one hour under one of the following four conditions:

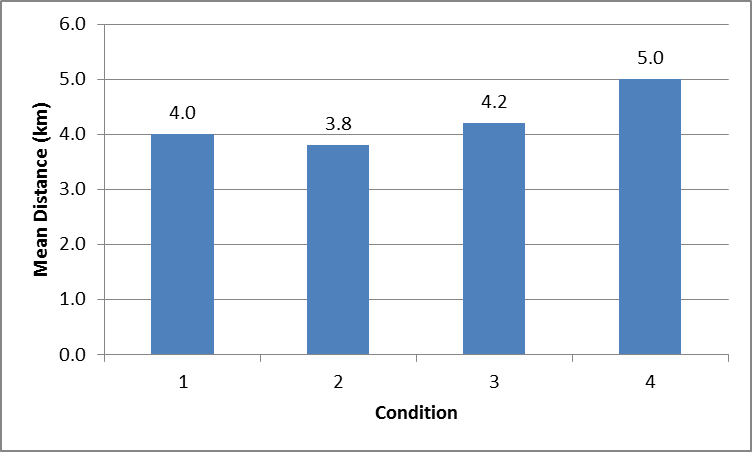
Condition 1: Walking without listening to music

Condition 2: Walking listening to music at 40-70 bpm

Condition 3: Walking listening to music at 85-110 bpm

Condition 4: Walking listening to music at 120-140 bpm

The results of the investigation are shown in the graph below:



1. Describe the findings of the above investigation. (3 marks)

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1. What conclusions can be drawn from the data collected by Dr Swift about the effect of music tempo on walking speed? In your response include a clear statement about whether Dr Swift’s hypothesis was supported. (3 marks)

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1. Identify and describe **two (2)** ethical considerations related to this study. (4 marks)

Consideration One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Consideration Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Section One**

**Section Two: Short answer**

This section has **four (4)** questions. Attempt **ALL** questions.

Suggested working time: 60 minutes **(57 marks)**

**Question 4** **(12 marks)**

1. What is the role of the corpus callosum? (2 marks)

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1. Identify **two (2)** roles of the:
   1. left hemisphere: (2 marks)

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* 1. right hemisphere: (2 marks)

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1. Describe the effect of physical activity/exercise on depression. Ensure you refer to empirical evidence/past studies to support your answer. (4 marks)

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1. Identify **one (1)** example of each of the following methods of investigating the human brain:
2. Still picture scans: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)
3. Dynamic picture scans: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)

**Question 5 (14 marks)**

1. Name and describe **two (2)** of Gardner’s Multiple Intelligences. (4 marks)

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Write the formula used to calculate a person’s *Intelligence Quotient (IQ)* score. (1 mark)

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1. Name the two factors that comprise Spearman’s two-factor theory of intelligence. (2 marks)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Patrick was sitting on his couch when his girlfriend sat down next to him. He soon habituated the smell of the perfume she was wearing.
   1. Define ‘habituation’. (1 mark)

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* 1. Describe **one (1)** advantage of being able to habituate information. (2 marks)

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1. Elisa is trying to study for her Psychology test but she can hear her sister and her sister’s friend gossiping about the boys they like in the room next door.
2. Name and explain the type of attention she is using. (2 marks)

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1. Which type of attention should Elisha be using? Name and explain this type of attention. (2 marks)

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**Question 6 (13 marks)**

1. How does ‘pro-social behaviour’ differ to ‘altruistic behaviour’? (2 marks)

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1. Name and describe **one (1)** of the psychological concepts that allows people to understand why the bystander effect occurs. (3 marks)

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1. Identify **two (2)** of the three determinants of liking. (2 marks)

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Dunphy (1963) identified five stages in the development of adolescent groups. Describe the features of the three stages identified below. (6 marks)

*Stage 1*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Stage 2*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Stage 3*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Question 7 (18 marks)**

1. Define ‘communication’. (2 marks)

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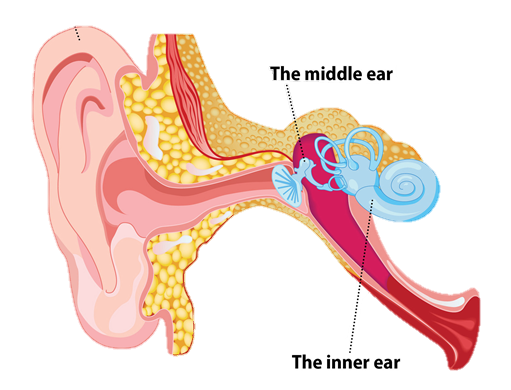
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify **one (1)** example of non-verbal communication and describe the meaning it communicates. (2 marks)

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meaning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3.**

**1.**

**2.**

1. Name the **three (3)** parts of the ear identified above. (3 marks)

Part 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify and describe the type of hearing loss associated with part 3. (3 marks)

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1. List **two (2)** interventions that can be used with the hearing impaired to improve their communication. (2 marks)

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1. Describe **two (2)** components of active listening. (2 marks)

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Identify and describe **two (2)** barriers to effective listening. (4 marks)

One: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**End of Section Two**

**Section Three: Extended Response**

This section has **one (1)** question. You must attempt this question.

Suggested working time: 45 minutes **(30 marks)**

**Question 8**

Explain how factors relevant to *biological influences*, *cognition*, *relational influences* and *communication* can influence a student’s behaviour, participation and success at school.

Include relevant *psychological evidence* in your answer.

In constructing your argument you should:

* Clearly define *behaviour*
* Explain how factors relevant to *biological influences* influence behaviour, participation and success at school
* Explain how factors relevant to *cognition* influence behaviour, participation and success at school
* Explain how factors relevant to *relational influences* influence behaviour, participation and success at school
* Explain how factors relevant to *communication* influence behaviour, participation and success at school
* Consider how these factors interact to influence behaviour, participation and success at school
* Finish with a conclusion

Planning:

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