**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 | 99 | 55 |
| Section Three:  Extended answer | 2 | 2 | 60 | 51 | 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.

1. 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

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**Question 1 (12 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.

1. Decide whether Veronica, May or both girls are using a scientific approach. Explain your response. (2 marks)

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

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1. Name **one** non-experimental research method Veronica could use to find out what her friends think. (1 mark)

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1. If Veronica asked a question that was seeking a descriptive response, what type of data would she collect? (1 mark)

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1. If Veronica only used fixed response questions, what type of data would she collect?

(1 mark)

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(f) Provide **one** disadvantage of each of the two types of data collection named in part (d)

and (e). (2 marks)

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(g) Mary wants to examine the association between different star signs and empathy. Identify and describe the type of non-experimental research method she would be using. (2 marks)

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**Question 2** **(19 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 won the most games and therefore had better court fitness.

1. Provide an operational hypothesis for Tatiana’s experiment. (4 marks)

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(b) Describe 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. 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) Outline what descriptive statistics are and propose why they are a better format to use in tables as opposed to raw scores. (2 marks)

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(e) After gathering her results, Tatiana enlisted the help from her friend, a sports Psychologist.

The friend suggested her study was not actually assessing court fitness and that the way in which she had conducted her study meant she would not be able to generalise her results to a wider population. Identify **two** concerns related to validity which the sports psychologist is referring to. (2 marks)

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The sports psychologist suggested there were a number of flaws with Tatiana’s study. Referring to the stated information about the study:

(f) (i) List **two** uncontrolled variables. (2 marks)

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(ii) State **one** controlled variable. (1 mark)

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(iii) Identify **one** source of error in regard to how the tournament was run, and explain why this is problematic. (2 marks)

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**Section Two: Short Answer 55% (99 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

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**Question 3 (12 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.

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

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

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(iii) Suggest **two** issues that may have occurred if Phineas Gage’s temporal lobe was damaged. (2 marks)

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(iv) If Phineas complained of seeing blind spots, which lobe is he likely to be experiencing problems with? (1 mark)

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

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Complete the following table by identifying the method of brain scanning that correctly corresponds to the descriptions and identifying one limitation of each. (6 marks)

(b)

|  |  |  |
| --- | --- | --- |
| **Brain scan technique description** | **Full name of technique** | **Limitation of technique** |
| Uses X-rays to create an image of the brain |  |  |
| Measures activity in the brain by tracking where the most oxygen is consumed |  |  |
| Uses electrodes fastened to the scalp to detect and amplify electrical activity in the brain |  |  |
| Measures activity in the brain by tracking glucose consumption in areas of the brain |  |  |

**Question 4 (14 marks)**

Using the transcript below, of a message between a husband and wife, answer the following questions.

Husband: Daycare called. Arlo has a temperature and needs to go home.

Wife: Ok see you at home.

Husband: Yep

(a) (i) Explain how this message may not have been effectively communicated.

(2 marks)

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(ii) Propose how this communication could be changed to be more effective.

(1 mark)

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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.

(b) (i) Suggest **one** attribute of the receiver of the message, which may have led to

Humza getting agitated. (1 mark)

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(ii) Provide **two** suggestions as to how Humza could be more effective in his

communication. (2 marks)

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(iii) Jade was not impressed with the way in which she was spoken to. Identify two forms of non-verbal communication that Humza may have used and explain how they may have implied aggression. (4 marks)

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

(iv) What form of communication would you suggest Jade use as an effective response to Humza?

(1 mark)

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(v) To be able to deliver her message to Humza in this way, suggest **three** things

she should do to effectively deliver her message. (3 marks)

One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Three:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 5 (15 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.

1. (i) Using the determinates of liking, suggest which **two** are the likely reason for Lila

and Ottis getting together. Define each and apply them to the scenario. (6 marks)

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(ii) 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)

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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)

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(ii) In stage one Dunphy suggested cliques were formed. List **three** things you might

see a clique doing. (3 marks)

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

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

Three:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Name the stage where higher ranking clique members start to date. (1 mark)

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(iv) Referring to Lila and Ottis from the previous question, what stage do you

hypothesise they are in and why? (2 marks)

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**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)

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(ii) From a biological perspective, explain the difference between the two types of

twins. (2 marks)

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

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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)

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

(1 mark)

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**Question 7 (18 marks)**

1. Define personality. (1 mark)

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1. 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)

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1. According to Freud’s Psychodynamic theory, personality is said to be the result of several factors. State **two** factors proposed by Freud that influence the development of personality. (2 marks)

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Sarah told her clique of female friends 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) Using Freud’s theory, name **three** different levels of awareness Sarah is using, and

apply each to the scenario. (6 marks)

One:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Two:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Three:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 7** (continued)

(ii) 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)

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(e) Both projective and non-projective studies have been used to analyse one’s personality.

Outline one advantage of using each. (2 marks)

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1. Name and describe the **two** types of projective tests that are associated with analysing someone’s personality using a psychodynamic approach.

(4 marks)

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**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 at times made sexist comments. 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.

1. (i) Name and apply each of Allport’s traits to Mr Bump. (6 marks)

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(ii) Describe Mr Bump’s personality using the three dimensions of Eysenck’s personality theory. (3 marks)

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(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 unlearnt.

(a) (i) Define ‘self-concept’ (1 mark)

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(ii) Explain why Elliot’s experiment would have impacted upon the self-concept of both

groups and describe how each group would have been affected. Refer to both the blue-eyed group and the brown-eyed group. (3 marks)

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(b) (i) Identify the in-group in Elliott’s study and suggest how they formed their social

identity, providing an example. (3 marks)

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

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

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**Question 10 (10 marks)**

(a) Provide a definition of an attitude. (1 mark)

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(b) Identify the **three** components of the Tripartite model. (3 marks)

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(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)

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(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)

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**End of Section Two**

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| **Section Three: Extended answer** | **25% (51 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 (25 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 and contrast Goleman’s and Gardner’s theories, including identifying the **two** types of intelligence from Gardner’s Multiple Intelligence theory that most clearly resembles Goleman’s theory (5 marks)
* provide **two** limitations and **one** strength of each theory (6 marks)
* Quality of response (3 marks)

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**Question 12 (26 marks)**

Meeshka and Mo are preparing their three children for the start of the new school year. Two-year old Narla will be going to daycare, Romy will be starting pre-primary, and their older sibling Rolo, will be going into Year 8 at his local secondary school. Using your understanding of developmental psychology, suggest to Meeshka and Mo what they can expect in regard to their children’s social, emotional, cognitive and physical development.

In your answer you should:

* define developmental psychology (1 mark)
* state what stage of the lifespan Narla, Romy and Rolo are in (3 marks)
* describe each of the **four** aspects of development (4 marks)
* apply each aspect of development to the children (12 marks)
* suggest how each of the children might increase their development through the role of play

(3 marks)

* Quality of response (3 marks)

**End of questions**

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**Supplementary pages**

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**ACKNOWLEDGEMENTS**

**Question 3b Getty Images**

Coloured Brain

Retrieved May 2021 from

<https://www.istockphoto.com/photo/colored-brain-gm187151238-26051305>