

**PSYCHOLOGY**

**ATAR 3 and 4**

**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 | 3 | 3 | 30 | 29 | 20 |
| Section Two:  Short answer | 8 | 8 | 90 | 94 | 55 |
| Section Three:  Extended answer | 2 | 2 | 60 | 57 | 25 |
|  |  |  | Total | 180 | 100 |

# Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2017.* 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.

**Section One: Research methods 20% (29 Marks)**

This section has **three (3)** 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.

Suggested working time: 30 minutes.

**Question 1 11 marks**

The 2013 [Community Attitudes to Road Safety](http://www.infrastructure.gov.au/roads/safety/publications/2013/pdf/community_att_13.pdf) survey showed that 32 per cent of drivers admit to reading a text message and 18 per cent of drivers admit to sending a text message while driving. Inattention or lack of concentration was rated as one of the top perceived factors contributing to accidents.

In an observational study conducted by RACWA, 100 cars were fitted with video cameras to record driver behaviour. The following was discovered:

75% of accidents involved driver inattention. Most commonly talking on hands free and texting while driving where identified.

The Study was then expanded and 60, eighteen year old drivers were sampled to complete computer simulated tests in order to determine which of these two distractions was the most dangerous. Participants watched a simulated road video and had to click when they noticed a potential hazard. Three separate conditions were conducted:

1. Test A: Chatting on the phone (hands-free) while driving
2. Test B: writing a series of provided text messages while driving
3. Test C: driving in silence, with no distractions

The order in which the tests were conducted was counterbalanced.

1. Define the term “counterbalance”. (1 mark)

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1. Write an operationalised hypothesis for this study. (4 marks)

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1. Identify **one (1)** possible extraneous variable and explain how it could affect the experiment. (2 marks)

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**Table 1:** Table showing difference between mean number of Hazards detected and mean reaction time in seconds for tests A, B and C.

|  |  |  |
| --- | --- | --- |
| **Condition** | **Number of Hazards Detected (out of 40)** | **Reaction Time in Seconds (s)** |
| Test A: Chatting on phone (hands-free) | 30 | 0.34 |
| Test B: Texting while Driving | 21 | 0.49 |
| Test C: Driving in silence | 35 | 0.22 |

Statistical significance for the number of hazards detected: p > 0.05

Statistical significance for Reaction time in seconds: p < 0.01

1. What conclusions can be drawn from the above data? (4 marks)

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**Question 2 10 marks**

An investigator was interested in studying the relationship between caffeine intake and happiness. To research this the investigator chose a sample of 10 teachers between the ages of 25 and 60 years old. He asked the teachers to complete a self-report questionnaire designed to measure happiness. The Happiness score was correlated with the amount of caffeine intake per day (in milligrams).

**Table 2**: Results of Caffeine and Happiness score

|  |  |  |
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| **Participant** | **Amount of Caffeine (mg)** | **Happiness Score** |
| 1 | 50mg | 40 |
| 2 | 90mg | 70 |
| 3 | 100mg | 60 |
| 4 | 70mg | 50 |
| 5 | 50mg | 35 |
| 6 | 80mg | 65 |
| 7 | 90mg | 85 |
| 8 | 60mg | 30 |
| 9 | 40mg | 20 |
| 10 | 110mg | 80 |

1. Write a hypothesis for this study. (2 marks)

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1. The investigator used a self-report to collect data. Provide an example of **one (1)** quantitative objective measure and **one (1)** qualitative subjective measure that could be used to collect data about happiness in this study. (2 marks)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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4. Explain what Internal Validity refers to? (1 mark)

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1. Draw a graph representing the Table 2 results below: (5 marks)

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**Question 3 8 marks**

Mrs Haliburton was concerned with the declining level of playground behaviour at her primary school and believed it could be linked to TV watching habits. She decided to investigate her claim that watching violent TV programs increased aggressive behavior in the playground. She has access to 600 children in the local schooling district and decides to use a sample size of 50 children (25 experimental group, 25 control group). The children were prescribed television shows to watch with or without violence based on the group they were randomly allocated to and then their playground behavior was recorded over a period of 1 month. Mrs Haliburton needed to obtain parental consent for all children in her sample as they are primary school age.

1. Name the independent variable. (1 mark)

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1. Name the dependent variable. (1 mark)

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1. Mrs Haliburton used a random sampling method. Describe what this involves and identify how she could have obtained this sample using this method. (2 marks)

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1. Outline **one (1)** limitation of using random sampling in this study. (1 mark)

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1. Define the term “experimenter effect”. (1 mark)

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1. Identify and explain **one (1)** ethical consideration Mrs Haliburton must use in this investigation. (2 marks)

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**End of Section One**

**Section Two: Short answer 55% (94 Marks)**

This section has **eight (8)** 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.

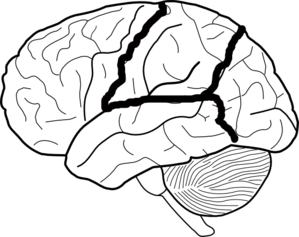
Suggested working time: 90 minutes.

**Question 4 12 marks**

1. On the below diagram label the **four (4)** primary cortexes found in each of the lobes of the brain.

(4 marks)

Fig. 1



1. Describe **one (1)** difference and **one (1)** similarity between the neurotransmitters noradrenaline and adrenaline. (2 marks)

Difference:

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Similarity:

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1. Explain the main function of each hemisphere of the temporal lobe. (2 marks)

Right temporal lobe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Left temporal lobe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Summarise the function of the following two areas in the brain. (4 marks)
2. Wernicke’s Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Broca’s Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 5 9 marks**

1. A “Flashbulb” memory is an extremely vivid memory of a moment or occurrence in a persons’ life. A majority of people over the age of 30 years old would be able to tell you where they were and what they were doing when they heard of Princess Diana’s Death or when the World Trade Centre fell, yet might struggle to tell you what they had for breakfast three days ago. Using your psychological understanding of rehearsal explain why this occurs. (2 marks)

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1. Describe each of the following processes: (3 marks)
2. Encoding:

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1. Storage:

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1. Retrieval:

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1. Identify similarities that exist between aspects of Baddeley and Hitch’s Working Memory and Atkinson and Shiffrin’s Sensory Memory. (4 marks)

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**Question 6 11 marks**

1. Jen’s mother make’s delicious baked goods. Brownies are one of Jen’s favourite treats. Jen salivates whenever she smells brownies cooking. Identify the Unconditioned Stimulus, the Conditioned Stimulus and the Conditioned Response in this situation: (3 marks)

UCS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rachel believes her dog Daisy is very smart because right before Rachel walks her dog every day she always whistles causing Daisy to run to the front door and bark in anticipation. However, after Rachel started using Twitter Daisy would also run to the door whenever Rachel received a message on her phone. A month after Rachel started using Twitter Daisy stopped running to the door at all.

Define the following terms and identify an example of each from the above situation: (4 marks)

Extinction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Generalisation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rachel’s young son Oscar is not as well behaved as Daisy.

Oscar: Could you tie my shoes Mummy?

Rachel: (continues to cook breakfast)

Oscar: Mum, I need my shoes tied.

Rachel: Just a minute.

Oscar: MUM!! TIE MY SHOES!

Rachel: How many times have I told you not to yell. Now which shoe do we want tied first?

Explain the above situation in terms of the Operant Conditioning that is occurring.

(4 marks)

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**Question 7 11 marks**

1. Joshua and Declan received identical skateboards for Christmas. One skateboard was damaged and couldn’t be used anymore so the brothers began fighting over the remaining skateboard. Both brothers believe that the one skateboard left is their own. They ask their dad to tell them who owns the skateboard. After much consideration, their dad decides, and both boys agree to, the skateboard being cut exactly in two and each brother will get an equal half.
2. What type of solution has their dad used to resolve the conflict? (1 mark)

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1. Afterwards the boys are not very happy with this solution and their dad suggests in the future they resolve the conflict themselves. Identify another type of solution to the conflict they could use. (1 mark)

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1. Explain a solution the two boys could come to. (1 mark)

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1. Outline the findings of Harry Harlow’s investigation using rhesus monkeys.

(3 marks)

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1. Outline the findings of Mary Ainsworth’s investigation into infant attachment.

(3 marks)

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1. Identify **one (1)** similarity and **one (1)** difference between Harlow’s and Ainsworth’s investigations. (2 marks)

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**Question 8 11 marks**

1. Name and define **two (2)** strategies Bruner identified that parents employ to facilitate a child’s language acquisition. Provide an example of each strategy in use. (6 marks)

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1. Explain, with reference to Chomsky’s theory of Language Development, how an English-speaking child will put the object of a sentence last (He drove a car) and a Japanese speaking child will put the object before the verb (He a car drove)? (5 marks)

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**Question 9 14 marks**

1. Define the term ‘self-actualisation’. (1 mark)

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1. Name the theorist who first used the term “self-actualisation” in psychological theory. (1 mark)

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1. Define the term ‘unconditional positive regard’. (1 mark)

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1. Complete the below table. (8 marks)

**Table 3**: The “Big Five” personality factors

|  |  |
| --- | --- |
| Trait Dimension | Trait Continuum |
| Emotional Stability |  |
|  | Social Retiring |
|  |  |
|  |  |
|  |  |

1. A notion central to Humanistic theory is “self-concept”. Explain how someone’s self-concept can affect their personality with reference to Roger’s Humanistic Personality theory. (3 marks)

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**Question 10 14 marks**

1. Fill in the blank boxes. (4 marks)

**Situational Attribution:**

**Behavioural Reaction:**

**Negative Behaviour**

The driver in the car in the lane in front of you is travelling 20km below the speed limit

**Dispositional Attribution**

**Behavioural Reaction:**

1. Define the fundamental attribution error and explain how it can negatively affect social situations. Provide a real-world example to assist your explanation. (4 marks)

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1. Rebecca failed her most recent Psychology test. Explain how Rebecca might attribute this failure using the self-serving bias. (2 marks)

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1. Identify and describe the two types of social influence that cause an individual to conform. (4 marks)

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**Question 11 12 marks**

April wanted to study Psychology and applied and got into Monash University. To attend she had to move from Brisbane to Melbourne. She didn’t like Melbourne and was very homesick for the first few months. April missed her friends from netball and from her high school environmental club.

1. Name the **four (4)** aspects of the McMillan-Chavis model. (4 marks)

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1. Briefly describe each of the **four (4)** aspects of the McMillan-Chavis model.

(4 marks)

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1. Give **one (1)** example from April’s situation that demonstrates each of the **four (4)** aspects of the McMillan-Chavis model. (4 marks)

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**End of Section Two**

**Section Three: Extended answer 25% (57 Marks)**

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

Pages are included at the end of Question 13 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.

Suggested working time: 60 minutes.

**Question 12 29 marks**

A “sensitive period” is a period of development where a child is sensitive to a particular stimulus or type of situation. Identify the most sensitive or critical period of development for the four (4) following developmental theories:

* Morality
* Attachment
* Cognition
* Identity

Explain why this period is critical in development. Use empirical evidence to support your response.

**Question 13 28 marks**

Study the advertisements on the following pages. Compare the two advertising campaigns and explain, using your knowledge of persuasive communication, how these advertisements were designed to encourage people towards a particular viewpoint.

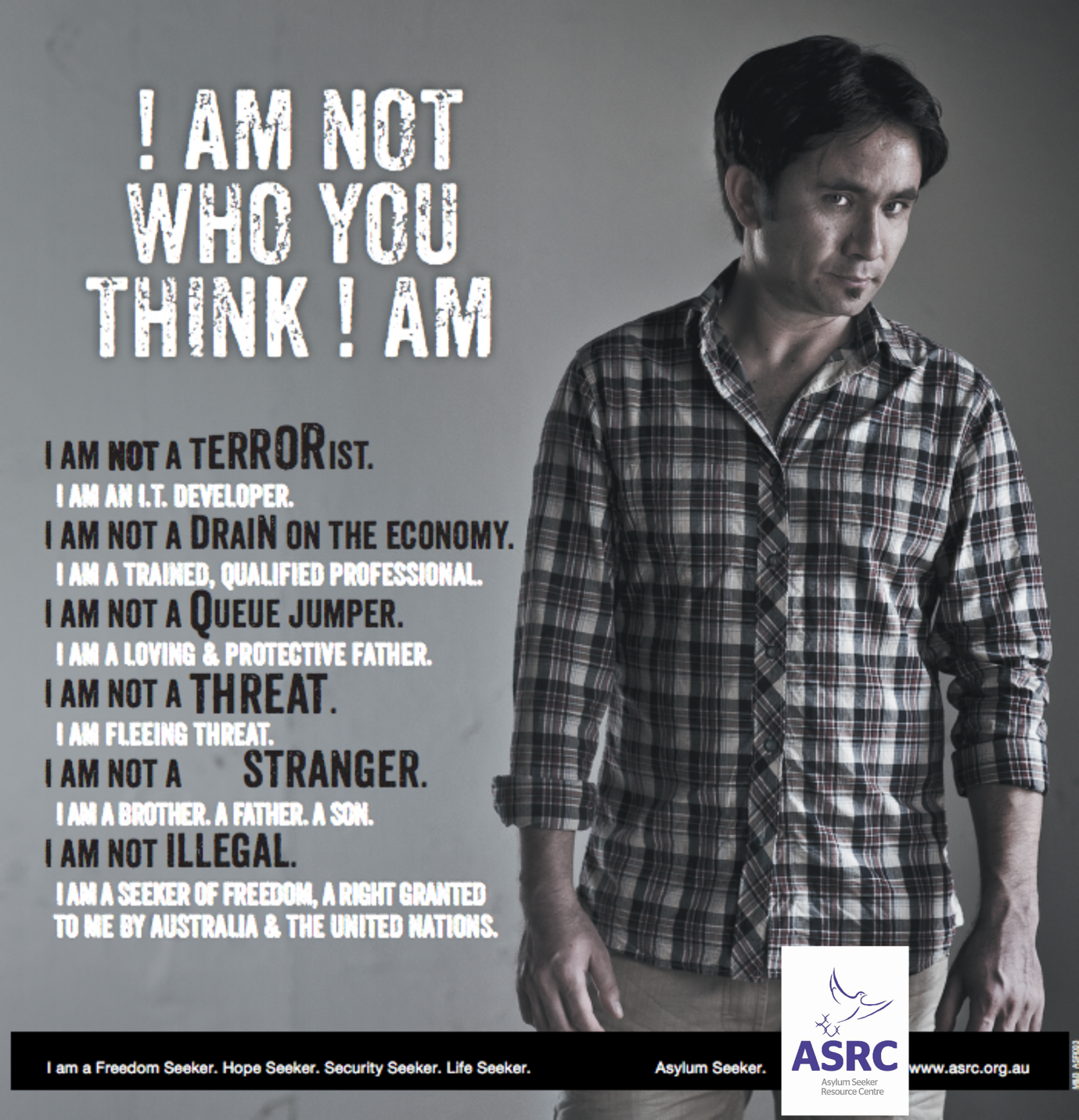
Your response should include:

* Source of the Message
* Nature of the communication
* Characteristics of the Audience

Use empirical evidence to support your response.

****

**Fig. 2**



**Fig. 3**

**ACKNOWLEDGEMENTS**

**Question 1** [**Community Attitudes to Road Safety**](http://www.infrastructure.gov.au/roads/safety/publications/2013/pdf/community_att_13.pdf)**survey**

Department of Infrastructure and Regional Development 2014, *Community attitudes to road safety - 2013 survey report*, viewed 07 March 2017 from [http://www.infrastructure.gov.au/roads/safety/publications/2013/pdf/community\_att\_13.pdf pg.6](%20http://www.infrastructure.gov.au/roads/safety/publications/2013/pdf/community_att_13.pdf%20pg.6)

**Question 4 Figure 1: Brain Diagram**

Adapted from: <http://www.clipartbest.com/blank-brain-diagram>

Retrieved April, 2017

**Question 13** **Figure 2: Advertisement**

Adapted from: <https://commons.wikimedia.org/wiki/File:Stop_the_boats_-_Operation_Sovereign_Borders.jpg>

Retrieved May, 2017

**Question 13 Figure 3: Advertisement**

Adapted from: <http://www.bmrsg.org.au/ad-aims-to-change-perceptions-of-asylum-seekers/>

Retrieved May, 2017