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**BUTLER COLLEGE**

**EXAMINATION, SEMESTER ONE, 2017**

**Unit 3, Weighting: 15%**

**Question Paper & Answer Booklet**

**ATAR Psychology**

**Year 12**

**Student Name:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Name:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time allowed for this paper**

Reading time before commencing work: ten minutes

Working time for paper: three hours

**Materials required/recommended for this paper**

***To be provided by the supervisor***

This Question/Answer Booklet

***To be provided by the candidate***

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction fluid/tape, eraser, ruler, highlighters

Special items: non-programmable calculator approved for use in the WACE examination.

**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.**ATPSY PSYCHOLOGY Year 12**

**Structure of this paper**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Section | Number of questions | Number of questions to be attempted | Suggested working time  (minutes) | Marks Available | Marks  Awarded | Percentage of exam | For Teacher Use |
| Section One:  Research Methods | 3 | 3 | 30 | 36 |  | 20% |  |
| Section Two:  Short Answer | 3 | 3 | 100 | 99 |  | 55% |  |
| Section Three:  Extended Answer | 2 | 2 | 50 | 45 |  | 25% |  |
|  |  |  | **TOTAL** | **180** |  | 100 |  |

**Instructions to candidates**

1. The rules for the conduct of Western Australia external examinations are detailed in the *Year 12 Information Handbook 2017.* Sitting this examination implies that you agree to abide by these rules.

2. Answer the questions according to the following instructions;

Sections One, Two and Three: 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.

4. 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 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.

**ATPSY: Semester One Examination 2017                        PSYCHOLOGY Year 12**

**Section One: Research Methods (20%)**

This section has 3 (Three) questions. Attempt ALL questions.

Suggested working time:    30 minutes

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**Question 1                                                                                                                    (17 marks)**

A study was conducted to determine the effect of meditation on memory in high school students. Researchers randomly divided 100 Year 11 students into two groups, with 50 participants in each group. Group One participated in 20 minutes of meditation before the test while Group Two did not participate in meditation. All participants sat a memory recall test at the same venue at the same time. The test required participants to recall as many words as possible from a list of 20 words they had been shown earlier.

1. Identify the independent and dependent variables

[2 marks]

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1. List **two (2)** variables the researchers controlled in this study

[2 marks]

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1. Identify the sample for this study

[1 mark]

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1. Write an operational hypothesis for this study.

[3 marks]

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1. Identify **two (2)** ethical considerations relevant to this study. For each consideration, identify how the researchers should deal with it

[4 marks]

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Below is a selection of the scores attained in the study. Calculate the mean, mode, median and range of the scores.

[4 marks]

|  |  |
| --- | --- |
| Group 1 Participants | No. of words recalled |
| Participant 1 | 17 |
| Participant 2 | 14 |
| Participant 3 | 16 |
| Participant 4 | 10 |
| Participant 5 | 16 |
| Participant 6 | 13 |
| Participant 7 | 7 |
| Participant 8 | 13 |
| Participant 9 | 16 |
| Participant 10 | 11 |

f) Mean: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) Mode: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

h) Median: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

i) Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The researcher found that, on average, Group 2 participants remembered 12.6 words. A statistical test between the means for both groups found that p>0.05.

1. State whether difference between the means for the two groups were statistically significant.

[1 mark]

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**Question 2                                                                                                                   (12 marks)**

Complete the table below to help classify the type of data collected by three different research methods.

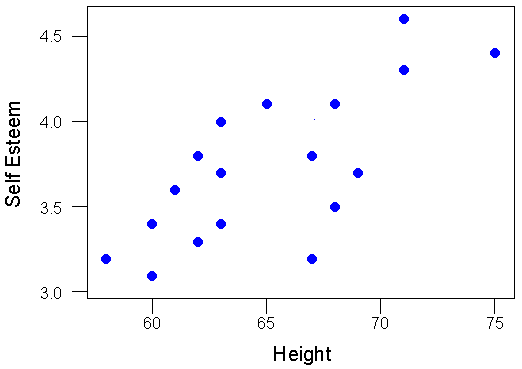
[12 marks]

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Method** | **Interview** | **Likert Scale** | **Heart Rate** |
| **Qualitative or Quantitative** |  |  |  |
| **Subjective or Objective** |  |  |  |
| **Describe one strength** |  |  |  |
| **Describe one limitation** |  |  |  |

**SEE NEXT PAGE**

**Question 3                                                                                                                  (7 marks)**

Josephine gathered data about people’s self esteem levels and correlated it to their height to produce the following scatterplot. Use the information provided to answer the questions below.



1. What term is given to the variables studied in the above research?

[1 mark]

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1. Describe the strength and direction of the correlation between self-esteem scores and physical height.

[2 marks]

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1. The above scatterplot is missing a number of necessary elements. Name two things that are missing in this scatterplot

[2 marks]

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

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1. Josephine used this data to report that ‘being taller gives people higher self-esteem’. Is this an accurate claim to make? Explain your answer.

[2 marks]

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**Section Two: Short Answer Questions (55%)**

**Section includes topics of: Biological Influences, Cognition and Communication**

This section has 3 (Three) questions. Attempt ALL questions.

Suggested working time:    100 minutes

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**Biological Influences**

**Question 1                                                                                                                    (46 marks)**

Light Blue

Pink

Yellow

Green

Blue

Red



1. Complete the table below in relation to the diagram of the brain above.

[8 marks]

|  |  |  |
| --- | --- | --- |
| **Label** | **Lobe Name** | **Role of Lobe** |
| **Red** |  |  |
| **Yellow** |  |  |
| **Green** |  |  |
| **Blue** |  |  |

**SEE NEXT PAGE**

1. Complete the following diagram of the nervous system.

[8 marks]

Nervous System

1. For the following scenarios, name the area or cortex of the brain that has been damaged and what that area is responsible for.
2. Pepper was playing hockey when the ball was chipped and hit her left temple. Immediately following the accident, she could speak in long sentences but could not be understood by others.

[2 marks]

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1. Jason is a motorcross fanatic. Recently, he was demonstrating his skills in front of a group of friends and forgot his helmet. He came off over the handlebars and was unable to move his body for a number of minutes following the accident, even though there was no spinal damage.

[2 marks]

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1. Give a psychological definition for a neuron.

[1 mark]

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1. Provide one example of a neurotransmitter and list two of its’ functions.

[3 marks]

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1. Explain the process of neural transmission and the role the synapse plays.

[5 marks]

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1. Give an appropriate definition for a hormone.

[1 mark]

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1. The ‘flight or fight’ response happens when we are confronted with something that could potentially be dangerous.
2. Give one real-life example of a situation where the flight or fight response would occur.

[1 mark]

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1. Name one hormone responsible for this response.

[1 mark]

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1. Provide two examples of changes to the way the human body functions to this type of response.

[2 marks]

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1. Behaviour can be affected by a number of factors: heredity, hormones and by psychoactive drugs. Give a specific example of how heredity, hormones and psychoactive drugs can affect behaviour.

[3 marks]

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1. Complete this table on psychoactive drugs:

[9 marks]

|  |  |  |  |
| --- | --- | --- | --- |
| **Class of drug** | **One (1) physiological effect** | **One (1) psychological effect** | **Example of a drug in this class** |
| **Hallucinogen** |  |  |  |
| **Depressant** |  |  |  |
| **Stimulant** |  |  |  |

**SEE NEXT PAGE**

**Cognition**

**Question 2                                                                                                                    (32 marks)**

1. Nicholas notices a strong smell coming from the oven and realises the smell is gas. He goes over and turns off the oven which had been knocked on and was leaking gas. As a child, Nicholas remembers smelling leaking gas and his mother telling him about a house fire caused by a leaking oven. Referring to the multistore model of memory, name and explain how the 3 different registers of memory have been used by Nicholas in processing this situation.

[9 marks]

Register 1:

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Register 2:

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Register 3:

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1. Working memory is a name given to the part of short-term memory, which is concerned with immediate conscious perceptual and linguistic processing.
2. In the space provided, draw the Baddeley and Hitch 1974 working memory model.

[4 marks]

1. Explain this model and how it works.

[3 marks]

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1. Distinguish between the three psychological terms: recall, recognition and re-learning.

[3 marks]

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1. Katrina has a Maths test coming up next week but will be on camp until then. She decides to spend a night before she leaves for camp cramming her Maths revision and learning the concepts. On camp, she had to learn how to measure and orientate herself on a map, which requires mathematical understandings. When it came to her Maths test, she was unable to recall some of the answers as she kept thinking about mapping skills.
2. Name and outline the theory of forgetting Katrina is experiencing.

[2 marks]

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1. Name and describe the specific form of this type of forgetting that she is experiencing.

[2 marks]

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1. Name the other form of this type of forgetting and give an example of it.

[2 marks]

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1. Name and outline **two** other theories of forgetting.

[4 marks]

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1. Monica’s cat comes running into the house as soon as Monica opens the refrigerator to prepare its food.
2. Name the type of learning that this involves.

[1 mark]

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1. State **two** reasons for your answer to part (e)(i).

[2 marks]

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**Communication**

**Question 3                                                                                                                   (21 marks)**

There has been much discussion over whether language is something we are born with, or something that we learn as we develop.

1. Name the key theorist who suggested language is learned and outline the key points of their theory.

[3 marks]

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1. How does early book reading assist in children’s language development?

[2 marks]

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Once learned, the language we come to speak varies depending on a number of things.

1. Define communication style.

[1 mark]

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1. Discuss, including the names of the theorists involved, the impact of social background on language.

[6 marks]

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Gabriel, Head Boy and Dux of School at Perth Public School, has been asked to present a speech with which to persuade his audience (fellow students) of the benefits of a strict study plan prior to exams.

1. Define persuasive communication.

[1 mark]

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1. Identify and explain one factor relating to Gabriel as the source of the message that could enhance the persuasiveness of the message.

[2 marks]

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1. Discuss two characteristics of the audience that Gabriel must consider when preparing his speech.

[2 marks]

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1. Identify two persuasive communication techniques relating to the nature of the content that Gabriel could employ for his speech and explain how they could contribute to its persuasiveness.

[4 marks]

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**Section Three: Extended Answer Questions (25%)**

**Section includes topics of: Cognition and Communication**

This section has 2 (Two) questions. You must answer both questions.

Suggested working time:    50 minutes

Pages are included at the end of Question 2 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.

**Question 1 (21 marks)**

Georgia has an issue with snakes. She wasn’t born afraid of them, but has at some point acquired the fear. Living on a farm, Georgia has found that this fear can be bothersome, as snakes are part of farm life. She seeks different ways to try to overcome her fear.

Discuss three different theories of how Georgia may have acquired this fear as well as two different ways in which this fear could be overcome.

Your answer should include:

* define and discuss three learning theories
* define and discuss two different behavior modification models
* support your discussion with empirical research.

*AND*

**SEE NEXT PAGE**

**Question 2 (24 marks)**

Jonathon was born in France to his American father and French mother, his first words were in French. When he was 18 months old, they moved to the Bronx in New York. He forgot most of his French and spoke in a way typical of the people from the area. His mother did not want him to completely lose his French and decided to continue routine activities at home in French. As Jonathon aged she often conducted conversations in French with him, educating him on words he may be missing. At 22, Jonathon is now bilingual, speaking both French and “Bronx-style” English.

Discuss the different theories of language development that can explain Jonathon’s language development and how his communication styles can be impacted by different aspects of his life.

Your answer should include:

* define and discuss language development theories.
* define communication styles.
* discuss how socio-economic status and gender affect communication styles.
* support your discussions with empirical research.

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