

**Joseph Banks  
Secondary College**

**Research Methods, Communication  
Worth 6% of the school mark**

**Question/Answer Booklet**

**PSYCHOLOGY GENERAL MARKING KEY**

**Units 1**

Student name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Time allowed for this paper

## Reading time before commencing work: three minutes

Working time for the paper: **fifty five minutes**

# Materials required/recommended for this paper

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

This Question/Answer Booklet

Formulae and Data Booklet

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

Standard items: 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 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.

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Suggested working time  (minutes) | Your Mark | Marks available | Percentage of test |
| Section One:  Research Methods | 3 | 20 |  | 22 | 25 |
| Section Two:  Short Answer | 3 | 41 |  | 28 | 75 |
|  |  | **Total** |  | 50 | 100 |

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 11 Information Handbook 2016*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. When calculating numerical answers, show your working or reasoning clearly. Your working should be in sufficient detail to allow your answers to be checked readily and for marks to be awarded for reasoning.

In calculations, give final answers to one significant figures and include appropriate units where applicable.

1. 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.
2. Supplementary pages for the use of planning/continuing your answer to a question may have been 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.

**Section One – Research Methods**

**Question One (6 marks)**

1. Distinguish between scientific and non-scientific research in the table below. (6 marks)

|  |  |  |
| --- | --- | --- |
|  | **Scientific** | **Non-scientific** |
| **Collection of evidence** | Systematic  Follows a method | Based off of hearsay  Not collected systematically  Not based on any evidence |
| **Reliability** | high | low |
| **Example of scientific area of study** | Any relevant area of science | Any non-scientific area of study  e.g. astrology |

**Question Two (10 marks)**

Researchers wanted to determine the effect of drinking caffeine on students’ heart rates. The researchers collected 100 Year 12 student volunteers. Fifty students were randomly assigned to Group One and fifty were assigned to Group Two.

The following sequence of tasks was undertaken by each of the participants.

* Sit calmly in a quiet room for five minutes
* Drink one cup of hot coffee (for Group One, no caffeine; for Group Two, caffeine).
* Have researcher measure heart rate.
* Return and repeat the procedure on two more consecutive days.

At the conclusion of the study, the following statistics were calculated.

Group One – no caffeine. Mean heart rate = 70 beats per minute.

Group Two – caffeine. Mean heart rate = 85 beats per minute.

1. Identify the independent variable. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Coffee or no coffee | 1 |

1. Identify the dependent variable. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Heart rate |  |

1. Create an operationalized hypothesis for this study. (4 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Includes: Operationalised IV (1), operationalized DV (1), prediction (1), population (1)  e.g.  It is hypothesized that year 12 students that drink one cup of coffee will have an increased heart rate compared to those who do not, as measured by a heart rate monitor |  |

1. Identify one source of error in the design of the experiment and suggest a way of reducing this error. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| * Observer bias – not tell the observer the aim of the experiment * Expectation bias – not tell the participant the aim or what they are drinking of the experiment–single blind or double blind * Experimenter effects – not tell the experimenter who is getting what drink–double blind * Placebo effect - not tell the participant the aim or what they are drinking of the experiment–single blind or double blind |  |

1. Identify one controllable variable (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Drink one cup of drink (1)  Age–all Year 12s (1)  Beverages were all hot  Any other good point (1) |  |

1. Identify one uncontrollable variable (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| What they drank before (1)  Sensitivity to caffeine (1)  Other factors that affect heart rate (1)  Any other good point (1) |  |

**Question Four (6 marks)**

A psychologist collected data on the self-esteem of ten young people who were currently involved in volunteer work in their community, using a Likert-scale. The Likert scale produced scores from each person ranging from 10 to 50. Higher scores indicated higher levels of self-esteem.

The self-esteem of 10 young people were:

30, 32, 38, 40, 45, 43, 46, 38, 45, 46

1. Complete the frequency table below: (1 mark)

|  |  |
| --- | --- |
| **Self-esteem score** | **Number of people** |
| 11-15 |  |
| 16-20 |  |
| 21-25 |  |
| 26-30 | 1 |
| 31-35 | 1 |
| 36-40 | 3 |
| 41-45 | 3 |
| 46-50 | 2 |
| **Total** | 10 |

1. The psychologist is writing a report on the results of the research and needs to include a histogram of the frequency of self-esteem scores. Graph the results from the frequency table below: (5 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| **Histogram drawn – as the data involves frequencies / intervals**  **Title includes both variables**  **Appropriately plotted and scaled**  **Number of people up the Y axis**  **Self-esteem scores along the X axis** | 1  1  1  1  1 |

**Section Two- Short Answer Questions**

**Question Two – Communication (18 marks)**

1. Compare the aggressive and assertive communication styles. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Similarity: both able to freely express their needs  Difference: Assertive does not infringe on the rights of others  Aggressive may not always take into account the other persons perspective  Accept any other correct reasonable answer | 1  1 |

1. Identify and explain the three steps in assertive communication. (6 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Listen – Make a statement that shows that you are understanding the other persons viewpoint  Express – Explain how the issue makes you feel (vulnerability)  Solution – Outline a way in which the current situation can be remedied | 2  2  2 |

1. Mary and Mikki are roommates. Mary has a very busy work and social life, often leaving the cleaning to Mikki. Mikki, is bothered by this, however, prefers to avoid conflict and keep the peace. When Mary saw Mikki cleaning one day, she said ‘Oh thanks for cleaning! I’m sorry I have to go’. Mikki shrugged and said ‘I guess I have more time than you’ while on the inside feeling quite annoyed.
2. Identify Miki’s current communication style. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Passive | 1 |

1. How could Miki respond to Mary in an assertive way. (6 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Any response that shows the three steps:  Listen, Express, Solution (1) each  Framed using I statements (1) x 3 |  |

1. Define the term effective communication (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Effective communication is where the message is received, interpreted and understood by the receiver as intended by the sender | 1 |

1. List two behaviours of active listening (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| * Paraphrasing * Nodding * Asking clarifying questions * Giving undivided attention * Eye contact   Accept any other correct relevant answer |  |

**Question Four – Non-verbal Communication (10 marks)**

1. List **three** elements of body language. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Facial expressions  Gestures  Posture  Physical touch or closeness  Smell | 1  1  1 |

1. Outline the study and conclusions that Matsumato and Ekman (1989) found in their research on facial expressions (5 marks)

|  |  |
| --- | --- |
| **Description** | **Mark** |
| Aim: to see whether facial expressions are universal and thus biological (1)  Method: Travelled to remote tribes in papau new guinea who had m=never had contact with the outside world (1)  Showed the tribes people various faces of different common emotions and got the tribes people to explain a story or emotion that matched the face (1)  Conclusions: 7 universal facial expressions (1)  Thus there is a biological basis for the way in which we portray emotion (1) | 1  1  1  1  1 |

1. As the manager of a small business Karl was asked to conduct a performance review on a staff member that had the reputation of being lazy. During Karl’s interview he noticed the employee folded his arms and stared out the window. Using your knowledge of body language what two things might Karl assume from this interview?

(2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Boredom, not taking it seriously, not caring, contempt, annoyed, defensive |  |