

**PSYCHOLOGY**

**ATAR YEAR 11**

**UNIT 1 2020**

**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 | 30 | 20 |
| Section Two:  Short answer | 8 | 8 | 90 | 94 | 55 |
| Section Three:  Extended answer | 2 | 2 | 60 | 54 | 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 2020.* 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% (30 marks)

This section has three 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 1 (8 marks)

A university student decided to look at the association between exposure to the outdoors and mood. At the university campus, she surveyed students sitting outside and asked them to rate their level of mood as well as the length of time they had spent outside that day.

(a) i. Identify the research method used. (1 mark)

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ii. Outline **one** advantage of the research method stated in part (i). (1 mark)

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iii. Outline **one** disadvantage of the research method stated in part (i). (1 mark)

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(b) There are various methods that can be used to collect data within research, such

as interviews. Name the data collection method the university student used to

obtain mood scores. (1 mark)

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Question 1 (continued)

(c) Identify the type of graph that would best represent data collected by the university student. (1 mark)

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(d) State whether the research was experimental or non-experimental and include one reason for your response. (2 marks)

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(e) Research tends to involve potential sources of error in data that can arise from the experimenter or the participants. Identify one source of error in data present in the university student’s research. (1 mark)

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Question 2 (13 marks)

Men’s Health Magazine conducted an online questionnaire advertised in their April 2020 issue to assess the percentage of Australian men who exercise for at least one hour per week. Results from 785 men in Australia found that 50 percent of men aged between 24-30 years exercised for at least one hour per week, 45 percent of men aged 31-37 exercised for a minimum of one hour per week, 28 percent of men aged 38-44 exercised for at least one hour per week, and 20 percent of men aged 45-51 exercised for at least one hour per week.

(a) i. Graph the results from the information above into the grid below (5 marks)

A spare grid is provided at the end of this Question/Answer booklet.

If you need to use it, cross out this attempt.



Question 2 (continued)

ii. Justify your choice of graph drawn in part (i). (1 mark)

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(b) Identify the population used in this research. (1 mark)

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(c) Explain the problem with the participant selection method used in this research.

(3 marks)

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(d) Identify one participant right followed in the research and explain how it was followed. (2 marks)

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Question 2 (continued)

(e) The online questionnaire was found to have high validity. Explain what this statement means. (1 mark)

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Question 3 (9 marks)

The state Library of WA has nearly 5,000 microfilm reels (documents scanned on rolls of film) stored on the 3rd floor. Dr Collard is interested in visiting the library in order to access journals, shipboard diaries and letters from ships during 1788-1988 for his university research.

(a) i. Name the type of research Dr Collard will be making use of. (1 mark)

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ii. Outline two benefits of the type of research named in part (i). (2 marks)

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iii. Outline two limitations of the type of research named in part (i). (2 marks)

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(b) Contrast between population data and sample data. (2 marks)

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Question 3 (continued)

(c) Outline one disadvantage of using the mode as a measure of central tendency. (1 mark)

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(d) Outline one advantage of using the mean as a measure of central tendency. (1 mark)

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**End of Section One**

**Section Two: Short Answer 55% (94 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 4 (16 marks)

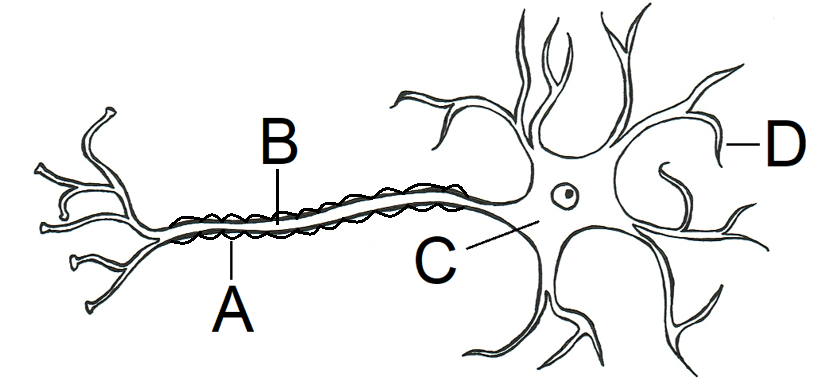
(a) Describe the location and outline one major function of each part of the brain.

(6 marks)

|  |  |  |
| --- | --- | --- |
|  | Describe location | Outline **one** major function |
| Midbrain |  |  |
| Forebrain |  |  |
| Hindbrain |  |  |

Question 4 (continued)

(b) Name each neural structure labelled on the diagram below.

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i. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)

ii. B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)

iii. C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)

iv. D: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1 mark)

(d) Name two brain scanning techniques that provide pictures of the physical structures of the brain. (2 marks)

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(e) i. One particular brain scanning technique shows where neurons are using

energy via the process of metabolism. Name the scanning method referred to.

(1 mark)

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ii. Identify the substance that the neurons are using up through the process of

metabolism. (1 mark)

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(f) Name the brain scanning technique used to see brain functioning while the patient is required to perform cognitive tasks. (1 mark)

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(g) “Only a limited number of scans can be performed on a patient due to radiation dosage regulations” is a limitation of which brain scanning technique? (1 mark)

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Question 5 (12 marks)

(a) State two reasons why people take recreational drugs. (2 marks)

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(b) Paramedics at a music festival were presented with a number of adolescents throughout the night.

i. A young male was brought to the medical tent showing signs of

hyperawareness and a high breathing rate. Identify the class of drug he has

likely taken and an example of one specific drug from this groups of drugs.

(2 marks)

Class of drug: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One specific drug: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­

ii. An 18-year-old female came stumbling into the medical tent with poor

coordination and explaining loudly that she had lost her friends in the crowd.

Identify the class of drug she has likely taken and an example of one specific

drug from this group of drugs. (2 marks)

Class of drug: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One specific drug: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­

Question 5 (continued)

(c) i. Identify two psychological effects that cannabis can have on the body.

(2 marks)

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ii. Identify two physiological effects that cannabis can have on the body.

(2 marks)

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(d) Explain why a GP would tend to suggest regular exercise to a patient with depression before prescribing them with anti-depressants. (2 marks)

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Question 6 (15 marks)

(a) i. State whether or not the following statement is **true** or **false**: “all individuals

presented with an identical stimulus will process it in the same way”. (1 mark)

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ii. What is the term given to the process by which the body initially detects and

converts stimulus energy? (1 mark)

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iii. Explain why sensation and perception feels to us like a single event, but is in

fact two related but separate events. (2 marks)

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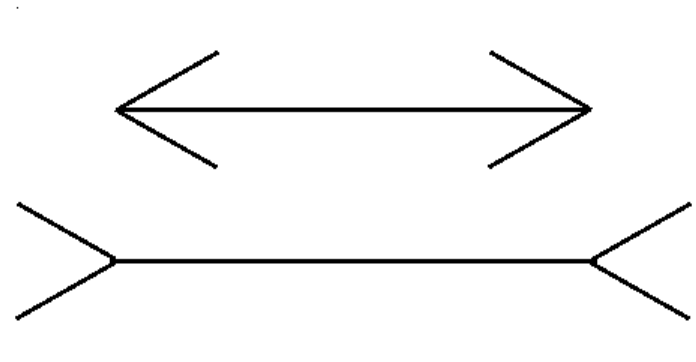
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(b) i. The Müller-Lyer illusion (shown below) is considered to be a visual illusion.

Define the term ‘visual illusion’. (1 mark)



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Question 6 (continued)

ii. List **two** features of a stimulus that are constantly misjudged in visual

illusions. (2 marks)

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iii. Name the feature of the stimulus being consistently misjudged in the Müller-

Lyer illusion. (1 mark)

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(c) It is important not to assume an individual is experiencing an altered state of consciousness based on physiological measures alone. Explain why this is the case. (2 marks)

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(d) Lucas works from home and living under a flight path, has become accustomed to the sound of air planes flying low overhead to the point that he no longer notices the noise. The airport changed flight paths due to tarmac maintenance and for a few days no planes flew over Lucas’ house. Once the maintenance was completed and the planes started flying over Lucas’ house again, Lucas noticed the noise and it even frustrated him for the first few hours. Identify the psychological term for this form of learning and define the term. (2 marks)

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Question 6 (continued)

(e) Leonard High School does not allow students to listen to music while doing their classwork due to a large body of published research into the effectiveness of multi-tasking. Using psychological terminology, explain why the school does not allow students to listen to music while they are doing class work. (3 marks)

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Question 7 (19 marks)

(a) Individuals with hearing impairments are unable to hear the sounds of language.

State **two** methods that these individuals can use to help overcome the impact of

their hearing impairments. (2 marks)

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

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(c) A secondary school principal has an enrolment interview with a year 11 student

wanting to attend the college. Identify **two** elements of body language and explain

how the principal should utilise them in order to make the student feel respected,

welcome and at ease during the interview. (6 marks)

Element one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Element two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Question 7 (continued)

(d) Contrast between effective listening and active listening. (2 marks)

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(e) Ayat is annoyed that during almost every psychology lesson at school, a male

student in the class, Isaac, asks to borrow a pen from her as he tends to forget to

bring one to school. Identify the **three** main steps of assertive communication and

describe how Ayat can follow each step during an interaction with Isaac.

(6 marks)

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**Question 8 (16 marks)**

(a) Define the term ‘intelligence test’. (1 mark)

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(b) Simon and Binet were commissioned by the French government in 1904 to create

a test for children. Explain the purpose of this test. (2 marks)

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(c) The test created by Simon and Binet consisted of a number of items which were

scored on a pass or fail basis. Identify the number of items included in the scale.

(1 mark)

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(d) According to Simon and Binet’s intelligence test, if a child who sat the test was

able to answer the majority of questions that other children of the same age could

answer, what could be said of the intelligence of the child? (1 mark)

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(e) Outline **two** changes that Terman, an American psychologist at Stanford

University, made to Simon and Binet’s original intelligence test. (2 marks)

Change one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Change two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Question 8 (continued)

(f) Both the Stanford-Binet Intelligence Scale (created by Simon, Binet then revised by

Terman) and Wechsler’s Intelligence scales separate subtests or factors into two

main categories. These two categories allow for those with limitations in reading to

not be disadvantaged. Name these **two** categories. (2 marks)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(g) Modern tests use deviation IQs. The formula is IQ = MA/CA x 100

i. Identify what the abbreviation ‘IQ’ stands for. (1 mark)

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ii. Identify what the abbreviation ‘MA’ stands for. (1 mark)

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iii. Identify what the abbreviation ‘CA’ stands for. (1 mark)

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(h) There are advantages and disadvantages of both group and individual intelligence testing.

i. Explain how the examiner needing to have rapport or a positive relationship

with the test taker can be an advantage as well as a disadvantage in individual

intelligence testing. (2 marks)

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Question 8 (continued)

ii. Outline two advantages of group intelligence testing. (2 marks)

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**Question 9 (16 marks)**

(a) After two days of torrential rain, a state of emergency was declared in Vienna after

flooding occurred. During such disasters, examples of both anti-social and pro-

social behaviour occur.

i. Referring specifically to floods, describe **two** examples of anti-social behaviour

that may be evident. (2 marks)

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ii. Referring specifically to floods, describe **two** examples of pro-social behaviour

that may be evident. (2 marks)

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(b) People can be motivated to help others due to feeling egoistic (selfish) or empathetic. Compare these two motivations to help others. (3 marks)

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Question 9 (continued)

(c) An Australian sociologist studied the interactions that occurred between a

particular category of people. His research found that these particular people

formed different groups based on developmental stages.

i. Name the researcher described above. (1 mark)

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ii. Name the group of people he based his research on. (1 mark)

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iii. Identify the method of research he carried out. (1 mark)

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(d) Andrea and Michael grew up in the same street, went to the same primary school

and then to the same high school. They started dating in year 10 and a few years

after graduating high school got married. Using your psychological knowledge of

the determinants of liking, name and explain the factor that most likely explains the

attractiveness felt between Andrea and Michael. (2 marks)

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Question 9 (continued)

(e) For each of the statements below, decide whether it is describing a dyad, clique,

crowd or none of the above.

i. Andrea and Michael from question (9d). (1 mark)

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ii. All the people waiting at the Perth train station for the 8am train. (1 mark)

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iii. Year 12 students attending the ball after party. (1 mark)

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iv. Four primary school students who sit together every recess and lunch time.

(1 mark)

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**End of Section Two**

Section Three: Extended Answer 25% (54 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 10 on pages 27-32. When you have answered this question, turn to page 33 for Question 11 and write your answer on pages 34-39.

**Question 10 (27 marks)**

Dr Edwards saw two patients last week. Tanya presented with a brain injury and after speaking with her friends and family, Dr Edwards found that she was moodier and more aggressive than before her accident. She determined that damage occurred to one pair of her lobes. Later in the week Dr Edwards had an appointment with Robert who had severe epilepsy and was scheduled for split-brain surgery (cutting the corpus callosum) a few days later. Dr Edwards flashed a picture of a cat to Robert’s left visual field. Following Robert’s surgery, Dr Edwards again flashed a picture of a cat to Robert’s left visual field.

Discuss brain functioning by referencing the damage to Tanya’s brain as well as the effects of Robert’s surgery.

In your answer you should:

* Identify the pair of lobes Tanya has most likely damaged, describe where they are located in the brain and explain your response.
* Define the term ‘hemispheric specialisation’.
* Identify which hemisphere Robert would register the image in prior to his surgery and discuss the best way for Robert to demonstrate what he sees after surgery and explain why.
* List **two** functions of the left hemisphere and **two** functions of the right hemisphere.
* Refer to psychological evidence and understandings.

**Question number: \_\_\_\_\_\_\_\_\_\_\_**

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**Question number: \_\_\_\_\_\_\_\_\_\_\_**

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**Question 12 (27 marks)**

Matt was bored in class when he began looking out of the window, imagining how he would travel Europe next year. A few minutes later, his teacher asks him to pay attention and write an extended response on techniques used to measure consciousness. The task requires him to describe two techniques used to measure consciousness including the equipment/device used, an explanation of how the measurement works, an outline of how each technique indicates the state of consciousness someone is in and one limitation of each technique.

Write a response Matt could submit to his teacher. Begin his response by identifying the main category of consciousness Matt was in while looking out of the window, as well as the original state of consciousness he experienced.

In your answer you should:

* Define the term consciousness.
* Explain why it is difficult to determine whether an individual is in an altered state of consciousness or not.
* Identify the category and specific state of consciousness Matt experienced when looking out of the window.
* Discuss two techniques used to measure consciousness; the device used and how it works.
* State two examples of altered states of consciousness that occur naturally and two examples of altered states of consciousness that can be induced.
* Refer to psychological evidence and understandings.

**End of questions**

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Additional working space

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Additional working space

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Additional working space

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Question 2(a)(i)

