



## **PSYCHOLOGY SAMPLE EXAMINATION STAGE 2**

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at [http://newwace.curriculum.wa.edu.au/pages/about\\_wace\\_manual.asp](http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp).

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2008 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

DRAFT



**Western Australian Certificate of Education, Sample External Examination  
Question/Answer Booklet**

**PSYCHOLOGY  
WRITTEN PAPER  
STAGE 2**

Please place your student identification label in this box

Student Number: In figures

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In words

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***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 items: Pens, pencils, eraser or correction fluid, highlighter, ruler.

Special items: Calculators satisfying the conditions set by the Curriculum Council for this course.

***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       | Suggested working time | Number of questions available | Number of questions to be attempted | Marks |
|---------------|------------------------|-------------------------------|-------------------------------------|-------|
| SECTION ONE   | 30 minutes             | 3                             | 3                                   | 20    |
| SECTION TWO   | 90 minutes             | 5                             | 5                                   | 50    |
| SECTION THREE | 60 minutes             | 2                             | 2                                   | 30    |
|               |                        |                               | [Total marks]                       | 100   |

***Instructions to candidates***

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. Answer all questions by writing your answers in this booklet in the spaces provided.
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 answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

**SECTION ONE—RESEARCH METHODS**

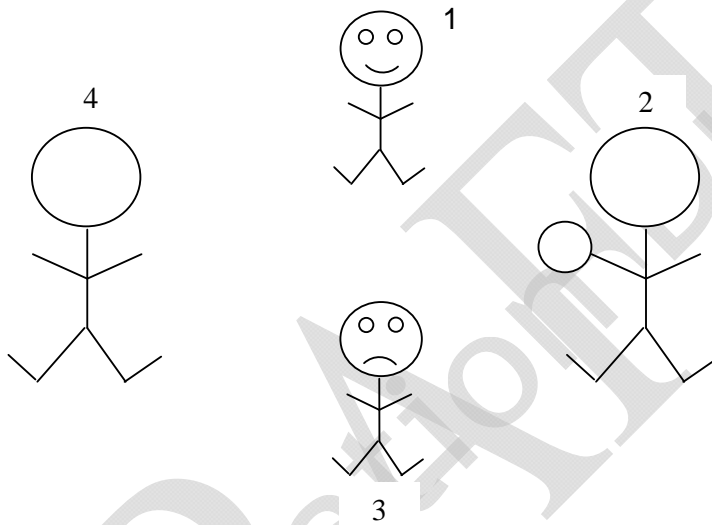
This section has **THREE (3)** questions. Attempt **ALL** questions.

Allow approximately 30 minutes for this section [20 marks].

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**Question 1**

A study was carried out by developmental psychologists to investigate the development of pro-social behaviour in primary school students. Primary school children were chosen at random from the year 2 and year 4 classes and asked if they would participate in this study. Children of the same year level, who agreed to participate, were selected two at a time and asked to play a ball throwing game as illustrated below.



Each player was given a number 1 to 4. Player 1 and Player 3 were children of the same age. Player 2 and Player 4 were adult experimenters. A computer voice controlled the game by calling out the number of the person to whom the ball should be thrown at each turn. Child number three was left out for 12 consecutive throws. Child one was then given a free throw (a turn when they could throw to anyone they chose). This child was said to have developed pro-social behaviour if he/she chose Player 3 on the free throw.

The research hypothesis was that Year 4 children would show more pro-social behaviour than Year 2 children i.e. that pro-social behaviour develops with age.

- (a) Identify **TWO (2)** significant ways in which this study departs from accepted ethical guidelines for conducting research with humans.

[2 marks]

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(b) Describe how you would change the study to correct the ethical problems you identified in Question 1(a).

[2 marks]

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(c) Using your knowledge of research designs in developmental psychology suggest **ONE** way of improving the study design described in Question 1.

[1 mark]

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**Question 2**

Self-rating scales can be used to collect data from people about their sleeping behaviours (e.g. going to bed and waking up times, frequency of night-time awakenings). Self-rating scales are an example of subjective quantitative measures of behaviour.

(a) Outline **ONE** advantage and **ONE** disadvantage of using self-rating scales to collect data from people about their sleeping behaviours.

[2 marks]

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(b) Identify **ONE** other data collection method that psychologists could use and explain how this method could add validity to the data collected.

*[2 marks]*

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**Question 3**

If owners of vineyards want to get rid of weeds growing around their grapevines, they typically spray the weeds with pesticide. Now, thanks to recent research findings, they can buy sheep which have been trained to eat the weeds but leave the tender shoots of the grapevines alone.

American researchers selected 60 sheep which had never eaten grapevine leaves. They then let these sheep eat grapevine leaves for the first time until they were full. The full sheep were then divided into two groups which were ear-tagged blue or white. The blue group were given a capsule of lithium chloride to create a mildly unpleasant sensation in the stomach and the white group were a control group that were given an empty capsule.

The next day the blue (lithium chloride) sheep only ate the weeds but the white (control) sheep ate the grapevine leaves and the weeds. Testing continued for nine consecutive days and showed that the white (control) sheep continued to eat a total of 75kg of grapevine leaves per day but the blue (lithium chloride) sheep still wouldn't eat the grapevine leaves.

(a) Name the dependent variable in this research study.

[2 marks]

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(b) On the first day of the study the 60 sheep ate a total of 150kg grapevine leaves. Sketch and label a graph that could represent the results of this research study from the day the study began to 9 days later.

Your graph should include:

- correctly labelled axes
- suitable scale/s
- results for both the blue (lithium chloride) and the white (control) sheep  
(Assume that each group of sheep ate a total of 75kg of grapevine leaves on the day the study began)
- a legend
- a title for the graph describing its contents in a short sentence.

[5 marks]





(c) Describe **TWO (2)** benefits of using a control group in this study.

[4 marks]

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**END OF SECTION ONE**

**SEE NEXT PAGE**













**SECTION THREE—EXTENDED RESPONSE**

This section has **TWO (2)** questions. You must attempt both questions.

Allow approximately 60 minutes for this section [30 marks].

**Question 9**

A group of secondary students interviewed people in an aged care facility. They were particularly interested in data they gathered from two men in their late 80s who had been friends since they were 5 years of age. Frank and Stan had lived in the same neighbourhood throughout their childhood and adolescence. Their mothers had met when walking their babies around the streets on weekends.

The table below outlines personal details and information about each man.

| Frank   | Stan   |
|---|--|
| Very healthy for his age  | Frail  |
| Talkative and keen to engage  | Inclined to let Frank do the talking   |
| Often sick as a child. Discovered in adulthood that this was hereditary   | Physically healthy childhood and adolescence.  |
| Mother and Father worked hard to ensure best of care. Brothers, sisters, friends and grandparents all supportive.   | Only child and did not know extended family. Dad disappeared when Stan was 6. Mother 'never recovered' but remarried.  |
| Frank's Dad always spoke of his boy as a 'real trooper' with great personality  | Stan's Mum, very intelligent and well-read woman, thought he was a clever boy, but had little time for him. Stepfather was harsh and authoritarian.                            |
| Had fun at school. Wasn't a top student but did well. Had many friends. Family encouraged engagement with local community and Frank joined various clubs and organisations. | Teachers considered Stan a very bright boy. Had few friends other than Frank. Gained a scholarship for secondary schooling. Mother let Stan spend time with Frank on weekends. |
| Became successful business man. Talked openly about regretting not serving his country overseas, but made significant contributions to supporting returning servicemen.     | Started university but decided to sign up with the armed forces. Went to war on mine-sweepers. Reluctant to speak about the experience.  |
| Married and had 3 boys. His sons and their extended families all maintain regular contact.  | Married and had a boy and a girl. Divorced when children were youngsters. Estranged from them until very recently.   |
| Always comfortable to engage with community agencies and assert his needs and rights. Positive about the ageing process.  | Frequently at loggerheads with community service providers. Very conscious of the ageing process and struggling with it  |















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## ACKNOWLEDGEMENTS

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