

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.

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.







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

PSYCHOLOGY
WRITTEN PAPER
STAGE 2

Please place you	ır stude	ent identification label in this box

Student Number:	In figures				
	In words				

Time allowed for this paper

Reading/planning time before commencing work:

Working time for paper:

Ten minutes
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
	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).

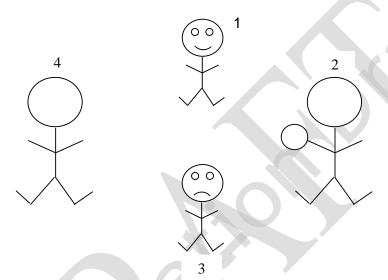
SECTION ONE—RESEARCH METHODS

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

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

Question 1

A study was carried out by developmental psychologists to investigate the development of prosocial 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 prosocial 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.	thical	
	[2 ma	arks	
		_	
		_	

(b)	this method could add validity to the data collected.	explain now	
	this method could add validity to the data conceited.	[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.

[2

(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:

a. correctly labelled axes

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

- b. 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)
- d. a legend
- e. 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

END OF SECTION ONE

SECTION TWO—TOPIC RELATED CONTENT

This section has **FIVE (5)** questions. Attempt **ALL** questions.

Allow approximately 90 minutes for this section [50 marks]. **Question 4** (a) Name a published individual test of intelligence. [1 mark] (b) Describe THREE (3) requirements for administering an individual test of intelligence that are **different** from the requirements for administering a group test of intelligence. [3 marks] (c) Describe THREE (3) requirements for administering an individual test of intelligence that are **similar** to the requirements for administering a group test of intelligence. [3 marks]

		[3 marks]
	- A ()	
	20. A	
		opinions by
nologists call this process?		
		[1 mark]
contrast the psychological c	concepts of <i>obedience</i> and <i>conform</i>	nity. [3 marks]
		
er er	ers who hold similar beliefs on the chologists call this process?	s have observed that group members strengthen their individual ers who hold similar beliefs or attitudes. chologists call this process?

(c)	In Milgram's research on obedience, participants who were given the role of 'teacher' were willing to follow the experimenter's instructions to give increasingly strong electric shocks to "learners" whenever they made an error. Similarly, Philip Zimbardo's study of the 'prisoners' and the 'guards' at Stanford University caused alarm when the randomly assigned roles became reality for the participants and the 'guards' became increasingly brutal and the dehumanised 'prisoners' began demonstrating negative physical and emotional reactions.
	Using you knowledge of social psychology and obedience explain TWO influences that might account for Milgram's 'teachers' and Zimbardo's 'guards' behaving as they did. [6 marks]

	estion 6
(a)	Define stereotype. [1 mark]
(b)	Describe how stereotypes are formed. [2 marks]
(c)	Explain how negative stereotypes can influence the way an individual behaves towards a member of a particular social group. Include a detailed example in your response to demonstrate your understanding.
	[6 marks]

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(Ji	lestion	7

When a person seeks help from a psychologist about a problem with a relationship it is important to explore how the people communicate in the relationship.

a)	From a psychological perspective, explain the role of communication (language) in relationships.
	[6 mark
٠,	You are lining up to buy your tickets to the AFL footy grand final and a person cuts in front o
,	you in the queue. Write an assertive statement that would be an effective way to
	communicate in this situation. [4 mark
	[4 mark

Question 8

	by observational learning using an example to demonstrate your understanding. [5 mark
	[5 mark
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_	
၁)	According to Piaget's Theory of Cognitive Development we build an understanding of our
o)	world and develop our thinking skills through active interaction with our environment. Explain the relationship between the processes of <i>assimilation</i> and <i>accommodation</i> and how they contribute to the development of our thinking skills.
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END OF SECTION TWO

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 minesweepers. 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	

Explain how heredity, socialisation and the impact of world events can interact to influence the development of young people and ultimately impact upon the quality of their lives as older members of society.

	our response: Explain how heredity, socialisation and world events can influence an individual's development.
	[6 marks]
(b)	Use examples based on the personal details and information given about Stan and Frank to illustrate your response to Question 9(a).
	[3 marks]
(c)	From a psychological perspective, outline and comment upon how heredity, socialisation and the impact of world events interact over time to have an impact on the quality of life of older members of society.
	[6 marks]
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Explain how an understanding of personality,	gender and culture may help predict human
hehaviour	

beh	aviour.
In y (a)	our response: Explain how personality, gender and culture influence behaviour. [6 marks]
(b)	Use examples based on your study of psychology to illustrate your response to Question 10(a).
	[3 marks]
(c)	From a psychological perspective, outline and comment on how personality, gender and culture interact to determine behaviour.
	[6 marks]

PSYCHOLOGY STAGE 2	20	SAMPLE EXAM
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