



## **PSYCHOLOGY SAMPLE EXAMINATION STAGE 3**

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.

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

**PSYCHOLOGY**  
**WRITTEN PAPER**  
**STAGE 3**

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).

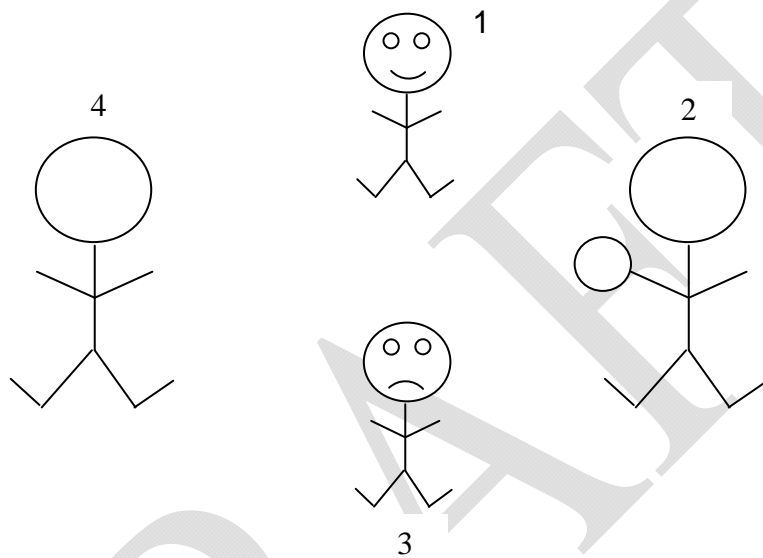
**SECTION ONE—RESEARCH METHODS**

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

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

**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**

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**SECTION TWO—TOPIC RELATED CONTENT**

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

Allow approximately 90 minutes for this section [50 marks].

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**Question 4**

- (a) Outline Piaget's **FOUR (4)** stages of cognitive development by completing the table below. In your answer, provide the name for each stage and a brief description of **ONE (1)** feature of the child's thinking at each stage.

[8 marks]

**Piaget's stages of cognitive development**

Stage	Stage description

SEE NEXT PAGE

(b) Describe **TWO (2)** criticisms of the tasks Piaget used to study children's cognitive development.

*[2 marks]*

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(c) Evaluate whether these criticisms have seriously challenged Piaget's Theory of Cognitive Development.

*[4 marks]*

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**Question 5**

*Social loafing* is a term that has been used by social psychologists to describe the tendency of putting in less effort when in a group.

- (a) Five teenagers have been told that they must clean the graffiti from a 10 metre long wall. If one teenager had been set the task it would have taken 10 hours, so with five people working together it should be done in 2 hours. After three hours the job still isn't finished.

Based on your understanding of social psychology and behaviour in groups, explain how social loafing could account for the time taken to clean the wall in this situation.

[4 marks]

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- (b) How can social loafing be reduced in a situation like the one described in Question 5(a)?

[4 marks]

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**Question 6**

- (a) The diagnosis of mental illness is often based on observations of a person's behaviour. Abnormal behaviour is often associated with serious mental illness.

Name **FOUR (4)** things that should be taken into account in deciding whether a person's behaviour is normal or abnormal.

[4 marks]

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- (b) It has been suggested that exercise can be as effective as drugs in altering mood, especially in reducing symptoms of depression. There are several factors that may account for the way in which exercise enhances mood.

Explain **TWO (2)** factors that account for the way in which exercise enhances mood.

[4 marks]

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(c) Describe **THREE (3)** ways in which psychological treatment for mental health problems can contribute to the health of individuals with mental illness.

[3 marks]

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**Question 7**

(a) Describe the changes in mental activity that can occur when a person experiences an altered state of consciousness.

[3 marks]

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**(b)** Explain how an EEG is used to measure altered states of consciousness. In your response identify the four categories of brain waves and how they relate to states of consciousness.

*[4 marks]*

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**(c)** The experience of pain can be regarded as an altered state of waking consciousness. Describe **TWO (2)** psychological techniques that can be used to assist people to manage pain.

*[2 marks]*

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**Question 8**

- (a) Theories have been developed by psychologists to describe the ways in which we differ in personality and to account for these differences.

Describe **ONE (1)** psychological theory of personality and explain how it accounts for differences in personality between people.

*[6 marks]*

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- (b) Describe **ONE (1)** limitation of the theory you described in Question 8(a).

*[2 marks]*

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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].

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**Question 9**

A recent research study conducted by the University of Minnesota in the USA showed that more than half of the American families who took part in their survey ate fast food as their main family meal once or twice a week and 7% had fast food for dinner at least three times a week.

Also in America, two young people recently claimed that they became obese through eating regularly at fast food restaurants, and that the fast food company did not supply enough information about the health risks of eating large amounts of fatty food. They tried to sue the company for making them fat. The company claimed that there is lots of information about the nutritional value of their food on their website. The judge in the court case ruled against the teenagers, saying that they should be responsible for their own eating habits and that plenty of information is available about the dangers of eating fast food. He did however criticise fast food companies for promoting their meals to small children by the inclusion of toys and the use of cartoon characters.

Full nutritional information about the food is available on the company's website, but first you have to get past the front page, which features brightly coloured animations of the latest movie-related promotions and toys. Many of the pictures also show adults and children laughing and enjoying the burgers, fries and shakes – all of the people shown on the website and in the TV advertisements look slim and healthy.

Explain how the psychological influences of behaviour modification, persuasive communication and changing family structures can interact to result in some teenagers becoming overweight or obese.

In your response:

- (a)** Describe the key features of each influence (behaviour modification, persuasive communication and changing family structures) that is relevant to the scenario above. (Include relevant theory and terminology in your description).

[6 marks]

- (b)** Explain how each of these influences could work to result in some teenagers becoming overweight or obese.

[3 marks]

- (c)** Outline and comment upon the interaction of these three psychological influences.

[6 marks]

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**Question 10**

Explain how the psychological influences of nature/nurture, conflict and culture can interact to have an impact on an individual's ability to maintain satisfying relationships.

In your response:

(a) Describe the key features of each influence (nature/nurture, conflict and culture). Include relevant theory and terminology in your description.

*[6 marks]*

(b) Explain how each of these influences could impact on an individual's ability to maintain satisfying relationships.

*[3 marks]*

(c) Outline and comment upon how these influences interact to have an impact on an individual's ability to maintain satisfying relationships.

*[6 marks]*

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**YOU MAY USE IT FOR PLANNING**

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## ACKNOWLEDGEMENTS

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*Published by the Curriculum Council of Western Australia  
27 Walters Drive  
OSBORNE PARK WA 6017*