



Western Australian Certificate of Education Examination, 2010

Question/Answer Booklet

PSYCHOLOGY

Stage 3

Please place your student identification label in this box

Student Number: In figures

--	--	--	--	--	--	--	--

In words

Time allowed for this paper

Reading/planning time before commencing work: ten minutes
Working time for paper: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

To be provided by the candidate

Standard materials: pens, pencils, eraser, correction fluid/tape, ruler, highlighters

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

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 material 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 answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Research methods	3	3	30	20	20
Section Two: Short answer	5	5	90	50	50
Section Three: Extended answer	2	2	60	40	30
Total					100

Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2010*. 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 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(s) that you are continuing to answer at the top of the page.

Section One: Research methods**20% (20 Marks)**

This section has **three (3)** questions. Answer **all** questions. Write your answers in the space provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue 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(s) that you are continuing to answer at the top of the page.

Suggested working time: 30 minutes.

Question 1**(7 marks)**

- (a) Name **one** type of subjective quantitative measure used by psychologists to collect research data. (1 mark)

- (b) Describe the steps a psychologist would follow to collect data with the measure named in Question 1(a). (2 marks)

- (c) (i) Describe **two** physiological measures that are used to study different states of consciousness. (2 marks)

- (ii) Explain why physiological measures are an important way of collecting data when studying different states of consciousness. (2 marks)

Question 2

(7 marks)

A research study was conducted to examine the influence of using respite care¹ on the levels of depression, anxiety and stress of carers of adults with mental health problems. One hundred and six (106) carers volunteered to participate in the study.

Thirty-eight carers reported using respite care and 68 carers reported that they had never used respite care. All carers completed questionnaires about their levels of depression, anxiety and stress.

¹ **Respite care** – temporary, short-term care of a sick or disabled person to provide relief, or respite, to the regular caregiver.

The results were as follows:

Table 1: Mean depression, anxiety and stress scores for carers who used respite care and carers who never used respite care.

Group	Number of Carers (N)	Depression	Anxiety	Stress
Used respite care	38	0.97	0.64	1.37
Never used respite care	68	0.96	0.54	1.26

Statistical tests on the differences between the mean scores for the two groups found $p > .05$.

(a) Identify:

(i) the independent variable/s for this study. (1 mark)

(ii) the dependent variable/s for this study. (1 mark)

(b) State the conclusion that the researchers could draw from the results. (1 mark)

(c) (i) Explain **one** limitation of the study that affects the generalisations that can be made on the basis of the results. (2 marks)

(ii) Suggest **one** way that the researchers could improve the research design to deal with the limitation described in Question 2 (c) (i). (2 marks)

Question 3

(6 marks)

Since 2003, a group of researchers has been studying the development of two groups of Australian children. At the beginning of the study, one group was aged 0–1 years and the other group was aged 4–5 years.

Researchers will continue to study these 10 000 children and their families until 2018, to collect data on child development and family wellbeing.

- (a) State the major advantage of this kind of study. (1 mark)

- (b) Identify **one** disadvantage of this kind of study. (1 mark)

- (c) Identify **two** ethical issues that are associated with this kind of study and state how psychologists deal with them in their research. (4 marks)

End of Section One

See next page

Section Two: Short answer**50% (50 Marks)**

This section has **five (5)** questions. Answer **all** questions. Write your answers in the space provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue 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(s) that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

Question 4: Developmental psychology**(10 marks)**

- (a) Name **two** of the four stages in Piaget's theory of cognitive development. (2 marks)

- (b) Some researchers have criticised the tasks Piaget used with children to develop his theory of cognitive development. Outline **two** of these criticisms. (4 marks)

- (c) Explain **two** contributions Piaget's theory has made to our understanding of children's cognitive development. (4 marks)

Question 5: The psychology of personality

(10 marks)

(a) How do psychologists define 'personality'?

(2 marks)

(b) Identify the main concepts of 'trait' theories of personality.

(4 marks)

(c) Describe **two** criticisms of humanistic theories of personality.

(4 marks)

Question 6: Relational influences

(10 marks)

- (a) Name **two** types of adolescent peer groups that have been observed by researchers. (2 marks)

- (b) Research with adolescents has identified five stages in the development of peer relationships. Describe **two** of these stages. (4 marks)

- (c) Explain, from a psychological perspective, how peer relationship development influences psychological development. (4 marks)

Question 7: Culture

(10 marks)

- (a) State **two** reasons why psychologists are interested in studying the relationship between culture and behaviour. (2 marks)

- (b) Describe **two** ways in which psychology contributes to the understanding of mental health issues in the community. (4 marks)

- (c) When conducting research with people from different cultures, psychologists need to consider values and ethical guidelines. Describe **two** such issues that need to be considered. (4 marks)

Question 8: Social, historical and political influences

(10 marks)

(a) Define 'social structure'.

(2 marks)

(b) Describe **two** ways in which technology has influenced social structure in contemporary society. Give an example of each. (4 marks)

(c) Explain what is meant by the 'interdependence of theoretical perspectives' in psychology. Provide an example to support your answer. (4 marks)

End of Section Two

See next page

Section Three: Extended answer**30% (40 Marks)**

This section contains **two (2)** questions. You must answer **both** questions.

Pages are included at the end of the two questions for planning and writing your answers.

- Planning: If you use a page for planning, indicate this clearly at the top of the page.
- Answering the question: In the pages provided indicate clearly the question number you are answering.

Suggested working time: 60 minutes.

Question 9**(20 marks)**

Construct an argument, with supporting empirical evidence, to explain how individual development, communication style and social values and practices influence the interaction between generations.

In constructing your argument you should:

- give a clear definition of the interaction between generations
- explain how individual development influences the interaction between generations
- explain how communication style influences the interaction between generations
- explain how social values and practices influence the interaction between generations
- consider how these influences affect the interaction between generations
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

Question 10**(20 marks)**

'The media are to blame for the existence of stereotypes in society.'

Evaluate this statement with reference to psychological understandings related to self, others and society.

In your response, you should:

- begin with a broad evaluation of the statement, including definitions of any terms you consider necessary
- include information related to self, others and society
- show how these psychological understandings interact
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

End of questions

ACKNOWLEDGEMENT

Section One

Question 2

Jardin, C., & Pakenham, K. (2010). Carers of adults with mental illness: comparison of respite users and non-users. *Australian Psychologist* 45(1), pp. 50–58.

This examination paper – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the Curriculum Council is acknowledged as the copyright owner. Teachers in schools offering the Western Australian Certificate of Education (WACE) may change the examination paper, provided that the Curriculum Council's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act or with prior written permission of the Curriculum Council. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act or with permission of the copyright owners.