



# Western Australian Certificate of Education Examination, 2012

## Question/Answer Booklet

### PSYCHOLOGY 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 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

Number of additional  
answer booklets used  
(if applicable):

#### *To be provided by the candidate*

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction tape/fluid, eraser, ruler, highlighters

Special items: non-programmable calculators approved for use in the WACE examinations

### 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	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of total exam
Section One: Research methods	2	2	30	20	20
Section Two: Topic-related content	5	5	90	50	50
Section Three: Extended answer	2	2	60	56	30
<b>Total</b>					100

## Instructions to candidates

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2012*. Sitting this examination implies that you agree to abide by these rules.
2. Answer the 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 that you are continuing to answer at the top of the page.

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**See next page**

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

This section has **two (2)** questions. Answer **both** questions. Write your answers in the spaces 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 that you are continuing to answer at the top of the page.

Suggested working time: 30 minutes.

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**Question 1****(8 marks)**

A psychologist conducted a study to investigate the relationship between the total number of hours of television watched and the total number of hours of sleep over seven days. Seven volunteer participants recorded for seven days the number of hours of television they watched and the number of hours they slept. The results of the study are shown in the table below.

Participant number	Total number of hours of television watched	Total number of hours of sleep
1	35	45
2	14	50
3	9	58
4	8	60
5	5	64
6	2	67
7	8	62

The mean number of hours of television watched was 11.57 hours.

- (a) Identify the mode of the number of hours of television watched. (1 mark)

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- (b) Identify the median number of hours of television watched. (1 mark)

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- (c) State **one (1)** advantage of using the median instead of the mean as a measure of central tendency. (1 mark)

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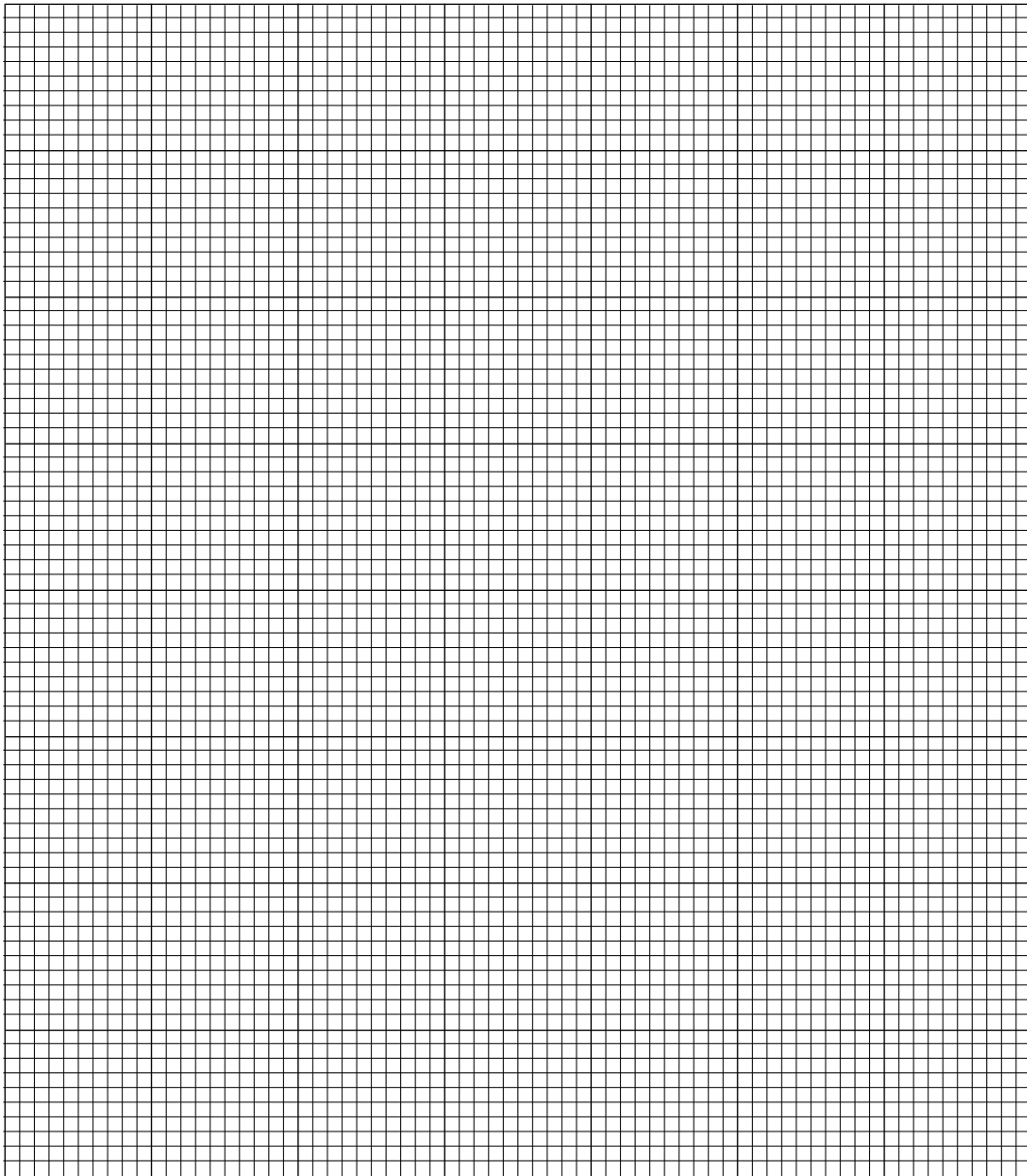
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**See next page**

(d) Plot a scattergram of the results on the grid below.

(3 marks)

**Total number of hours of television watched and  
total number of hours sleep over seven days**



(e) Name the type of relationship between the scores shown in the scattergram. (1 mark)

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(f) State a conclusion that the researcher could draw from the results of the study. (1 mark)

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## Question 2

(12 marks)

A psychologist wanted to investigate the relationship between temperature and performance on a test of divided attention. The psychologist required a sample of 60 adults to participate in the study. Each participant would complete a divided attention task under two conditions: firstly in a room where the temperature was 16 °C; and secondly in a room where the temperature was 24 °C.

- (a) Outline **three (3)** pieces of information that the psychologist must tell potential participants to ensure they can give informed consent to their participation in the study. (3 marks)

One: \_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

- (b) Identify whether this is an experimental or non-experimental study and give a reason for your answer. (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) Identify

- (i) the independent variable for the study. (1 mark)

\_\_\_\_\_

- (ii) the dependent variable for the study. (1 mark)

\_\_\_\_\_

The results of the study are shown in the table below. Higher scores indicate better performance on the divided attention task.

Room temperature	Mean divided attention score
16 °C	$\frac{49}{80}$
24 °C	$\frac{60}{80}$

A statistical test on the difference between the two mean scores found  $p < 0.05$ .

- (d) Explain the meaning of ' $p < 0.05$ '. (2 marks)

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- (e) State a conclusion that the researcher could draw from the statistical results. (1 mark)

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- (f) Identify **one (1)** source of error in the study and suggest **one (1)** way of reducing this error. (2 marks)

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**End of Section One**

**See next page**

**Section Two: Topic-related content****50% (50 Marks)**

This section has **five (5)** questions. Answer **all** questions. Write your answers in the spaces 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 that you are continuing to answer at the top of the page.

Suggested working time: 90 minutes.

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**Question 3: Biological Influences****(11 marks)**

(a) Identify **one (1)** function of the

frontal lobe.

(1 mark)

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parietal lobe.

(1 mark)

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occipital lobe.

(1 mark)

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temporal lobe.

(1 mark)

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(b) Describe the effect on the production and understanding of language caused by damage to

(i) Broca's area.

(2 marks)

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(ii) Wernicke's area.

(2 marks)

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**See next page**



- (c) (i) Identify the type of research into brain function that Roger Sperry conducted on animals. (1 mark)

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- (ii) Explain **one (1)** contribution of Roger Sperry's research to the understanding of brain function. (2 marks)

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**Question 4: Developmental Psychology**

**(12 marks)**

- (a) Name **one (1)** stage in Kohlberg's theory of moral development and describe briefly a feature of moral reasoning in that stage. (2 marks)

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- (b) Identify and explain **two (2)** criticisms of Kohlberg's theory of moral development. (4 marks)

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- (c) Describe **one (1)** contribution of research by Carol Gilligan to psychologists' understanding of moral development. (2 marks)

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- (d) Choose any **two (2)** stages from Kohlberg's theory of moral development. For each stage, explain the relationship between moral reasoning and cognitive development by referring to one of Piaget's stages of cognitive development in childhood and adolescence. (4 marks)

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**Question 5: Social Psychology**

**(8 marks)**

(a) (i) Define 'deindividuation'.

(1 mark)

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(ii) Name and describe **two (2)** factors that have been proposed to explain 'deindividuation'.

(2 marks)

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(b) Name and outline briefly **one (1)** psychological theory that explains why competition can occur between groups of people.

(2 marks)

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(c) Four students were required to work together to complete a project. Using your psychological understanding of social loafing, describe **three (3)** strategies that the students could use to reduce social loafing in the group.

(3 marks)

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**Question 6: Communication**

**(9 marks)**

(a) Define 'persuasive communication'.

(1 mark)

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(b) List **two (2)** characteristics of an audience that could affect the style of presentation used for persuasive communication.

(2 marks)

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(c) Identify and explain **one (1)** factor relating to a person as the source of a message that would enhance the persuasiveness of the message.

(2 marks)

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(d) Identify **two (2)** persuasive communication techniques that are used in the advertisement on page 13 and explain how they contribute to its persuasiveness.

(4 marks)

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Question 7: Culture

(10 marks)

(a) Define 'mental health'.

(1 mark)

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(b) (i) Outline briefly **two (2)** considerations in defining behaviour as 'abnormal'.

(2 marks)

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(ii) Explain briefly why there are cultural variations in the definition of abnormality.

(1 mark)

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(c) Describe **three (3)** differences between Psychodynamic Therapy and Cognitive Behaviour Therapy (CBT).

(6 marks)

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**Section Three: Extended answer****30% (56 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 number of the question you are answering.

Suggested working time: 60 minutes.

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**Question 8****(28 marks)**

Discuss the factors that contribute to a Psychological Sense of Community in a social group.

In constructing your extended response, you should:

- define Psychological Sense of Community
- identify and describe the four elements of the McMillan Chavis (1986) Model
- include examples of psychological evidence related to this model
- apply your knowledge of the model by referring to examples related to a specific type of social group (for example, a classroom, school, sporting team, club, online chat site).

**Question 9****(28 marks)**

Apply your psychological understandings of **two (2)** theories of personality to explain the behaviour and characteristics of the person in the following scenario.

In constructing your extended response, you should:

- define 'personality'
- describe each of the **two (2)** theories and name key theorists
- relate each theory to Kate's behaviour and characteristics
- outline the contributions and limitations of each personality theory.

Kate is a 20 year old woman. Her friends describe her as kind, caring, and loyal. Kate's hobbies are reading and watching movies. She would prefer to go out for dinner with her friends than to a big party. For as long as she can remember, Kate has wanted to be a psychologist and to help people with disabilities. Kate is studying psychology at university. She works very hard at her studies, attends all of her classes, and submits all of her assignments on time because she wants to make a good impression on her teachers and achieve high results. Kate has a part-time job as a sales assistant in a department store and does volunteer work to help families of children with autism. Kate has a very close, loving relationship with her parents and younger sisters. Kate lives at home with her family and is not expected to contribute money to the household expenses.

**End of questions**



















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

Horizontal lines for writing the answer.









## ACKNOWLEDGEMENT

### Section Two

- Question 6** Coburn, T. (2012). *Take a stand by sitting down: UNICEF Tap Project* ® 2012 [Image]. New York: Droga5. Retrieved from [http://28.media.tumblr.com/tumblr\\_lzpxiupCW1qbrocso1\\_500.jpg](http://28.media.tumblr.com/tumblr_lzpxiupCW1qbrocso1_500.jpg).

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