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# **PSYCHOLOGY**

### **ATAR UNIT 3**

## **Question/Answer Booklet**

Name:	
Teacher:	
Time allowed for this paper Reading/planning time before commencing work: Working time for paper:	ten minutes
Material required/recommended for this paper	
To be provided by the supervisor	

### To be provided by the candidate

This Question/Answer Booklet

Standard materials: pens (blue/black preferred), pencils (including coloured), sharpener,

eraser, correction fluid/tape, ruler, and highlighters

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

examination.

#### 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 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 attempted	Suggested working time (minutes)	Marks	Percentage of exam
Section One: Research methods	3	3	30	42	20
Section Two: Short answer	7	7	90	97	55
Section Three: Extended answer	2	2	60	66	25
			Total	205	100

#### Instructions to candidates:

- 1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2017*. Sitting this examination implies that you agree to abide by these rules.
- 2. Write your answers in this Question/Answer Booklet.
- 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.

#### **Section One: Research methods**

20% (42 Marks)

This section has **three** (3) 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 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.

Suggested working time: 30 minutes.

Question 1 23 marks

A study was conducted to determine the effect of meditation on memory in high school students. Researchers randomly divided 100 Year 11 students into two groups, with 50 participants in each group. Group One participated in 20 minutes of meditation before the test while Group Two did not participate in meditation. All participants sat a memory recall test at the same venue at the same time. The test required participants to recall as many words as possible from a list of 20 words they had been shown earlier.

a)	Ident	ify the independent and dependent variables.	(2 marks)
	i.	Independent Variable:	
	ii.	Dependent Variable:	
b)	List t	wo (2) variables the researchers controlled in this study.	(2 marks)
c)	Ident	ify the sample for this study.	(1 mark)

d)	Write an operational hypothesis for this study.	(3 marks)
e)	Is this study scientific or non-scientific? Give two reasons for your answer	er.
		(3 marks)
f)	Identify two (2) ethical considerations relevant to this study. For each con-	
	identify how the researchers should deal with it.	(4 marks)

Below is a selection of the scores attained in the study. Calculate the mean, mode, median and range of the scores. (4 marks)

Group 1 Participants	No. of words recalled
Participant 1	17
Participant 2	14
Participant 3	16
Participant 4	10
Participant 5	16
Participant 6	13
Participant 7	7
Participant 8	13
Participant 9	16
Participant 10	11

g)	Mean:		

- h) Mode: \_\_\_\_\_
- i) Median: \_\_\_\_\_
- j) Range: \_\_\_\_\_\_

The researcher found that, on average, Group 2 participants remembered 12.6 words. A statistical test between the means for both groups found that p>0.05.

State whether difference between the means for the two groups were statistically				
significant.	(1 mark)			
Describe the meaning of 'statistically significant'.	(2 marks)			
Outline the conclusion that the researcher should draw from the results.	(1 mark)			
	Describe the meaning of 'statistically significant'.			

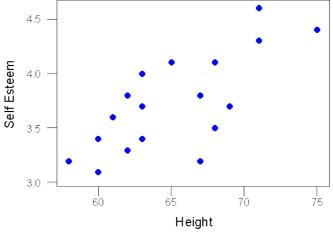
Question 2 12 marks

Complete the table below to help classify the type of data collected by three different research methods. (12 marks)

Research Method	Interview	Likert Scale	Heart Rate
Qualitative or Quantitative			
Subjective or Objective			
Describe one strength			
Describe one limitation			

Question 3 7 marks

Josephine gathered data about people's self esteem levels and correlated it to their height to produce the following scatterplot. Use the information provided to answer the questions below.



a) What term is given to the variables studied in the above research? (1 mark)

b) Describe the strength and direction of the correlation between self esteem scores and physical height. (2 marks)

c) The above scatterplot is missing a number of necessary elements. Name two things that are missing in this scatterplot. (2 marks)

d) Josephine used this data to report that 'being taller gives people higher self-esteem'.

Is this an accurate claim to make? Explain your answer. (2 marks)

## **END OF SECTION ONE**

### **Section Two: Short answer**

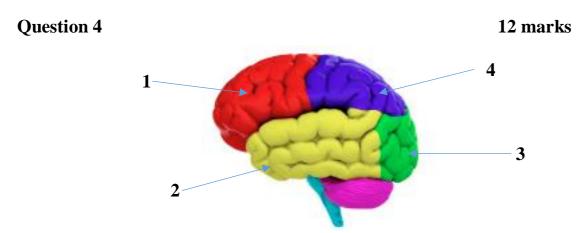
## 55% (97 Marks)

This section has **seven** (7) 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 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.

Suggested working time: 90 minutes.



a) Complete the table below in relation to the diagram of the brain above. (8 marks)

Label	Lobe Name	Role of Lobe
1		
2		
3		
4		

	i.	Pepper was playing hockey when the ball was chipped and hit her Immediately following the accident, she could speak in long sente could not be understood by others.	-
	ii.	Jason is a motorcross fanatic. Recently, he was demonstrating his front of a group of friends and forgot his helmet. He came off over handlebars and was unable to move his body for a number of minufollowing the accident, even though there was no spinal damage.	er the
Ques	tion 5	18 m	arks
a)	Give a	a psychological definition for a neuron.	(1 mark)
a)	Give a	a psychological definition for a neuron.	(1 mark)
a)	Give a	a psychological definition for a neuron.	(1 mark)
a)	Give a	a psychological definition for a neuron.	(1 mark)
		a psychological definition for a neuron.  le one example of a neurotransmitter and list two of its' functions.	(1 mark) (3 marks)
	Provid		
b)	Provid	de one example of a neurotransmitter and list two of its' functions.	(3 marks)
b)	Provid	de one example of a neurotransmitter and list two of its' functions.	(3 marks)
b)	Provid	de one example of a neurotransmitter and list two of its' functions.	(3 marks)
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b)	Provid	de one example of a neurotransmitter and list two of its' functions.	(3 marks)

b) For the following scenarios, name the area or cortex of the brain that has been damaged and what that area is responsible for.

d)	The 'flight or fight' response happens when we are confronted with something that
	could potentially be dangerous.

Give one real-life example of a situation where the flight or fight response				
would occur.	(1 marl			
Name one hormone responsible for this response.	(1 marl			
Provide two examples of changes to the way the human boo	dy functions as			
response.	(2 mar)			

(9 marks)

Class of drug	One (1) physiological effect	One (1) psychological effect	Example of a drug in this class
Hallucinogen			
Depressant			
Stimulant			

Question 6 16 marks

a)	He goes over and turns off the oven which had As a child, Nicholas remembers smelling leaking a house fire caused by a leaking oven. Referring name and explain how the 3 different registers	been knocked on and was leaking gas.  ng gas and his mother telling him about g to the multistore model of memory, of memory have been used by
	Nicholas in processing this situation.	(9 marks)
	Register 1:	
	Register 2:	
	Register 3:	
b)	Working memory is a name given to the part of concerned with immediate conscious perceptual	•
	<ul> <li>In the space provided, draw the Baddele model.</li> </ul>	ey and Hitch 1974 working memory (4 marks)

	ii.	Explain this model and how it works.	(3 marks)
Quest	tion 7	13 ma	arks
a)	Disting	guish between the three psychological terms: recall, recognition and	re-learning. (3 marks)
b)	decide learnin herself Maths	a has a Maths test coming up next week but will be on camp until the sto spend a night before she leaves for camp cramming her Maths in the concepts. On camp, she had to learn how to measure and oriest on a map, which requires mathematical understandings. When it could test, she was unable to recall some of the answers as she kept thinking skills.	revision and entate ame to her
	i.	Name and outline the theory of forgetting Katrina is experiencing.	(2 marks)
	ii.	Name and describe the specific form of this type of forgetting that experiencing.	she is (2 marks)
	iii.	Name the other form of this type of forgetting and give an example	e of it. (2 marks)

c)	Name	and outline two other theories of forgetting.	(4 marks)
uesi	tion 8	12 n	narks
a)	to pla	s and Felicity are arguing over which game to play in the yard. Fely catch with the tennis ball but Angus was hoping to play cricket. out and told them to play cricket and that there was to be no more ag about it.	Their mother
	i.	Name the type of solution that was used to solve this conflict.	(1 mark)
	ii.	Outline two disadvantages to this type of solution.	(2 marks)
	iii.	Name and outline one alternative solution that could be reached a scenario and how this could be achieved to resolve this conflict.	in this (3 marks)

b)	Name and outline two different techniques for resolving conflict and nar	ne the types
	of solutions that could be reached for each.	(6 marks)

Name technique	Outline technique	<b>Types of solutions</b>

Ques	tion 9	7 marks		
a)	Define the psychological term 'socialisation'.	(1 mark)		
b)	Jeremy wanted to attend a party on Friday night and asked his he was not allowed to go because he had not completed his ass and also had football early the next morning. Name the style of parents have demonstrated and describe three key features of the	ignments for school of parenting Jeremy's		
		(4 marks)		
c)	Describe another way in which Jeremy's parents may have res	•		
	and the parenting style that response is associated with.	(2 marks)		

Question 10 19 marks

a)	Name the theorist, and describe the study including the findings, that lool	ked at
	attachment in monkeys.	(4 marks)
b)	List three outcomes that Bowlby suggests would come from maternal dep	orivation
	during the critical period.	(3 marks)
c)	Bowlby also suggested we have an internal working model to assist us in	future
	relationships. Explain the three components of this model.	(6 marks)

d) Ainsworth's original research indicated that there were three types of attachment. Name each one and describe key aspects of each. (6 marks)

Attachment type	Key aspects

# **END OF SECTION TWO**

#### **Section Three: Extended Answer**

25% (66 Marks)

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

Pages are included at the end of Question 12 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.
- You should refer to relevant psychological concepts, theories and research in your answer.

Suggested working time: 60 minutes.

Question 11 34 marks

Georgia has an issue with snakes. She wasn't born afraid of them, but has at some point acquired the fear. Living on a farm, Georgia has found that this fear can be bothersome, as snakes are part of farm life. She seeks different ways to try to overcome her fear.

Discuss three different theories of how Georgia may have acquired this fear as well as two different ways in which this fear could be overcome.

In your answer, you should:

- define and discuss three learning theories
- define and discuss two different behavior modification models
- support your discussion with empirical research.

Question 12 32 marks

Jonathon was born in France to his American father and French mother, his first words were in French. When he was 18 months old, they moved to the Bronx in New York. He forgot most of his French and spoke in a way typical of the people from the area. His mother did not want him to completely lose his French and decided to continue routine activities at home in French. As Jonathon aged she often conducted conversations in French with him, educating him on words he may be missing. At 22, Jonathon is now bilingual, speaking both French and "Bronx-style" English.

Discuss the different theories of language development that can explain Jonathon's language development and how his communication styles can be impacted by different aspects of his life.

In your answer you should:

- define and discuss language development theories.
- define communication styles.
- discuss how socio-economic status and gender affect communication styles.
- support your discussions with empirical research.

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## **END OF PAPER**

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