

# PSYCHOLOGY

## ATAR Unit 3 and 4

### 2020

Name: \_\_\_\_\_

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 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 examinations

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	2	2	30	40	20
Section Two: Short answer	7	7	90	104	55
Section Three: Extended answer	2	2	60	60	25
Total					100

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2020*. 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% (40 marks)**

This section has **two** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 30 minutes

---

**Question 1**

**(20 marks)**

Professor Thunberg wanted to test her theory that vegetarians are more intelligent than people who eat meat. She posted a link on twitter to a survey asking questions about eating habits followed by an online intelligence test. She hoped that conducting her research in this way she could recruit a large and diverse sample from around the world.

After one month she stopped the research when she had collected data from 100,000 people globally. However, her sample was highly skewed towards people who are vegetarians. Her results were as follows:

**Table 1: Results of Experiment comparing IQ and Meat consumption**

	<b>Average IQ as measured by online intelligence test</b>
Vegetarians (80,679)	126
Meat eaters (19,321)	105

Professor Thunberg used these results to conclude that eating a vegetarian diet makes people more intelligent.

- a) Identify what type of research Professor Thunberg is conducting. Explain your answer? (2 marks)

---

---

---

- b) Identify the sample and population of Professor Thunberg's research. (2 marks)

---

---

---

---

c) Explain the difference between sample and population data. (2 marks)

---

---

---

d) Define the term 'behavioural variable'. (1 mark)

---

---

e) What type of research are behavioural variables used in? (1 mark)

---

f) How are behavioural variables best displayed in graph form? (1 mark)

---

g) Explain the difference between qualitative and quantitative methods of data collection. (4 marks)

---

---

---

---

---

---

---

---

h) Complete the table to identify **two** sources of error in Professor Thunberg's research design and state **one** way of reducing each. (4 marks)

Source of Error	Way of Reducing Error

**PSYCHOLOGY UNIT 3 and 4**

- i) i. Is the conclusion Professor Thunberg drew from the data correct? (1 mark)  
(circle the correct answer)

YES

NO

- ii. Explain your answer. (2 marks)

---

---

---

---

**Question 2**

**(20 marks)**

Mrs Evergreen was concerned her Year 12 English classes were feeling a little stressed at school and she wanted to investigate the effect of indoor plants on the mood of high school students in class.

In one of her Year 12 classrooms she placed 10 indoor plants and in the other Year 12 classroom she made sure no plants were present. At the start of Term Two Mrs Evergreen had all 40 of her Year 12 students at the school fill out a closed ended questionnaire composed of 20 questions about mood with a scale ranging from 1 to 10 for each (1 being relaxed and 10 being extremely stressed). She had the students complete the same questions at the end of each week for the entire term. She averaged the rating of the 20 questions for each student and then averaged the class rating to one number out of 10. The results are displayed below:

Table 1.1: Results of experiment measuring if plants affect mood rating of stress.

		<b>Class 1 (Plants present)</b>	<b>Class 2 (Plants Absent)</b>
<b>Mood Rating (1-10)</b>	Week 1	8	8
	Week 2	7	8
	Week 3	6	7
	Week 4	5	7
	Week 5	6	8
	Week 6	9	9
	Week 7	3	6
	Week 8	3	6
	Week 9	3	5
	Week 10	1	1

a) Identify the independent variable. (1 mark)

---

b) Identify the dependent variable. (1 mark)

---

c) Name the type of questionnaire Mrs Evergreen used in her investigation. (1 mark)

---

**PSYCHOLOGY UNIT 3 and 4**

d) Name and calculate the three measures of central tendency for each class. (9 marks)

Measure of central tendency	Class 1	Class 2

e) Which measure of central tendency would be the most appropriate to use to compare the results of the two classes? Explain your answer. (2 marks)

---

---

---

---

f) What extraneous variables could account for the changes in scores at week 6 and week 10? (2 marks)

---

---

---

---

g) Mrs Evergreen had to ensure she followed ethical guidelines correctly during the investigation.  
i. Identify **two** participant rights Mrs Evergreen should have followed. (2 marks)

---

---

---

- ii. Outline how Mrs Evergreen could have correctly followed the **two** ethical considerations you have named above (e)i. in her investigation. (2 marks)

---

---

---

---

---

---

---

**End of Section One**



Section Two: Short Answer

55% (104 marks)

This section has seven questions. Answer all questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes

Question 3

(13 marks)

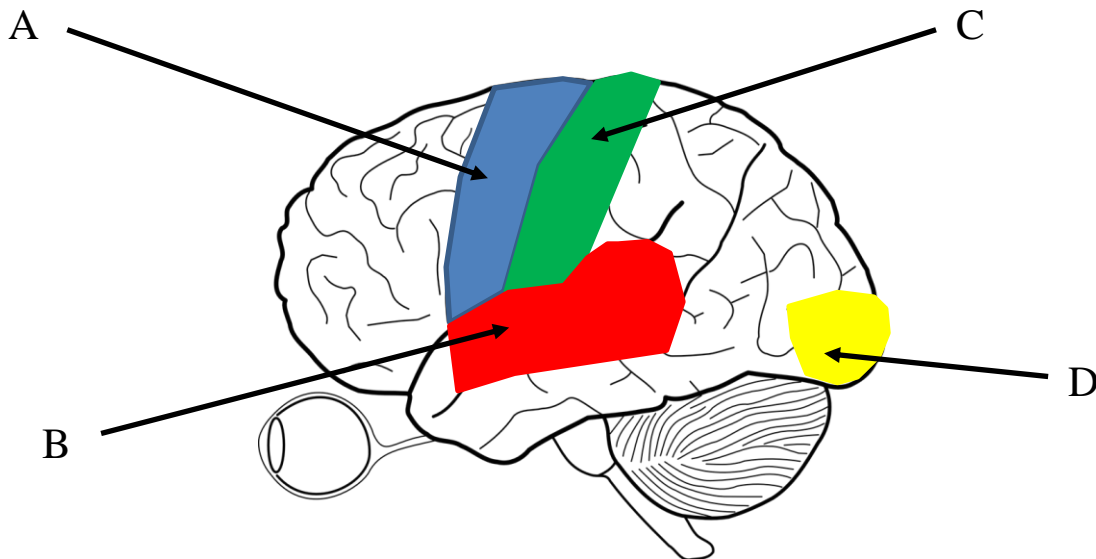


Diagram 1

- a) Identify the structures labelled A, B, C and D on Diagram 1 above. (4 marks)

A	
B	
C	
D	

b) Boris has had a stroke. He has facial drooping on the right side of his face and is having trouble saying words out loud but is still able to be understood by others.

i. What side of his brain has been affected? (1 mark)

---

ii. Name and describe the area of the brain that would have been damaged to affect Boris' speech production? (2 marks)

---

---

---

c) Boris finds Dr Muller in Switzerland who is renowned for her experimental methods at treating stroke victims. Boris flies to Zurich and signs up to undertake a number of experimental drug trials with Dr Muller. Boris is exposed to the 3 different conditions over a year long trial. The effects on Boris of each drug are outlined below. For each, identify what class of drug Boris is exposed to and explain the effect that type of drug has on Boris' nervous system.

i. In condition one, Boris displays a lack of coordination and his speech appears even slower. (2 marks)

---

---

---

ii. In condition two, Boris describes a feeling of euphoria and says he can taste the words he is saying. (2 marks)

---

---

---

iii. In condition three, Boris has trouble sleeping and regularly records a higher body temperature and decreased appetite. (2 marks)

---

---

---

**Question 4**

**(15 marks)**

Kenji's cat Orion has learnt some different behaviours since Kenji brought him home as a kitten 3 years ago. When Orion hears the sound of the 6 o'clock news broadcast he always comes running into the kitchen as this is the time Kenji feeds him his dinner. When Orion was a kitten, he would never go to the toilet in his cat litter, preferring to go on the door mat. Kenji decided to give Orion a sardine whenever he went in the litter box and quickly Orion learnt not to go on the door mat. Orion would also hiss and meow loudly at Kenji's next-door neighbour and so Kenji would spray him with a small water gun whenever he did this until Orion stopped behaving this way.

a) Identify the two types of conditioning that Orion has learnt behaviour from in the above scenario. (2 marks)

---

---

---

b) Compare and contrast the two forms of conditioning identified in your answer to Question a). (3 marks)

---

---

---

---

---

---

---

---

---

---

c) i. Identify and correctly name one example of how Orion has learnt new behaviour through punishment. (2 marks)

---

---

---

---

ii. Identify and correctly name one example of how Orion has learnt new behaviour through reward. (2 marks)

---

---

---

d) In Psychology, Cognitive Behaviour Therapy (CBT) differs from conditioning.

i. Describe the term conditioning and explain how it differs from CBT. (3 marks)

---

---

---

---

---

---

---

---

ii. Describe the term Cognitive Behaviour Therapy and explain how it differs from conditioning. (3 marks)

---

---

---

---

---

---

---

---

**Question 5**

**(18 marks)**

Felix and Carlos both need a lemon but they only have one between themselves. They decide to cut the lemon in half in order to be fair and each receive an equal amount of lemon. But both soon realise that this solution has not benefitted either party as Felix still does not have enough juice to make his lemonade and Carlos does not have enough rind to make his lemon tart.

- a) Identify the type of conflict resolution Carlos and Felix used in this scenario. Explain your answer. (3 marks)

---

---

---

---

---

---

---

- b) Identify and explain a type of solution to the above conflict that could have resulted in a win-win situation for both boys. (4 marks)

---

---

---

---

---

---

---

---

---

---

- c) Baumrind identified different parenting styles based on two dimensions of responsiveness and control. Define each dimension. (2 marks)

---

---

---

---

- d) In the table below list the **three** types of parenting style and for each identify the level (High or Low) of the two dimensions. (9 marks)

<b>Parenting Style</b>	<b>Responsiveness</b>	<b>Control</b>

Question 6

(11 Marks)

- a) Define the psychological term 'modelling'. (1 mark)

---

---

- b) What developmental concept was developed by Albert Bandura based on his Bobo Doll experiment. (1 mark)

---

- c) Scott idolises his older brother Don. He follows him around and often tries to repeat everything he does because he says, "he wants to be just like Don when he grows up". Don recently got in trouble because he hit an opponent on the football field after he got tackled. Don's parents and Scott were on the sidelines and his parents punished him at home by grounding him for a week and banning him from having dessert for a month. Two weeks later, Don and Scott were at their local park and Scott was pushed over by another child. Scott just got up and walked away and Don later asked him why he didn't defend himself and hit back like he would have.

- i. Why did Scott not emulate his brother's behaviour in this situation? Explain Scott's behaviour in the above scenario. (3 marks)

---

---

---

---

- ii. How does Scott's behaviour demonstrate the principles of Albert Bandura's Social Learning Theory? (3 marks)

---

---

---

---

---

iii. How does Scott's behaviour refute (not support) the findings of Albert Bandura's Bobo Doll experiment? (3 marks)

---

---

---

---

---



**Question 7**

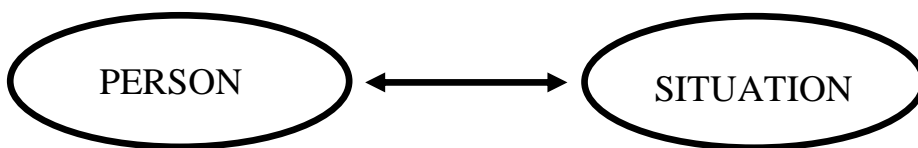
**(17 marks)**

- a) Describe the following **three** Big 5 Personality traits outlined by McCrae and Costa's personality theory. (3 marks)

<b>Conscientiousness</b>	
<b>Neuroticism</b>	
<b>Extraversion</b>	

- b) Name the **two** remaining traits from McCrae and Costa's Big 5 and for each identify **two** attributes associated with someone who would be considered high in that trait. (6 marks)

Trait	Attribute



The above diagram is a visual representation of Mischel's Personality Theory.

- c) Describe the two key components Mischel's theory states determines personality. (2 marks)

---



---



---



---



---

- d) Define 'continuity' of personality, explain how trait theory accounts for continuity of personality, and identify an empirical study as evidence of this. (3 marks)

---

---

---

---

---

---

---

---

---

---

- e) Define 'consistency' of personality and explain how Mischel's theory accounts for the consistency of personality. (3 marks)

---

---

---

---

---

---

---

---

---

---



- c) Outline **three** different explanations the subjects of Asch's conformity experiment give for their incorrect answers. (3 marks)

---

---

---

---

---

---

---

---

---

---

- d) Identify and outline **two** reasons why participants were more likely to have maintained the correct response in Asch's experiment. (4 marks)

---

---

---

---

---

---

---

---



c) The Australian community, who were collectively shocked and saddened by the fires devastation, banded together and with global assistance raised millions of dollars to assist bushfire affected areas.

i. Identify the factor of the McMillan and Chavis model which best describes this above occurrence. (1 mark)

---

ii. Explain your answer to question c)i. (3 marks)

---

---

---

---

**End of Section Two**

**Section Three: Extended Answer**

**25% (60 marks)**

Section three consists of **two** questions. You must answer **both** questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

---

Write your answer to Question 10 on pages 24-28. When you have answered this question, turn to page 29 for Question 11 and write your answer on pages 30-34.

---

**Question 10**

**(31 marks)**

It's the end of Ramadan and the Abbas family have come together to celebrate the festival of fast-breaking, Eid al-fitr. Maryam and Daleel have just recently had a baby, and are now proud parents of two children, 4-month old Abdul and toddler Rida who is 3. The Abbas family all gather together at the house for the festival, including Sana, Daleel's mother, and Kareem, Daleel's younger brother. Maryam and Daleel are very happy together and love their family. Sana is a doting grandmother who works hard to make sure the family all come together on these special occasions. Kareem has just finished high school and is unsure of what he wants to do with his life, so Sana has been encouraging Daleel to give him advice and spend more time with him. As the family are all doting on the new baby, Rida, who is in the middle of toilet training, sometimes doesn't make it to the toilet. Sana scolds her for soiling her underwear and Rida cries. Meanwhile Kareem is playing with Abdul and tricks him by hiding his toys then making them appear which Abdul does not enjoy, so Maryam steps in and gives Abdul a big hug which cheers him up immediately.

- Provide a description of Erikson's developmental theory
- Identify, name and explain the stages of Erikson's theory that each member of the Abbas family currently faces.
- For each member of the Abbas family outline what crisis they face at their current stage and provide evidence of how they have faced this crisis.
- Describe the possible outcomes for each member of the family if they fail to resolve their current crisis.





**PSYCHOLOGY UNIT 3 and 4**

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

Lined area for writing the answer to the question.







Question 11

(29 marks)

Eleanor and Chidi have been happily married for a number of years. Despite this they still have trouble communicating and Eleanor convinces Chidi that it would be beneficial if they went to couples counselling. Eleanor tells the therapist that she sometimes feels like Chidi does not listen to what she says and that they don't talk about meaningful things anymore. Chidi simply shrugs and says he doesn't understand what Eleanor is talking about, and that they talk all the time.

Jason and Michael are the couples 2-year-old twins. Jason is a big talker and often won't stop chatting in incomprehensible sentences for long periods of time. Michael however is very different and has not begun talking in sentences at all, in fact he barely ever mutters more than the occasional one word here and there. Eleanor is confused by these vastly different outcomes in the identical twin's early communication and takes them to a speech therapist for help. The therapist provides Eleanor with a number of strategies to help assist Michael and Jason with their communication.

- Identify and outline the theory of communication that would explain Eleanor and Chidi's differing views on the communication in their marriage.
- Identify and explain the communication theories outlining both innate and learned communication.
- Name and outline **four** techniques the therapist would have provided Eleanor to assist with the boy's language development to help each of the boys differing language difficulties.



















