



2009 PSYCHOLOGY

**FOR OFFICE
USE ONLY**

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**ATTACH SACE REGISTRATION NUMBER LABEL
TO THIS BOX**

**QUESTION
BOOKLET**

1

8 pages, 12 questions

Wednesday 11 November: 9 a.m.

Time: 2 hours

Part 1 of Section A

Examination material: Question Booklet 1 (8 pages)
Question Booklet 2 (11 pages)
one 8-page script book
one SACE registration number label

Approved dictionaries and calculators may be used.

Instructions to Students

1. You will have 10 minutes to read the paper. You must not write in your question booklets or script book or use a calculator during this reading time but you may make notes on the scribbling paper provided.
2. This paper is in two sections: Part 1 of Section A is in Question Booklet 1; Part 2 of Section A, and Section B, are in Question Booklet 2.

Section A: Short-answer Questions (Questions 1 to 23)

Answer Part 1 of Section A (Questions 1 to 12) in the spaces provided in Question Booklet 1.
Write on page 8 of Question Booklet 1 if you need more space.

Answer Part 2 of Section A (Questions 13 to 23) in the spaces provided in Question Booklet 2.
Write on page 9 of Question Booklet 2 if you need more space.

Section B: Extended-response Questions (Questions 24 and 25)

Answer *both* questions in Section B in the separate script book.

3. In Section A there is no need to fill all the space provided; clear, well-expressed answers are required. If you delete part or all of an answer you should clearly indicate your final answer and label it with the appropriate question number.
4. In answers to questions on the topics you should use the psychological terms that are appropriate to the individual topics.
5. The allocation of marks and suggested allotment of time are as follows:

Section A	80 marks	80 minutes
Section B	40 marks	40 minutes
Total	120 marks	120 minutes

6. Attach your SACE registration number label to the box at the top of this page. Copy the information from your SACE registration number label into the boxes on the front covers of Question Booklet 2 and your script book.
7. At the end of the examination, place Question Booklet 2 and your script book inside the back cover of Question Booklet 1.

**STUDENT'S DECLARATION ON THE USE OF
CALCULATORS**

By signing the examination attendance roll I declare that:

- my calculators have been cleared of all memory;
- no external storage media are in use on these calculators.

I understand that if I do not comply with the above conditions for the use of calculators I will:

- be in breach of the rules;
- have my marks for the examination cancelled or amended;
- be liable to such further penalty, whether by exclusion from future examinations or otherwise, as the SACE Board of South Australia determines.

SECTION A: SHORT-ANSWER QUESTIONS (Questions 1 to 23)

(80 marks)

Answer *all* questions in this section in the spaces provided. You should spend about 80 minutes on this section. Answers may be in note form. The allocation of marks is shown in brackets at the end of each question or at the end of each part of each question.

Part 1 (Questions 1 to 12)

(40 marks)

INTRODUCTION TO PSYCHOLOGY (20 marks)

1. Focus groups are an example of one type of investigation design.

State the name of the type of design.

_____ (2 marks)

2. Describe one disadvantage of using an experimental investigation design.

_____ (2 marks)

3. A group of psychologists is researching stress levels in factory workers. They intend to use an objective quantitative measure.

- (a) State the name of one objective quantitative measure that the psychologists could use to measure workers' stress levels.

_____ (2 marks)

- (b) Describe one factor that could affect the reliability of this measure.

_____ (2 marks)

4. A researcher is interested in investigating opinions about cosmetic surgery.

Describe how the Delphi technique could be used to collect responses in this investigation.

(4 marks)

5. Describe how content analysis could be used to assess qualitative responses.

(4 marks)

6. A psychologist measures the IQs of a group of Year 12 students, resulting in the following data.

IQ Scores: 100, 101, 102, 103, 105, 105, 106, 107, 108, 163	
Mean:	110
Median:	105

Explain why the median is a more accurate representation of the IQ of this group than the mean.

(2 marks)

7. A psychology student is researching behaviour patterns of wild baboons. As part of the research, she intends to observe a group of four baboons at her closest zoo.

Identify one limitation of drawing conclusions using this sample.

(2 marks)

LEARNING (20 marks)

8. Describe the aim of punishment.

(2 marks)

9. One day, Gerry's mother brought home some leftover satay chicken from work, but the chicken was contaminated with bacteria. After Gerry ate the chicken, he vomited.

Now, whenever anyone serves satay chicken, Gerry feels sick, even though he is assured it is safe to eat. Furthermore, he refuses to eat any food made with chicken because it all makes him feel sick.

From this example of classical conditioning:

(a) identify the conditioned stimulus.

(2 marks)

(b) identify the conditioned response.

(2 marks)

(c) explain how stimulus generalisation is illustrated.

(4 marks)

10. When she was a child, Stacey was in a plane that almost crashed. Ever since, she has had an intense fear of flying. However, she needs to attend important work functions that require her to fly to her destination.

Describe how systematic desensitisation could be used to help Stacey overcome her phobia of flying.

(4 marks)

11. Animals such as rats, dogs, and birds are often used in experimental research on learning.

Discuss one ethical issue that can arise when using animals in this type of research. Use an example to illustrate your answer.

(4 marks)

12. Albert Bandura conducted experiments on observational learning. One of his experiments involved exposing children to cartoons displaying aggressive behaviours.

Describe one factor that could have influenced the children's learning through observation.

(2 marks)



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External Examination 2009

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QUESTION BOOKLET
2
11 pages, 13 questions

Wednesday 11 November: 9 a.m.

Part 2 of Section A, and Section B

*Write your answers to Part 2 of Section A in this question booklet.
Write your answers to Section B in the separate script book.*

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14. Discuss one difference between psychodynamic conceptions of personality and humanistic conceptions of personality.

(4 marks)

15. Barack Obama, the first African American President of the United States, was born in Hawaii to a white American mother and a black African father. His mother and father divorced when he was 2 years old and he saw his father only once more before his death in 1982. His mother's second marriage was to an Indonesian man. Barack lived in Indonesia from age 6 to age 10, before returning to Hawaii to live with his grandparents. These early experiences were central to his awareness of multiculturalism.

He began his university education at a small community college, transferring to Columbia University in New York where he completed his undergraduate degree in 1983. He worked on community projects in Chicago for several years before applying to the prestigious Harvard Law School, from which he graduated in 1991.

Some personality analysts have described Barack Obama as warm-hearted, popular, conscientious, gracious, energetic, charming, and someone who values traditions.

Use a humanistic conception of personality to describe Obama's personality.

(6 marks)

16. Describe one ethical issue associated with using behavioural observations to assess personality.

(2 marks)

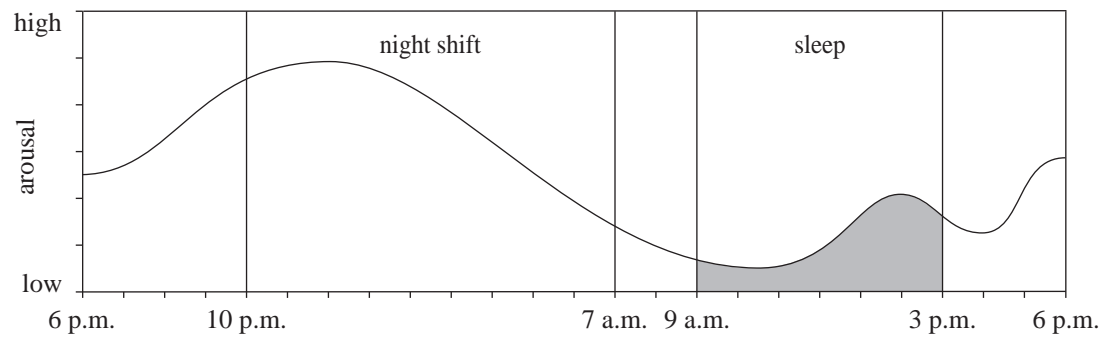
PSYCHOBIOLOGY OF ALTERED STATES OF AWARENESS (10 marks)

17. Describe one example of a circadian rhythm.

(2 marks)

18. Refer to the following graph, which shows the level of arousal over 24 hours of a shiftworker, Freda.

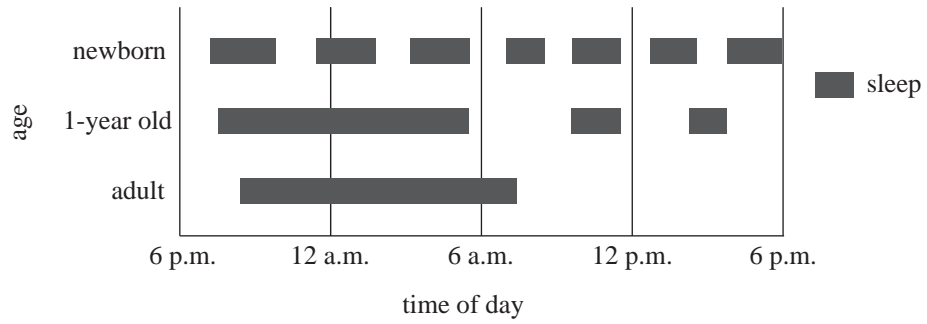
Freda has worked the same shift for many years.



Discuss the relationship between arousal and task performance as it relates to Freda. Illustrate your answer with reference to one time on the graph.

(4 marks)

19. Refer to the following graph, which shows the typical amount of time spent in sleep over a 24-hour period for people of three different ages.



Using information displayed in the graph, discuss one social issue in families with babies.

(4 marks)

HEALTHY MINDS (10 marks)

20. Using the *basic processes* level of explanation, describe one factor that can contribute to anxiety.

(2 marks)

21. Using the *sociocultural* level of explanation, explain how anxiety influences behaviour.

(4 marks)

22. Describe one effective coping strategy that people with mental health problems could use, other than seeking professional help.

(2 marks)

23. Using the *person* level of explanation, describe one protective factor for mental illness.

(2 marks)

SECTION B: EXTENDED-RESPONSE QUESTIONS (Questions 24 and 25)

(40 marks)

Answer **both** questions in this section.

Write your answers in the separate script book provided. **Begin each answer on a new page.**

You should spend about 40 minutes on this section, 5 to 10 minutes planning and 30 to 35 minutes writing. Credit will be given for clear, well-expressed answers that are well organised and relevant to the questions.

SOCIAL COGNITION (20 marks)

24. The *Australian Guidelines to Reduce Health Risks from Drinking Alcohol* (2009) report that young people aged 15–29 years accounted for more than one-third of hospitalisations resulting from alcohol-related injury in the period 1993–2001.

Campaigns about the effects of alcohol consumption regularly target attitude change in young people.

In relation to such a campaign, discuss:

- two factors that influence attitude change;
- two ways in which a young person could gain self-knowledge from social comparisons.

PSYCHOBIOLOGY OF ALTERED STATES OF AWARENESS *and* HEALTHY MINDS (20 marks)

25. Significant numbers of young people in Year 12 (their final year of schooling) are stressed, claim researchers in an article published in the *Australian Psychologist* in 2008.

McGraw, Moore, Fuller, and Bates, from the Swinburne University of Technology and the University of Melbourne, investigated levels of stress and anxiety in 941 students from ten secondary schools in Victoria.

The study found that 41% of the students surveyed suffered from anxiety and stress-related disorders.

Using your knowledge of the psychobiology of altered states of awareness:

- explain how stress can affect the health of students in Year 12;
- describe one effective psychological therapy for coping with stress.

Using your knowledge of healthy minds:

- discuss one factor that influences the resilience of Year 12 students;
- explain the importance of one ethical issue relevant to this study.