



VCE PSYCHOLOGY 2010

YEAR 12 TRIAL EXAM UNIT 4

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Time allowed: 90 minutes

Total marks: 90

44 Multiple Choice Questions

19 Short Answer Questions

An Answer Sheet is provided for Section A
Answer all questions in Section B in the space provided

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Student Name.....

VCE Psychology 2010 Year 12 Trial Exam Unit 4

Student Answer Sheet

Instructions for completing test. Use only a 2B pencil. If you make a mistake erase and enter the correct answer. Marks will not be deducted for incorrect answers.

Write your answers to the Short Answer Section in the space provided directly below the question. There are 44 Multiple Choice questions to be answered by circling the correct letter in the table below.

<i>Question 1</i>	A	B	C	D	<i>Question 2</i>	A	B	C	D
<i>Question 3</i>	A	B	C	D	<i>Question 4</i>	A	B	C	D
<i>Question 5</i>	A	B	C	D	<i>Question 6</i>	A	B	C	D
<i>Question 7</i>	A	B	C	D	<i>Question 8</i>	A	B	C	D
<i>Question 9</i>	A	B	C	D	<i>Question 10</i>	A	B	C	D
<i>Question 11</i>	A	B	C	D	<i>Question 12</i>	A	B	C	D
<i>Question 13</i>	A	B	C	D	<i>Question 14</i>	A	B	C	D
<i>Question 15</i>	A	B	C	D	<i>Question 16</i>	A	B	C	D
<i>Question 17</i>	A	B	C	D	<i>Question 18</i>	A	B	C	D
<i>Question 19</i>	A	B	C	D	<i>Question 20</i>	A	B	C	D
<i>Question 21</i>	A	B	C	D	<i>Question 22</i>	A	B	C	D
<i>Question 23</i>	A	B	C	D	<i>Question 24</i>	A	B	C	D
<i>Question 25</i>	A	B	C	D	<i>Question 26</i>	A	B	C	D
<i>Question 27</i>	A	B	C	D	<i>Question 28</i>	A	B	C	D
<i>Question 29</i>	A	B	C	D	<i>Question 30</i>	A	B	C	D
<i>Question 31</i>	A	B	C	D	<i>Question 32</i>	A	B	C	D
<i>Question 33</i>	A	B	C	D	<i>Question 34</i>	A	B	C	D
<i>Question 35</i>	A	B	C	D	<i>Question 36</i>	A	B	C	D
<i>Question 37</i>	A	B	C	D	<i>Question 38</i>	A	B	C	D
<i>Question 39</i>	A	B	C	D	<i>Question 40</i>	A	B	C	D
<i>Question 41</i>	A	B	C	D	<i>Question 42</i>	A	B	C	D
<i>Question 43</i>	A	B	C	D	<i>Question 44</i>	A	B	C	D

VCE Psychology 2010 Year 12 Trial Exam Unit 4

Multiple Choice Questions – Section A

Area of Study 1 – Memory

Question 1

Marcus has completed a teaching degree and is now a qualified teacher. On a daily basis, he stands in front of his Psychology class and teaches them the basic concepts of memory. In terms of his memory, which sequence best describes his initial memory processes?

- A. Retrieval; encoding; storage.
- B. Storage; encoding; retrieval.
- C. Storage; retrieval; encoding.
- D. Encoding; storage; retrieval.

Question 2

Memory is an active information processing system that receives, stores, _____, _____ and recovers information.

- A. organises, substantiates
- B. alters, records
- C. organises, alters
- D. substantiates, records

Question 3

Representing a stimulus according to its meaning is referred to as _____ encoding.

- A. acoustic
- B. visual
- C. semantic
- D. sensory

Question 4

If attended to, sensory memory holds information for only a few seconds or less. However, psychologists believe that the capacity of sensory memory is _____.

- A. unlimited
- B. limited
- C. ever-changing
- D. selective

Question 5

If unattended to, sensory information will be

- A. transferred to STM.
- B. lost forever.
- C. transferred to LTM.
- D. remembered for a short period of time.

Question 6

Unlike iconic memory, echoic memory holds auditory information, in the form of an echo, for up to 3 or 4 seconds. This is so

- A. that we can understand words and phrases as they are spoken to us.
- B. that we don't get confused by too many words.
- C. that our attention can be given to other important stimuli.
- D. that storage of words can occur.

Question 7

Research has demonstrated that if you do not process new information further in some way once it is in your STM, it deteriorates and is lost completely within approximately

- A. 3-4 seconds
- B. 10 seconds
- C. 1 minute
- D. 18-20 seconds

Question 8

The best method used to hold information in STM for a greater amount of time is _____ rehearsal.

- A. elaborative
- B. automatic
- C. short term
- D. maintenance

Question 9

Research into encoding techniques has found that within short term memory,

- A. information is usually encoded at the semantic level.
- B. acoustic encoding is more common than visual encoding.
- C. visual encoding is more common than acoustic encoding.
- D. semantic encoding is more common than visual encoding.

Question 10

A major advantage of maintenance rehearsal is that

- A. maintenance rehearsal ensures that information is always transferred to LTM.
- B. maintenance rehearsal adds meaning to information entering short term memory.
- C. it is good for remembering meaningless information.
- D. it is an excellent form of deep processing.

Question 11

Chunking is more effective when

- A. information is deliberately arranged into chunks already similar to information stored in LTM.
- B. information does not go beyond seven plus or minus 2 pieces of information.
- C. the information being chunked is repeated time and time again.
- D. large pieces of information are broken down into smaller pieces.

Question 12

In a Psychology class, students were asked to memorise a list of 15 words that were read to them at 1 second intervals. At the conclusion of the list being read, the students were required to wait 40 seconds prior to writing down the list of words remembered. The sequence that best typifies this experiment is

- A. recency effect, primacy effect, middle.
- B. primacy effect, middle, recency effect.
- C. primacy effect, recency effect, middle.
- D. middle, primacy effect, recency effect.

Question 13

The “tip of the tongue” phenomenon best exemplifies the _____ theory.

- A. Decay
- B. Retrieval failure
- C. Interference
- D. Retrieval cue

Question 14

If you park your car in a different place every day, you may experience forgetting as your memory about your car’s location today is easily confused with that of its location yesterday, the day before and the day before that. This type of forgetting would be caused by

- _____.
- A. interference
 - B. confusion
 - C. lack of consolidation
 - D. decay

Question 15

The effect of proactive interference is lessened when

- A. new information is similar to the old information.
- B. new information is as meaningful as the old information.
- C. new information is rehearsed in a similar fashion to old information.
- D. new information is substantially different from old information.

Question 16

According to psychologists, sitting your psychology exam in the same room that you had your classes in during the year, would be more beneficial than sitting it in a different room. This is due to the notion of _____ cues.

- A. state dependent
- B. context dependent
- C. elaboration dependent
- D. encoding dependent

Question 17

Michael places his watch in the glove box of his car one day while feeling very happy and excited. The next day when his mood has changed, Michael can no longer remember where he has placed his watch. According to psychologists, Michael is more likely to remember the location of his watch when he returns to a happy and excited state. This is due to _____ cues.

- A. state dependent
- B. context dependent
- C. elaboration dependent
- D. encoding dependent

Question 18

During the Richmond versus Carlton football match in August 2009, Brendan Fevola in taking a mark, came into contact with Brett Delidio and accidentally knocked him unconscious. On regaining consciousness, Delidio commented that he couldn't remember any of the football match prior to the accident. Brett Delidio was demonstrating _____ amnesia.

- A. concussed
- B. retroactive
- C. retrograde
- D. anterograde

Question 19

_____ memories, such as how to knit, are particularly resistant to forgetting.

- A. Declarative
- B. Episodic
- C. Procedural
- D. Semantic

Question 20

In terms of the Australian flag, which of the following would be the best example of shallow processing?

- A. What the Australian flag represents to you.
- B. The development of the Australian flag.
- C. The cultural significance of the Australian flag.
- D. The colour, design and shape of the Australian flag.

Question 21

Lance A. Lot is attempting to remember a shopping list. To do so, Lance places the items into a story. When doing this, Lance is using _____ to improve his chances of recall.

- A. elaborative rehearsal
- B. narrative chaining
- C. chunking
- D. method of loci

Question 22

Misty has been given ten playing cards that she has been asked to remember in sequence. She decides to use method of loci to aid her retrieval of the cards. Of the following, which is the best example that highlights the process of method of loci?

- A. Attaching meaning to each card.
- B. Linking each card to a particular part of her garden.
- C. Repeating the cards over and over in sequence.
- D. Creating an exaggerated story about the characters on the cards.

Area of Study 2 - Learning**Question 23**

Weaverbirds raised in isolation for a number of generations, tie a special grass knot that enables them to hold their nests together. All Weaverbirds do this. This behaviour is a typical example of _____.

- A. learning
- B. a reflex action
- C. a fixed-action pattern
- D. a reinforcement

Question 24

The emergence of many basic abilities is closely tied to _____ which is the physical growth and development of the body, brain and nervous system.

- A. learning
- B. maturation
- C. a fixed biological action
- D. physical conditioning

Question 25

Woo Fang is having difficulties in his Legal Studies class. One day his teacher compliments Woo Fang on his ability to get his work in on time, and how he tries really hard. As a consequence, Woo Fang continues to work hard, complete his homework and gradually starts to improve his work. The improvement in his work, could initially be put down to his teacher's

- A. reinforcement.
- B. response.
- C. punishment.
- D. friendliness.

Question 26

Melissa shouts out loudly in class, and is immediately told that she must see the teacher at lunchtime. In terms of psychology, the effects of Melissa's response are referred to as

- A. antecedents.
- B. consequences.
- C. reinforcement.
- D. shaping.

Question 27

In Pavlov's initial experiment, the bell was the neutral stimulus. A neutral stimulus can best be described as

- A. a stimulus that evokes a response due to learning.
- B. a stimulus that innately evokes a response.
- C. an innate or reflex response to a stimulus.
- D. a stimulus that does not naturally evoke any kind of response.

Questions 28 and 29 refer to the following information.

In an experiment to test classical conditioning, a puff of air was blown into a rabbit's eye causing it to blink. Then the experimenter sounded a horn immediately prior to the puff of air being released. After a number of trials, the rabbit had learned to blink to the horn alone.

Question 28

Of the following examples, which best demonstrates the UCS → UCR?

- A. Puff of air → No effect.
- B. Horn → Eye blink.
- C. Puff of air → Eye blink.
- D. None of the above.

Question 29

Of the following examples, which best demonstrates the CS → CR?

- A. Puff of air → No effect.
- B. Horn → Eye blink.
- C. Puff of air → Eye blink.
- D. None of the above.

Question 30

What kind of conditioning involves the learning of reflexes?

- A. Habituation.
- B. Classical Conditioning.
- C. Operant Conditioning.
- D. Both B and C.

Question 31

Stimuli similar to the conditioned stimulus are able to elicit the conditioned response in the phenomenon called

- A. latent learning.
- B. habituation.
- C. generalization.
- D. discrimination.

Question 32

Which schedule of partial reinforcement underlies many gambling systems and may help to explain compulsive gambling?

- A. Fixed interval.
- B. Fixed ratio.
- C. Variable interval.
- D. Variable ratio.

Question 33

An important difference between taste aversion and classical conditioning is that

- A. with taste aversion there can be a lengthy delay between the UCS and the UCR, whereas in classical conditioning it is usually a very short time span.
- B. with taste aversion there is usually a very short delay between the UCS and the UCR, whereas in classical conditioning it is usually quite a lengthy delay.
- C. taste aversion can result in serious health problems, whereas with classical conditioning it cannot.
- D. spontaneous recovery may occur with taste aversion, whereas it cannot with classical conditioning.

Question 34

Often, in real life situations, we resort to trial and error learning in order to solve a problem. This is where

- A. the consequence of a behaviour determines the likelihood of that behaviour occurring again.
- B. learned responses gradually fade when reinforcement stops.
- C. stimuli are linked so that existing reflex responses are elicited by a new stimulus.
- D. we eliminate responses that do not achieve our desired goals, and explore the environment for those that do.

Question 35

Billy Slater plays for Melbourne Storm. During the 2008 Grand Final he was hit unfairly by a particular Manly player. Now every time Billy plays against Manly, he shows a dislike for that particular player, but gets on well with the rest of the Manly team. Billy Slater is exhibiting _____ towards the particular Manly player that unfairly hit him.

- A. operant extinction
- B. negative reinforcement
- C. stimulus generalisation
- D. stimulus discrimination

Question 36

Which of the following is true regarding positive and negative reinforcement?

- A. Both can initially involve the removal or reduction of an unpleasant stimulus.
- B. Both increase the likelihood of a particular response not occurring again.
- C. Both increase the likelihood of a particular response occurring again.
- D. Both are viewed as being incomplete if the reinforcement stops.

Question 37

Brenden is trying to study for his upcoming VCE exams, however, his sister Buffy is playing her stereo very loudly in the next room and he can't concentrate. Of the following, which is the best example of negative reinforcement?

- A. Brenden pounds on the wall and the volume increases.
- B. Brenden pounds on the wall and the volume drops.
- C. Brenden pounds on the wall and his sister comes in and yells at him.
- D. Brenden pounds on the wall and his mother tells him off for annoying his sister.

Question 38

For punishment to have been considered to work

- A. the behaviour will decrease in its likelihood of occurring again.
- B. the behaviour will change in order for it to continue.
- C. the behaviour will increase in intensity.
- D. the behaviour will slow down but continue sporadically.

Question 39

For operant reinforcement to be effective, which of the following is true?

- A. When there is a delay in reinforcement following a correct response.
- B. When there is a delay in reinforcement following an incorrect response.
- C. When the reinforcement rapidly follows an incorrect response.
- D. When the reinforcement rapidly follows a correct response.

Questions 40-42 relate to the following.

A class watches intently as a skilled potter moulds a spinning ball of clay into the form of a vase. The students are then given a ball of clay and are asked to do the same.

Question 40

The form of learning most probably used in this example by the class members would be

- A. one-trial.
- B. classical.
- C. operant.
- D. observational.

Question 41

In the above example, when Roger finds that he is behaving in a manner that nearly copies the modelled behaviour, he is exhibiting the process of

- A. retention.
- B. reproduction.
- C. motivation.
- D. understanding.

Question 42

After a couple of hours, Roger has finally made his vase, and he is very proud of it. His teacher receives the finished piece of work and states that it is “probably one of the worst examples of a vase he has seen”. At that moment Roger decides that he will never do pottery again. This is most probably due to

- A. retention problems.
- B. reproduction problems.
- C. motivational problems.
- D. attention problems.

Question 43

One of the first psychologists to demonstrate how learning set can be applied in new situations using rhesus monkeys was

- A. Harry Harlow.
- B. Albert Bandura.
- C. Sigmund Freud.
- D. Ivan Pavlov.

Question 44

Which of the following statements regarding learning is not true?

- A. Learning can only occur when an organism is motivated to learn.
- B. Learning is a relatively permanent change in behaviour due to experience.
- C. Learning never stops, it is ongoing throughout life.
- D. Any change in behaviour in regards to learning may be delayed and occur sometime after the initial learning has taken place.

End of Section A

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Short Answer Questions – Section B

Area of Study 1 – Memory

Question 1

The capacity of sensory memory is _____, whilst its duration is _____.

(2 marks)

Question 2

Another name for auditory sensory memory is _____, and the brief memory trace it holds is called the _____.

(2 marks)

Question 3

The phonological loop is responsible for _____, by means of _____.

(2 marks)

Question 4

Briefly explain what the central executive is thought to be responsible for, and how it accomplishes this.

(2 marks)

Question 5

What is elaborative rehearsal and what is its immediate goal?

(3 marks)

Question 6

Indicate in the spaces below whether each case represents retroactive interference or proactive interference.

_____ A student who has studied French and now studies Spanish cannot recall the Spanish verb for “to know” because the French verb keeps coming to mind.

_____ A senior teacher in school cannot remember the name of a new Year Ten student because it is very similar to an existing student at the school.

(2 marks)

Question 7

On the school holidays, Nathan travelled down to Philip Island to race the go-karts with some of his mates. Travelling at quite a speed only 10 minutes into the race, his car flipped over and Nathan hit his head on the side of the go-kart, resulting in him being unconscious for a few moments. Later, he could not remember where he had been or how his accident had happened. Use consolidation theory to explain Nathan’s memory lapse regarding events since he hit his head.

(2 marks)

Area of Study 2 – Learning

Question 8

What do reflex actions, fixed action patterns and maturation share in common?

(2 marks)

Question 9

Consider the following scenario.

Rusty ate 10 Cherry Ripe bars by himself. Two hours later he began vomiting uncontrollably and also had a severe headache, so he immediately went to bed to sleep. A few days later, Rusty went to a friend's house, and as a snack, his friend's mother gave Rusty a Cherry Ripe bar. As soon as he looked at the chocolate bar he felt sick.

Identify the following with regards to this scenario.

NS: _____

CS: _____

UCS: _____

CR: _____

UCR: _____

(5 marks)

Question 10

Using Ivan Pavlov's experiment with dogs as your example, differentiate between extinction and spontaneous recovery.

(2 marks)

Question 11

Sarah-Anne hates vegetables and refuses to eat them. As vegetables are very important in a person's diet, her parents are very concerned. To overcome this, her parents tell her that if she eats her vegetables she doesn't need to put out the rubbish bins, which she dislikes doing.

Name the method of operant conditioning that her parents are using and explain this method in terms of the example given.

(3 marks)

Question 12

Learning set is the _____ transfer of information from a _____ learning situation to a _____ learning situation. (3 marks)

Question 13

In looking at ethical considerations in psychological research, explain, using an example, why deception can be used in research.

(2 marks)

Area of Study 3 – Research Investigation

All Questions relate to the following piece of information.

In 2009 Professors Diston and Wilson wished to research whether odours provide a better trigger for autobiographical memories than other memory cues. They worked at Benice University and asked all third year Psychology students (70 males and 65 females) to participate in the research. Of all the students asked, 30 volunteered for the study (15 males and 15 females).

All students were given consent forms to sign, and all were briefed regarding the details of the study and were told they could leave at any stage of the research. The participants were presented with specific odours such as coffee, vinegar, chocolate, beer and cinnamon. In the first part of the experiment, all the participants were told the name of an odour and asked to recall a memory associated with hearing that name. They were then asked to rate how pleasant or painful that memory was according to certain categories such as pleasant, personal, painful, vivid etc.

In the second part of the research, the participants were exposed to an actual odour, e.g. chocolate, and were again asked to recall a memory associated with the odour, again rating it under the same categories.

Their results indicated that odour-cued memories were recalled more vividly than memories triggered simply by hearing the name of an odour.

A test of significance was calculated and $p < 0.05$.

The names and addresses of the participants were not exposed.

Question 14

Write an operational hypothesis for this research.

(2 marks)

Question 15

Identify the population and sample from this research.

(2 marks)

Question 16

Name the experimental design that was used in this study, and give one advantage and one disadvantage of this design.

(3 mark)

Question 17

Was there a statistically significant difference between the results? Explain.

(2 marks)

Question 18

What is a generalization and can these results be generalised to the population?

(3 marks)

Question 19

Name one ethical standard that was adhered to in this research and explain its importance.

(2 marks)

End of Section B

End of Trial Exam

Suggested Answers

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Multiple Choice Answers – Section A

1. D 2. C 3. C 4. A 5. B 6. A 7. D 8. D 9. D 10. C 11. A
12. C 13. B 14. A 15. D 16. B 17. A 18. C 19. C 20. D 21. B 22. B
23. C 24. B 25. A 26. B 27. D 28. C 29. B 30. B 31. C 32. D 33. A
34. D 35. D 36. C 37. B 38. A 39. D 40. D 41. B 42. C 43. A 44. A

Short Answer (Answers) – Section B

Area of Study 1 – Memory

Question 1

Unlimited, 2-3 seconds (**2 marks**).

Question 2

Echoic memory, echo (**2 marks**).

Question 3

Holding verbal information, subvocal repetition (**2 marks**).

Question 4

It is responsible for coordinating mental activities (**1 mark**) and it does this by bringing new information into working memory from the sensory and long term memory stores (**1 mark**).

Question 5

Elaborative rehearsal is rehearsal that links new information with memories and knowledge (**1 mark**) already stored in long term memory (**1 mark**). Its immediate goal is to aid encoding, storage and retrieval (**1 mark**).

Question 6

Indicate in the spaces below whether each case represents retroactive interference or proactive interference.

Proactive _____

A student who has studied French and now studies Spanish cannot recall the Spanish verb for “to know” because the French verb keeps coming to mind (**1 mark**).

Proactive _____

A senior teacher in school cannot remember the name of a new Year Ten student because it is very similar to an existing student at the school (**1 mark**).

Question 7

During consolidation, a memory is made “solid”, meaning it is formed in a relatively permanent way in long term memory. According to consolidation theory, it takes approximately 30 minutes for a new memory to be transferred from short term memory to storage in long term memory **(1 mark)**. As Nathan was only 10 minutes into the race prior to him falling unconscious, his STM did not have the 30 minutes requirement of “solidifying” his experience, and him falling into unconsciousness interrupted this process, causing him to lose it altogether **(1 mark)**.

Area of Study 2 - Learning

Question 8

They are all natural, innate and therefore unlearned **(1 mark)**. They also help to work towards the survival of the species **(1 mark)**.

Question 9

NS: Cherry Ripe Bar.

CS: Cherry Ripe Bar.

UCS: Eating too much chocolate.

CR: Feeling sick at the sight of the Cherry Ripe.

UCR: Vomiting, headache due to eating too much chocolate.

(1 mark for each correct response for a total of 5 marks)

Question 10

Extinction – When the dogs no longer salivate to the sound of the bell **(1 mark)**.

Spontaneous recovery – when salivation suddenly reappears in response to the bell after it has stopped (extinction has taken place) **(1 mark)**.

Question 11

Sarah-Anne’s parents are using negative reinforcement **(1 mark)**. Negative reinforcement is any unpleasant or aversive stimulus that, when removed or avoided, strengthens or increases the likelihood of a desired response **(1 mark)**. In this case, as Sarah-Anne dislikes putting out the bins, having this job removed reinforces the eating of the vegetables which is the desired result **(1 mark)**.

Question 12

Positive, previous, new **(1 mark for each)**.

Question 13

Deception is used in cases where giving participants information about an experiment beforehand might influence their behaviours during the study and therefore affect the accuracy of the results **(1 mark)**.

Example: In studying “guilt” and its effects, a researcher may lead subjects to believe that they had broken an expensive item, when in fact they hadn’t **(1 mark for anything similar in context)**.

Area of Study 3 – Research Investigation

Question 14

For all third year Psychology students at Benice University, it is predicted that the participants who actually smell an odour will have more vivid and accurate memories, operationalised as their score on a self rating scale, than participants who merely hear the name of an odour (2-marks for a similar hypothesis).

Question 15

Population - All third year Psychology students at Benice University (70 males and 65 females) (1 mark).

Sample – The 30 students who volunteered for the study (15 males and 15 females) (1 mark).

Question 16

Repeated Measures Design (1 mark)

Advantages (1 mark for either)

many participant variables are controlled

fewer participants are required

Disadvantages (1 mark)

Order effect

Question 17

Yes (1 mark) as the p value was <0.05 it means that there is less than a 5% chance that the results were due to chance and therefore they are said to be statistically significant (1 mark).

Question 18

A generalization is a decision or judgement about whether results obtained from a sample are representative of the relevant population (1 mark).

These results cannot be generalised to the population (1 mark).

This is because participants were not representative of the population as all had volunteered (1 mark).

Question 19

Voluntary participation – to ensure that participants partake in an experiment at their own free will and are not forced.

Informed consent – to ensure that all information regarding the research is outlined including the purpose of the research. Also ensures that consent is given and in the case of a minor, this consent must be given by the parents.

Withdrawal rights – to ensure that the person participating in the research can leave the research at any time they wish.

Confidentiality – to ensure that personal details which could reveal the identity of the participant are not released.

(1 mark for naming ethical standard, 1 mark for similar explanation of its importance).

End of Suggested Answers