

VCE Psychology Unit 2

Written Examination

Suggested Solutions

SECTION A – MULTIPLE-CHOICE QUESTIONS

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Question 1 D

Sensation is a physiological process, while perception is both physiological and psychological.
(Note: *physiological* = *physical* + *biological*)

Question 2 D

Sensation begins when receptor cells detect physical energy; this is known as 'reception'. Perception is completed when the information received by the brain is recognised and understood; this is known as 'interpretation'.

Question 3 C

The retina of the eye contains photoreceptors (rods and cones), which are the sensory receptor cells for vision.

Question 4 C

Vision is processed in the visual cortex, while taste is processed by the gustatory cortex. (The cerebellum is principally involved in balance and coordination of movement; the olfactory bulb is involved in smell; and there is no structure called the occipital bulb.)

Question 5 B

The physical stimulus energy for taste is chemical. For vision it is electromagnetic and for touch it is mechanical. The neural impulse is electrochemical energy, which transmits the sensory information from the sense organs to the appropriate regions in the brain.

Question 6 A

Understanding that the more distant trees have not shrunk is due to applying the visual perception principle of constancy. While objects of the same size do appear to diminish in size, they are known by the observer to still be the same ('constant') size as when they are close by.

Question 7 D

Mentally supplying a missing contour in order to make sense of an incomplete stimulus is the Gestalt principle known as 'closure'.

Question 8 C

The Gestalt principle of similarity is applied automatically when objects are the same in some way (for example, shape, size or colour) and are therefore perceived as belonging together. Proximity refers to groups of objects being set apart from each other with distance separating the groups; the individual elements need not be the same.

Question 9 B

Acuity of taste declines with age, therefore tastes that are overpowering in childhood mellow over time.

Question 10 A

The decline of taste acuity is a biological factor; it is internally programmed.

Question 11 C

The colour contrast between the coffee and the cup is affecting taste perception. Perceptual awareness is not a psychological term *per se*. Depth cues are not relevant to taste perception, while age and cultural differences are not factors in the current scenario.

Question 12 B

The packaging significantly affected the perception of taste, as the honey in the jar with the brightly coloured bee was rated as the best tasting. The plain packaging resulted in the least popular rating.

Question 13 A

The passers-by in the shopping centre were a convenience sample, as they happened to be walking past. The participants were not selected randomly from a target population of interest. The sample is biased in the sense that only people who happened to be in the shopping centre at that particular time and agreed to do the taste test participated. Furthermore, since they agreed, they could have been people who liked honey and may have had preconceived ideas about packaging; if children participated they would be likely to pick the cartoon jar regardless of taste.

Question 14 C

The range of foods on the buffet indicates a hotel catering for people from a variety of cultures, as breakfast choices tend to be heavily influenced by cultural upbringing.

Question 15 A

Stage magicians performing the act described rely on creating the illusion that the swords are penetrating the model in the box, when clearly they are not. In fact, such ‘magicians’ are known as ‘illusionists’.

Question 16 D

The vegetable soups were clearly judged according to their appearance, as they were in fact identical, apart from their texture.

Question 17 B

In the Ponzo illusion, the depth cue of linear perspective, created by the two sloping lines, gives the impression that the top horizontal line is further away and the bottom line is closer. The more distant line should appear to be shorter, but it is not, so it looks too big.

Question 18 C

Rhoda is experiencing a phenomenon known as synaesthesia, where a stimulus elicits an extra sensory experience not normally associated with that stimulus.

Question 19 A

Social psychologists are interested in the effect of individuals on groups and groups on individuals (as well as intergroup behaviour).

Question 20 A

Kurt is demonstrating a lack of empathy, a common characteristic among ‘con men’.

Question 21 B

Explaining Vlad's behaviour by parental upbringing is described by attribution theory, where inferences are made about the causes of behaviour in order to make sense of it.

Question 22 B

An overall perception of a whole group of people based on generalised characteristics is known as a 'stereotype', whereby all individuals within that group are perceived to have those characteristics.

Question 23 C

If Tom was dismissed because of his age, this was a case of discrimination.

Question 24 D

The belief that older people are bad drivers is an example of prejudice known as ageism.

Question 25 D

Stereotyping can lead to prejudice, which in turn can lead to discrimination.

Question 26 D

Janelle is demonstrating the behavioural aspect of her attitude by not going to the store; Suri is demonstrating the affective aspect by saying she loves the store; and Kara's belief that the clothes are overpriced is the cognitive aspect.

Question 27 A

The problem with the tri-component model is that sometimes there is a discrepancy between the components; most often, beliefs (cognitive component) do not correspond with actions (behavioural component).

Question 28 D

Felicity is following the directions of her boss because his status at work is higher than hers, and he therefore has more power.

Question 29 A

Two major factors that Asch found to influence the conformity of an individual are group size and unanimity of the group's response. There was no authority figure in the study; social proximity and an authority figure featured in Milgram's study; and neither status nor deindividuation were factors in Asch's study.

Question 30 C

During Asch's experiments on conformity, in each trial the group was presented with a visual stimulus of three lines of differing lengths, then the confederates publicly stated their choice (as to which line in the second stimulus matched the target line), and finally the real participant stated his answer.

Question 31 D

The results showed that individuals can be influenced to conform to others' opinions (against their own better judgement) when a number of others in the group agree with each other.

Question 32 A

While Milgram was prompted by curiosity as to why the Nazis had committed atrocities on Jews during World War II, the research question for the 1963 study was to see to what extent the participants would inflict pain on a fellow human being if instructed to do so by an authority figure.

Question 33 C

The independent variable was the instructions given to the 'teacher' to punish the 'learner' for incorrect answers; the dependent variable was the extent to which these instructions were obeyed, as gauged by the severity of electric shock administered.

Question 34 B

The 'learner' was actually a confederate of the researcher whose role was to deliberately make mistakes (so that the participant, who was the 'teacher', would need to inflict electric shocks) and then to cry out in assumed pain in response to the fake electric shocks.

Question 35 B

Zimbardo investigated the effect of high and low status roles on the behaviour of individuals, with the 'prisoners' having low status and the 'guards' having high status.

Question 36 C

'Submissive', 'anxious', 'domineering' and 'confident' are the most appropriate descriptors of the behaviour of the 'prisoners' and 'guards' respectively. The personality traits of introversion and extroversion were not relevant.

Question 37 B

Zimbardo found that roles affect behaviour, with people acting in uncharacteristic ways from how they normally would, or how they believe they would, especially in a group setting. The situation individuals find themselves in has a powerful impact on behaviour.

Question 38 B

Data sourced from other studies is known as secondary data. Data gathered by oneself by conducting a research study is known as primary data.

Question 39 A

The research hypothesis is stated in the introduction section of a research report; it usually concludes the introduction.

Question 40 D

Conclusions and generalisations belong in the discussion section of a written research report.

SECTION B – SHORT-ANSWER QUESTIONS**Question 1** (2 marks)

- a. The pupil regulates the amount of light entering the eye (by constricting and dilating). 1 mark
- b. The lens focuses the light entering the eye onto the retina. 1 mark

Question 2 (2 marks)

Size constancy is knowing that an object's size does not change even though the retinal image does (larger for nearby objects and smaller for distant objects). 1 mark

Shape constancy is knowing that the form of an object stays the same, even though the retinal image changes (depending on the angle the object is viewed from). 1 mark

Question 3 (4 marks)

- a. Perceptual set is the expectancy to interpret a stimulus in a particular way. 2 marks
- b. *For example:*
- If the white dressing on a salad is assumed to be sour cream, it will tend to taste like sour cream, even though in reality it might be yoghurt.
 - A meal served on expensive crockery would probably be perceived as tasting nicer than the same meal served on a paper plate.

2 marks

Note: Teachers should use their discretion to decide whether their students have demonstrated that expectations can influence perceived taste.

Question 4 (1 mark)

Transmission refers to sending the information received by sense organs, such as the eye for vision and the tongue for taste, to the relevant area in the brain for interpretation. 1 mark

Question 5 (2 marks)

In synaesthesia the brain circuits from the senses are cross-activated or coupled, so a particular stimulus can elicit an additional perception (for example, a particular word might elicit a specific, but unrelated, smell). 1 mark

1 mark

Question 6 (2 marks)

- a. occipital lobe 1 mark
- b. Brain damage to this area would result in some form of visual impairment. If the primary visual cortex is damaged there could be blind spots or even blindness, dependent on the extent of the damage. 1 mark

Question 7 (2 marks)

The origin of the sensory message is the relevant sense organ. 1 mark

The destination is the brain. 1 mark

Question 8 (2 marks)

An attitude is an evaluation of an attitude–object,
which can be a person, group, object, event, situation or issue.

1 mark
1 mark

Question 9 (2 marks)

- a. An individual in a good mood would most likely be more predisposed to help another person than an individual in a bad mood. For example, it is probably not a good idea to ask someone for a favour when they are in a foul mood. 1 mark
- b. In order to help someone, the individual must be capable of doing what is necessary (physically and/or psychologically). For example, a person in a wheelchair could not rescue someone from a burning building; and a parent with no knowledge of a particular language other than English could not help their child with homework in that subject. 1 mark

Question 10 (4 marks)

- a. *Any two of the following:*
- teasing
 - spreading nasty rumours
 - deliberately excluding from friendship group
 - physically attacking
- Or any other suitable answer at teacher’s discretion.*
- 2 marks
- b. Cyberbullying is bullying with the use of electronic technology – using devices such as mobile phones and tablets – via social media, text messaging, email or chat rooms. It may involve sending hurtful or threatening messages to another person, spreading nasty information about another or posting embarrassing images. 1 mark
- c. *Any one of the following:*
- poor or neglectful parenting/dysfunctional family
 - having been bullied oneself
 - jealousy of the target
 - feelings of powerlessness
 - lack of empathy (poor emotional health)
 - attention-seeking
- 1 mark

Question 11 (4 marks)

- a. The SunSmart campaign is intended to alter people’s behaviour by pointing out the dangers of exposure to the sun and suggesting ways of self-protection in order to minimise the risk of developing skin cancer. 1 mark
- Therefore an individual may wear a hat and apply sunscreen. 1 mark

b. *Any one of the following:*

- Video games, if violent, may desensitise players to violence with the result that they might act aggressively themselves.
- The characters in video games might act as role models for the behaviour demonstrated in the game.

2 marks

Question 12 (3 marks)

- a.** The confederates were associates of Asch, whose role was to influence the behaviour of the participant. They did this by deliberately giving wrong answers in the length-of-line estimation task to see if the consensus of the group would influence the participant to conform. 1 mark
- b.** Withdrawal rights: The participant (role of teacher) was given a series of prompts telling the participant that he must continue with the procedure, even though the participant was clearly distressed. 1 mark
- c.** In Zimbardo's experiment, the 'prisoners' suffered considerable distress and anxiety due to the domineering behaviour of the 'guards' who humiliated them. The current requirement for 'protection from psychological harm' was not enacted. 1 mark

Question 13 (4 marks)**a.** *Any two of the following:*

- case study
- observational study
- correlational study
- experiment
- survey
- interview
- rating scale
- questionnaire

2 marks

- b.** Quantitative data are expressed as numbers and include statistics such as range, measures of central tendency (mean, median, mode) and percentages. 1 mark
- Qualitative data are descriptive, and are expressed in words (participants describing their experiences) or images (such as children drawing pictures if their language is not sufficiently developed). 1 mark

Question 14 (6 marks)

- a.** Participants (or their guardians) must be told about the purpose of the study (as far as practicable without revealing information that might alter their behaviour from the norm) and the procedures involved. 1 mark
They must also sign a written consent form. 1 mark
- b.** The privacy of participants must be maintained. 1 mark
This is so that no individual may be identified with the data they provided. 1 mark
- c.** Immediately after the procedure has been concluded, the researcher must discuss the nature and purpose of the study with the participants and respond to any questions that they may ask. 1 mark
The researcher must also indicate that the results would be made known to the participants when they became available. 1 mark

SECTION C – RESEARCH SCENARIO**Question 1** (1 mark)

the bystander effect

1 mark

Question 2 (3 marks)

Any one of the following:

- It was hypothesised that people in a public place would be less likely to help someone in need if they were in a group than when alone.
- It was hypothesised that people in a public place would be more likely to help someone in need if they were alone than when in a group.

3 marks

1 mark for 'people in a public place'.

1 mark for 'helping/not helping'.

1 mark for 'alone/in a group'.

Question 3 (6 marks)

The hypothesis was strongly supported.

1 mark

When alone, 88% of bystanders helped pick up the dropped tins immediately, compared with 24% when others were present. When alone, only 12% did not stop to help, while 62% did not help if others were in the vicinity. When five or more individuals were present an additional 14% stepped in when someone else assisted, making a total of 38% helping at all.

2 marks

From the results it could be concluded that there was strong evidence for the 'bystander effect': that individuals who are alone and near a person in need engage in helping behaviour significantly more than people who are in the presence of others.

1 mark

This implies that help is unlikely to be rendered to a person needing assistance if they are in a crowded public place; help is much more likely to be forthcoming in a non-crowded environment, when just one bystander is present. It suggests that helping or not helping is directly related to how many other people are present at the scene. This supports the notion that there is a diffusion of responsibility experienced by individuals in a crowd, whereby they subconsciously assume that someone else might take the initiative to help.

2 marks