

Student name

PSYCHOLOGY

Units 3 & 4

Trial Examination

QUESTION AND ANSWER BOOK

Total writing time: 2 hours 30 minutes

Structure of book

Section	Number of questions	Number of marks
A	65	65
B	17	60
C	4	15
Total		140

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculators are allowed in this examination.

Materials supplied

- Question and answer book of 28 pages with a detachable answer sheet for multiple-choice questions inside the front cover.

Instructions

- Detach the answer sheet for multiple-choice questions during reading time.
- Write your **name** in the space provided above on this page and on the answer sheet for multiple-choice questions.
- All written responses should be in English.

At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

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2016 PSYCHOLOGY

Units 3 & 4 Trial Examination

MULTIPLE CHOICE ANSWER SHEET

STUDENT NAME:	
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- | | |
|---|------------------------|
| INSTRUCTIONS: | USE PENCIL ONLY |
| <ul style="list-style-type: none"> • Write your name in the space provided above. Use a PENCIL for ALL entries. • If you make a mistake, ERASE it – DO NOT cross it out. • Marks will NOT be deducted for incorrect answers. • NO MARK will be given if more than ONE answer is completed for any question. • Mark your answer by SHADING the letter of your choice. | |

	ONE ANSWER PER LINE		ONE ANSWER PER LINE		ONE ANSWER PER LINE
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8	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	30	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	52	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
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13	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	35	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	57	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
14	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	36	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	58	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
15	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	37	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	59	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
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17	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	39	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	61	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
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19	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	41	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	63	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
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SECTION A: Multiple-choice questions**Instructions for Section A**

Answer all questions in pencil on the answer sheet provided for Multiple-Choice Questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Section A is worth 65 marks.

Questions 1 and 2 refer to the following information.

In a study, participants were deprived of sleep for 24 hours. Then they were required to perform a complex task (task I) for two hours. A week later they were again deprived of sleep for 24 hours and required to perform a 2-hour task (task II) but this time the task was simple and repetitive. On both occasions their performance was monitored.

Question 1

Which of the following is the most likely outcome of the study?

- A. Participants performed worse on task I than on task II.
- B. Participants performed better on task I than on task II.
- C. Participants performed equally well on each of the tasks, and as well as before the sleep deprivation.
- D. Participants performed equally well on each of the tasks, but worse than before the sleep deprivation.

Question 2

At the end of the sleep deprivation, one of the participants stated “I feel like I’m in an altered state of consciousness”!

Which of the following may he be experiencing?

- A. reduced ability to attend to external stimuli
- B. heightened awareness of the passage of time
- C. absence of perceptual and cognitive distortions
- D. heightened awareness of his feelings and thoughts

Question 3

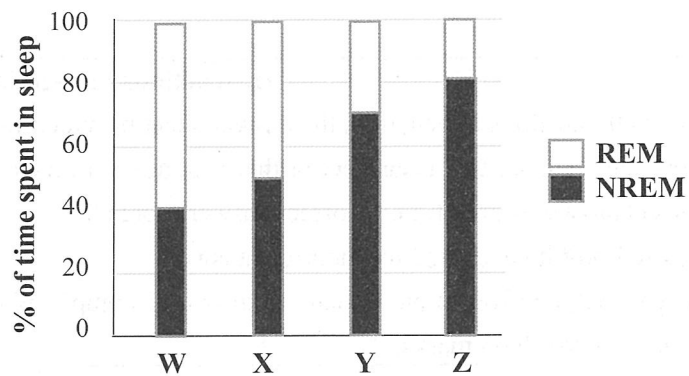
Tom finished his exam early. In the remaining time he mulled over an argument he had with his brother, thought about how he could get a holiday job and started to plan his weekend.

Which of the following best describes Tom’s state at that time?

- A. day dreaming
- B. focused attention
- C. altered state of consciousness
- D. normal waking consciousness

Question 4

Consider the graph at right.



Which bar best represents the sleep pattern of a healthy human infant?

- A. W
- B. X
- C. Y
- D. Z

Question 5

Sam suffers from chronic back ache. Whenever she is in pain, she concentrates on her breathing, in particular controlling the rate of inhalation and exhalation. She finds this technique reduces the level of pain she experiences.

The most likely reason why Sam's awareness of pain is reduced is that the technique she uses causes

- A. divided attention.
- B. selective attention.
- C. time limitations.
- D. content limitations.

Question 6

What is believed to be the primary function of the myelin sheath found around some axons?

- A. provide nutrition and structural support for neurons.
- B. bundle the axons of neurons that travel to the same location.
- C. insulate the axon and increase the speed of the neural impulse.
- D. reduce the speed of neurotransmitters crossing the synaptic gap.

Question 7

Which of the following statements about the central nervous system is **not** supported?

- A. Severe damage to the frontal lobes will most likely produce personality changes.
- B. The spinal cord is capable of influencing behaviour without the involvement of the brain.
- C. Areas in the temporal lobes enable us to recognise and differentiate between types of sound.
- D. People with damage to the parietal lobes will most likely be unable to move some part of their body.

Question 8

Following split-brain surgery, Tom is taking part in a research study. In one test he is seated in front of a screen and asked to focus on the middle of the screen. Different images are briefly flashed onto the screen and Tom has to report what he sees and/or reach under the screen to retrieve the object shown on the screen.

If at one stage, an image of an apple is flashed on the right side of the screen, Tom will most likely

- A. deny that an image appeared on the screen and will not pick up anything.
- B. state that he sees an apple but be unable to reach under the screen and pick up an apple.
- C. state that he sees an apple and reach under the screen and pick up an apple with his right hand.
- D. deny that an image appeared on the screen but reach under the screen and pick up an apple with his left hand.

Questions 9 and 10 refer to the following information.

Walking home alone, along a dark street, Renata heard a strange noise behind her. She immediately began to feel anxious and started to run.

Question 9

Which part of Renata's nervous system (NS) was stimulated to produce the symptoms of anxiety?

- A. sympathetic branch of the somatic NS
- B. sympathetic branch of the autonomic NS
- C. parasympathetic branch of the somatic NS
- D. parasympathetic branch of the autonomic NS

Question 10

Which part of the nervous system coordinates the body movements involved in running away?

- A. central NS
- B. somatic NS
- C. autonomic NS
- D. peripheral NS

Question 11

Research into hemispheric specialisation suggests that the right hemisphere plays a vital role in

- A. visual-spatial tasks and face recognition.
- B. appreciation of music and mathematical reasoning.
- C. controlling movement of the right side of the body.
- D. receiving sensory information from the right side of the body.

Question 12

Which of the following body areas has the greatest degree of representation on both the primary motor cortex and the primary somatosensory cortex?

- A. foot
- B. arm
- C. face
- D. knee

Question 13

The size of the corpus callosum varies from person to person.

It would be expected that, in general

- A. the corpus callosum would be larger in left-handers than in right-handers.
- B. the corpus callosum would be larger in right-handers than in left-handers.
- C. people with a large corpus callosum would perform better than those with a small one on tasks requiring communication between the hemispheres.
- D. a large corpus callosum would perform better than those with a small one on tasks requiring the two hemispheres to work independently.

Questions 14 and 15 refer to the following information.

Vance and Erica were in a car accident that resulted in brain damage to both people.

Question 14

Following the accident, Vance produces speech which does not make sense, but is fluent with the words pronounced clearly and accurately. Erica does understand what people are saying to her, but cannot produce complete grammatical sentences.

Which of the following is the most likely location of damage sustained by Vance and Erica?

- | | Vance | Erica |
|----|----------------------|----------------------|
| A. | Broca's area | Wernicke's area |
| B. | Wernicke's area | Broca's area |
| C. | the left hemisphere | the right hemisphere |
| D. | the right hemisphere | the left hemisphere |

Question 15

For some time after the accident, Vance was not able to flex his right arm.

Damage to which of the following areas would have produced this?

- A. left frontal lobe
- B. right frontal lobe
- C. left parietal lobe
- D. right parietal lobe

Question 16

After a stroke, Charlie began to act as if a part of his body did not exist. For example, when shaving, he did not shave the left side of his face.

It is most likely that the area of Charlie's brain that was damaged by the stroke was the _____ lobe.

- A. left parietal
- B. left frontal
- C. right parietal
- D. right frontal

Question 17

Mia went to a workshop aimed at helping people improve their memory. One of the strategies she was taught to use was chunking.

It is most likely that using chunking will help Mia increase the

- A. duration of her long-term memory.
- B. duration of her short-term memory.
- C. amount of information she can store in her long-term memory.
- D. amount of information she can store in her short-term memory.

Question 18

A difference between STM and LTM is that information in STM is stored in terms of _____, while information in LTM is stored in terms of _____.

- A. physical qualities; semantic codes
- B. semantic codes; physical qualities
- C. acoustic codes; sensory modalities
- D. sensory modalities; acoustic codes

Question 19

How does the concept of working memory contribute to our understanding of memory processes?

- A. It explains the process of retrieval from long-term memory.
- B. It explains the processes that facilitate storage in long-term memory.
- C. It emphasises the fundamental importance of temporary storage of memories.
- D. It emphasises the active information processing of information that occurs prior to permanent storage.

Question 20

A characteristic that procedural and semantic memories have in common is that they are both

- A. easily described in words.
- B. forms of long-term memory.
- C. forms of declarative memory.
- D. more difficult to retrieve than other forms of memory.

Question 21

When learning new information in Psychology, Nash makes a practice of relating it to his previous studies or to his own life. This process is called

- A. chunking.
- B. repetition.
- C. elaboration.
- D. consolidation.

Question 22

For Trish, seeing a dog automatically activates further information about them – how they look, smell, sound and move, the names of dogs she knows and her feelings about them.

This system of organisation of information is termed a(n)

- A. concept map.
- B. semantic network.
- C. episodic memory.
- D. declarative memory.

Question 23

Several years ago Pia experienced a very embarrassing incident and she still feels humiliated by the memory. She tries not to think about it and finds she is able to forget the event for long periods of time.

This type of forgetting is best described as

- A. repression.
- B. suppression.
- C. trace decay.
- D. cue-dependent forgetting.

Question 24

On an exam paper, a question asks the students to name and discuss two causes of information loss from LTM.

Such a question tests

- A. recall of information more than its recognition.
- B. recognition of information more than its recall.
- C. relearning of information more than either recall or recognition.
- D. recall and recognition of information equally, but not relearning.

Question 25

According to the work of Loftus and others in the area of eyewitness testimony, people are likely to

- A. repress traumatic information.
- B. experience decay of wanted information.
- C. change their memories as a result of subsequent events.
- D. remember their experiences for long periods of time, especially if they are traumatic.

Question 26

According to _____ theory, forgetting is caused by a fading memory trace, while according to the theory of _____ it is caused by unconscious blocking of disturbing memories.

- A. decay; repression
- B. displacement; suppression
- C. retrieval failure; motivated forgetting
- D. interference; cue-dependent forgetting

Questions 27 and 28 refer to the following information.

In an experiment, three groups of matched participants were asked to learn the same 30 words and then had to recall them the next day. The groups were given the same length of time to learn the words but the strategies they were asked to use were different.

Group I was asked to repeat the words over and over.

Group II was asked to focus on the colour of the type face.

Group III was asked to put the word into a meaningful sentence.

Question 27

What theory of memory was the experiment testing?

- A. multistore model
- B. level of processing
- C. theory of working memory
- D. none of the above

Question 28

The group which would be expected to perform best on the test of recall is _____ because the procedure they used to memorise the information required most _____.

- A. I; rehearsal
- B. III; rehearsal
- C. I; elaboration
- D. III; elaboration

Questions 29 and 30 refer to the following information.

Mimi is 70 years old; her son Richard is 50. Neither is suffering from any serious illness or disability. For the past 20 years they have been involved in a study of their memory functions and have taken part in regular testing.

Question 29

It is most likely that, over the past 20 years, tests would show a decline in short-term and working memory functions in

- A. both Mimi and Richard.
- B. Mimi only.
- C. Richard only.
- D. neither Mimi nor Richard.

Question 30

The tests would most likely show that aging has had less effect on Mimi's ability to

- A. recall information than to relearn it.
- B. recognise information than to recall it.
- C. retrieve episodic information than her ability to retrieve semantic information.
- D. retrieve semantic information than her ability to retrieve procedural information.

Questions 31 and 32 refer to the following information.

Following brain trauma, Anouk has been diagnosed as suffering anterograde amnesia.

Question 31

Which of the following is most likely of Anouk?

- A. She cannot form new memories but can retrieve information from the past.
- B. She cannot retrieve information from the past but can form new memories.
- C. She can neither form new memories nor retrieve information from the past.
- D. There is insufficient information to answer the question – everyone is different.

Question 32

It is most likely that Anouk's anterograde amnesia is associated with damage to the

- A. amygdala
- B. hippocampus
- C. cerebral cortex
- D. hypothalamus

Question 33

Which of the following statements is/are true of learning?

- A. It is due to experience.
- B. It involves a change in behaviour.
- C. Its effects are relatively permanent.
- D. All of the above statements are true.

Question 34

Unlike a learned response, a reflex

- A. is never learned.
- B. always involves very few neurons.
- C. is not under conscious control.
- D. All of the above are differences between learned and reflex behaviours.

Question 35

In an experiment, a rat was placed in a pool with different-coloured poles. Close to the red pole was a hidden platform that allowed the rat to climb out of the water. Initially, the rat swam around randomly and did not find the platform but, eventually, it did find it. In subsequent trials, the rat found the platform faster each time and swam directly to it when placed in the pool.

What type of learning took place during the early trials?

- A. operant conditioning
- B. classical conditioning
- C. observational learning
- D. trial and error learning

Question 36

When blackbirds detect the presence of a bird of prey, they exhibit 'mobbing' behaviour (shrill calls and mass attacks on the predator) even if they had never previously seen the predator.

In an experiment, a blackbird (X) was trained to mob honeyeaters (harmless birds) while another blackbird (Y) watched. Later, blackbird Y exhibited mobbing behaviour when shown either a bird of prey or a honeyeater.

It is most likely that Y's mobbing of birds of prey is a form of _____ behaviour, while mobbing of honeyeaters is a behaviour that is acquired through _____.

- A. reflex; classical conditioning
- B. reflex; observational learning
- C. species-specific; classical conditioning
- D. species-specific; observational learning

Questions 37 and 38 refer to the following information.

Natalia has a dog called Max.

Question 37

Max always runs to the food bowl when Natalia opens the fridge door. Recently, Max has started to run to the food bowl when Natalia opens the oven door.

Max's response to the sound of the oven door opening is an example of

- A. anticipatory behaviour.
- B. superstitious behaviour.
- C. stimulus generalisation.
- D. stimulus discrimination.

Question 38

Max always greets Natalia at the front door when Natalia comes home. Clearly, over time, Max has learned to distinguish between the sound of Nat's car and all the other vehicles that pass the house, because he only responds to the sound of Nat's car.

What process does this demonstrate?

- A. latent learning
- B. insight learning
- C. stimulus discrimination
- D. stimulus generalisation

Question 39

Which of the following is true of classical conditioning?

- A. It usually involves reflexive behaviour.
- B. An association forms between two stimuli.
- C. The UCS and CS occur independently of the learner's behaviour.
- D. All of the above statements are true of classical conditioning.

Question 40

To control a child's inappropriate behaviour, his parents implement a strategy where they ignore the child when he is being disruptive.

This process being used by the parents is called

- A. extinction.
- B. punishment.
- C. stimulus discrimination.
- D. negative reinforcement.

Questions 41 and 42 refer to the following information.

Sean has a phobia of spiders. When he was young, he was frightened by his brother jumping onto a chair and screaming at the sight of a spider.

Question 41

It is most likely that Sean's fear was acquired through

- A. operant conditioning
- B. classical conditioning
- C. observational learning
- D. trial-and error learning

Question 42

Which of the following identifies the UCS and the CS during the acquisition of Sean's fear response?

UCS	CS
A. brother's screams	presence of spider
B. presence of spider	brother's screams
C. brother's screams	fear response
D. presence of spider	fear response

Question 43

Theo started to gamble on poker machines and now finds it very difficult to stop.

One of the main reasons Theo finds it hard to stop is that this behaviour is acquired through

- A. continuous positive reinforcement.
- B. continuous negative reinforcement.
- C. a fixed ratio schedule of reinforcement.
- D. a variable ratio schedule of reinforcement.

Question 44

After not biting her nails for 15 years, Alice recently started again. The reappearance of a behaviour thought to have been eliminated is referred to as

- A. spontaneous recovery.
- B. stimulus generalization.
- C. stimulus discrimination.
- D. spontaneous disinhibition.

Question 45

Whenever Rey left for work after 8:00, the traffic caused her to be late. She now leaves before 8:00.

This example illustrates the principle of

- A. positive reinforcement.
- B. negative reinforcement.
- C. trial-error learning.
- D. observational learning

Questions 46 and 47 refer to the following information.

When training her dog to roll over, Jemma would immediately say “Good dog” every time her dog rolled over. However, Jemma’s strategy failed – the dog did not learn to roll over on command.

Question 46

Which of the following best explains why Jemma’s training attempts failed?

- A. Jemma used inconsistent reinforcement.
- B. The CS did not match the CR.
- C. Jill should have delayed reinforcement.
- D. The praise did not act as a reinforcer for the dog.

Question 47

Of the following, which strategy would be most likely to be successful for Jemma?

- A. shaping
- B. negative reinforcement
- C. stimulus generalisation
- D. a combination of positive reinforcement and punishment

Question 48

Many people are concerned about the effect on children’s behaviour of watching violent material in the media, because research shows that aggressive behaviour can be acquired through _____ learning.

- A. latent
- B. observational
- C. trial-and-error
- D. mere exposure

Question 49

Learning through modelling demonstrates the importance for this type of learning of

- A. preparedness.
- B. biological factors.
- C. cognitive processes.
- D. secondary reinforcers.

Question 50

Bianca is a mental health professional. When she sees a new client, she uses the ISD manual to help determine whether or not they are suffering from a psychological disorder and if so, what kind.

What approach is Bianca most likely using?

- A. categorical
- B. dimensional
- C. a combination of categorical and dimensional
- D. neither categorical nor dimensional

Question 51

According to the functional approach, a person would be regarded as 'abnormal' if their behaviour

- A. was relatively uncommon.
- B. was so bizarre that it made them a focus of attention.
- C. was considered to be symptomatic of a mental illness.
- D. prevented them from leading an independent, effective life.

Question 52

Which of the following is true of dimensional approaches to the classification of mental disorders?

- A. They assume it is possible to determine someone's disorder on the basis of their symptoms.
- B. They consider that it is possible to place an individual in a clear-cut category.
- C. They see mental illness on a continuum with normal behaviour.
- D. None of the above are true.

Question 53

Some people experience incidents such as trances and possession states.

According to DSM-5, such experiences would **not** be considered to be a sign of mental illness if they

- A. occurred within the context of accepted religious practices, and didn't cause distress.
- B. did not involve the loss of a sense of personal identity.
- C. were able to be clearly remembered by the person.
- D. were short-lived, lasting for just a few minutes.

Question 54

Factors such as noise, crowding, and new relationships can all be regarded as examples of

- A. stressors.
- B. life's annoyances and hassles.
- C. physical factors causing stress.
- D. psychological factors causing stress.

Question 55

According to the Lazarus and Folkman transactional model, people's ability to cope with their environment is determined by

- A. the type of appraisal they use to evaluate the situation only.
- B. the 'match' between them and the specific culture in which they live.
- C. the amount of support they have from others while stressed by the environment.
- D. their perception of the stressor and their ability to cope with it.

Question 56

Jon has just been informed that he missed out on the job he wanted.

Which of the following is **not** part of the primary appraisal in which he would be most likely to engage?

- A. "I can always get financial assistance from my parents."
- B. "I hope I will still be able to afford my rent."
- C. "I will find it so hard to get another job."
- D. "It's not a disaster – it will give me an opportunity to complete my studies."

Question 57

With repeated exposures to stressful situations, a person's stress level generally

- A. decreases.
- B. increases.
- C. remains constant.
- D. fluctuates, depending on the extent of stress.

Questions 58 to 60 refer to the following information.

Last year Olly and Kia moved from Coleraine (a country town) to Melbourne in order to attend University. Olly finds living in the city, and his studies, highly stressful. He hates the noise and traffic, has made few friends and is missing his family. Kia, on the other hand is enjoying her city life.

Question 58

Based on the above account details, Olly's stress appears to be caused by

- A. social factors and cultural factors only.
- B. cultural and environmental factors only.
- C. environmental factors and social factors only.
- D. environmental, social and cultural factors.

Question 59

Olly is considering what to do about the level of stress he is experiencing.

Which of the following is **not** an example of problem-focused coping for Olly?

- A. learning to meditate
- B. joining a club to meet new people
- C. seeking emotional support from Kia
- D. resigning from his job and returning home

Question 60

Psychological factors that explain the differences between Olly's and Kia's responses to moving to the city include

- A. their motivation.
- B. their past experiences.
- C. their level of self-esteem.
- D. all of the above.

Question 61

Which of the following is a strength of the Lazarus and Folkman model of stress and coping?

- A. It focuses on physiological responses to stress.
- B. It focuses on the features that are common to all stress responses.
- C. It helps explain why individuals may respond differently to similar stressors.
- D. None of the above

Question 62

For optimal functioning, certain conditions within the body (for example, blood oxygen and blood sugar concentrations, and temperature) need to be maintained at a constant level.

The balanced state with respect to these conditions is referred to as

- A. allostasis.
- B. homeostasis.
- C. general adaptation.
- D. the fight-or-flight response

Question 63

What term is used to describe the state in which a physiological system fluctuates to meet stress demands?

- A. allostasis
- B. homeostasis
- C. general adaptation
- D. fight-or-flight response

Question 64

The systems involved in maintaining allostasis include each of the following **except** the

- A. voluntary NS.
- B. autonomic NS.
- C. immune system.
- D. endocrine system.

Question 65

For the past 12 years Shani has had to care for her family as well working and caring for her ailing father. She often feels tired and stressed.

Which of the following is a likely consequence of such allostatic load?

- A. Shani will develop cardiovascular disease.
- B. Shani will develop a mental disorder such as depression.
- C. Shani will develop behavioural problems, such as overeating or drinking.
- D. It is not possible to tell.

END OF SECTION A

Short-Answer Questions

Instructions for Section B

Answer **all** questions in the spaces provided.
 The number of marks allocated to a question indicates the appropriate length of the response.
 Section **B** is worth 60 marks.

Question 1

Kyla, 25, is a ‘poor sleeper’. In general, she sleeps for about 5-6 hours per night and often feels tired. Kyla’s doctor has sent her to a sleep clinic, where her state of consciousness is monitored for a 24-hour period.

The sleep clinic results show that Kyla spends insufficient time in deep sleep and that she experiences microsleeps.

- a. Give **one** psychological effect of Kyla’s sleep deprivation.

1 mark

- b. List three items of apparatus the clinic most likely used to monitor Kyla’s sleep and, for each, state how it could be used to determine the stage of sleep that Kyla experiences.

Apparatus	Information about sleep stage

3 marks

- c. Kyla maintains that she never dreams.
 What evidence provided by the clinic would dispute her claim?

2 marks

- d. What observation would, most likely, have led to the conclusion that Kyla does not spend sufficient time in deep sleep?

1 mark

- e. Explain why an on-going lack of deep sleep may be an issue for Kyla.

1 mark

- f. What is a microsleep?
Should Kyla be concerned about the finding that she experiences microsleeps?

2 marks

Question 2

Using examples, distinguish between controlled and automatic processes.

2 marks

Question 3

- a. Explain the similarity between the 'map' of the primary motor cortex and that of the primary somatosensory cortex.

1 mark

- b. Which area of the brain processes auditory information?

1 mark

Question 4

Distinguish between the survival theory of sleep and the restoration theory of sleep.

For each, give an example of behaviour that provides support for the theory.

2 marks

Question 5

Distinguish between sensory memory (SM) and short-term memory (STM) in terms of capacity and duration.

	SM	STM
Capacity		
Duration		

2 marks

Question 6

In an experiment, two matched groups of participants (I and II) learned the same list of terms. One hour later, each group's memory of the terms was tested using either recall or recognition.

It was found that Group I remembered significantly more terms than did Group II.

- a. Which of the two measures of retrieval was most likely, used to test Group II?

1 mark

- b. Suppose that, instead of using either recall or recognition, the researchers decided to use the method of relearning to measure retention.

How would they go about doing this?

3 marks

Question 7

Shiro, a Psychology student, is preparing a class presentation explaining the serial position effect.

- a. What is the serial position effect?

2 marks

- b. Outline an activity Shiro can use to demonstrate the serial position effect.

2 marks

Question 8

a. Give an example of the ‘tip-of-the-tongue’ phenomenon.

1 mark

b. What is the significance of the ‘tip-of-the-tongue’ phenomenon for our understanding of memory?

2 marks

Question 9

Jane is trying to memorise a list of definitions for her Psychology exam.

Describe how she could use the mnemonic strategy of narrative chaining to facilitate memorisation.

2 marks

Question 10

“Last August, we went to a ski resort. I remember the feel of the snow and how cold and quiet it was. And I can still remember a whole lot of facts about the resort – when it was built, how many people lived there and so on. Best of all, I discovered that even though I hadn’t skied for 10 years, I could still remember how to do it!”

Name **two** types of memory exemplified in the passage and give an example of each from the passage.

2 marks

Question 11

Lani learned to sail by watching her grandmother during the time she stayed with her grandparents over the school holidays.

- a. Discuss the contribution of the processes of retention and reproduction to Lani’s learning to sail.

Retention:

Reproduction:

2 marks

- b. How significant is the fact that Lani loves and respects her grandfather?

1 mark

Question 12

Ella is afraid of boats. Because she wants to go on a trip to the Antarctic she is seeing a psychologist who specialises in helping people with phobias.

Identify a possible strategy the psychologist could use and briefly outline how it would be used to help Ella.

3 marks

Question 13

Psychologists advise that, if possible, parents should avoid using punishment as a learning strategy.

- a. What, according to psychologists, is involved in using punishment during learning?

1 mark

- b. Give **two** reasons for the psychologists' advice.

2 marks

- c. If punishment is considered necessary, what are **two** suggestions regarding its use?

2 marks

Question 14

'Whether a behaviour considered normal or abnormal is often determined by the social or cultural context in which it occurs'.

Discuss this statement in the context of an example.

2 marks

Question 15

a. Outline **two** key ideas of the medical perspective on mental illness.

2 marks

b. Discuss one issue associated with using this perspective to determine normality.

1 mark

Question 16

When Adira failed to be accepted into the University course of her choice, she told herself that it didn't matter and that she had only applied because of parental pressure.

a. According to Lazarus and Folkman's model, what type of coping strategy, does Adira's behaviour demonstrate?

1 mark

b. Name and briefly describe an alternative coping strategy Adira could use.

2 marks

Question 17

Recently, Do was promoted to the position of Manager. Because he finds his new job challenging and is experiencing a lot of stress and general anxiety he has sought the help of a psychologist.

- a. Give **one** example of a psychological response Do may exhibit to the stress he experiences.

1 mark

- b. The psychologist believes that Do’s psychological well-being is affected by factors other than those related to his job.
Outline how **one** non-work-related social, cultural and environmental factor may contribute negatively to Do’s state.

Social factor:

Cultural factor:

Environmental factor:

3 marks

- c. Last month, Do was diagnosed with elevated blood pressure.
Explain the possible link between stress and elevated blood pressure.

2 marks

- d. According to the allostasis model, if Do does not reduce the levels of stress he is experiencing, he may suffer from 'allostatic overload'.
Explain what is meant by allostatic overload and outline any future consequences for Do of allostatic overload.

2 marks

END OF SECTION B

Section C - Research scenario**Instructions for Section C**

Answer the questions in the spaces provided. Write using black or blue pen. Your responses may include diagrams, charts and tables.

Section C is worth 15 marks.

Recently, Dr Epstein read a journal article about the effects of prior experience on memory and decided to try to replicate the experiment to which the article referred.

After obtaining approval of the Ethics Committee at the University, she recruited 30 volunteers from those taking 2nd year Psychology and allocated them to one of two groups (A and B) as they enrolled.

In Stage 1, participants in Group A watched a video of a crime drama, while those in Group B played a non-verbal video game.

In Stage 2, all participants were given time to learn a list of 50 terms, 25 of which were related to some aspect of crime, e.g. break-ins; guns, etc.

In Stage 3, all participants completed a test in which they were presented with a list of 100 terms and were asked to underline those that they had learned earlier.

Dr Epstein scored the test papers herself. She counted the number of crime-related terms each group remembered and analysed the data using a test of significance.

Below is a summary of the study's results, together with the calculated p -values.

% remembered		p -value
Group A	Group B	
65	50	$p < 0.5$

Question 1

Give **one** reason why psychologists replicate others' research.

1 mark

Question 2

What must Dr Epstein have done to satisfy the APS Code of Ethics?

2 marks

