

Trial Examination 2020

VCE Psychology Unit 2

Written Examination

Question and Answer Booklet

Reading time: 15 minutes

Writing time: 1 hour 30 minutes

Student's Name: _____

Teacher's Name: _____

Structure of booklet

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	40	40	40
B	12	12	50
			Total 90

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 correction fluid/tape.

No calculator is allowed in this examination.

Materials supplied

Question and answer booklet of 21 pages

Answer sheet for multiple-choice questions

Additional space is available at the end of the booklet if you need extra paper to complete an answer.

Instructions

Write your **name** and your **teacher's name** in the space provided above on this page, and on the answer sheet for multiple-choice questions.

All written responses must be in English.

At the end of the examination

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

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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.

Question 1

Sensation refers to the process where

- A. sense organs and receptors detect and interpret sensory information.
- B. information from the external environment is received and processed.
- C. information from the internal environment is received and processed.
- D. sense organs and receptors detect and respond to sensory information.

Question 2

Which one of the following gives the correct order of the perceptual processes in vision?

- A. reception → transduction → transmission → interpretation
- B. transmission → transduction → interpretation → reception
- C. transduction → transmission → interpretation → reception
- D. interpretation → reception → transmission → transduction

Question 3

Which one of the following is the part of the eye that controls the amount of light that may enter?

- A. cornea
- B. pupil
- C. lens
- D. iris

Question 4

The area in the centre of the retina where there is a high concentration of cones is called the

- A. blind spot.
- B. fovea.
- C. optic nerve.
- D. macula.

Question 5

Rods in the retina are

- A. responsible for detailed vision.
- B. responsible for coloured vision.
- C. activated in low levels of light intensity.
- D. activated in high levels of light intensity.

Question 6

Which one of the following refers to the Gestalt principles of visual perception?

- A. the use of binocular cues
- B. the use of monocular cues
- C. the way we organise features of a visual scene to perceive them as an entire form
- D. the way we view an overall form and deconstruct it into its individual parts

Question 7

When experiencing the Gestalt principle of figure–ground, the contour line

- A. always belongs to the figure.
- B. always belongs to the background.
- C. blends between the figure and the background.
- D. ceases to exist.

Question 8

A research hypothesis is best described as a

- A. prediction of how the dependent variable will be affected by the extraneous variable.
- B. conclusion that states how the dependent variable was affected by the extraneous variable.
- C. prediction of how the dependent variable will be affected by the independent variable.
- D. conclusion that states how the dependent variable was affected by the independent variable.

Question 9

Jezlyn was running late for the inter-school swimming carnival. She was worried that when she arrived she would have difficulty locating her school among all the other schools present. However, all the students at the swimming carnival were wearing their school uniforms, so Jezlyn did not have any problem finding her school in the crowd immediately.

Which Gestalt principle helped Jezlyn to identify her school among the others in the crowd?

- A. closure
- B. figure–ground
- C. proximity
- D. similarity

Question 10

Retinal disparity helps to determine depth or distance because the

- A. tension in the ocular muscles sends a message to the brain.
- B. brain compares the differences in the retinal images sent from the left and right eyes.
- C. lens in the eye bulges as an object comes closer to the person viewing the object.
- D. image on the right retina is slightly smaller than the image on the left retina.

Question 11

Which one of the following is an example of a monocular depth cue?

- A. shape convergence
- B. retinal disparity
- C. constancy
- D. accommodation

Question 12

Penny was waiting for a train at Geelong station. As she looked into the distance, she perceived the train as being normal in size even though her retinal image of the train is different to her retinal image when the train is closer.

Penny was able to perceive that the train is normal in size because of

- A. linear perspective.
- B. height in the visual field.
- C. size constancy.
- D. shape constancy.

Use the following information to answer Questions 13 and 14.

Ms Spencer was a teacher at White Hall Primary School. After several discussions with her colleagues and with teachers from other primary schools, Ms Spencer believed that primary school children who consume food and drinks that are high in sugar struggle to concentrate in class. She decided to formally study whether sugar consumption affected concentration in primary school children. Ms Spencer gained permission from her school's principal to test students at White Hall Primary School. She decided to test her own Grade Four class as this would allow her to make better and regular observations.

Question 13

The population and sample of the study were, respectively,

- A. White Hall Primary School students and Ms Spencer's Grade Four class.
- B. primary school children and White Hall Primary School students.
- C. White Hall Primary School students and primary school children.
- D. primary school children and Ms Spencer's Grade Four class.

Question 14

The sampling method used by Ms Spencer in the study was

- A. random sampling.
- B. convenience sampling.
- C. stratified sampling.
- D. stratified random sampling.

Question 15

Joel and Harry went to the AFL Grand Final together. Joel was a passionate fan of Collingwood and Harry was an avid supporter of Melbourne. At one point in the game, a physical fight broke out between two players, one from Collingwood and one from Melbourne. Joel yelled at the umpire to penalise the Melbourne player because he had tackled too high. Harry disagreed. He told Joel that the tackle was fair and the only problem was the Collingwood player's poor skills.

Joel and Harry's perception of the same event varied due to

- A. culture.
- B. past experience.
- C. context.
- D. motivation.

Question 16

After taste receptors are stimulated, they send signals to the brain along the

- A. cranial nerves to the thalamus and then to the gustatory cortex.
- B. cranial nerves to the gustatory cortex and then to the thalamus.
- C. gustatory nerves to the thalamus and then to the cortex.
- D. gustatory nerves to the gustatory cortex and then to the thalamus.

Question 17

Which one of the following is **not** a factor that influences taste perception?

- A. food packaging
- B. genetics
- C. age
- D. gender

Question 18

Grandpa Charles told his grandchildren that food tasted better when he was younger.

This difference in taste could be due to adults

- A. developing a better sense of smell.
- B. having fewer taste buds.
- C. having more taste buds.
- D. being supertasters.

Question 19

For the Ames room illusion to occur, it is essential that

- A. the room is viewed with only one eye.
- B. the room is rectangular in shape but is perceived as a trapezoid.
- C. the room is longer and higher on one side than the other.
- D. all of the furniture and decorations be completely removed from the room.

Question 20

Phil investigated the difference in intelligence between children raised in the city area of Melbourne and in rural areas outside of Melbourne. After the testing was completed, Phil collated and analysed his data.

If Phil was interested in the spread of the data, which one of the following would he calculate?

- A. mean
- B. standard deviation
- C. mode
- D. median

Question 21

The flavour of a food is perceived as being more intense when the

- A. smell is not too strong and does not interfere with the taste.
- B. food is thicker in consistency.
- C. food is eaten in larger chunks.
- D. colour of the food is lighter.

Question 22

When an individual has synaesthesia, the experience of the condition

- A. may be suppressed when needed.
- B. can sometimes be imagined by the individual.
- C. is involuntary.
- D. varies in intensity each time.

Use the following information to answer Questions 23–25.

Leia was testing how food packaging can affect teenagers' perception of the flavour of chocolate. She obtained a sample of 1000 teenagers who volunteered to take part in her investigation by responding to an advertisement on Facebook. The first chocolate sampled in the study was in plain packaging, and the participants rated the flavour on a scale of one to five. After the participants drank some cold water and ate dry crackers, they were asked to taste the second chocolate, presented in attractive packaging, and again provide a rating on a scale of one to five. The chocolate was the same in both conditions. All participants received the same amount of chocolate in both conditions.

Question 23

The research design used by Leia was

- A. repeated measures.
- B. observational study.
- C. matched participants.
- D. independent groups.

Question 24

The flavour of the chocolate, as indicated by the participants' rating on the scale of one to five was

- A. a confounding variable.
- B. the independent variable.
- C. the dependent variable.
- D. an extraneous variable.

Question 25

When interpreting the collected data, an advantage of using the rating scale is that it

- A. provides opinions given by participants.
- B. provides qualitative data.
- C. provides quantitative data.
- D. is a self-report.

Question 26

What is the cognitive component of the tri-component model of attitudes?

- A. knowledge and beliefs about an object, group, person, event or issue
- B. the way an attitude is expressed through our actions
- C. the emotional reaction to an object, group, person, event or issue
- D. opinions that are expressed to other people

Question 27

A personal attribution is

- A. an internal factor.
- B. an external factor.
- C. dependent on the actions of another individual.
- D. dependent on environmental factors.

Question 28

An attitude is best defined as

- A. a strongly held belief about an object, person, place, event or issue.
- B. a strong emotional reaction to an object, person, place, event or issue.
- C. an evaluation of an object, person, place, event or issue.
- D. a verbal declaration about an object, person, place, event or issue.

Question 29

Jessica enjoys going for a run at least twice a week and believes that regular exercise is good for her health.

Which component of the tri-component model of attitudes is represented by Jessica enjoying going for a run at least twice a week?

- A. behavioural
- B. affective
- C. cognitive
- D. social

Question 30

A new brand of potato chips has come on the market and is being advertised on television, in magazines and on Facebook feeds. Julian visits the local shop to buy chips. He sees the new brand of chips and decides that, even though he has not tried them before, he will purchase a packet.

Julian has developed a positive attitude towards the new brand of chips due to

- A. social learning.
- B. direct instruction.
- C. operant conditioning.
- D. repeated exposure.

Question 31

Modern prejudice, as opposed to old-fashioned prejudice, is best described as

- A. consciously held and actively thought about by an individual.
- B. openly stated by an individual.
- C. more subtle and may be held unconsciously by an individual.
- D. explicit prejudice.

Question 32

Which one of the following examples is a group?

- A. two people playing a game of cards
- B. twelve people waiting in a queue to use an ATM
- C. twenty people in a small cinema watching a movie
- D. fifty people in a football club watching the local team play a game

Question 33

Sarah is the CEO of a major software company. She has analysed a staff performance report and decided to promote two members of staff within the finance department.

Sarah's power would be described as

- A. coercive.
- B. reward.
- C. informational.
- D. expert.

Question 34

Kiya, Jason, Tim and Mia were working on a group project together. The project required them to present their research in the form of a movie. Kiya studies media. She made herself group captain and allocated tasks to each group member.

In this scenario, what type of power was held by Kiya?

- A. expert
- B. legitimate
- C. coercive
- D. referent

Question 35

Sam was training to be a nurse. As he walked home from university, he noticed a young man fall off his skateboard. Sam, along with a crowd of other people, gathered to look at the man lying on the concrete. As the man cried out in pain, Sam did not step forward to offer help as he was embarrassed that other people would judge his skills and actions.

Sam's actions are an example of

- A. the bystander effect.
- B. cost-benefit analysis.
- C. the diffusion of responsibility.
- D. audience inhibition.

Question 36

June refuses to let her daughter to play with their neighbour's children because the neighbours follow a different religion to June and her family.

June's behaviour is an example of

- A. stereotyping.
- B. discrimination.
- C. antagonism.
- D. prejudice.

Question 37

Nick wants to go out to a club on the other side of the city one night, but he does not have a car. Colin is annoyed because his car will not start. Nick offers to help Colin fix the engine of his car with the hope that Colin will drive him to the club. While Nick is working on the car, he invites Colin to come to the club later.

Nick's offer to help fix Colin's car is an example of

- A. altruism.
- B. the social responsibility norm.
- C. the reciprocity norm.
- D. empathy.

Question 38

Kendall is in her final year of study to become a paramedic. After class, she finds out that she was not accepted to take part in a special overseas program. Kendall is angry and upset and decides to walk home. On her way, she passes by an almost empty café and notices a girl holding her hands to her chest, her shoulders heaving as she struggles to take a breath. Kendall briefly pauses, then continues on her way.

Which factor most likely stopped Kendall from helping the girl?

- A. being in a bad mood
- B. not noticing the situation
- C. diffusion of responsibility
- D. lack of competence

Question 39

Research has indicated that children are more likely to become bullies if they

- A. are indulged or spoiled by their parents when they are young.
- B. are failing in school.
- C. come from dysfunctional families.
- D. play a lot of sports when they are young.

Question 40

Spiro was brought to the school principal because he had been reported for bullying Mahir, another student in his class.

Spiro's behaviour would be considered bullying if he

- A. was aggressive towards Mahir in the playground the previous lunchtime.
- B. had been spreading humiliating rumours about Mahir for over a year.
- C. humiliated Mahir by telling lies about him to other students the day before.
- D. punched Mahir in the stomach on the way to class that morning.

END OF SECTION A

SECTION B**Instructions for Section B**

Answer **all** questions in the spaces provided. Write using blue or black pen.

Question 1 (3 marks)

Transduction and transmission are important parts of visual perception.

- a. Describe the process of transduction and identify where it occurs in the eye. 2 marks

- b. Describe the process of transmission in the visual perception system. 1 mark

Question 2 (4 marks)

Phillipa has been commissioned to draw an illustration of a market street scene in Paris. The client has told Phillipa that she wants to see people wandering down the shop-lined, brick street, and people sitting outside cafés having coffee. In the background, the client wants to see the Eiffel Tower.

Identify and describe **two** pictorial cues that Phillipa can use to draw this illustration.

Question 3 (2 marks)

Joe is driving from Melbourne to Sydney to visit his family. Joe left immediately after work and did not stop for dinner in order to avoid peak hour traffic. After four hours of driving, Joe is feeling very hungry. A sign in the near distance catches his attention and he is elated. The sign says 'Food Stop'. However, when Joe looks at the sign again he realises that it actually says 'Fuel Stop'.

Explain why Joe may have made this error.

Question 4 (4 marks)

The Müller-Lyer illusion is a visual illusion.

- a. Describe the Müller-Lyer illusion and draw the illusion below. 2 marks

- b. Explain from a biological perspective how this illusion occurs. 2 marks

Question 5 (9 marks)

Taylah is learning to be a chef. During her classes, she learns that the texture of food is a tactile sensation and has a significant impact on flavour.

- a. Explain how texture can affect the flavour of foods. Give **one** example in your response. 2 marks

Taylah's teacher, Patrick, sets his class a practical investigation. Patrick had noticed in his experience as a chef that Australians seemed to prefer a thick, creamy custard. The class will investigate how the consistency of custard affects the perception of flavour. The investigation will use two custards: one that is thick and creamy, and one that is thin and runny. Participants will rate the flavour of the custard on a scale of one to five.

Patrick advertises for volunteers to partake in the study. The advertisement warns people that if they suffer from lactose intolerance or other food allergies they should not participate. Taylah is very excited when she sees that forty people have volunteered.

- b. State the independent variable in the investigation. 1 mark

- c. State the dependent variable in the investigation. 1 mark

- d. Write a research hypothesis for the investigation. 3 marks

Taylah must prepare the food technology room before the participants arrive and the experiment can be conducted.

- e. When setting up the experiment, Taylah wants to ensure that the impact of extraneous variables is minimised through standardised procedures.

Identify **two** ways that Taylah could set up the experiment to accomplish this. 2 marks

Question 6 (2 marks)

Harry has been a vegetarian all his life, and his parents are also vegetarian.

Identify and describe the theory that accounts for the development of Harry's attitude towards eating meat.

Question 7 (3 marks)

The tri-component model of attitudes is widely used in psychology. However, the model does have limitations, including a lack of consistency between some of its components.

Using the tri-component model, describe an example of an inconsistent attitude.

Question 8 (4 marks)

In the southern states of the United States of America in the late 1960s and early 1970s, racial tensions between African American and Caucasian American people were high. Students attending school were segregated according to their racial background.

In Virginia, in 1971, three segregated public high schools were integrated so that students of all racial backgrounds were enrolled in a single school, T.C. Williams High School. The school was well known for its football team, the Titans. When the African American students and coach joined the all-Caucasian team, there was resentment and animosity between the players of different racial backgrounds. The two coaches realised that the players had to overcome these problems if the Titans were to be successful as a team. One strategy adopted by the coaches was to take the Titans to Gettysberg for a week-long training camp.

Identify and describe **two** methods that could have been used during the training camp to help reduce prejudice between players of different racial backgrounds.

Question 9 (3 marks)

Solomon Asch conducted research into conformity. Through his work it was revealed that there are a number of factors that influence conformity.

Identify **three** factors that influence conformity within a group.

Question 10 (4 marks)

Stanley Milgram was a social psychologist who investigated obedience.

- a.** When the experiment was being conducted, the experimenter was dressed in a white laboratory coat and was positioned in the room so that they were visible to the teacher. Explain the reasons for this. 2 marks

- b.** Explain why the sample used by Milgram limited the ability to generalise the results of the study to the wider population. 2 marks

Question 11 (2 marks)

Gillian is a psychology student investigating social behaviours. She decided to run a simple experiment. Gillian would step into a university elevator while carrying an armful of books and pretend to accidentally drop her keys. When between five to ten other people were in the elevator, the offers to help Gillian were far fewer compared to when Gillian was in the elevator with only one other person.

Describe why there was a difference in helping behaviour in the two conditions.

Trial Examination 2020

VCE Psychology Unit 2

Written Examination

Multiple-choice Answer Sheet

Student's Name: _____

Teacher's Name: _____

Instructions

Use a **pencil** for **all** entries. If you make a mistake, **erase** the incorrect answer – **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.

All answers must be completed like this example:

A	B	C	D
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Use pencil only

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

15	A	B	C	D
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20	A	B	C	D
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22	A	B	C	D
23	A	B	C	D
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25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
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32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D