



TSTX MASTER CLASSES
UNIT 4 PSYCHOLOGY
WRITTEN EXAMINATION 2020

Reading Time: 15 minutes
Writing Time: 2 hours 30 minutes

QUESTION AND ANSWER BOOK

Student Name: _____

Structure of Book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	50	50	50
B	8	8	70
			Total 120

- 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 book of 26 pages.
- Answer sheet for multiple choice questions.

Instructions

- Write your **student number** in the space provided above on this page.
- 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 book.

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

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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.

Use the following information to answer Questions 1 to 4

Sydney was going for a jog when, unexpectedly a dog started barking aggressively behind a fence she was running past. Sydney initially felt frightened, but her fear disappeared quickly as she kept running.

Question 1

Which divisions of Sydney's nervous system are most responsible for her initial fright, calming down and running on?

	Initial fright	Calming down	Running on
A.	Parasympathetic	Sympathetic	Somatic
B.	Sympathetic	Parasympathetic	Somatic
C.	Sympathetic	Parasympathetic	Autonomic
D.	Parasympathetic	Sympathetic	Autonomic

Question 2

Sydney's initial response is best characterised as

- A.** stress.
- B.** phobia.
- C.** anxiety.
- D.** a mental health problem.

Question 3

As Sydney's fear began to disappear, the physiological changes in her body would most likely have included

- A.** inhibited salivation and reduced heart rate.
- B.** inhibited digestion and reduced heart rate.
- C.** constricted pupils and contracted bladder.
- D.** dilated pupils and contracted bladder.

Question 4

The neurohormone and brain structure that are most likely involved in the consolidation of Sydney's emotional memory of the incident are

- A. GABA and the amygdala.
- B. glutamate and the amygdala.
- C. adrenaline and the hippocampus.
- D. adrenaline and the amygdala.

Use the following information to answer Questions 5 to 9

The September 11 terrorist attacks led to significantly increased levels of stress for residents living in New York at the time of the attacks. Some of these symptoms are still present, almost two decades after this event.

Question 5

The September 11 scenario is best described as an example of a

- A. major stress.
- B. acculturative stress.
- C. catastrophe.
- D. life event.

Question 6

Initial responses of fear and anxiety to this event by New York residents were likely to involve

- A. distress, including activation of the sympathetic nervous system.
- B. distress, including activation of the parasympathetic nervous system.
- C. eustress, including activation of the sympathetic nervous system.
- D. eustress, including activation of the parasympathetic nervous system.

Question 7

Having been exposed to repeated images, both in real life and subsequent media, of planes crashing into the World Trade Centre, many New York residents reported experiencing a fear response when hearing the sound of a plane flying overhead.

The best explanation for the learning of this response is

- A. classical conditioning in which the sound of the plane was the neutral stimulus.
- B. classical conditioning in which the sound of the plane was the unconditioned stimulus.
- C. operant conditioning in which the sound of the plane was the antecedent.
- D. operant conditioning in which the sound of the plane was the operant response.

Question 8

According to the Selye's General Adaptation Syndrome model, the initial release of cortisol in the fear response to planes most likely occurred during

- A. countershock in the Alarm Reaction stage.
- B. shock in the Alarm Reaction stage.
- C. the Resistance stage.
- D. the Fight-Flight-Freeze response.

Question 9

A biological treatment for the specific phobia of planes flying overhead may include

- A. systematic desensitisation and cognitive behaviour therapy.
- B. cognitive behaviour therapy and breathing retraining.
- C. breathing retraining and benzodiazepine agents.
- D. benzodiazepine agents and psychoeducation.

Question 10

After repeated episodes of planes flying overhead, the fear response of most New York residents to this sound eventually declined.

This can be described as an example of

- A. stimulus generalisation.
- B. stimulus discrimination.
- C. extinction.
- D. spontaneous recovery.

Use the following information to answer Questions 11 to 14

Little Albert was used by the researchers Watson & Raynor to demonstrate the acquisition of a conditioned fear response.

Question 11

It is clear that this study is an example of Classical Conditioning because

- A. learning was based on an association between an unconditioned stimulus and a conditioned response.
- B. Little Albert experienced a negative consequence when he was exposed to the white rat.
- C. Little Albert demonstrated a fear response to other similar stimuli.
- D. the fear displayed by Little Albert was an involuntary response.

Question 12

In terms of the three-phase process of Classical Conditioning, the exposure to the neutral stimulus of the white rat without the unconditioned stimulus of the loud noise would have occurred

- A. before conditioning.
- B. during conditioning.
- C. during acquisition.
- D. after conditioning.

Question 13

If Little Albert had developed a specific phobia of white rats, it could be suggested that

- A. Classical Conditioning was a predisposing factor and Operant Conditioning was a precipitating factor.
- B. Classical Conditioning was a predisposing factor and Operant Conditioning was a perpetuating factor.
- C. Classical Conditioning was a precipitating factor and Operant Conditioning was a protective factor.
- D. Classical Conditioning was a precipitating factor and Operant Conditioning was a perpetuating factor.

Question 14

A study such as this would no longer receive the approval of an ethics committee for a variety of reasons including that

- A. no effort was made to exercise Little Albert's withdrawal rights when it was clear he was becoming distressed by the study.
- B. the use of deception to condition a fear response in a young child.
- C. it was a breach of informed consent that Little Albert did not provide his consent to take part in the study.
- D. all of the above.

Use the following information to answer Questions 15 to 19

Kathleen works for an international marketing company and has just returned from a long-haul flight. For the next few days she experiences periods of excessive sleepiness due to the resulting jet lag.

Question 15

Changes to the sleep-wake cycle produced by jet lag are best described as

- A. a mental health problem.
- B. a circadian phase disorder.
- C. a parasomnia.
- D. an ultradian rhythmic disruption.

Question 16

Cognitive changes resulting from Kathleen's jet lag are most likely demonstrated by

- A. impairments in memory and concentration.
- B. amplified emotional responses.
- C. reduced reaction time.
- D. difficulty falling asleep.

Question 17

An effective treatment to reset Kathleen's circadian rhythm is most likely to be

- A. systematic desensitisation.
- B. GABA agonists.
- C. Cognitive-behavioural therapy.
- D. Bright light therapy.

Question 18

Any sleep deprivation experienced by Kathleen is likely to

- A. have no psychological effect.
- B. cause on-going physiological effects.
- C. result in more difficulties with simple tasks when compared with complex tasks.
- D. result in more difficulties with complex tasks when compared with simple tasks.

Question 19

Due to her regular travel, Kathleen is able to manage her jetlag effectively and maintain regular and adequate sleep patterns. With regards to mental health problems, these patterns can be described as

- A. psychological protective factors.
- B. biological protective factors.
- C. biological precipitating factors.
- D. psychological perpetuating factors.

Use the following information to answer Questions 20 to 22

Tina is a shop assistant. When the cash register in her store broke down, she attempted to add customer purchases in her head rather than writing them down. Each of the customers that visit the shop during this time was known to her, and assisted by reading the prices to her.

Question 20

According to the multi-store model of memory (Atkinson-Shiffrin), the role of short-term memory in this process is to

- A. register the visual images of the product prices.
- B. recall the total amount if the customer returns to the store.
- C. retain the product prices whilst adding them together.
- D. remember the principles of addition that are used in this process.

Question 21

At one point, as a customer read aloud the prices of the items being bought, Tina asked the customer to repeat the amount. Tina then realised, as she was asking, that she did in fact register what the amount was.

This realisation most likely demonstrates

- A. the capacity of sensory memory.
- B. the duration of sensory memory.
- C. the capacity of short-term memory.
- D. the duration of short-term memory.

Question 22

After an hour, the store manager returned and fixed the register. She asked Tina about the products that had been sold during her absence. Tina, who studied psychology, surprised the manager by reciting each of the products that was sold. She explains to her manager that she used elaborative rehearsal to commit these items to long-term memory.

It is most likely that Tina

- A. remembered all the items in the order they were sold.
- B. visually recalled each customer and was then able to retrieve the items sold to each of them.
- C. recalled the prices of the items as she was selling them and used this as a retrieval cue.
- D. sub-vocally repeated the items over and over when customers had left the store.

Question 23

The capacity to recognise when a coping strategy is not effective and adopt a more effective one is best described as

- A. an approach strategy for coping with stress.
- B. context-specific effectiveness.
- C. an avoidance strategy for coping with stress.
- D. coping flexibility.

Use the following information to answer Questions 24 to 28

Henry Molaison, known during his lifetime as H.M., suffered from a memory disorder known as anterograde amnesia caused by surgery to relieve the symptoms of epilepsy.

Question 24

This disorder meant that H.M. was

- A. unable to retrieve memories up to the time of his surgery.
- B. unable to encode long-term memories after his surgery.
- C. unable to encode short-term memories after his surgery.
- D. unable to encode implicit memories after his surgery.

Question 25

The surgery that was performed on H.M. in 1953 most likely involved the removal of a number of brain areas including his

- A. cerebellum, which is used to consolidate explicit long-term memories.
- B. cerebellum, which is used to consolidate implicit long-term memories.
- C. hippocampi, which are used to consolidate explicit long-term memories.
- D. hippocampi, which are used to consolidate implicit long-term memories.

Question 26

In spite of his memory deficits, H.M. was still able to

- A. form new implicit memories for actions and behaviours.
- B. form new explicit memories for actions and behaviours.
- C. form new explicit memories for facts and information.
- D. form new implicit memories for facts and information.

Question 27

From a research perspective, the case of H.M. is best described as a/an

- A. case study that may be used to suggest a hypothesis.
- B. case study that may be used to infer a cause-effect relationship between variables.
- C. experiment that may be used to infer a cause-effect relationship between variables.
- D. experiment that may be used to suggest a hypothesis.

Question 28

From a medical perspective, the case of H.M. is best described as a

- A. neurodegenerative disease resulting from surgery.
- B. brain trauma resulting from surgery.
- C. recall deficit resulting from a neurodegenerative disease.
- D. recognition deficit resulting from surgery.

Question 29

John has developed a specific phobia to birds. With reference to gamma amino butyric acid (GABA) it is most likely that John has

- A. a deficiency of this excitatory neurotransmitter
- B. an excess of this excitatory neurotransmitter
- C. a deficiency of this inhibitory neurotransmitter
- D. an excess of this inhibitory neurotransmitter

Use the following information to answer Questions 30 to 33

Sean and Michael are at Albert's house for a movie night and sleepover. Albert is drinking alcohol and has become drowsy, whilst Sean is focused on the movie they are watching. Michael did not drink any alcohol and has recently fallen asleep.

Question 30

Which of the following identifies the state of consciousness being experienced by Albert, Sean and Michael?

Albert	Sean	Michael
A. Induced altered state of consciousness	Normal waking consciousness	Naturally occurring altered state of consciousness
B. Normal waking consciousness	Induced altered state of consciousness	Naturally occurring altered state of consciousness
C. Naturally occurring altered state of consciousness	Normal waking consciousness	Induced altered state of consciousness
D. Normal waking consciousness	Naturally occurring altered state of consciousness	Normal waking consciousness

Question 31

When the movie had finished, Sean decided to use an electromyograph to record Albert's state of consciousness. The data is most likely to have indicated

- A.** a reduced level of muscular tension.
- B.** a reduced level of electrical activity.
- C.** an altered state of consciousness.
- D.** the presence of brain waves indicating deep relaxation.

Question 32

A key limitation of using an objective measure to observe an alcohol-induced altered state of consciousness is

- A.** the unreliability of physiological measurement instruments.
- B.** the inability to directly measure a psychological construct.
- C.** the limitation that an EMG is a qualitative measure.
- D.** the limitation that an EMG is a quantitative measure.

Question 33

A subjective reporting technique that Sean may have used is

- A.** an electroencephalograph.
- B.** an electro-oculograph.
- C.** a cognitive task measuring speed and accuracy.
- D.** video monitoring.

Use the following information to answer Questions 34 to 36

Jeremy is trying to teach his young son Brandon to say thank you when receiving things. He does this by holding onto objects when giving them to his son, and not releasing them until Brandon says “thank you”.

Question 34

In terms of the three-phase model of Operant Conditioning, the consequence in this scenario is

- A. Jeremy handing an object to Brandon.
- B. Jeremy not letting go of the object.
- C. Brandon receiving the object.
- D. Brandon saying “thank you”.

Question 35

It is Jeremy’s intention that, through this process, Brandon will eventually say “thank you” whenever he receives something from anyone.

The success of this intention depends on the process of

- A. stimulus generalisation.
- B. stimulus discrimination.
- C. response cost.
- D. negative reinforcement.

Question 36

If Brandon does not remember to say thank you, Jeremy takes back the object and puts it away. This is an example of

- A. positive punishment, in which a stimulus is presented to weaken a behaviour.
- B. negative reinforcement, in which a stimulus is removed to strengthen a behaviour.
- C. response cost, in which a stimulus is removed to weaken a behaviour.
- D. negative punishment, in which a stimulus is presented to weaken a behaviour.

Use the following information to answer Questions 37 to 40

Graeme has been diagnosed with schizophrenia. Both his father and paternal grandmother had the same diagnosis. His present anti-psychotic medication, family support and psychoeducation program are successfully combining to help Graeme reduce the symptoms of schizophrenia and function successfully in his work and family life. He has been asked to participate in a study to test the efficacy of a new drug, however he would be required to stop his present medication. Graeme has been assigned to the control group of this study in which he is taking a placebo. Neither Graeme, nor the research assistant administering the medication, are aware that he is taking a placebo.

Question 37

Graeme can best be described as having a

- A. mental health problem resulting from biological risk factors.
- B. mental disorder resulting from biological risk factors.
- C. mental disorder resulting from psychological risk factors.
- D. mental health problem resulting from social risk factors.

Question 38

A key ethical issue in the study that Graeme is participating in is

- A. the harm that may be caused by taking a placebo.
- B. the harm that may be caused by being unaware of which experimental condition he is in.
- C. the harm that may be caused by discontinuing his current medication.
- D. the harm that may be caused by the placebo effect.

Question 39

This study is best described as

- A. an independent groups design with a single-blind procedure.
- B. an independent groups design with a double-blind procedure.
- C. a repeated-measures design with a single-blind procedure.
- D. a repeated-measures design with a double-blind procedure.

Question 40

Graeme's situation is an example of how mental health can fluctuate

- A. depending primarily on internal factors.
- B. depending primarily on external factors.
- C. depending on a combination of internal and external factors.
- D. when internal factors are outweighed by external factors.

Question 41

Which one of the following is a biological cause of shifts in the sleep–wake cycle during adolescence

- A. too much REM sleep.
- B. too much light in the morning
- C. delayed release of sleep-inducing hormones
- D. later bed time due to homework and or part time work commitments

Use the following information to answer Questions 42 to 48

A Psychology class designed an experiment in which 100 Year 10 student volunteers at the same school were divided into two groups, Group A and Group B, by drawing names out of a hat. Both groups listened to a list of twenty unrelated words read at a rate of one word per second. In Phase 1 of this experiment, Group A was asked to immediately recall the words in the order they were presented. Group B was able to immediately recall the words in any order. In Phase 2, both groups were asked to circle the words from the original list from a collection of 50 words.

Question 42

What would be the most likely results from Phase 1 of this experiment?

- A. Group A would recall more words from the end of the list than Group B.
- B. Group B would recall more words from the end of the list than Group A.
- C. Group A would recall more words from the start of the list than Group B.
- D. Group B would recall more words from the end of the list than Group A.

Question 43

These findings demonstrate that

- A. the primacy effect is dependent on the position of words on a list.
- B. the recency effect is dependent on the position of words on a list.
- C. sensory and short-term memory are distinct memory stores.
- D. short-term and long-term memory are distinct memory stores.

Question 44

What would be the most likely results from Phase 2 of this experiment?

- A. Group A would recall more words than Group B.
- B. Group B would recall more words than Group A.
- C. Both groups would recall more words than in Phase 1.
- D. Both groups would recall more words in Phase 1.

Question 45

The sampling and allocation methods used in this experiment were

- A. random sampling and random allocation.
- B. random sampling and non-random allocation.
- C. convenience sampling and non-random allocation.
- D. convenience sampling and random allocation.

Question 46

A disadvantage of the experimental design used in this study is

- A. an increase in performance due to order effects.
- B. a decrease in performance due to order effects.
- C. a possible confounding of results due to participant differences.
- D. a possible confounding of results due to non-standardised instructions and procedures.

Question 47

External validity of this study would be best demonstrated if

- A. the hypothesis is supported.
- B. similar studies achieve consistent results.
- C. the findings can be generalised to the population.
- D. the results can be replicated.

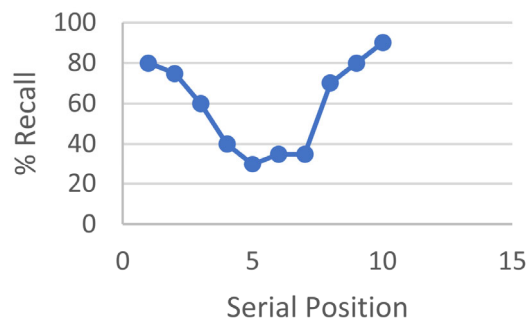
Question 48

A limitation to the generalisability of this study is that

- A. the hypothesis is unlikely to be supported.
- B. the sample size is too small.
- C. experimenter effects are likely to have been an extraneous variable.
- D. the sample is unlikely to be representative of the population.

Question 49

The serial-position effect graph below is an example of



- A. a quantitative, inferential statistic.
- B. a quantitative, descriptive statistic.
- C. a qualitative, inferential statistic.
- D. a qualitative, descriptive statistic.

Question 50

The use of a placebo by an experimenter is best described as

- A. a single-blind procedure used to control for the placebo effect.
- B. a double-blind procedure used to control for the placebo effect.
- C. a single-blind procedure used to control for experimenter bias.
- D. a double-blind procedure used to control for the experimenter bias.

End of Section A

SECTION B – SHORT ANSWER QUESTIONS

Instructions for Section B

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

Question 1 (6 marks)

James was making a hot chocolate and heating it in the microwave. When he removed the cup, he realised it was too hot to hold comfortably. He decided to place it on the bench and quickly removed his hand so it wouldn't be burned.

- a. Which divisions of the nervous system would most specifically describe the following parts of this scenario?
- i. James's decision to put the cup down _____ 1 mark
- ii. James's action of putting the cup down _____ 1 mark
- b. With specific reference to the types of neurons involved, describe the process of neural transmission from James's detecting the heat of the cup to putting the cup down. 4 marks

Question 2 (14 marks)

Genevieve was mid-way through her first semester of university studies when she received a diagnosis of glandular fever. She was initially very stressed about whether she would be able to cope with her university workload whilst recovering from this illness. Up until this diagnosis Genevieve had maintained a good study and work balance, excellent physical fitness and strong support from family and friends.

- a. According to Lazarus and Folkman's Transactional Model of Stress and Coping, name and explain two different primary appraisals that Genevieve may have made. 4 marks

- b. Using relevant examples, how may an approach and an avoidance strategy have assisted Genevieve in managing this stress? 2 marks

- c. Due to the levels of tiredness Genevieve experienced from her illness, she was not able to maintain her usual exercise habits of going to the gym and swimming regularly. With specific reference to the role of exercise in stress management, what are two ways in which Genevieve's stress have been exacerbated by not being able to exercise regularly? 2 marks

Question 3 (8 marks)

Jeremy is completing Year 12 and has a part-time job that requires him to work three nights per week. He tends to study late into the evening as he doesn't yet feel tired. It is often after 1 am before he goes to sleep and then he has to get up for school at 7am. As a result, Jeremy experiences partial sleep deprivation until he is able to get adequate sleep on weekends.

- a. Name and describe the change to Jeremy's sleep-wake cycle, including a possible biological contributing factor to this change. 2 marks

- b. With reference to the ultradian rhythms of sleep, describe the stages of the sleep cycle that would be most and least affected by Jeremy's sleep deprivation, and subsequent effects on Jeremy's functioning during the day. 3 marks

- c. Describe two key differences in Jeremy's sleep pattern when he sleeps on the weekend, along with any long-term effects of Jeremy's sleep deprivation. 3 marks

- c.** Name and explain the role of the relevant brain area and type of memory involved in Stacey's consolidation of this new kicking technique. 4 marks

Question 5 (11 marks)

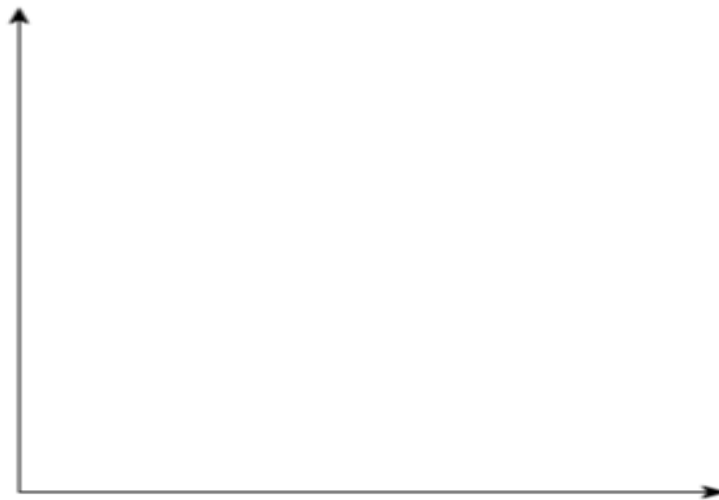
Mr Smith's 3rd Year University Psychology class did an experiment where they asked 120 volunteers to record their performance on a video game that simulated driving conditions with increasing speed and number of obstacles, recording the amount of time before the participant crashed. Participants were then allocated to one of three conditions. These conditions involved repeating the game twenty-four hours later after a full night's sleep (Condition A), total sleep deprivation for that period (Condition B), or a full night's sleep but consuming enough alcohol to reach a 0.1 BAC (Condition C).

- a. Identify the operationalised Independent Variable and Dependent Variable in this experiment. 2 marks

Independent Variable

Dependent Variable

- b. The times taken to complete this task in each condition were compiled. Participants in Condition A had a mean increase in seconds of 16, Condition B had a mean decrease in seconds of 24 and Condition C had a mean decrease of 22. Create and correctly label a bar chart below that shows these descriptive results for each condition of the study. 3 marks



- c.** In relation to the accuracy of cognitive tasks, what conclusion can be drawn from the findings of this experiment? 2 marks

- d.** Identify the experimental research design used in this study and explain how one limitation of this design may have acted as a confounding variable in this study. 2 marks

- e.** Explain what kind of data was collected during this study quantitative or qualitative? 2 marks

Question 6 (3 marks)

Leroy and Jason were watching a soccer game when a fight broke out in the crowd quite close to them. Both boys were interviewed by the police as witnesses to the event. Later, when Jason was telling the story of the incident to some friends, Leroy noticed that there were a few details that were different to how he had remembered them.

Distinguishing between the roles of long and short-term memory, explain how, according to Loftus, Jason's memories may have changed between the event and the re-telling of the incident.

Question 7 (7 marks)

Ryan was bitten by a large dog when he was 12 years old. The attack was severe enough for him to require surgery on his arm. After he had physically recovered, Ryan would react with high levels of anxiety to the presence of dogs, to the point where he would avoid being anywhere near them. Ultimately, a psychologist diagnosed Ryan with a specific phobia and engaged in a psychological intervention to enable Ryan to be able to tolerate the presence of dogs without experiencing an acute fear response.

- a. With reference to this scenario and using psychological language, name and explain the ways in which Ryan’s phobia of dogs was both precipitated and perpetuated. 4 marks

- b. Explain how the psychologist would have used systematic desensitisation to treat Ryan’s phobia. 3 marks

Question 8 (10 marks)

Tony and Sabisha went to a seminar at their daughter's kindergarten about the importance of encouraging children to develop strong reading and literacy competence from a young age. At the end of the evening, the presenter provided a pamphlet summarising the key messages of the seminar. This information is contained in the document below.

Tips for Encouraging Your Children to Read

Kindergarten children are ready and primed to develop language skills at a rapid rate. A love of reading and language competence is developed at this young age. Below are some suggestions for creating a language-rich environment in which your child's love of reading may flourish.

1. Read stories to children on a daily basis

Young children love being read to. Whether before they go to sleep or following along with an audio book in the car, listening to stories is a powerful tool in motivating your child to read. Reading to your child models a love of books, as well as providing your child with quality time with you. Give your child age-appropriate choices in the books you read to them, but also feel free to make suggestions about stories that you also may have loved when you were young!

2. Look for other language opportunities

Reading material comes in many different shapes and sizes, some of which may be more accessible to a new reader. Video games, magazines, and comic books all provide opportunities for reading practice. Other suggestions for introducing reading include playing board games that involve written instructions, corresponding with a pen pal, and turning on the subtitles during movies. To illustrate the practical side of reading, have your child help you with the grocery list, or leave notes in his/her lunchbox.

3. Keep it fun, for everyone

If kids are going to enjoy reading, the experience has to be enjoyable. As you read with your children, keep them involved by asking questions about the story, let them fill in the blanks or invite them to make predictions about what might happen next. You can also create activities related to the stories you're reading. Stories that are often repeated may provide opportunities for the child to do parts of the "reading" themselves.

4. Reward reading accomplishments

Another successful approach to motivating your child is to use some sort of visible record of achievement. A chart or graph that marks the number of books a child has read gives him or her a sense of accomplishment. Once a reading goal has been reached, reward your child with something to celebrate his or her special achievement. It doesn't have to be anything elaborate, just something that lets your child know how proud you are of his or her accomplishment.

5. Use books as a trigger for discussion

Reading doesn't have to stop when you put the book down. Talk to your child about books you've read and books you think he or she might enjoy. Point out similarities between everyday events and stories you have recently read. If your child has a favourite author, help your child write him or her a letter.

