

TRIAL EXAMINATION

PSYCHOLOGY

UNITS 3 & 4



Published by STAV
© STAV August 2024

STAV House, 5 Munro Street,
Coburg VIC 3058 Australia

PHONE: 61 + 3 9385 3999
EMAIL: admin@stav.vic.edu.au
ABN: 59 004 145 329

All rights reserved. Except under the conditions described in the Copyright Act 1968 of Australia and subsequent amendments, no part of this publication may be reprinted, reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any other information storage or retrieval system, without permission in writing from the publisher.

stav.org.au

SECTION A – Multiple-choice questions (40 marks)

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

SECTION B (80 marks)**Question 1****a. Answer**

- The subdivision of the peripheral nervous system is the somatic nervous system.
- Receptors in Jessica's hand detect the heat from the pan.
- Sensory neural pathways / sensory neurons send/ carry this information towards the CNS.
- The information is relayed by interneurons in the spinal cord.
- Motor neural pathways / motor neurons send information about the response towards Jessica's arm / muscles.
- Jessica's response is to drop the pan **OR** Jessica experiences a spinal reflex.

5 marks Students make all of the above points
 4 marks Students make four of the above points
 3 marks Students make three of the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

b. Answer

- Jessica uses episodic memory to add individualised details about herself cooking the spaghetti bolognese.
- Jessica uses semantic memory to incorporate factual information about cooking spaghetti bolognese.

2 marks Students make both of the above points
 1 mark Students make one of the above points

c. Answer

- Attention: Jessica was more likely to observe the model actively / consciously as it is her 'beloved' grandmother.
- Retention: Jessica is more likely to create a lasting mental representation / memory of her grandmother making the spaghetti as the emotional connection and fond memories she has with her grandmother strengthen the retention of those experiences.
- Motivation: Jessica has the desire to make the spaghetti as her grandmother's spaghetti bolognese is 'famous'.

2 marks Students make two of the above points
 1 mark Students make one of the above points

Question 2**a. Answer**

- Francesca's secondary appraisal is that she has adequate coping strategies.
- Her coping strategies include joining a study group and taking yoga, both of which can help reduce her stress.

2 marks Students make both of the above points
 1 mark Students make one of the above points

Question 4**Answer**

- *The behaviourist approach is classical conditioning.*
- *In the before conditioning phase, the neutral stimulus (NS) is hearing the lullaby.*
- *The unconditioned stimulus (UCS) is the bedtime routine which causes the unconditioned response (UCR) which is relaxation.*
- *In the during conditioning phase, the NS is presented prior to the UCS multiple times.*
- *In the after conditioning phase the NS becomes a conditioned stimulus (CS), hearing the lullaby and causes the conditioned response (CR) relaxation.*

5 marks	Students make all of the above points
4 marks	Students make four the above points
3 marks	Students make three of the above points
2 marks	Students make two of the above points
1 mark	Students make one of the above points

Question 5**a. Answer**

- *The mean sleep time for the 37-year-old participants is greater (8.1) than the 17-year-old participants (6.6).*
- *The 37-year-old participants, as adults, should get 7–8 hours sleep which they are experiencing.*
- *The 17-year-old participants, as adolescents, should get 8–9 hours sleep which they are not experiencing.*

3 marks	Students make all of the above points
2 marks	Students make two of the above points
1 mark	Students make one of the above points

b. Answer

- *A mixed experimental design.*
- *Comparisons are made between the groups (mean of each age group) and also within each age group (mean sleep of each participant).*

2 marks	Students make both of the above points
1 mark	Students make one of the above points

c. Answer

- *The standard deviation of the 37-year-old group (1.5) suggests the sleep patterns are relatively close to the mean and thus are similar / do not have a large variability.*
- *The standard deviation of the 17-year-old group (3.3) suggests the sleep pattern are very diverse / spread from the mean / have a large variability.*

2 marks	Students make both of the above points
1 mark	Students make one of the above points

d. Answer

- Any one of the following behavioural outcomes:
 - *increased likelihood of engaging in risk taking behaviours*
 - *increased reaction times*
 - *reduced efficiency to complete tasks*
 - *reduced motor control*
 - *increased clumsiness*
- Any one of the following cognitive outcomes:
 - *impaired memory*
 - *illogical / irrational thoughts*
 - *poor decision making*
 - *reduced ability to perform simple tasks*
 - *impaired problem solving*
 - *impaired visual and spatial abilities*

2 marks	Students give one behavioural outcome and one cognitive outcome
1 mark	Students make one of the above points

e. Answer

- A BAC of 0.05 is equivalent to 17 hours sleeplessness.
- A BAC of 0.1 is equivalent to 24 hours sleeplessness.
- Affective effects include changes to emotions and emotional responses.

3 marks Students make all of the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

f. Answer

- An EEG detects, amplifies and records the electrical activity of the brain.
- A 17-year-old should sleep for 8–9 hours and therefore experience approximately 5–6 sleep cycles.
- 5–6 experiences of REM sleep with high frequency, low amplitude brainwave activity.
- 5–6 periods of NREM sleep with low frequency, high amplitude brainwave activity.

4 marks Students make all of the above points
 3 marks Students make three the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

g. Answer

- Delayed Sleep Phase Syndrome (DSPS) involves sleep and waking occurring later than usual.
- Bright Light Therapy should be used in the morning.
- The light will act as an external cue to the suprachiasmatic nucleus to promote wakefulness / delay sleepiness.

3 marks Students make all of the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

Question 6**a. Answer**

- Cultural continuity involves the passing down and active practice of sharing cultural knowledge, traditions and values from one generation to the next.
- Cultural continuity is a protective factor for the wellbeing of Aboriginal and Torres Strait Islander community / increases the likelihood of high levels of mental wellbeing.
- Aiden's attendance at boarding school might disrupt this for a period as he will be away from his community.

3 marks Students make all of the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

b. Answer

- Songlines are multimodal performances that involves mentally or physically travelling along a journey or across country that record and link sites, describe histories and / or knowledge.
- They increase encoding by:
 - linking ideas together
 - facilitative elaborative rehearsal
 - linking new ideas to known ideas
- They increase retrieval by:
 - providing retrieval cues

3 marks Students make all of the above points
 2 marks Students make two of the above points
 1 mark Students make one of the above points

Question 7**Answer**

Note: Allocate 10 – 0 marks for the extent to which students define and explain the relevant ideas.

10 – 9 marks	<ul style="list-style-type: none"> Insightful, detailed and relevant information is provided about what Cognitive Behavioural Therapy (CBT), the use of benzodiazepines and breathing retraining involve and all are applied to Mark’s phobia of vomiting. Accurate and detailed explanation of both strengths and weaknesses of Cognitive Behavioural Therapy (CBT), the use of benzodiazepines and breathing retraining is included and applied to the context of facilitating daily functioning for Mark. Demonstrates thorough knowledge of relevant psychological concepts and use of appropriate terminology.
8 – 7 marks	<ul style="list-style-type: none"> Accurate information that clearly explains the use of Cognitive Behavioural Therapy (CBT), benzodiazepines and breathing retraining is included and applied to Mark’s phobia of vomiting. Some evaluation which includes both strengths and weaknesses of Cognitive Behavioural Therapy (CBT), the use of benzodiazepines and breathing retraining is included and applied to the context of facilitating daily functioning for Mark. Demonstrates knowledge of relevant psychological concepts and use of appropriate terminology.
6 – 5 marks	<ul style="list-style-type: none"> Meets the minimum standard for addressing all required elements of the question or the response deals with most of the required elements to a very high standard. A simple, basic (maybe brief) description of Cognitive Behavioural Therapy (CBT), benzodiazepines and breathing retraining is included and applied to Mark’s phobia of vomiting. Some evaluation of Cognitive Behavioural Therapy (CBT), benzodiazepines and breathing retraining is included and applied to Mark’s phobia of vomiting. Demonstrates some knowledge of relevant psychological concepts and use of appropriate terminology which is mostly accurate.

Marks below 5 will be missing a key aspect from the question. They may include information outlining the use of some of the treatment types and discuss their use in a generic manner, but not in the context of increasing Mark’s daily functioning.

4 – 3 marks	<ul style="list-style-type: none"> Basic discussion that addresses some aspects of the question in a superficial or generic way, but unlikely to include evaluation of each treatment method. Identifies psychological information with limited detail and includes numerous inaccuracies and / or relevance but will consider some aspects of the question. Some attempt to use psychological terminology but when used it is not always appropriate.
2 – 1 marks	<ul style="list-style-type: none"> Very minimal discussion that reflects very limited understanding of the requirements of the question. For 2 marks, it will include one aspect of the question. Lists or rewords or restates elements of the scenario rather than discusses the content.

END OF SUGGESTED SOLUTIONS