PSYCHOLOGY

Written examination

Reading time: 15 minutes
Writing time: 150 minutes

QUESTION AND ANSWER BOOK

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- 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 calculator is allowed in this examination.

Materials supplied
- Question and answer book.
- Answer sheet for multiple-choice questions.

Instructions
- Write your student number in the space provided above on this page.
- Check that your name and student number as printed on your answer sheet for multiple-choice questions are correct, and sign your name in the space provided to verify this.
- 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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Please DO NOT fold, bend or staple this form.
Section A: Multiple-choice questions

Specific instructions to students

• A correct answer scores 1 mark, and an incorrect answer scores 0.
• Marks are not deducted for incorrect answers.
• No marks are given if more than one letter is shaded in the answer box.
• Choose the alternative that is most correct or that best answers the question and mark your choice on the multiple-choice answer section as shown in the example below.
• Use pencil only.

QUESTION 1
Griffin is trying to study all of the elements of the periodic table. He thinks he studies better when listening to music. Studying is typically a/an __________, and for Griffin listening to music is a/an __________.
A controlled process; automatic process
B automatic process; controlled process
C divided attention; focused attention
D focused attention; divided attention

QUESTION 2
According to the adaptive theory, animals sleep because it
A allows them to conserve energy.
B keeps them out of sight of predators.
C keeps them inactive when not conducting activities that aid their survival.
D all of the above.

QUESTION 3
Which of the following statements regarding the typical sleep cycle for an adult is most likely to be correct?
A The number of sleep cycles per night increases after a day of vigorous activity.
B There is a higher percentage of NREM sleep experienced towards the beginning of a night’s sleep.
C When first falling asleep we usually enter a period of REM sleep.
D On an average night, adults will complete eight sleep cycles.

QUESTION 4
During adolescence, around _____ hours of sleep per night is needed and _______ of that is spent in REM sleep.
A 9; 50%
B 6; 50%
C 9; 20%
D 6; 20%
QUESTION 5
Paraplegia often occurs as a result of the spinal cord being damaged above where the spinal nerves extend to
the legs. Paraplegia occurs because the ______________ nervous system is unable to communicate with the
______________ nervous system.
A central; somatic
B central; autonomic
C peripheral; sympathetic
D peripheral; parasympathetic

QUESTION 6
When experiencing a heightened level of arousal, which of the following combination of events occurs?
A mouth dries, blood drains from face, heart rate increases, digestion is stimulated
B pupils dilate, mouth dries, digestion is inhibited, heart rate increases
C breathing rate increases, pupils contract, palms sweat, digestion is inhibited
D bladder relaxes, bronchioles contract, palms sweat, pupils dilate

QUESTION 7
The cerebral cortex is the outer layer of the brain, and is approximately ______________ thick.
A 2–4 millimetres
B 10–12 millimetres
C 2–4 centimetres
D 10–12 centimetres

QUESTION 8
When an object is viewed in your left visual field, the path it takes to the brain is
A to the right side of each eye, then to the left hemisphere’s occipital lobe for processing.
B to the left side of each eye, then to the right hemisphere’s occipital lobe for processing.
C to the left side of each eye, then to the left hemisphere’s occipital lobe for processing.
D to the right side of each eye, then to the right hemisphere’s occipital lobe for processing.

QUESTION 9
The somatosensory cortex has larger areas dedicated to parts of the body that have greater sensitivity. Which part
of the body has the greatest responsiveness?
A legs
B stomach
C arms
D fingers

QUESTION 10
When conducting brain research it is often necessary to use deception to achieve accurate results. Which of the
following options regarding the use of deception in research is false?
A Deception may be used when participants are thoroughly debriefed at the conclusion of the study.
B Deception can be used if the benefits of the research outweigh the negative effects on the participant.
C Deception can be used if the ethics board approves it.
D Deception can be used if the results are kept confidential.
QUESTION 11
You have just received a letter offering you a position at university. You call your mother to read her the letter over the telephone. The parts of your brain that are stimulated in order while reading the letter aloud are most likely to be:
A. the occipital lobe, Wernicke’s area, Broca’s area and the motor cortex.
B. Wernicke’s area, Broca’s area, the motor cortex and the occipital lobe.
C. the motor cortex, the occipital lobe, Broca’s area and Wernicke’s area.
D. Wernicke’s area, the occipital lobe, Broca’s area and the motor cortex.

QUESTION 12
If you sent the word ‘banana’ to a split-brain patient’s left hemisphere and the word ‘cucumber’ to his right hemisphere, which of the following would he most likely be able to verbalise?
A. both of the words
B. neither of the words
C. only ‘banana’
D. only ‘cucumber’

QUESTION 13
Memory is often defined as a/an ____________ information processing system.
A. active
B. encoded
C. passive
D. complex

QUESTION 14
Consolidation theory states that memory is vulnerable to disruption for at least:
A. 30 minutes.
B. 1 hour.
C. 2 hours.
D. 24 hours.

Questions 15 and 16 relate to the following scenario.
Marie conducts an experiment into the effects of old age on memory. Group A are aged between 20–30 years and Group B are aged between 60–70 years.

QUESTION 15
Which of the following is unlikely to occur?
A. Group A will perform better than Group B on recall tasks.
B. Group A will perform better than Group B on tasks that involve accessing episodic memories.
C. Group B will encode information to long-term memory better than Group A.
D. There will be little difference between Group A’s and Group B’s results in recognition tasks.
QUESTION 16
Marie finds that her results are supported at a p < 0.05 level. What does this mean?
A  Less than five participants’ results were not statistically significant.
B  Her results were statistically significant with a less than 5% chance of results being due to the independent variable.
C  Her results were statistically significant with a less than 5% chance of results not being due to the independent variable.
D  Her results were not statistically significant as less than 5% of results were due to the independent variable.

QUESTION 17
A local doctor has two patients that both suffer from amnesia. Patient A has anterograde amnesia while Patient B has retrograde amnesia. The doctor would expect to find that
A  Patient A has difficulty retrieving memories from long-term memory.
B  Patient B has difficulty accessing memories that occurred before their accident.
C  Patient B has difficulty encoding information from short-term memory to long-term memory.
D  Patient A has difficulty encoding information from sensory memory to short-term memory.

QUESTION 18
When comparing the two types of amnesia it can be said that, compared to anterograde amnesia, sufferers of retrograde amnesia
A  are less likely to recover their memory in time.
B  are more likely to have experienced damage to the hypothalamus.
C  are more likely to forget events that occurred after an accident.
D  are more likely to have difficulty retrieving memories from long-term memory.

QUESTION 19
In terms of the information processing system, the term ‘encoding’ refers to
A  converting information into a useable form for storage.
B  converting information into a useable form for retrieval.
C  attending to information for storage.
D  attending to information for retrieval.

Questions 20 and 21 relate to the following scenario.
George Sperling used a tachistoscope to flash rows of letters onto a screen for a brief period of time. He assigned a different tone to each row of letters. The sound of the tone would instruct the participants which row of letters they should start recalling. He found that participants could start recalling items from any row, but could only record three or four letters per trial.

QUESTION 20
George Sperling provided evidence to help
A  support the unlimited capacity of sensory memory.
B  refute the unlimited capacity of sensory memory.
C  support the unlimited duration of sensory memory.
D  refute the unlimited duration of sensory memory.
QUESTION 21
The dependent variable in George Sperling’s study was
A the pitch of the tone sounded.
B the individual memory abilities of the participants.
C the use of the tachistoscope.
D the number of letters participants recalled.

QUESTION 22
According to the serial position effect, the most likely explanation for the recency effect occurring is that
A words to be recalled are still in short-term memory.
B words to be recalled have already been transferred to long-term memory.
C words to be recalled are still in sensory memory.
D better quality encoding has taken place.

QUESTION 23
Which of the following tasks is the central executive least likely to be involved with?
A calculating a mathematical equation
B analysing a piece of artwork
C picking up a glass without looking
D planning your next move in a game of chess

QUESTION 24
Which of the following statements concerning declarative memories is true?
A There are two different types of declarative memories: procedural and episodic.
B Declarative memories are also referred to as implicit memories.
C Declarative memories are involved with ‘knowing that’.
D Declarative memories are memories of specific facts alone.

QUESTION 25
Which of the following statements regarding motivated forgetting is false?
A Memories are unconsciously blocked from entering conscious awareness.
B Memories are consciously blocked from entering conscious awareness.
C Memories that happened long ago are blocked from entering conscious awareness.
D Memories that are upsetting or disturbing are blocked from entering conscious awareness.
QUESTION 26
In which of the following graphs is the forgetting curve most typically represented?

A  Graph 1  
B  Graph 2  
C  Graph 3  
D  Graph 4

QUESTION 27
Bayley has just finished Year 12 and had some friends over for a party. While he was intoxicated, he hid his friend Jessie’s shoes and has no idea where he hid them. Jessie suggests he should become intoxicated again so that he can remember. Jessie is suggesting that Bayley utilise
A  state dependent cues.  
B  context dependent cues.  
C  a mnemonic device.  
D  elaborative rehearsal.

QUESTION 28
According to work by Loftus into the reconstructive nature of memory, which of the following statements regarding misleading questions is correct?
A  The accuracy of events after misleading questions are asked decreases over time.  
B  The accuracy of events after misleading questions are asked increases over time.  
C  The accuracy of events after misleading questions are asked stays the same over time.  
D  Misleading questions have no effect on the accuracy of recall of events.
QUESTION 29
One way to eliminate extraneous variables in memory research is to use a matched-participants design. What sort of extraneous variables are minimised in a matched-participants design?
A extraneous variables related to differences in the environmental conditions
B extraneous variables related to the differences in participant characteristics
C extraneous variables related to participants' expectations
D extraneous variables related to the effect of the experimenter

QUESTION 30
Which of the following behaviours is not dependent on learning?
A crawling
B teaching a dog to shake hands
C knowing your name
D salivating at the sound of a can opener

QUESTION 31
The excitation of a neuron is known as
A a resting potential.
B an action potential.
C electromagnetic energy.
D electrophysical energy.

QUESTION 32
Which of the following is the first stage in developmental plasticity?
A migration
B proliferation
C circuit formation
D circuit pruning

QUESTION 33
The stage in classical conditioning where the researcher tries to establish an association between two stimuli is known as
A spontaneous recovery.
B the pairing stage.
C the extinction stage.
D the acquisition stage.

Questions 34, 35 and 36 refer to the following scenario.
Ros has a beautiful holiday house in Portsea that she visits on weekends. While she’s there, she loves to listen to her favourite CD while cooking dinner. Ros realises that now when she listens to that particular CD, she salivates.
QUESTION 34
Ros’ response to the CD is an example of
A a fixed action pattern.
B a conditioned reflex.
C classical conditioning.
D operant conditioning.

QUESTION 35
The songs on the CD are
A the conditioned stimulus.
B the unconditioned stimulus.
C the conditioned response.
D the unconditioned response.

QUESTION 36
Ros buys a live recording of her favourite CD. When she plays this CD, she does not salivate. Why is this so?
A Ros isn’t hungry.
B Ros is experiencing stimulus generalisation.
C Ros is experiencing stimulus discrimination.
D Ros is experiencing spontaneous recovery.

Questions 37, 38 and 39 refer to the following scenario.
Ms Lanati teaches at a local high school but her class is often rowdy. She decides to give each of her students a lollipop for every lesson they are well-behaved, and to give them a 5-minute detention after every class they are not well-behaved.

QUESTION 37
According to operant conditioning, what is likely to happen when Ms Lanati implements this policy?
A The class will misbehave more often.
B The class will behave more often.
C The class will behave erratically but then their behaviour will get better.
D There will be no change in the class’ behaviour.

QUESTION 38
In the example above, the operant is
A the lollipop.
B the detention.
C the class’ behaviour.
D the teacher.

QUESTION 39
In the example above, the reinforcer is
A the lollipop.
B the detention.
C the class’ behaviour.
D the teacher.
QUESTION 40
Which of the following is a similarity between response cost and negative reinforcement?
A  They both decrease the likelihood of a behaviour occurring.
B  They both present a stimulus to the learner.
C  They both remove a stimulus from the learner.
D  They both increase the likelihood of a behaviour occurring.

QUESTION 41
Which of the following graphs most likely represents the response rate of a rat on a fixed interval schedule of reinforcement?

A  Graph 1  
B  Graph 2  
C  Graph 3  
D  Graph 4

QUESTION 42
Which of the following is not an important factor when establishing a token economy?
A  The learner must know how tokens can be earned.
B  The learner must know how tokens can be lost.
C  The learner must know how many tokens are needed for exchange.
D  The learner must know what sort of tokens will be used.

QUESTION 43
Which of the following statements regarding spontaneous recovery in classical conditioning is false?
A  Spontaneous recovery involves the reappearance of the unconditioned response.
B  Spontaneous recovery only occurs after a rest period.
C  Spontaneous recovery does not always occur.
D  When spontaneous recovery occurs the response is usually weaker than it was originally.
QUESTION 44
Which of the following is a difference between classical and operant conditioning?
A In classical conditioning the learner is active, while in operant conditioning the learner is passive.
B In classical conditioning stimulus generalisation occurs, whereas this does not occur in operant conditioning.
C In classical conditioning, the time between the stimulus and response can be greater than operant conditioning.
D In classical conditioning the response occurs after presentation of the stimulus, while in operant conditioning the response occurs before presentation of the stimulus.

QUESTION 45
Research conducted into trial and error learning has involved cats being placed in a puzzle box. The cats had to learn to operate in their environment to escape. Research findings into trial and error learning would indicate that
A the amount of time taken for the cats to escape increased.
B the amount of time taken for the cats to escape decreased.
C the number of incorrect responses the cats made increased.
D there would be no change in the number of incorrect responses.

QUESTION 46
Which psychologist is famous for their work on the influence of observational learning on aggressive behaviour?
A Pavlov
B Skinner
C Watson
D Bandura

Questions 47, 48 and 49 refer to the following scenario.
Watson and Rayner were well-known for their work conditioning a fear response in an 18-month-old boy known as Little Albert.

QUESTION 47
Watson and Rayner’s work with Little Albert demonstrated that a fear response could be conditioned. What stimulus was Little Albert originally conditioned to fear?
A a loud gong
B cotton balls
C a white rat
D a snake

QUESTION 48
Psychologists do not look upon Watson and Rayner’s work favourably in terms of ethical standards. What is one reason why this is so?
A The child was too young to be experimented on.
B Albert’s full name has been published in many textbooks.
C Albert’s fear response was not extinguished.
D They physically harmed Albert during the experiment.
QUESTION 49
How was data obtained in the investigation with Little Albert?
A self report
B questionnaire
C interview
D observation

QUESTION 50
According to the statistical definition of normality, which person would most likely be considered normal?
A a woman with a broken arm
B a man who is between 5 and 7 feet tall
C a boy wearing board shorts in winter
D a baby who is born with teeth

QUESTION 51
The distinction between what is considered normal behaviour and what is considered abnormal behaviour
A does not change over time.
B tends to be the same in all cultures.
C depends on whether or not the person is physically ill.
D may vary according to time and culture.

QUESTION 52
Under which axis in the DSM-IV would anxiety disorders, such as phobias, be classified?
A Axis 1
B Axis 2
C Axis 3
D Axis 4

QUESTION 53
Which of the following statements regarding the ICD-10 is false?
A The ICD-10 is used exclusively for mental illness, not for physical complaints.
B The ICD-10 is a categorical system of identifying mental health problems.
C The ICD-10 is currently used in Australia.
D The ICD-10 investigates symptoms and diagnoses of mental health problems.

QUESTION 54
Which of the following factors is most likely a biological influence on mental health?
A your parents divorcing while you are young
B feeling socially isolated
C having a hormonal imbalance
D having below-average intelligence
QUESTION 55
During the fight-flight response, which of the following physiological responses is least likely to occur?
A pupils contract
B perspiration increases
C saliva production decreases
D heart rate increases

QUESTION 56
A physiological effect of prolonged arousal is ______________, while a common psychological effect of prolonged arousal is ______________.
A irritability; fatigue
B dizziness; headaches
C stomach ulcers; anxiety
D forgetfulness; heart palpitations

QUESTION 57
Stress that produces high levels of arousal over time is commonly known as
A eustress.
B chronic stress.
C acute stress.
D a stressor.

QUESTION 58
Which of the following physiological changes does not illustrate the role of allostasis in maintaining stability?
A adjusting cardiovascular systems
B releasing cortisol
C releasing adrenalin
D voluntary movement of the body

QUESTION 59
Which of the following terms is used to describe the experience of exerting control over autonomic functions?
A allostasis
B homeostasis
C biofeedback
D biopsychosocial feedback

QUESTION 60
In psychological research, the term ‘random allocation’ refers to
A every member of the sample having an equal chance of being in the control or experimental group.
B every member of the population having an equal chance of being in the sample.
C every member of the population having an equal chance of being in the control or experimental group.
D every member of the sample having an equal chance of being in the population.
QUESTION 61
Which of the following sampling techniques provides the best chance for obtaining a sample that is representative of the population?
A random sampling
B stratified sampling
C convenience sampling
D random allocation

QUESTION 62
Which of the following is the quickest and easiest method for obtaining a sample?
A random sampling
B stratified sampling
C convenience sampling
D random allocation

QUESTION 63
Ethical principles are an important part of psychological research. What are they?
A moral principles and standards
B rules that govern research
C rights that protect participants
D all of the above are correct answers

QUESTION 64
Which of the following conditions must be met for informed consent to have been given?
A Participants are made aware of the risks involved.
B Participants are made aware of their rights.
C Participants sign a form that gives their permission to be involved.
D All of the above must be adhered to.

QUESTION 65
Participants have the right to remove their results at the conclusion of an experiment if they do not wish for them to be included. This is an example of
A debriefing.
B withdrawal rights.
C confidentiality.
D informed consent.
**Section B: Short answer questions**

**Specific instructions to students**
- Answer all questions in the spaces provided.

**QUESTION 1**
In terms of emotional awareness, how does daydreaming differ from an alcohol-induced state?

**Answer:**
In an alcohol-induced state your emotional awareness would be more affected than during daydreaming. You would have more heightened or intense emotions in an alcohol-induced state than during daydreaming.

2 marks

**QUESTION 2**
Divided attention involves performing two tasks simultaneously. Explain one factor that may affect how easily two tasks could be conducted at the same time and discuss the effect it may have on our ability to complete these tasks.

**Answer:**
If two tasks are very similar, they will lead to increased difficulty in conducting two tasks at the same time. The more similar the tasks are, the more difficult it will be to execute both tasks successfully.

2 marks

**QUESTION 3**
Discuss two differences between the experience of dreams in REM and NREM sleep.

**Answer:**
List any two of the following: REM dreams occur more often than NREM dreams, REM dreams are longer than NREM dreams, REM dreams are more vivid than NREM dreams, REM dreams are more likely to occur towards the end of the night than dreams in NREM sleep.

2 marks

**QUESTION 4**
Discuss one way that self reports can be useful when studying an individual’s experience of sleep.

**Answer:**
Self reports can be useful for collecting data that cannot be obtained by any other measure, for example whether or not an individual remembers dreaming.

1 mark
QUESTION 5
John was sitting in the car waiting for his friend to come outside. It was a hot day so he rolled down the window and rested his arm on the door. Suddenly, a mosquito landed on his arm and he moved his other hand to swat it. Provide a detailed description of the role played by the peripheral and central nervous systems in John feeling the bug on his arm and then reacting to it.

Answer:
The sensation of the mosquito on John’s arm would have been first received in the peripheral nervous system and then sent to the brain, which is part of the central nervous system, for the sensory information to be registered. This message would then have been relayed to the primary motor cortex in the brain so that a motor message could be sent to the muscles in the arm in the peripheral nervous system to swat the bug.

2 marks

QUESTION 6
Describe two similarities in the organisation of the somatosensory cortex and the primary motor cortex.

Answer:
Describe any two of the following: both cortices are responsible for receiving/sending information to the opposite side of the body, the top of each cortex is responsible for receiving/sending information to the lower parts of the body, both cortices have larger cortical areas dedicated to parts of the body that have greater sensitivity/responsiveness.

2 marks

QUESTION 7
The right hemisphere of the cerebral cortex is thought to be dominant in the control of spatial abilities. Give two examples of tasks that would require you to utilise your spatial abilities.

Answer:
Examples of tasks: completing a jigsaw puzzle, reading a map, mentally rotating 3D objects, playing Tetris.

2 marks

QUESTION 8
Roger Sperry underwent split-brain surgery, which involves severing the corpus callosum.

a  What is the key role of the corpus callosum?

Answer:
To allow integration of information between the left and right hemispheres of the cerebral cortex.

b  What is the name of the research technique used to study a person or small group of people who have a rare condition, such as split-brain surgery patients?

Answer:
a case study

c  What is one advantage of studying the brain using this technique?

Answer:
It provides very detailed information about a rare condition. It allows researchers to make hypotheses about future research.

1 + 1 + 1 = 3 marks
QUESTION 9
In a perfect world our memory would be able to retain everything that we see or experience. However, we know that our memory has limits and is fallible.

a What is the difference between memory and forgetting?

Answer:
Memory is an active information processing system that acknowledges that once information enters long-term memory it is stored permanently, whereas forgetting is the inability to retrieve previously stored information.

b What are two reasons why memory is considered fallible? Provide examples to support your answer.

Answer:
Reasons include: memory is not an exact replica of the world (once information is encoded it is personalised), we do not recall everything we experience (there are physiological and psychological explanations to support forgetting).

2 + 2 = 4 marks

QUESTION 10
The hippocampus and amygdala are important parts of the brain associated with an individual’s ability to remember incoming information.

a In which part of the brain are the hippocampus and amygdala found?

Answer:
Medial temporal lobe

b What is the role of each of these parts?

Answer:
Hippocampus:
Involved in formation and consolidation of new memories

Amygdala:
Involved in emotional memories or implicit memories

1 + 2 = 3 marks

QUESTION 11
Explain how performance on recall and recognition tasks would differ from younger people’s memories when testing elderly people’s retention of information.

Answer:
There would be little difference between performance on recognition tasks, but on a recall task elderly people would perform more poorly than those younger than them.

2 marks

QUESTION 12
Discuss one difference and one similarity between maintenance and elaborative rehearsal.

Answer:
Difference:
Maintenance rehearsal involves rote repetition of information, whereas elaborative rehearsal involves assigning meaning to information being rehearsed.
Similarity:
Both elaborative rehearsal and maintenance rehearsal help to increase the duration of time that information stays in memory.

3 marks

QUESTION 13
a  What is the duration of time that information can be maintained in echoic memory?

Answer:
Information can be retained in echoic memory for 3–4 seconds.

b  Name one difficulty we would face if the duration of echoic memory was shorter.

Answer:
We would have great difficulty communicating, as it would be difficult to remember the start of words or sentences.

1 + 1 = 2 marks

QUESTION 14
a  Provide one example of information that is stored in the visuospatial sketchpad of working memory.

Answer:
Where things are located around you, for example your drink on a table, or the stairs below you as you walk down them.

b  Provide one example of information that is stored in the phonological loop of working memory.

Answer:
Something that you heard and are trying to remember, or a song that is stuck in your head

1 + 1 = 2 marks

QUESTION 15
A baby turning her head when you touch her cheek is an example of a reflex action; whereas a baby beginning to crawl is an example of maturation.

2 marks

QUESTION 16
Name one neurotransmitter that is involved in learning, and explain the role that it plays.

Answer:
List any one of the following: dopamine is an important neurotransmitter for cognitive functions including learning, and also helps strengthen neural connections; glutamate is the main excitatory neurotransmitter that is involved in memory formation. (This list is not exhaustive – many neurotransmitters play a role in learning.)

2 marks
QUESTION 17
Research into the brain’s plasticity refers to the importance of critical periods. What are critical periods? Provide an example to support your answer.

Answer:
Critical periods are windows of opportunity, when the neural connections for a particular function are extremely receptive to change and adaption. An example of this is seen in geese; when they hatch they follow the first thing that moves. The period of time after birth is a critical period.

2 marks

QUESTION 18
Describe two features of classical conditioning.

Answer:
1 Classical conditioning involves an involuntary or naturally occurring response.
2 Classical conditioning involves repeated association between two stimuli.

2 marks

QUESTION 19
What is the difference between graduated exposure and aversion therapy?

Answer:
Graduated exposure involves pairing the aversive stimulus with pleasant consequences, whereas aversion therapy involves pairing the aversive stimulus with negative consequences.

1 mark

QUESTION 20
a Why is continuous reinforcement best for establishing behaviours in operant conditioning?

Answer:
Continuous reinforcement provides consistency, making it easier to establish a clear association with a behaviour and its consequence.

b Why is partial reinforcement best for strengthening behaviours in operant conditioning?

Answer:
Partial reinforcement strengthens a response because you never know when reinforcement is coming, therefore you perform the behaviour more often in the hope of receiving reinforcement.

c Provide an example of partial reinforcement.

Answer:
Giving a dog a treat approximately every third time it sits

1 + 1 + 1 = 3 marks
QUESTION 21
Explain two factors that make punishment more effective.

Answer:
List any two of the following: the punishment must be delivered after the behaviour; the consequence must be delivered as close as possible following the behaviour; the consequence must have the desired effect, i.e. it must be unpleasant; the punishment must not be too harsh; punishment should provide alternative behaviour.

2 marks

QUESTION 22
What is ‘shaping’? Explain how it could be used to teach someone how to tie their shoelaces.

Answer:
Shaping involves rewarding successive approximations that ultimately lead to the desired behaviour. You could reward a child with praise for looping the bow, then knotting the shoelaces and then finally for tying their shoelaces.

2 marks

QUESTION 23
What is the difference between ‘mental health’ and ‘mental illness’?

Answer:
Mental health is defined as a state of psychological and emotional well-being, whereas mental illness is a psychological or behavioural pattern that interferes with a person’s well-being.

2 marks

QUESTION 24
Explain how the functional and sociocultural approaches to normality define what is considered normal. Include an example to support your answer.

Answer:
Functional approach:
The functional approach defines normality by determining whether an individual can cope in society, for example if they can hold down a job.

Sociocultural approach:
The sociocultural approach defines normality by what is valued and expected according to cultural beliefs and standards, for example what is considered appropriate dress.

4 marks

QUESTION 25
a  What is the dimensional approach to classifying mental disorders?

Answer:
It is an approach to classifying mental illness by giving each individual a different profile of low or high scores across different dimensions. The individual is therefore on a continuum rather than placed in a specific category.
b  What is an advantage of the dimensional approach to classifying mental disorders over categorical approaches?

Answer: Individuals are not classified as either healthy or ill, or normal or abnormal – instead, the impact of their disorder lies on a continuum in relation to the general population. This can help to reduce the effect of labelling and stigma. It also allows sufferers and professionals to see when improvement has been made more readily.

1 + 1 = 2 marks

QUESTION 26

a  What is the fight–flight response? Use a real-life example to explain your answer.

Answer: The fight–flight response is a sympathetic nervous system response that prepares the body to deal with a potential threat by choosing to either confront the threat or run away from the potential danger. For example, if someone is following you late at night, the fight–flight response will give you the necessary resources to attack the person (fight) or to run away from them (flight).

b  Which nervous system activates the fight–flight response?

Answer: The sympathetic nervous system

c  What purpose does the fight–flight response serve?

Answer: It distributes the body’s resources to maximise the individual’s chance of survival.

2 + 1 + 1 = 4 marks
Following work conducted on the Mozart effect, a researcher wanted to investigate the relationship between children’s exposure to music at a young age and their stress coping mechanisms later in life.

The researcher advertised for participants in a local Ballarat newspaper. Sixty-five parents of children aged 3–5 years answered the advertisement. The children were screened and 40 children were chosen for the experiment. The researcher randomly allocated 20 children to one group and 20 children to another group.

The children in Group A were exposed to music every day for a period of one year. Exposure to music included playing music, dancing to music and creating music. The children in Group B were not exposed to any music for one year.

Years later, the researcher located the participants from both groups after they had entered high school. He gave each of them a stress coping mechanisms test. This involved a test with different scenarios and a series of activities requiring them to make decisions in emergencies, suggest strategies for coping, and report on how they felt when role-playing these emergencies.

He found that the children in Group A averaged 85 per cent on these tasks, while the children in Group B averaged 82 per cent on these tasks.

He found that the difference in coping abilities between Groups A and B was \( p > 0.05 \).

**QUESTION 1**

Explain Lazarus’ Transactional Model of Stress and Coping. Ensure you outline the two stages that an individual goes through when faced with a stressful situation, and how a situation may be appraised differently by different individuals.

**Answer:**

Students should cover the following points:

- **knowledge of model** (3 marks)
- **discussion of different ways situations can be appraised** (2 marks).

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5 marks
QUESTION 2
Write a discussion on the study detailed above.
Your discussion should contain:
• a discussion of the descriptive statistics
• a discussion of the inferential statistics
• any extraneous variables and the way in which they may have impacted on the results of the study
• an appropriate conclusion for the study.

Answer:
Students should cover the following points:
• knowledge of descriptive and inferential statistics and their application in the scenario (4 marks)
• knowledge of extraneous variables and their application to the scenario (4 marks)
• a discussion detailing that a conclusion cannot be drawn due to results not being statistically significant (2 marks).

10 marks