NAME: _______________________

Units 3 & 4 Practice Examination

VCE® PSYCHOLOGY

Reading time: 15 minutes
Writing time: 2 hours 30 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 or calculators.

Materials supplied

- Answer sheet for multiple-choice questions.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions

- Write your name in the space provided above on this page.
- Write your name 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 book.

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

The pioneering research done by Hermann Ebbinghaus demonstrated that the rate of forgetting information

A. does not follow a standard pattern
B. is rapid initially and then slows to a gradual decline
C. is gradual initially and then becomes more rapid over time
D. is dependent on the age of the person recalling the information.

Question 2

Recall can be used to measure the amount of information retained in memory. Which recall method is the least successful for producing information?

A. Free recall
B. Serial recall
C. Cued recall
D. Un-cued recall
Question 3

Margaret had an accident at work and she severed her middle finger. Eventually, the next finger (her pointer) began to send messages to the part of the somatosensory cortex originally allocated to the middle finger. This ‘take over’ phenomenon is an example of

A. adaptive plasticity
B. developmental plasticity
C. sprouting
D. rerouting

Question 4

Bella is a three year old who is learning to do jigsaw puzzles. She is very persistent and will sit for long periods of time trying to fit the pieces together. Each time she completes a puzzle, she becomes faster at doing it the next time. This type of learning is best described as

A. one trial learning
B. trial and error learning
C. operant conditioning
D. modelling

Question 5

Which of the following is an example of a response cost?

A. Being fined on public transport for not using a valid ticket.
B. Doing 50 push-ups in front of the class because you are late to gym class.
C. Turning off a movie because it is making you upset.
D. Completing your homework because you do not want to get a detention.

Question 6

According to observational learning theory, the four components of observational learning occur in which order?

A. Attention, motivation, reproduction, retention
B. Attention, motivation, retention, reproduction
C. Attention, reproduction, retention, motivation
D. Attention, retention, reproduction, motivation
Question 7

One of the main differences between allostasis and homeostasis is

A. there is no difference between the two processes, the terms refer to the same process
B. homeostasis involves constant body fluctuations, whereas allostasis involves maintaining the body functions at set limits
C. homeostasis helps the body achieve stability by changing, whereas allostasis helps the body achieve stability by keeping body systems constant
D. allostasis helps the body achieve stability by changing, whereas homeostasis helps the body achieve stability by keeping body systems constant.

Question 8

Jaxon and Jet are arguing over which mnemonic device is most useful for enhancing memory. Which of the following is not a mnemonic device?

A. Acrostic
B. Narrative chaining
C. Acronym
D. Recognition

Question 9

Toni witnessed a burglary on her way home from a party. She could tell the burglar was a male and was quite tall. The police asked her a number of additional questions when she didn’t provide them with a detailed description of the burglar. The questions the police asked included; “How many tattoos did the man have?”. She thought about it and answered that there seemed to be a lot of tattoos on the man. Later that week, when the burglar was caught, it turned out that it was a female, with no tattoos. According to the research of Elizabeth Loftus, the most likely reason that Toni had the description of the burglar so wrong was because

A. the memory was reconstructed because Toni was not sure what she actually saw
B. the memory was reconstructed with false information because of the way the police asked the question
C. Toni wanted to help the police because of the ‘willingness to please’ principle
D. Toni was suffering from retrograde amnesia due to the stress of witnessing the burglary.
Question 10

James is completing his oral exam for his year 12 French class. The components of working memory that would most likely be activated are the

A. visuo-spatial sketchpad; phonological loop; central executive
B. visuo-spatial sketchpad; phonological loop; episodic buffer
C. visuo-spatial sketchpad; central executive; episodic buffer
D. central executive; phonological loop; episodic buffer.

Use the following information to answer Questions 11-13.

Marcus meets two girls at a party; they introduce themselves as Tina and Tracy. He meets Tina at the beginning of the night and Tracy at the end of the evening just before he catches a taxi home.

Question 11

After being introduced to Tracy later on in the evening, Marcus keeps calling her Tina, much to her annoyance and Marcus’s embarrassment. This is an example of

A. proactive interference
B. retroactive interference
C. retrograde amnesia
D. tip-of-the-tongue phenomenon

Question 12

Two weeks later, Marcus bumps into Tina at the supermarket. He remembers meeting her at the party a few weeks ago but he cannot remember her name. This is an example of

A. proactive interference
B. retroactive interference
C. retrograde amnesia
D. tip-of-the-tongue phenomenon
Question 13

A state-dependant cue could assist Marcus with recalling Tina’s name. A state-dependant cue is when

A. the same emotional or physiological state is experienced upon recall that acts as a retrieval cue
B. the event occurs in the same place as it did previously acting as the retrieval cue
C. nodes are activated across networks allowing access to related information
D. information is lost and cannot be retrieved, even through a cue.

Question 14

Which of the following is an example of maturation?

A. Pulling your hand away quickly when you touch a hot pan
B. A baby suckling its mother’s milk
C. A bird building a nest
D. A baby starting to crawl

Question 15

A researcher wanted to investigate the way that an alcohol-induced altered state of consciousness affects people when they are interacting. To gather this data he used the footage caught from nightclub security cameras. This type of data collection is an example of

A. self-report research
B. observational research
C. experimental research
D. case study research
Question 16

Megan goes to a party and drinks too many beers. At one point, she falls over but she quickly gets up and forgets about it because it did not hurt. In the morning when she wakes up, her knee is really sore and she notices that there is a big gash in it and there is blood all down her leg. This is an example of

A. content limitation
B. perceptual distortion
C. cognitive distortion
D. lack of self-control

Question 17

The role of the autonomic nervous system is to

A. connect the brain and spinal cord
B. carry sensory messages
C. carry movement messages
D. control bodily functions that are not usually under voluntary control.

Question 18

The main function of the occipital lobe is to

A. send and receive messages between the brain and the body regarding movement
B. receive and process sounds from both ears
C. maintain memory and emotional responses to memories
D. receive and process visual information

Question 19

After being in a car accident and suffering a head injury, Carlos will no longer eat the food on the left side of his plate. This is most likely because he is

A. not hungry
B. suffering from Broca’s aphasia
C. suffering from spatial neglect
D. suffering from Wernicke’s aphasia
**Question 20**

When a memory is formed, changes occur at the synapse. These changes involve

A. less neurotransmitters being released
B. less dendritic spines being produced
C. a decrease in acetylcholine being released
D. dendritic spines increasing and becoming bushier.

**Question 21**

The hippocampus and amygdala are important to the formation of memories. One of the main differences between these two structures is that the

A. hippocampus is involved in attaching emotion to memories, whereas the amygdala is involved with forming and consolidating new declarative memories
B. amygdala is involved in attaching emotion to memories, whereas the hippocampus is involved with forming and consolidating new declarative memories
C. hippocampus is involved in short-term memory storage, whereas the amygdala is involved in long-term memory storage
D. amygdala is involved in short-term memory storage, whereas the hippocampus is involved in long-term memory storage.

*Use the following information to answer Questions 22-24.*

Shelley and Steve have been married for more than 40 years. They are both in their 80’s. Shelley likes to talk to her daughter and together they reminisce about when her daughter was younger. However, recently Shelley has not been able to remember some of the events that her daughter talks about.

**Question 22**

It is most likely that Shelley is suffering from

A. Alzheimer’s disease
B. dementia
C. neurodegenerative disease
D. natural memory decline due to ageing.
Question 23

The type of memories that Shelley is having trouble recalling are

A. Episodic memories  
B. Semantic memories  
C. Implicit memories  
D. Procedural memories

Question 24

Shelley’s husband Steve has also experienced a decline in his memory ability. He often forgets what he was going to do and he has become depressed. Furthermore, he often tells Shelley that he feels confused and frustrated. It is likely that this is

A. the early stages of dementia  
B. the early stages of Alzheimer’s Disease  
C. natural memory decline due to ageing  
D. amnesia

Use the following information to answer Questions 25-26.

Dion is learning to sew. His mother is teaching him. Each week, he visits his mother and she spends a few minutes demonstrating how she uses the sewing machine then Dion tries for it himself.

Question 25

As Dion is learning to sew, which of the following processes is occurring in his brain?

A. Serotonin and adrenalin will be released leading to more synaptic connections.  
B. Tau plaques and amyloid proteins will be released leading to more synaptic connections.  
C. Neurons at synaptic connections are strengthened.  
D. Synaptic connections at neurons are strengthened.
**Question 26**

Which of the following learning theories best describes Dion’s learning?

A. Trial-and-error learning  
B. Observation learning  
C. Classical Conditioning  
D. One trial learning

**Question 27**

Jacky is four years old and she hates going to bed at night. Each night it takes up to two hours for her parents to get her to sleep. They decide that to encourage her to go to sleep more quickly in the evenings they will offer her rewards. They set up a star chart and when she goes to sleep at night without making a fuss she gets a star on her chart. She is allowed to trade the stars for actual rewards. Five stars will get her a trip to the swimming pool and 10 stars will get her a trip to Bounce, where she can jump on the trampolines. This is an example of

A. shaping  
B. flooding  
C. token economy  
D. modelling

**Question 28**

Which statement best describes the difference between operant and classical conditioning?

A. In classical conditioning the reinforcement occurs before the response whereas in operant conditioning the reinforcement occurs after the response.  
B. In classical conditioning the reinforcement occurs after the response whereas in operant conditioning the reinforcement occurs before the response.  
C. In classical conditioning the learner is active, whereas in operant conditioning the learner is passive.  
D. In classical conditioning the response is complex, whereas in operant conditioning the response is simple.
Question 29

One of the strengths of using a dimensional approach to classifying mental disorders is

A. there is a standardised system that is universally accepted by mental health professionals
B. the person is not labelled, rather they obtain a profile after an assessment, leading to a reduction in stigma
C. there is widespread agreement between mental health professionals about the number of dimensions to adopt for mental illness symptoms
D. the person is categorised into a diagnosis which assists mental health professionals to provide treatment.

Use the following information to answer Questions 30-34.

Jacques developed a fear of dogs when he was nine years old after he saw his neighbour’s dog attack another dog. He now shakes uncontrollably when a dog comes too close. When he sees a dog on the street, he crosses the road.

Question 30

Jacques fear is a(n)

A. unconditioned response
B. conditioned response
C. neutral response
D. unusual response

Question 31

Jacques fear has become so intense that it has begun to interfere with his ability to function in everyday life. This could be classified as

A. mental health
B. a mental health problem
C. mental illness
D. psychological health
Question 32

Jacques has recently begun dating Jennie. Jennie loves dogs and has a pet dog of her own. She wants Jacques to meet her dog but he is too afraid. He decides to seek help for his fear, seeing a therapist who recommends graduated exposure. The goal of graduated exposure is to

A. generalise the unconditioned response
B. generalise the conditioned response
C. extinguish the unconditioned response
D. extinguish the conditioned response.

Question 33

After months of graduated exposure, Jacques is still too scared of dogs to meet Jennie’s dog. He decides to seek help from a different therapist who suggests an alternative to graduated exposure. The alternative that she suggests is most likely

A. stimulus generalisation
B. stimulus discrimination
C. aversion therapy
D. flooding

Question 34

Finally Jacques conquers his fear of dogs and happily meets Jennie’s dog. The meeting goes well and he no longer fears other dogs he sees in the streets and parks. However, a few months later, he sees a dog when he is running and he begins to shake and tremble with fear. The process occurring here is

A. stimulus generalisation
B. stimulus discrimination
C. spontaneous recovery
D. acquisition
Use the following information to answer Questions 35-36.

A Year 12 Psychology teacher has seven students in her class who came late to every class. She decided to time each student recording how many minutes late they each arrived to class. The following data shows the number of minutes that the students arrived late

3, 4, 5, 7, 7, 8, 10, 12

Question 35

The mean for the above data set is

A. 6  
B. 7  
C. 8  
D. 9

Question 36

The mode and median for the above data set is

A. 6, 7  
B. 7, 7  
C. 7, 8  
D. 7, 7.5

Question 37

Prior to beginning an experiment, participants should be informed that if they do not wish to continue with the experiment, they may stop participating at any time. This ethical principal is known as

A. confidentiality  
B. voluntary participation  
C. debriefing  
D. withdrawal rights
Use the following information to answer Questions 38-41.

A researcher conducted an experiment to find out if yoga helps to alleviate the effects of anxiety on individuals. Half of the participants attended yoga classes on a weekly basis for two months and the other half of the participants did not.

**Question 38**

The group who attended the yoga classes are the

A. independent variable  
B. dependent variable  
C. control group  
D. experimental group

**Question 39**

The researcher was not aware that some of his participants in the experiment were also seeking counselling to assist them in alleviating their anxiety. This is an example of a(n)

A. Placebo effect  
B. experimenter effect  
C. extraneous variable  
D. counterbalancing variable

**Question 40**

The experimental research design used in this study was

A. independent-groups  
B. matched-pairs  
C. repeated-measures  
D. counterbalancing
Question 41

In this experiment, the researcher randomly allocated participants to different groups. This is a research procedure in which

A. every member of the population has an equal chance of being selected
B. participants were assigned at random to either group
C. the researcher selects the group for each individual based on their characteristics
D. participants in each group are matched based on their ability.

Question 42

In an altered state of consciousness

A. recall of information is less accurate
B. memory processes are easily controlled
C. thought processes are organised and logical
D. memory processes rarely experience distortion.

Question 43

According to the restorative theory of sleep

A. REM sleep restores the body
B. NREM sleep restores the brain
C. growth hormones are released while we sleep
D. sleep increases our chance of survival by keeping us safe.

Question 44

Jackson spent the night in a sleep laboratory having his sleep monitored. The researchers monitored his sleep using an EEG, EOG and EMG. The EEG, EOG and EMG devices detect, amplify and record electrical activity in the

A. Brain, eyes, muscles
B. Brain, muscles, eyes
C. Muscles, eyes, brain
D. Eyes, brain, muscles
Question 45

Henry met up with his girlfriend for lunch and she ended the relationship, saying she did not want to be his girlfriend anymore. Henry was devastated. He drove off on his motorbike and had an accident at the first intersection he reached. He was knocked unconscious and woke up in hospital. At the hospital, Henry asked the doctors to call his girlfriend. When she arrived, it seemed that Henry did not remember anything about their breakup immediately prior to his accident.

This is an example of

A. motivated forgetting
B. a disruption to the consolidation process
C. anterograde amnesia
D. neurodegenerative disease

Question 46

According to the Atkinson-Shiffrin multi-store model of memory, iconic memory describes

A. auditory sensory memory
B. visual sensory memory
C. the serial position effect
D. the recency effect

Question 47

According to the Atkinson-Shiffrin multi-store model of memory, the main reason that information does not pass from sensory memory through to short-term memory is because

A. there is too much sensory information and only information that we pay attention to will pass to short-term memory
B. the capacity of sensory memory is limited to 7 +/- 2 chunks of information
C. our attention is too selective
D. our attention is not selective enough.
Question 48

An individual with a mental health problem will

A. think through problems taking a logical approach  
B. often have difficulty concentrating  
C. exhibit symptoms of major depression  
D. form positive relationships with others.

Question 49

Tuyet writes out her shopping list before she goes to the store. She has 12 items on the list. However, she accidentally leaves the list at home, so at the supermarket she tries to remember what she had written on the list. When she gets home she notices that she had forgotten to buy the items in the middle of the list. This is known as the

A. primacy effect  
B. recency effect  
C. serial position effect  
D. chunking effect

Question 50

The way that psychologists distinguish procedural and declarative memory is that

A. declarative memory is ‘knowing that’ and procedural memory is ‘knowing how’  
B. declarative memory is ‘knowing how and procedural memory is ‘knowing that’  
C. declarative memory is ‘knowing who’ and procedural memory is ‘knowing how’  
D. declarative memory is ‘knowing how’ and procedural memory is ‘knowing who’.

Question 51

One of the main limitations of Craik and Lockhart’s levels of processing theory is that

A. there were only two types of processing; shallow and deep  
B. the depth of processing concept is difficult to measure  
C. it can only apply to people learning word lists  
D. it has no practical applications to the real world.
Question 52

Which of the following statements is true?

A. Repression is the conscious blocking of a memory from entering conscious awareness, whereas suppression is the unconscious blocking of a memory from entering conscious awareness.

B. Repression is the unconscious blocking of a memory from entering conscious awareness, whereas suppression is the conscious blocking of a memory from entering conscious awareness.

C. Suppressed information will be recalled quicker than repressed information.

D. Repressed information will be recalled quicker than suppressed information.

Question 53

Fred loves to go fishing. The reinforcement schedule that fishing follows is

A. fixed-ratio schedule
B. variable-ratio schedule
C. fixed-interval schedule
D. variable-interval schedule

Question 54

The brainwaves that are associated with REM sleep are

A. alpha
B. theta
C. delta
D. beta
Use the following information to answer Questions 55-59.

After completing school, Didier wanted to do a mechanic apprenticeship, but his parents said he was too clever to be ‘just’ a mechanic. His ATAR was high enough to get an entry to medicine so he started studying it at the insistence of his parents. He does not like studying medicine and how approaching his exams he has become very anxious.

**Question 55**

Because of the anxiety that Didier has been feeling over the past three weeks, it is most likely that the systems of his body that have been activated are

A. HPA axis  
B. fight-flight response  
C. parasympathetic nervous system  
D. homeostasis system

**Question 56**

Didier’s ongoing anxiety in the lead-up to his exams could be described as

A. eustress  
B. distress  
C. fight-flight response  
D. allostasis

**Question 57**

One of the physiological effects that Didier may experience due to the ongoing stressor is

A. an impaired immune system  
B. a fully functioning immune system  
C. an impaired parasympathetic nervous system  
D. a fully functioning parasympathetic nervous system.
Question 58

Identify one social factor that may be contributing to Didier’s anxiety.

A. He has inherited the ‘anxiety gene’.
B. He is part of an ethnic minority.
C. His mother has a history of anxiety.
D. His family are not supportive of his desire to choose a different area of study.

Question 59

Didier visits a therapist who recommends some strategies for coping with stress. Which of the following combinations is the doctor most likely to make?

A. Meditation and relaxation
B. Meditation and physical exercise
C. Meditation and biofeedback
D. Biofeedback and physical exercise

Question 60

David was recently in a car accident and suffered a head injury. His girlfriend notices that now he no longer controls his emotions. At the funeral of his friend David giggled, laughed and did not pay attention to the ceremony. Which lobe would have been damaged to lead to this type of behaviour?

A. Frontal
B. Parietal
C. Occipital
D. Temporal

Question 61

Identify the lobe that would be responsible for controlling movement of the left arm

A. left frontal lobe
B. right frontal lobe
C. left parietal lobe
D. right parietal lobe
Question 62

A microsleep occurs when an individual is

A. sleep deprived
B. in stage 1 sleep
C. deprived of REM sleep
D. deprived of NREM sleep

Question 63

Marcus is afraid of spiders. Whenever he sees a spider he begins to feel very anxious and distressed. He even becomes so scared at times that he runs out of the house screaming if he sees a spider in the house. Which system is being activated?

A. Sympathetic nervous system
B. Parasympathetic nervous system
C. Somatic nervous system
D. Parasomatic nervous system

Question 64

Which component of working memory was added into a revised model of working memory proposed by Baddeley and Hitch?

A. Phonological loop
B. Visuo-spatial sketchpad
C. Central executive
D. Episodic-buffer
**Question 65**

When conducting a test of significance for the results, the teacher found the level of significance to be $p<0.04$. This means that:

A. there was less than a 0.4% chance that the difference in mean scores obtained was most likely due to chance

B. there was less than a 4% chance that the difference in mean scores obtained was most likely due to chance

C. there was less than a 40% chance that the difference in mean scores obtained was most likely due to chance

D. there was less than a 4 in 1000 chance that the difference in mean scores obtained was most likely due to chance.
SECTION B – Short answer questions

Instructions for Section B

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

Question 1 (4 marks)

Sperry and Gazzaniga conducted research on split-brain patients where images were flashed into either the right or left visual field of the patients. They noticed that split-brain patients were unable to name images flashed into the left visual field. Sperry and Gazzaniga devised a method to demonstrate that even though the patients were unable to verbally identify the objects, they could do so in other ways:

a. Explain the method that Sperry and Gazzaniga used to identify whether the split-brain patients really did see the image. 2 marks

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b. Explain why patients cannot name the objects but they are still able to identify them in other ways. 2 marks

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Question 2 (4 marks)

Explain the difference between controlled and automatic processes. Highlight the difference through the use of an example.

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Question 3 (5 marks)

Sharn, a two-and-a-half year old toddler, is going through a “screaming phase”. Whenever she does not get her way, she screams. Her mother tries to ignore her but eventually gives in. The type of learning occurring in this example is operant conditioning.

a. According to the three phase model of operant conditioning, identify the discriminative stimulus (antecedent), the response (behaviour) and the consequence to the response in this scenario.

3 marks

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b. Sharn’s mother is very worried about this “screaming phase” and asks her doctor for some advice. He suggests some strategies for stopping this behaviour using positive reinforcement and punishment.

   i. Give an example of positive reinforcement that Sharn’s mother could try in this situation.

   1 mark

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   ii. Give an example of a punishment that Sharn’s mother could try in this situation.

   1 mark

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Question 4 (3 marks)

Ms Mac and Ms Donald have been teaching year 7 classes this year. They have noticed that students in their classes have bad behaviour. They decide to implement different types of reinforcement schedules to encourage more good behaviour from the students. Ms Mac decides to use a fixed-ratio schedule of reinforcement while Ms Donald decides to use a variable ratio schedule of reinforcement.

   a. Explain the difference between these two schedules of reinforcement giving examples of how Ms Mac and Ms Donald would enforce them.

   2 marks

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b. Which interval schedule will be more effective?

Question 5 (6 marks)

Suzan has been experiencing panic attacks at work over the past two weeks. Identify the three domains of the biopsychosocial framework and for each of the three domains describe one factor that may affect Suzan’s condition.

Domain 1:

Factor:

Domain 2:

Factor:

Domain 3:

Factor:
Question 6 (4 marks)

Lazarus and Folkman proposed the Transactional Model of Stress and Coping. Identify two strengths and two limitations of this model.

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Question 7 (3 marks)

Through use of an appropriate example, distinguish between elaborative and maintenance rehearsal.

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**Question 8** (4 marks)

Draw a neuron, ensuring that you label the axon, dendrites, synaptic gap. Include an arrow showing which way the neurotransmitter travels along the neuron.

**Question 9** (3 marks)

**a.** According to hemispheric specialisation, which hemisphere is responsible for verbal and analytical functions?  
1 mark

**b.** Explain how baking a cake is an analytical function.  
2 marks
**Question 10** (6 marks)

Describe three differences between Broca’s area and Wernicke’s area.

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**Question 11** (2 marks)

Explain what REM rebound is and give an example of when it is likely to occur.

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Question 12 (4 marks)

Sleep laboratories measure physiological responses from an EEG, EOG and EMG. Identify two other physiological indicators of sleep that are usually used in a sleep laboratory and explain how you would be able to identify that someone is asleep using these measures.

Question 13 (2 marks)

Describe one difference and one similarity between reflexes and fixed-action patterns.
**Question 14** (4 marks)

Two psychologists are debating which manual of mental disorders is more useful. One Psychologist argues that the DSM-IV is more useful while the other argues that they prefer the ICD-10. Identify two ways in which these manuals are similar and identify two ways in which they are different:

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**Question 15** (2 marks)

Ursula is an 80 year old grandmother. Sometimes she cannot remember certain events that occurred earlier in her life. For example, she cannot remember how many years she worked as a nurse in the war or much of the work that she did during that time. However, she has vivid memories of other events in her life, such as the day she met her husband. Her daughter tries to explain this using decay theory. Explain why decay theory may not be the best explanation for her forgetting.

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2 marks
Question 16 (3 marks)

Adolescents and older adults have different sleep-wake patterns. Identify three differences in the sleep-wake cycle between an adolescent and an older adult.

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SECTION C – Research Scenario

Instruction for Section C

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

Your responses may include diagrams, charts and tables.

In the 1920’s John B. Watson aimed to demonstrate that humans acquire fears in the same ways that animals do. To test this, Watson’s participant was 11 month old Albert B, also known as Little Albert. To condition the fear response in Little Albert, Watson produced a loud banging noise whenever Little Albert was in the presence of a white rat. After a number of pairings, Albert showed the fear response every time the rat was placed near him. Albert also showed fear of other similar stimuli, such as a white rabbit and a dog after the fear response had been learned.

Question 1 (2 marks)

a. Identify one ethical issue that was breached in this experiment.

_____________________________________________________________________________________
_____________________________________________________________________________________

b. Explain what measures Watson could have taken to ensure this study was conducted ethically.

_____________________________________________________________________________________
_____________________________________________________________________________________

Question 2 (1 mark)

What type of research was this?

_____________________________________________________________________________________

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Question 3 (1 mark)

Why would it be difficult to generalise the findings of Watson’s research?

_____________________________________________________________________________________

Question 4 (1 mark)

Identify the independent variable in this research.

_____________________________________________________________________________________

_____________________________________________________________________________________
Question 5 (10 marks)

Conduct research that aims to compare the effectiveness of graduated exposure and flooding in extinguishing a conditioned fear response.

Create a research hypothesis and method section for this research and include the following information:

- Participants: sampling procedure and allocation procedure
- Procedure: data collection methods and research design
- Controlling confounding variables.
Extra spaces for responses

Clearly number all responses in this space

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# Answer Sheet for All Multiple Choice Questions

*Use pencil only to shade the box with the correct answer*

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Solution Pathway

Each answer indicates the Unit, Key Knowledge dot point and (where appropriate) sub-dot point in the Study Design to which the question relates.

SECTION A: Multiple-choice questions

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SECTION B: Short Answer questions

Question 1  (4 marks)

U3 AOS1 DP6 (3)

a. Patients were asked to feel different objects in front of them (without seeing them) (1 mark) and they were able to identify the object through touching them with their left hand rather than verbally (1 mark).

b. The visual information was sent to the right hemisphere (for identification) (1 mark) but was unable to be sent back to the left hemisphere (speech specialisation) because the corpus collosom was cut (1 mark).

Question 2  (4 marks)

U4 AOS1 DP3(4)

- Controlled process - individual is focusing on that task only, selective attention, cannot perform others at the same time (1 mark).
- Automatic process - divided attention, individual can focus on other tasks as well, low level of conscious awareness is required (1 mark).
- Include an appropriate example such as learning to ride a bike, drive a car, etc. For example: Learning to drive a car requires focussed attention, so is a controlled process. Once you become a confident driver, less attention is necessary, so it becomes an automatic process (2 marks).

Question 3  (5 marks)

U4 AOS1 DP3 (4)

a. D – Sharn does not get what she wants (1 mark)
   R – Sharn has a tantrum (1 mark)
   C – Sharn gets what she wants (1 mark).

b. i. Example for positive reinforcement – Mother could create a sticker/reward chart for good behaviour, encouraging the likelihood of increasing this good behaviour, rather than the bad behaviour (1 mark).
   Other appropriate positive reinforcement examples could be used here too.

   ii. Example for punishment – Mother could put Sharn in her room for being naughty – presentation of a stimulus decreasing likelihood of behaviour (1 mark).
   Other appropriate positive reinforcement examples could be used here too.
Question 4  (3 marks)

U4 AOS1 DP3 (4)

a.
- After a set number of correct responses, a reward is given (FR) (1 mark).
- After an unpredictable number of correct responses, but using an average number to determine the rewards distributed. (VR) (1 mark).

b. Variable ratio (1 mark).

Question 5  (6 marks)

U4 AOS2 DP 3

Domain: Biological (1 mark).

Factor: eg, there may be a family history (genetic) of anxiety/panic attacks (1 mark).

(Can describe any other biological factor that may be applicable – eg, brain chemistry, brain function, nervous system activity).

Domain: Social factors (1 mark).

Factor: Suzan may have experienced considerable trauma in the weeks leading up the panic attacks (1 mark).

(Can describe any other social factor that may be applicable – eg, social skills, social isolation, lack of support, cultural values/expectations, life events).

Domain 3: Psychological factors (1 mark).

Factor: Suzan may not have developed coping skills throughout her life and a build-up of stressors and trauma in her life have all combined to lead to the panic attacks (1 mark).

(Can describe any other psychological factor that may be applicable – eg, emotional state, personality traits, thinking and reasoning skills).
Question 6  (4 marks)

U4 AOS2 DP4 (2)

Response must include two strengths and two weaknesses.

Strengths:

- Includes psychological factors involved in the stress response (1 mark).
- Includes a reappraisal component that allows for the changing nature of the stress response (1 mark).
- Includes different ways of managing stressors enhancing the understanding of stress-management techniques (1 mark).

Weaknesses:

- Very subjective so difficult to test (1 mark).
- Questionable that stressors need appraisals or does the stress response occur naturally (1 mark).

Question 7  (3 marks)

U3 AOS2 DP2 (1)

Maintenance rehearsal is repeating information over and over to maintain it in STM (1 mark) whereas elaborative rehearsal involves linking the new information to existing information in a meaningful way (1 mark). For example, when learning a word list, repeating the word over and over is an example of maintenance rehearsal whereas linking each word into a pre-existing category is elaborative rehearsal (1 mark).

Question 8  (4 marks)

U3 AOS2 DP1 (1)

Appropriately labelled diagram that shows axon, dendrites, synaptic gap and the direction of a neurotransmitter.

Question 9  (3 marks)

U3 AOS1 DP5 2

a. Left (1 mark).

b. Complete the task in a sequential/logical way – follow the recipe (1 mark).
   Break the task down into parts – ingredients, cooking baking (1 mark).
Question 10  (6 marks)

U3 AOS1 DP5 (2)

- Broca’s area is located in the left frontal lobe, Wernicke’s area is in the left temporal lobe (2 marks).
- Broca’s area is involved in the production of speech, Wernicke’s area is involved in the comprehension (and production) of speech (2 marks).
- Damage to Broca’s area results in difficulty producing speech whereas damage to Wernicke’s area results in difficulty understanding speech (2 marks).

Question 11  (2 marks)

U3 AOS1 DP4 (2)

When an individual is deprived of REM sleep (1 mark) they will spend more time than usual in REM sleep the following night to ‘catch up’ on the lost sleep (1 mark).

Question 12  (3 marks)

U3 AOS1 DP3 (1)

Heart rate – slows during deep sleep, increases when moving to light sleep (1 mark)

Body temp – decreases during sleep (1 mark)

GSR – less sweat (1 mark)

Question 13  (2 marks)

U4 AOS1 DP 1

Both are inborn/innate (similarity).

Reflex is a single, simple action, whereas a fixed action pattern is more complex because it consists of a sequence of responses (difference).
Question 14  (4 marks)

U4 AOS2 DP 2

Must have two similarities and two differences.

Similarities

- both are categorical systems (1 mark);
- both assist mental health professionals to make a diagnosis (1 mark);
- both contain detailed descriptions of each disorder (1 mark).

Differences

- ICD-10 covers all physical conditions and mental disorders, whereas DSM-IV is only mental (1 mark);
- ICD-10 is not as detailed as DSM-IV, does not include course, prognosis and prevalence of disorder as DSM-IV does (1 mark).

Question 15  (3 marks)

U3 AOS2 DP 3 (5)

Decay theory suggests that time weakens the memory trace. However, the existence of vivid memories suggests that this is not the case for LTM (1 mark). A weakened memory trace only applies to sensory memory and STM, not LTM (1 mark).

Question 16 (3 marks)

U3 AOS1 DP 4 (3)

An older person requires less sleep over all than an adolescent (1 mark).

An older person will have less deep sleep than an adolescent (1 mark).

Adolescents experience sleep phase onset affecting their ability to fall asleep, this is not experienced by older adults (1 mark).

SECTION C: Research Scenario

Question 1 (2 marks)

a. Informed consent, psychological distress, right to withdraw (identify one for 1 mark).
b. Informed the mother, allowed her to be observing during the experiment so she could withdraw him if she wanted. Ensured that Albert’s fear response was extinguished afterwards. (Explain one for 1 mark).

**Question 2 (1 mark)**

*Case study*

**Question 3 (1 mark)**

*Only one participant so cannot assume that others will behave in the same way.*

**Question 4 (1 mark)**

*Presence of loud noise.*

**Question 5**

*It was hypothesised that participants who undertook graduated exposure are more likely to have their fear response extinguished than if they were exposed to flooding.*

OR

*It was hypothesised that participants who undertook flooding were more likely to have their fear response extinguished than if they were exposed to graduated exposure.*

*Participants would be a convenience sample who already had a conditioned fear response.*

*Because the most appropriate experimental design is matched-participants, participants will be allocated to each group based on matching individual characteristics including type of fear.*

*The data collection methods will include the number of hours of therapy until the fear response has been extinguished.*

*Extraneous variables could be individual characteristics such as*

- what the fear is;
- how long the participant has had the fear;
- if the participant is on medication;
- these will be controlled for by using the matched pairs experimental design.*