

***INSIGHT***  
***Trial Exam Paper***

**2006**

**PSYCHOLOGY**

**Written examination 2**

**STUDENT NAME:**

**QUESTION AND ANSWER BOOK**

**Reading time: 15 minutes**  
**Writing time: 1 hour 30 minutes**

**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	44	44	44
B	17	17	46
		Total	90

- Students are permitted to bring the following items into the examination: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring sheets of paper or white out liquid/tape into the examination.
- Calculators are not permitted in this examination.

**Materials provided**

- The question and answer book of 21 pages.
- An answer sheet for the multiple-choice questions.

**Instructions**

- Write your **name** in the box provided and on the multiple-choice answer sheet.
- You must answer the questions 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 or any other electronic devices into the examination.**

This trial examination produced by Insight Publications is NOT an official VCAA paper for 2006 Psychology written examination 2.

This examination paper is licensed to be printed, photocopied or placed on the school intranet and used only within the confines of the purchasing school for examining their students. No trial examination or part thereof may be issued or passed on to any other party including other schools, practising or non-practising teachers, tutors, parents, websites or publishing agencies without the written consent of Insight Publications.

Copyright © Insight Publications 2006

**This page is blank**

**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.

**AREA OF STUDY 1 – MEMORY****Question 1**

The information-processing model of memory states that information must be located in \_\_\_\_\_ memory and transferred to \_\_\_\_\_ memory before it can be used. This process is known as \_\_\_\_\_.

- A. long-term; short-term; storage
- B. short-term; long-term; encoding
- C. short-term; long-term; retrieval
- D. long-term; short-term; retrieval

**Question 2**

Ingrid studied German at school but has not used the language since and thought she had forgotten most of it. When she visited Germany in her twenties she found that she could pick up the language reasonably well. This is an example of

- A. recognition.
- B. savings.
- C. recall.
- D. relearning.

**Question 3**

Working memory processes information from

- A. long-term memory only.
- B. long-term and sensory memory.
- C. sensory memory only.
- D. short-term memory only.

**Question 4**

Nerida had arranged to meet her mother at the railway station. When she saw her mother in the crowd, standing outside the railway station, she walked over to her. The area of memory that allowed Nerida to identify her mother and store information about her location in the environment is an area of \_\_\_\_\_ known as the \_\_\_\_\_.

- A. sensory memory; visuospatial sketchpad
- B. sensory memory; phonological loop
- C. short-term memory; visuospatial sketchpad
- D. long-term memory; visual working memory

**Question 5**

Which of the following statements about short-term memory is correct?

- A. When consciously processing extensive pieces of information, we are inclined to forget some aspects of the information if it is held in short-term memory for longer than 20 seconds.
- B. The usual capacity of short-term memory is five bits of information, plus or minus two bits.
- C. The usual duration of short-term memory is between 18 and 40 seconds.
- D. Displacement in short-term memory occurs when new information pushes out other information stored in short-term memory.

**Question 6**

According to the consolidation theory, when information is being stored in long-term memory,

- A. a period of consolidation is required if the new memory is to be permanently stored.
- B. any interruption to the consolidation process will erase the stored memory.
- C. maintenance rehearsal is necessary if the information is to be consolidated and stored permanently.
- D. chunking will make the process more efficient.

**Question 7**

Rashida was planning a piece of artwork for her folio based around a theme of animals. She did some initial sketches of farmyard animals based on a memory of a visit to her grandparent's farm. In this activity Rashida was using

- A. semantic memory.
- B. episodic memory.
- C. a combination of semantic, episodic and procedural memory.
- D. a combination of episodic and procedural memory.

**Question 8**

In a later series of sketches, Rashida drew a scene depicting African animals. She used her memories of what the animals looked like to help her create the sketches. In this case Rashida was using a combination of

- A. procedural and episodic memory.
- B. procedural and semantic memory.
- C. episodic and semantic memory.
- D. episodic, procedural and semantic memory.

**Question 9**

Which of the following statements about serial position effect is correct?

- A. A typical graph illustrating the serial position effect would feature a steep decline in the percentage of words recalled during the first 20 minutes, with a flattening out of the curve after one hour.
- B. A typical graph illustrating the serial position effect would feature a steep rise in a curve ascending from right to left indicating a consistent improvement in recall for items later in a list.
- C. A typical graph illustrating the serial position effect would feature a U-shaped curve indicating that recall is greater for items at the beginning and end of a list, and less for items in the middle of a list.
- D. A typical graph illustrating the serial position effect would feature an inverted U-shape indicating that recall is greater for items in the middle of a list and less for items at the beginning and end of the list.

**Question 10**

The theory that states that information in long-term memory is organised in networks of overlapping grids with links between similar information is known as the

- A. semantic network theory.
- B. consolidation theory.
- C. declarative network theory.
- D. processing model theory.

**Question 11**

Which of the following statements about forgetting is correct?

- A. The amount and rate of forgetting is generally influenced by how well the information is learned but, even when well learned, more difficult material is forgotten more quickly than easily learned material.
- B. Slow learners forget at approximately the same rate as fast learners.
- C. If material is more meaningful to the learner it will be forgotten more readily.
- D. Most forgetting occurs approximately 12 hours after the initial learning.

**Question 12**

Dominic was rehearsing for the school musical production and had to learn a new song each week. After rehearsal when he tried to recall the lyrics of the song learned in the current week's rehearsal he found that he could only recall the lyrics of the song learned the previous week. This is an example of

- A. proactive interference.
- B. retroactive interference.
- C. retrograde amnesia.
- D. proactive amnesia.

**Question 13**

The theory of forgetting that proposes that we sometimes forget due to the gradual fading of the physical memory trace is called

- A. pseudo-forgetting theory.
- B. motivated forgetting theory.
- C. memory trace theory.
- D. decay theory.

*Questions 14 and 15 relate to the following scenario.*

Damien was involved in an industrial accident, falling and hitting his head on a steel girder. Afterwards he found that he could not remember the names of the medical staff treating him, regardless of how many times they introduced themselves, nor any other new information they gave him.

**Question 14**

Damien's condition is an example of

- A. retroactive interference.
- B. anterograde interference.
- C. retrograde amnesia.
- D. anterograde amnesia.

**Question 15**

Which of the following would be most likely to apply to Damien?

- A. His memory loss is likely to be permanent.
- B. His memory of events before the accident is likely to deteriorate.
- C. His ability to form new memories is likely to return.
- D. He is likely to vividly recall the moments preceding the accident but nothing since.

**Question 16**

It has been reported that mood can have a major impact upon the types of memories we recall. For example, when feeling very unhappy we are more likely to recall other unhappy memories rather than happy memories. This phenomenon is attributed to the mood providing a

- A. state-dependent cue.
- B. context-dependent cue.
- C. emotion-dependent cue.
- D. retrieval cue.

**Question 17**

Anna was in the habit of memorising key pieces of information by linking them to pieces of information she already understands. This is an example of

- A. mnemonics.
- B. rote learning.
- C. rehearsal.
- D. elaboration.

**Question 18**

Research into the effects of aging on short-term memory has found that

- A. relatively simple tasks are less likely to be performed successfully unless the individual has a strong interest in the material.
- B. tasks that require more complicated manipulation of material are usually performed more successfully than simple tasks.
- C. tasks that require divided attention are less likely to be performed successfully.
- D. after the age of 60 years, the speed of processing in long-term memory is decreased.

**Question 19**

The key to the way in which mnemonic devices help to improve memory is that

- A. they are generally rhymes, making them easy to remember.
- B. they link to information already held in short-term memory.
- C. they are easy to learn as they simplify new material.
- D. they improve the way information already held in long-term memory is organised.

**Question 20**

The key to the way in which the 'method of loci' improves recall is that

- A. it links information to be learned with very familiar locations which act as cues.
- B. it links information to be learned with novel locations which act as cues.
- C. it helps to organise information chronologically.
- D. it helps to organise information into an easily remembered story.

**Question 21**

Jalani always tries to remember complex information by linking it to personal experiences that have something in common with the material to be learned. She finds that when she recalls the experience she is able to recall the information she needs to use. This is an example of using \_\_\_\_\_ to enhance encoding.

- A. self-examination
- B. self-referencing
- C. maintenance rehearsal
- D. rote learning

**AREA OF STUDY 2 – LEARNING****Question 22**

Which of the following statements about learning is correct?

- A. Learning will only take place if there is a clear intention on the part of the organism to learn.
- B. An organism must actively participate in a learning activity before learning will occur.
- C. Learning involves either an observable change or the potential for change in the organism.
- D. Learned behaviour results in a permanent change in the behaviour of the organism.

**Question 23**

The ability of a newborn infant to suckle is an example of

- A. a reflex action.
- B. behaviour dependent upon learning.
- C. behaviour dependent upon maturation.
- D. a fixed action pattern.

**Question 24**

Behaviours consistent with a fixed action pattern are always

- A. gender specific.
- B. species specific.
- C. easily learned.
- D. unique to the individual organism displaying the behaviour.



*Questions 25 and 26 refer to the following information.*

Pavlov's (1899) work on classical conditioning, developed the ideas of stimulus and response.

**Question 25**

In this series of experiments the UCR was

- A. salivation at the presentation of the meat powder.
- B. salivation at the sound of the bell.
- C. salivation at the sight of the technician.
- D. both B. and C.

**Question 26**

In this series of experiments the UCS was

- A. the sound of the bell.
- B. the sight of the technician.
- C. both A. and B.
- D. the meat powder.

*Questions 27 and 28 relate to the following scenario.*

Margaret always picks up her keys before taking the dog for a walk. Margaret has noted that when she picks up her keys to go to work the dog becomes very excited and runs to the door.

**Question 27**

In terms of classical conditioning, the keys are the \_\_\_\_\_, while the dog running to the door is the \_\_\_\_\_.

- A. conditioned stimulus; unconditioned response
- B. conditioned stimulus; conditioned response
- C. unconditioned stimulus; unconditioned response
- D. unconditioned stimulus; conditioned response

**Question 28**

Margaret notices that the dog does not exhibit the excited behaviour when she picks up her purse; it is only exhibited in response to picking up her keys. This is an example of

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

**Question 29**

In research conducted in the 1930s, alcoholics were given electric shocks each time they smelled or tasted alcohol. This was designed to instil a negative response to alcohol in the alcoholic person, thus eliminating the desire to consume it. Which of the following terms best describes this treatment?

- A. one-trial learning
- B. observational learning
- C. aversion therapy
- D. conversion therapy

**Question 30**

If the research by Watson and Raynor (1920) was put to an ethics committee today, it would not be approved because it would not comply with modern ethical guidelines which stipulate that four basic ethical principles must be considered in psychological research. Which of the following are two of these ethical principles that were breached by Watson and Raynor in their experiments with Little Albert?

- A. beneficence and respect for persons
- B. beneficence and withdrawal rights
- C. withdrawal rights and respect for persons
- D. informed consent and respect for persons

**Question 31**

In operant conditioning the behaviour that is conditioned using partial reinforcement is generally

- A. the most easily changed behaviour.
- B. extinguished as soon as reinforcement is withdrawn.
- C. the most easily learned behaviour.
- D. the most resistant to change.

**Question 32**

E. L. Thorndike (1874–1949) conducted experiments on learning using cats while B. F. Skinner (1904–90) studied learning using rats. Thorndike used the terms \_\_\_\_\_ and \_\_\_\_\_ to describe the cat's behaviour, while Skinner used the term \_\_\_\_\_ to describe the rat's behaviour.

- A. instrumental learning; respondent conditioning; operant conditioning
- B. instrumental learning; trial and error learning; operant conditioning
- C. operant conditioning; classical conditioning; respondent conditioning
- D. classical conditioning; trial and error learning; operant conditioning

**Question 33**

Thorndike developed the law of effect. This states that

- A. behaviour that is followed by positive consequences is weakened while behaviour that is followed by negative consequences is strengthened.
- B. behaviour that is followed by positive consequences is strengthened while behaviour that is followed by negative consequences is weakened.
- C. a positive stimulus, when paired with a positive response will generate an increase in the desired behaviour in the respondent.
- D. a negative stimulus, when paired with a positive response will generate an increase in the desired behaviour in the respondent.

**Question 34**

Road safety laws require motorists to abide by the speed limit and these laws are enforced by way of speeding fines. When a motorist sticks to the speed limit they avoid the negative consequences of a fine, and a possible serious road accident. In operant conditioning terms this is an example of

- A. positive reinforcement.
- B. continuous reinforcement.
- C. punishment.
- D. negative reinforcement.

**Question 35**

A motorist who disobeys the road laws and is caught speeding will receive a fine. In operant conditioning terms the fine represents \_\_\_\_\_ and is designed to \_\_\_\_\_ the speeding behaviour

- A. positive reinforcement; strengthen
- B. continuous reinforcement; strengthen
- C. punishment; weaken
- D. negative reinforcement; weaken

**Question 36**

Frances had little interest in team sports but many of her workmates regularly play or attend team sports. In an effort to increase production at her workplace, Frances's employer offered tickets to the Grand Final, to be held two months later, for any employee that increased their output over the following month. Frances did not feel any incentive to increase her production although some of her workmates responded positively at first. The employer found though that overall production did not increase significantly. In terms of operant conditioning, why was this incentive not particularly successful?

- A. It was ill-timed and presented in the wrong order.
- B. It was inappropriate and ill-timed.
- C. It was presented in the wrong order, but the timing was correct.
- D. It was appropriate but presented in the wrong order.

**Question 37**

Which of the following is a correct statement about both classical and operant conditioning?

- A. In both classical and operant conditioning the learner is passive.
- B. In operant conditioning the learning is voluntary, while in classical conditioning the learning is involuntary.
- C. In both classical and operant conditioning there is the possibility of stimulus discrimination.
- D. In both classical and operant conditioning the stimulus, or reinforcer, must occur before, or in conjunction with, the response.

**Question 38**

Which of the following is a correct statement about observational learning?

- A. In observational learning the learner may mimic the behaviour whether it is directly observed or not.
- B. In observational learning the process of trial and error is usually applied.
- C. In observational learning it is important that the learner is motivated to reproduce the modelled behaviour.
- D. In observational learning the learner should ideally always be reinforced as a consequence of performing the learned behaviour.

*Questions 39 and 40 refer to the following scenario.*

Hayley and Jill were taking a patch-working class together. Hayley was gratified when the instructor complimented her on her technique. Hayley was then motivated to continue her classes. When Jill noticed the instructor's praise for Hayley's technique, she endeavoured to copy the technique in her own work.

**Question 39**

In terms of observational learning, which form of reinforcement did Hayley receive?

- A. internal reinforcement
- B. external reinforcement
- C. vicarious reinforcement
- D. self-reinforcement

**Question 40**

In terms of observational learning, which form of reinforcement did Jill receive?

- A. internal reinforcement
- B. external reinforcement
- C. vicarious reinforcement
- D. self-reinforcement

**Question 41**

In Bandura's research into observational learning he found that

- A. children who saw the model being punished did not imitate the aggressive behaviour, even when offered positive reinforcement.
- B. all of the children imitated the aggressive behaviour when they were offered a positive reinforcer.
- C. when offered reinforcement, the girls were more aggressive than the boys.
- D. when offered reinforcement, the boys and girls were equally aggressive.

**Question 42**

Bandura's (1965) experiments also found that

- A. if the observer learns as a result of modelling they may not necessarily demonstrate the learned behaviour until an appropriate reinforcer is offered.
- B. if the observer does not perform the modelled behaviour then learning has most likely not occurred.
- C. if the observer learns as a result of modelling they will demonstrate the learned behaviour.
- D. observation of a modelled behaviour is necessary for any learning to take place.

**Question 43**

Which of the following statements about learning set is correct?

- A. Learning set occurs when knowledge and skills previously learned are transferred to a new learning situation, thus improving learning.
- B. Harlow (1949) found that learning set demonstrates the effectiveness of stimulus–response learning.
- C. Harlow's experiments found that a learner that is presented with too many choices will not demonstrate learning set.
- D. Harlow concluded that learning set will occur in monkeys but that this theory cannot be generalised to humans.

**Question 44**

Learning theorists who believe that thinking processes are central to the study of learning have

- A. been largely discredited.
- B. placed great importance on stimulus–response learning.
- C. found that learning will not occur unless the learner is motivated to actively participate in the process.
- D. focused more on cognitive processes than earlier researchers.

**END OF SECTION A  
TURN OVER**

**SECTION B – Short-answer questions**

**Instructions for Section B**

Answer **all** questions in the spaces provided.

**AREA OF STUDY 1 – MEMORY**

**Question 1**

Describe the key features of sensory memory, in terms of function, duration and capacity.

---

---

---

---

---

---

---

---

4 marks

**Question 2**

Provide an example to illustrate the difference between maintenance and elaborative rehearsal.

---

---

---

---

2 marks

**Question 3**

Define the term 'motivated forgetting' and provide an example to illustrate this term.

---

---

---

---

---

2 marks

**Question 4**

Patrick was thinking about what he would like to do for his eighteenth birthday. He could not decide whether he wanted to have a party or not. As he tossed the idea around, he was surprised to find that a very vivid memory of his fifth birthday party, during which a child had broken one of his presents, popped into his head. Patrick had not thought about this incident for many years and thought he had forgotten all about it. Explain in terms of semantic network theory why Patrick would suddenly remember this incident.

---

---

---

---

---

---

---

3 marks

**Question 5**

Monique was unable to recall several road rules when undertaking her driving test. Later when she was telling her mother about the test, the forgotten information popped into her head.

- a.** Explain Monique's experience in terms of retrieval failure theory.

---

---

---

---

2 marks

- b.** Describe, using a specific example, how Monique could use a combination of self-referencing and elaboration to learn the road rules.

---

---

---

---

2 marks

- c.** Assuming that Monique had learned all of the information prior to the test, explain **one** other method that she could have used during the test to bring the correct information to mind. In your answer include an explanation of how this method works.

---

---

---

---

2 marks



**AREA OF STUDY 2 – LEARNING****Question 1**

Define the term ‘extinction’ as it applies to classical conditioning.

---

---

1 mark

**Question 2**

- a. Under what circumstances would spontaneous recovery occur once a conditioned response has been extinguished?

---

---

1 mark

- b. In what **two** ways would the recovered conditioned response differ to the original response?

---

---

2 marks

**Question 3**

What is the aim of systematic desensitisation?

---

1 mark

**Question 4**

Identify and explain the **four** elements of observational learning. In your answer, use an example to demonstrate each element.

---

---

---

---

---

---

---

---

---

---

---

---

8 marks

**AREA OF STUDY 3 – RESEARCH INVESTIGATION**

*Read the following research investigation. All questions which follow relate to this investigation. Answer all questions.*

A researcher wished to determine the impact of listening to music on learning. He randomly assigned the study participants to three different groups and presented the same list of 20 nonsense syllables to each group. All three groups were required to memorise the list of nonsense syllables by repeating the list five times and then writing out the list twice. Each group was allocated 15 minutes to study the list. One group was required to memorise the words in a quiet room, while the second group was required to memorise the words while listening to rock music. The third group was required to memorise the words while listening to classical music. The groups were then tested on their recall of the nonsense syllables. The researcher found that there was a marked difference between the groups, with the first group performing much better than the second, and the third performing at a level slightly higher than the second. His calculations found that the result was significant at the 0.05 level.

**Question 1**

Suggest a way that the researcher may present the result using descriptive statistics.

---

1 mark

**Question 2**

Write an operational hypothesis for this research.

---

---

---

---

2 marks

**Question 3**

- a. Identify the type of research design that this researcher has used. Identify **one** disadvantage of this research design.

---

---

---

---

2 marks

- b. Name and describe an alternative research design method. What is **one** advantage of this alternative design?

---

---

---

---

---

---

3 marks

**Question 4**

Identify the control and experimental groups for this experiment.

---

---

1 mark

**Question 5**

Explain what is meant by the statement that the results were significant at the 0.05 level.

---

---

---

---

---

---

2 marks

**Question 6**

What was the dependent variable in this experiment?

---

1 mark

**Question 7**

Identify and explain **two** ways in which the research conducted by Watson and Rayner (1920) on Little Albert, would breach the participant rights which are stipulated in the ethical requirements of psychological research.

---

---

---

---

---

---

4 marks