

INSIGHT
Trial Exam Paper

2008

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	22	22	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.

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SECTION A – Multiple-choice questions**Instructions for Section A**

Answer all questions in pencil on the answer sheet provided for multiple-choice questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

AREA OF STUDY 1 – Memory**Question 1**

Before incoming sensory information can be processed in short-term memory it must first be

- A. stored.
- B. recognised.
- C. retrieved.
- D. encoded.

Question 2

Relearning is the most sensitive measure of recall because

- A. information that has been learned previously is retained in short-term memory and is therefore easily retrieved.
- B. relearning involves using maintenance rehearsal therefore the information is more effectively encoded.
- C. relearning relies on retrieving and building upon already stored memories.
- D. relearning involves using elaborative rehearsal therefore the information is more effectively stored in long-term memory.

Question 3

The Atkinson–Shiffrin model of memory states that information in short-term memory

- A. must first be rehearsed before it can be transferred to sensory memory.
- B. must be encoded before it can be stored in long-term memory.
- C. must first be rehearsed and consolidated before it is stored in long-term memory.
- D. must be retrieved from long-term memory before it can be encoded.

Question 4

Rote learning is a method of memorising information using

- A. elaborative rehearsal.
- B. links to pre-existing information.
- C. self-referencing.
- D. maintenance rehearsal.

Question 5

Semantic memory holds information such as

- A. a memory of an incident at a birthday party.
- B. knowledge about how aeroplanes stay up.
- C. how to play the piano.
- D. the ability to touch type.

Question 6

Katrina was asked to go to the shop to pick up some groceries. Her mother gave her a verbal list of items that she needed to buy. Katrina attempted to memorise the items as her mother said them and then tried to write them down a few minutes later.

According to the serial position effect, which of the items would Katrina be **least** likely to remember?

- A. items in the middle of the list
- B. items at the end of the list
- C. items at the beginning of the list
- D. items at the beginning and in the middle of the list

Question 7

The recency effect is noted if

- A. there is better recall for items at the beginning of a list.
- B. there is a better recall for items at the beginning and end of a list.
- C. there is better recall for items at the end of a list.
- D. there is better recall for items in the middle of a list.

Question 8

Auditory information is held in _____ memory for approximately _____.

- A. STM, 3 to 4 seconds
- B. sensory, 0.3 of a second
- C. iconic, 0.3 of a second
- D. echoic, 3 to 4 seconds

Question 9

According to Baddeley's model of working memory,

- A. the central executive processes information from the phonological loop but not the visuospatial sketchpad.
- B. the central executive processes information from the phonological loop, the visuospatial sketchpad and LTM.
- C. the central executive processes information from the phonological loop, the visuospatial sketchpad and STM.
- D. the central executive processes information from the phonological loop and verbal working memory.

Question 10

Hans was involved in a road accident when travelling in a taxi as a child and suffered a leg injury. He now becomes quite nervous when travelling in a car driven by someone he does not know well, particularly if the driver is travelling at high speed. Hans's memory of the accident is a function of his _____ memory, while his understanding that high speed can cause accidents is a function of his _____ memory.

- A. episodic, semantic
- B. episodic, declarative
- C. semantic, episodic
- D. declarative, episodic

Question 11

The consolidation theory of memory suggests that storage of memories is a function of

- A. purely psychological processes.
- B. purely physiological processes.
- C. a combination of both physiological and psychological processes.
- D. neither physiological nor psychological processes, but is a function of time.

Question 12

Which of the following statements about interference theory is **incorrect**?

- A. In proactive interference, material learned previously is likely to interfere with the ability to recall newly learned material, especially if the material is similar.
- B. In proactive interference, material learned later is likely to interfere with the ability to recall previously learned material if the earlier material is easier to learn.
- C. Research into proactive interference suggests that all previously learned material has the potential to interfere with the learning of new similar material, regardless of the level of difficulty of the material.
- D. In retroactive interference, newly learned material interferes with the ability to recall previously learned material, particularly if the material is similar.

Question 13

The understanding that information in LTM is organised according to meaning and linked to other similar information is the basis of the

- A. consolidation theory.
- B. retrieval theory.
- C. working memory theory.
- D. semantic network theory.

Question 14

Herman fell down a set of concrete stairs and suffered multiple injuries, including a severe blow to the head. Since the accident he has had trouble remembering new information. It is likely that Herman is experiencing

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

Question 15

In long-term memory, information is usually stored

- A. alphabetically.
- B. chronologically.
- C. semantically.
- D. categorically.

Question 16

The forgetting curve would normally show

- A. a steep fall in the first 20 minutes and a steady decline in the next 8 hours.
- B. a steep rise in the first 20 minutes and a steady decline in the next 8 hours.
- C. a steep fall in the first hour, then a steady decline over the next 30 minutes, and then a levelling out.
- D. a steady decline over a period of 24 hours.

Question 17

The theory of forgetting that proposes that we sometimes forget due to the failure to use the right memory cue is known as

- A. retrieval failure.
- B. motivated forgetting.
- C. decay theory.
- D. encoding failure.

Question 18

The tip of the tongue phenomenon is an example of

- A. motivated forgetting.
- B. forgetting due to decay.
- C. retrieval failure.
- D. interference theory.

Question 19

Jacinta is 18, and Massimo is a fit and healthy 80-year-old. If given a memory test the most likely result would be that

- A. Jacinta would score better on a complicated task using working memory.
- B. Massimo would score better on a complicated task using working memory.
- C. Jacinta would score equally well as Massimo on a complicated task using working memory, but not as well on a task using episodic memory.
- D. Massimo would score less well than Jacinta on a complicated task using working memory and better on a test of episodic memory.

Question 20

Research has found that when testing on procedural memory, older people

- A. score equally as well as younger people.
- B. score well below younger people.
- C. score marginally better than younger people.
- D. score significantly better than young people.

Question 21

The mnemonic device known as narrative chaining involves

- A. using the first letters of each item that needs to be remembered to form a pronounceable word.
- B. using visualisation matching the word to be remembered with a specific well-known location to aid recall.
- C. linking otherwise unrelated items together in a story to help recall information.
- D. constructing a rhyme using the words that need to be remembered to aid recall.

Question 22

A science teacher who had a group of students with learning difficulties tried two different methods of learning. He asked his class to learn the first half of the periodic table by rote, and the second half by making up a rhyme. The results indicated that the class found the second method to be better as they were able to remember more of the periodic table learned this way. Which of the following is a correct statement about this activity?

- A.** The findings showed conclusively that maintenance rehearsal is an inferior form of learning compared to using elaborative rehearsal.
- B.** The results of the learning activity were statistically significant.
- C.** The class initially used maintenance rehearsal and then used elaborative rehearsal for the second half of the activity.
- D.** The class initially used elaborative rehearsal and then used maintenance rehearsal for the second half of the activity.

AREA OF STUDY 2 – Learning**Question 23**

Which of the following is the most correct statement about learning?

- A. Learning is apparent when a permanent change in behaviour has been observed.
- B. Learning may occur intentionally or unintentionally and will result in an immediate change in behaviour.
- C. Learning is best defined as a relatively permanent change in behaviour as a result of past experience.
- D. Learning is defined as a relatively permanent change in behaviour but does not necessarily have to be the result of past experience.

Question 24

Reflexive behaviours are

- A. permanent.
- B. relatively permanent.
- C. easily changed.
- D. linked to developmental needs.

Question 25

Fixed-action patterns are

- A. common across all animal species.
- B. unique to a very small range of organisms.
- C. usually performed by humans.
- D. genetically programmed.

Question 26

In classical conditioning, the conditioned stimulus

- A. is the stimulus that is paired with the unconditioned stimulus to generate a conditioned response.
- B. is any stimulus that produces a particular naturally occurring response.
- C. is usually the same as the unconditioned stimulus.
- D. is the most resistant to extinction.

Question 27

In classical conditioning, acquisition is

- A. the process of learning to associate the unconditioned stimulus and the unconditioned response.
- B. the process of learning to associate the conditioned stimulus and the unconditioned stimulus.
- C. the process of learning to associate the conditioned response and the unconditioned stimulus.
- D. the process of learning to associate the unconditioned response and the unconditioned stimulus.

Question 28

In classical conditioning, extinction is

- A. the gradual decrease in the strength or rate of an unconditioned stimulus when the conditioned stimulus is no longer presented.
- B. the gradual decrease in the strength or rate of a conditioned stimulus when the unconditioned stimulus is no longer presented.
- C. the gradual decrease in the strength or rate of a conditioned response when the unconditioned stimulus is no longer presented.
- D. the gradual decrease in the strength or rate of a conditioned response when the conditioned stimulus is no longer presented.

Question 29

In classical conditioning, spontaneous recovery is

- A. the reappearance of a conditioned response when the unconditioned stimulus is presented after apparent extinction.
- B. the reappearance of an unconditioned response when the unconditioned stimulus is presented after apparent extinction.
- C. the reappearance of a conditioned stimulus when the unconditioned stimulus is presented after apparent extinction.
- D. the reappearance of a conditioned response when the conditioned stimulus is presented after apparent extinction.

Question 30

In aversion therapy, when a nausea-inducing drug is paired with alcohol to create an aversion to alcohol, the drug is the

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

Question 31

The main limitation of aversion therapy is that

- A. stimulus discrimination always occurs making it necessary to replicate the exact conditions under which learning took place if the aversion is to occur.
- B. stimulus generalisation never occurs, meaning that the person has an aversion to all similar substances to that which was used in the learning situation.
- C. the aversion will always generalise to situations similar to that in which the learning took place.
- D. the aversion often does not generalise to situations other than those under which learning took place.

Question 32

Classical conditioning is applied in advertising when

- A. a product is repeatedly paired with an image or stimulus that promotes a positive reaction in the consumer.
- B. a product is paired once with an image or stimulus that promotes a positive reaction in the consumer.
- C. use of a product is shown to have a positive consequence for the consumer.
- D. use of a product is shown to help a consumer avoid a negative consequence of a behaviour.

Question 33

Thorndike (1874–1949) and Skinner (1904–90) each conducted experiments on learning based on an association between behaviour and its consequences. Thorndike conducted his studies using _____ and applied the term _____, while Skinner used _____ and the term _____.

- A. cats, instrumental learning, rats, operant conditioning
- B. cats, operant conditioning, rats, instrumental learning
- C. rats, operant conditioning, cats, instrumental learning
- D. cats, operant learning, rats, instrumental conditioning

Question 34

In operant conditioning, punishment is used to _____ behaviour whilst negative reinforcement is used to _____ behaviour.

- A. strengthen, strengthen
- B. strengthen, weaken
- C. weaken, strengthen
- D. weaken, weaken

Use the following scenario to answer Questions 35 to 38.

Kristen was a three-year-old who threw tantrums if her mother would not buy her a lolly each time they went to the supermarket. Kristen's mother used to give her the lolly just to keep her quiet as she found her tantrums to be very embarrassing.

Question 35

By giving Kristen a lolly, the mother was _____ the undesirable behaviour of tantrum throwing by _____ reinforcing it.

- A. weakening, positively
- B. strengthening, positively
- C. strengthening, negatively
- D. weakening, negatively

Question 36

In this scenario, the mother's behaviour of giving the child a lolly was being _____ due to _____ reinforcement.

- A. strengthened, positive
- B. weakened, positive
- C. strengthened, negative
- D. weakened, negative

Question 37

After a few such trips to the supermarket and with the tantrums continuing, Kristen's mother decided to reward her with a story if she did not throw any tantrums while they were shopping. In time Kristen's tantrums decreased. This is an example of a desirable behaviour being _____ due to it being _____ reinforced.

- A. weakened, positively
- B. weakened, negatively
- C. strengthened, negatively
- D. strengthened, positively

Question 38

After a while, Kristen's mother stopped reading her a story each time Kristen behaved herself at the supermarket, and the tantrum throwing returned. In operant conditioning terms, the behaviour that originally had been _____ had now returned as the reinforcement had stopped.

- A. reinforced
- B. generalised
- C. extinguished
- D. strengthened

Question 39

Which of the following is a feature of classical conditioning but not of operant conditioning?

- A. The response of the learner is involuntary.
- B. Learning will occur if a response is reinforced.
- C. Conditioning occurs as a result of pairing of two events.
- D. A behaviour may be weakened by punishment.

Question 40

Observational learning is best described as

- A. learning that occurs as a result of the consequences of a behaviour or response.
- B. learning that occurs as a result of watching a behaviour and its consequences being experienced by someone else.
- C. learning that occurs as a result of mimicking someone else's behaviour.
- D. learning that occurs vicariously.

Question 41

Vicarious reinforcement will

- A. increase the likelihood of the potential learner watching the modelled behaviour.
- B. decrease the likelihood of the potential learner watching the modelled behaviour.
- C. increase the likelihood of the observer reinforcing the model's behaviour.
- D. increase the likelihood of the observer replicating the model's behaviour.

Question 42

According to Bandura's model of observational learning, the observer must have the ability to replicate the behaviour. This is an aspect of the _____ element.

- A. attention
- B. retention
- C. reproduction
- D. reinforcement

Question 43

Marcus could not remember a time when he did not love to watch and play soccer, and he especially loved to cheer on the Australian team. He always dreamed of one day being a member of the Socceroos and playing in the World Cup. He would diligently practise his technique every day after school and imagine he could hear the crowd chanting his name as he kicked the winning goal. When he made it on to the state team he was enormously excited and proud.

In terms of observational learning, Marcus was motivated to keep playing by both _____ and _____ reinforcement.

- A. external, vicarious
- B. self-reinforcement, vicarious
- C. external, negative
- D. external, self

Question 44

In Harlow's experiments on learning set (1949), the monkeys were required to resolve problems described as

- A. positive transfer problems.
- B. two-choice discrimination problems.
- C. learning transfer problems.
- D. outcome discrimination problems.

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

Explain the information processing system of memory.

2 marks

Question 2

Describe a procedure that could be used to measure the relative effectiveness of recognition versus relearning as a measure of retention.

2 marks

Question 3

In the box below identify the duration and capacity of each of the types of memory shown.

Type of memory	Duration	Capacity
Sensory memory		
Echoic		
Iconic		
Short-term memory		
Long-term memory		

4 marks

Question 4

Explain how the primacy effect differs to the recency effect.

2 marks

Question 5

a. Define the term 'state dependent cue' as it is used in VCE Psychology.

1 mark

- b.** Outline a research method that would allow a context-dependent cue to be tested. In your answer, clearly show both an experimental and a control condition.

2 marks

- c.** Write an operational hypothesis for your example.

1 mark

- d.** Identify the type of experimental design used in your example.

1 mark

AREA OF STUDY 2 – Learning

Question 6

a. Identify the **three** key features of behaviour dependent upon maturation.

3 marks

b. Explain why fixed-action patterns are not considered learned behaviour.

1 mark

Question 7

a. Referring to the Watson and Rayner experiments with ‘Little Albert’, identify the **four** key elements of classical conditioning as they were demonstrated in this case.

4 marks

b. Explain how stimulus generalisation was demonstrated by Little Albert.

1 mark

Question 8

Using an appropriate example, explain how schedules of reinforcement may be used to maximise the learning in operant conditioning.

3 marks

Question 9

If punishment is to be an effective deterrent, what are the **two** main factors that should be applied?

2 marks

Question 10

In terms of observational learning, what is ‘vicarious reinforcement’?

1 mark

AREA OF STUDY 3 – Research investigation

Using the following information, answer all of the remaining questions.

Dr Kitchens was an organisational psychologist who was asked to help a hospitality training organisation improve the learning and motivation of their apprentice chefs. He instituted an experimental study to determine which teaching methods would be most beneficial in this setting.

Dr Kitchens randomly selected two groups (n20) of second-year apprentices from a group of 40 volunteers. The first group were taught using the practices that were usually employed within the training firm; that is, they were instructed to follow a set menu and then guided through the cooking session by qualified chefs who advised and corrected them as they worked.

The second group were taught in a slightly different way. At the beginning of each session the apprentices in the second group were asked to select the dishes that they would like to cook from a list of possible menu items, and at the end of each session they were invited to suggest items to be placed on the menus for the following day. This group were also guided through the session in the same way as those in Group 1.

At the end of the trial period each student was subjected to an analysis of achievement and level of motivation, with Group 1 showing a 30% lower score on achievement, and 40% lower score on motivation than Group 2.

A statistical test on these results found that $p < 0.05$.

Question 1

- a.** Describe a method that Dr Kitchens might have used to randomly allocate the apprentices to two groups.

1 mark

- b.** Explain why your method of allocation can be considered random.

1 mark

SECTION B – AREA OF STUDY 3 – continued
TURN OVER

Question 2

- a. Identify the experimental group in this experiment.

1 mark

- b. What is the purpose of using a control group in an experiment?

1 mark

Question 3

- a. What is the independent variable in this study?

1 mark

- b. What is the dependent variable in this study?

1 mark

Question 4

- a. What research design did Dr Kitchens use?

1 mark

- b. Identify and describe an alternative research design that Dr Kitchens could have used.

2 marks

- c. Identify **one** advantage of this research design.

1 mark

- d. Identify **one** disadvantage of this research design.

1 mark

SECTION B – AREA OF STUDY 3 – continued

Question 5

- a. What is meant by the statement, 'A statistical test on these results found that $p < 0.05$ '?

2 marks

- b. What conclusion could Dr Kitchens infer from this result?

2 marks

Question 6

Identify **one** ethical principle that Dr Kitchens should follow in the conduct of this study.

1 mark