



Trial Examination 2020

**Question and response booklet**

# **QCE Psychology Units 3&4**

## **Paper 2**

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

### **Time allowed**

- Perusal time – 10 minutes
- Working time – 90 minutes

### **General instructions**

- Answer all questions in this question and response booklet.
- Write using blue or black pen.
- Respond in paragraphs consisting of full sentences
- Planning paper will not be marked.

### **Section 1 (40 marks)**

- 6 short response questions

Students are advised that this is a trial examination only and cannot in any way guarantee the content or the format of the 2020 QCE Psychology Units 3&4 examination.

Neap Education (Neap) Trial Exams are licensed to be photocopied or placed on the school intranet and used only within the confines of the school purchasing them, for the purpose of examining that school's students only. They may not be otherwise reproduced or distributed. The copyright of Neap Trial Exams remains with Neap. No Neap Trial Exam or any part thereof is to be issued or passed on by any person to any party inclusive of other schools, non-practising teachers, coaching colleges, tutors, parents, students, publishing agencies or websites without the express written consent of Neap.

## **SECTION 1**

### **Instructions**

- If you need more space for a response, use the additional pages at the back of this booklet.
    - On the additional pages, write the question number you are responding to.
    - Cancel any incorrect response by ruling a single diagonal line through your work.
    - Write the page number of your alternative/additional response, i.e. See page ...
    - If you do not do this, your original response will be marked.
- 

**DO NOT WRITE ON THIS PAGE**  
**THIS PAGE WILL NOT BE MARKED**

**QUESTION 1 (7 marks)**

This question refers to the investigation conducted by Hudson (1960).

Hudson investigated the individual differences in the perception of two-dimensional (2D) and three-dimensional (3D) images for two groups: one was a group of Bantu people from different tribal backgrounds, and the other was group of participants from the general population.

The social aspect of school was controlled by having samples with schooling and samples without schooling in the research. Overall there were eleven groups. The sample of participants with schooling consisted of three general population groups and three Bantu groups, and the sample of participants without schooling consisted of one general population group and four Bantu groups.

All groups were asked about their perception of a series of 2D and 3D images. The images were specially constructed with key visual cues such as depth cues and the use of shadows to create 2D and 3D effects.

- a) Describe how social influences can affect visual perception, with reference to Hudson’s research investigation. *[2 marks]*

---

---

---

---

---

---

---

---

- b) Explain, using two examples, how the general population groups used pictorial depth cues to judge the distance of images presented on a 2D surface, referring to Hudson’s research investigation. *[3 marks]*

---

---

---

---

---

---

---

---

- c) Explain the process of selection in the visual perception of the material presented on a 2D surface. *[2 marks]*

---

---

---

---

---

**QUESTION 2 (6 marks)**

This question refers to the investigation conducted by McGeoch and McDonald (1931).

McGeoch and McDonald investigated the effects of interference on the forgetting of material in long-term memory.

In the experiment, a group of participants rehearsed a list of adjectives until they could recall them perfectly. Some of the participants then spent ten minutes resting while others learned new material. The new material varied in level of similarity to the original material. The more similar the new material was to the original material, the more the recall of the original list of adjectives declined. Participants who spent ten minutes resting without any new material to learn had the highest recall.

- a) Identify and describe the type of interference that caused the decline in the recall of the original material in the experiment. *[2 marks]*

---

---

---

---

- b) Describe how proactive interference would occur if an individual was forced to change a familiar password and how they could avoid proactive interference with reference to the findings of the experiment. *[2 marks]*

---

---

---

---

- c) Explain how both the capacity and duration of short-term memory (STM) would affect the recall of the group of participants that rested for ten minutes following their exposure to the material. *[2 marks]*

---

---

---

---

---

**QUESTION 3 (7 marks)**

This question refers to the investigation conducted by Pavlov (1902).

In his investigation, Pavlov demonstrated that a dog could be classically conditioned to salivate at the sound of a bell.

- a) Explain how Pavlov was able to extinguish the conditioned response, using the language of classical conditioning.

*[3 marks]*

---

---

---

---

---

---

---

- b) Describe how the dog might experience stimulus generalisation, using the language of classical conditioning.

*[2 marks]*

---

---

---

---

- c) Describe two forms of evidence that indicate that Pavlov's dog's behaviour was classically conditioned as opposed to operantly conditioned.

*[2 marks]*

---

---

---

---

**QUESTION 4 (7 marks)**

This question refers to the Stanford Prison experiment conducted by Zimbardo et al (1973).

The experiment involved the random allocation of a group of male university students to roles as prisoners or guards in a fourteen day mock-prison. The experiment investigated how the participants' behaviour was influenced by the social role that they were assigned.

- a) Define *coercive power* and explain how the guards used coercive power to influence the behaviour of the prisoners. [2 marks]

---

---

---

---

- b) Explain why some of the guards may have demonstrated cognitive dissonance in their treatment of the prisoners, and provide an example of this in terms of each of the three components of the tri-component model of attitudes. [3 marks]

---

---

---

---

---

---

- c) During the debriefing process, some of the abusive guards demonstrated a self-serving bias when justifying their behaviour.  
Define *self-serving bias* and describe how the abusive guards might have demonstrated this behaviour. [2 marks]

---

---

---

---

**QUESTION 5 (8 marks)**

This question refers to the Robbers Cave experiments conducted by Sherif (1961).

Sherif investigated the impact of intergroup conflict. The study consisted of eleven-year-old and twelve-year-old boys who were randomly divided into two groups that were known as the 'Rattlers' and the 'Eagles'.

Initially the Rattlers and the Eagles were unaware of each other. In the second phase of the experiment, the groups became aware of each other and participated in a competitive tournament with prizes. The experiment aimed to investigate if groups with competing aims would become hostile towards one another.

- a) Distinguish between explicit and implicit attitudes, with reference to the case study. [4 marks]

---

---

---

---

---

---

---

---

---

---

- b) Describe evidence that a prejudice existed between the two groups of boys, with reference to the case study. Define *prejudice* in your answer. [2 marks]

---

---

---

---

---

- c) Explain how membership and integration may have contributed to the development of a sense of community for the boys, with reference to the case study. [2 marks]

---

---

---

---

---

**QUESTION 6 (5 marks)**

This question refers to the partial replication of an experiment conducted by Bargh, Chen and Burrows (1996) that investigated the relationship between stereotypes and behaviour.

A group of university students were instructed to work on a scrambled-sentence task as the first phase of a language proficiency experiment. The participants were allocated to one of two groups: one that was exposed to an elderly priming condition, or one that was exposed to a non-elderly priming condition.

In the second phase of the experiment, the participants were involved in a debriefing session in which their volume and rate of speech was measured in order to determine if the group exposed to the elderly priming condition would slow their speech and talk with a louder volume than the group exposed to the non-elderly priming condition.

The results generated a Pearson correlation coefficient of  $r = 0.81$ .

- a) The Pearson correlation coefficient provides a measure of the strength of the relationship between two variables.

Identify the two variables being compared in this case, and describe the type of relationship between the two variables as indicated by the Pearson correlation coefficient for the experiment.

[2 marks]

---

---

---

---

- b) Identify the difference between the Pearson correlation coefficient and inferential statistic in terms of what they measure.

[1 mark]

---

---

- c) Explain how superordinate goals could be used to reduce prejudice towards the elderly in the workplace, using an example.

[2 marks]

---

---

---

---

---

---

**END OF PAPER**







## REFERENCES

- Bargh, J. A., Chen, M. & Burrows, L. (1996), 'Automaticity of social behaviour: Direct effects of trait construct and stereotype activation on action', *Journal of Personality and Social Psychology*, vol. 71, no. 2, pp. 230–244.
- Haney, C., Banks, W. C. & Zimbardo, P. G. (1973), 'A study of prisoners and guards in a simulated prison', *Naval Research Review*, vol. 30, pp. 4–17.
- Hudson, W. (1960), 'Pictorial depth perception in sub-cultural groups in Africa', *Journal of Social Psychology*, no. 52, pp. 183–208.
- McGeoch, J. A. & McDonald, W. T. (1931), 'Meaningful relation and retroactive inhibition', *American Journal of Psychology*, vol. 43, pp. 579–588.
- Pavlov, I. P. (1902), *The Work of the Digestive Glands*, London, Griffin, p.13.
- Sherif, M. (1954), 'Experimental study of positive and negative intergroup attitudes between experimentally produced groups: A robber's cave study', Norman, University of Oklahoma, Mimeo.