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2016 Trial Examination

STUDENT
NUMBER

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Letter

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PSYCHOLOGY

Unit 2 – Written examination

Reading time: 15 minutes

Writing time: 1 hour and 15 minutes

QUESTION & ANSWER BOOK

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	65	65	65
B	18	18	60
C	4	4	15
			Total 140

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is permitted in this examination.

Materials supplied

- Question and answer book of 25 pages.

Instructions

- Print your name in the space provided on the top of this page.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic communication devices into the examination room.

SECTION A - Multiple-choice questions

Instructions for Section A

Answer **all** 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 stimulus energy for the sense of touch is

- A. eye.
- B. light.
- C. skin.
- D. kinetic.

Question 2

The stimulus energy for the sense of vision is

- A. eye.
- B. light.
- C. skin.
- D. kinetic.

Question 3

The receptors for vision are located on the

- A. taste buds.
- B. cochlea.
- C. cornea.
- D. retina.

Question 4

The _____ threshold is the minimum amount of stimulus energy needed in order to perceive a stimulus.

- A. Differential
- B. Reception
- C. Average
- D. Absolute

SECTION A - continued

Question 5

Two different types of photoreceptors are

- A. cones and rods.
- B. cones and cornea.
- C. cones and receptors.
- D. none of the above

Question 6

The actual image on our retina is

- A. upside-down.
- B. back-to front.
- C. blurred.
- D. all of the above

Question 7

The three processes involved in visual sensation include

- A. reception, transduction, transmission.
- B. selection, organisation, interpretation.
- C. reception, selection, interpretation.
- D. selection, transduction, interpretation.

Question 8

The three processes involved in visual perception include

- A. reception, transduction, transmission.
- B. selection, organisation, interpretation.
- C. reception, selection, interpretation.
- D. selection, transduction, interpretation.

Question 9

The range of the visible light spectrum is

- A. 360 – 760 nm.
- B. 350- 750 nm.
- C. 310 – 800 nm.
- D. 340 – 720 nm.

SECTION A - continued
TURN OVER

Question 10

The photoreceptors responsible for vision of detail are

- A. Retinas.
- B. Rods.
- C. Cones.
- D. None of the above

Question 11

The photoreceptors responsible for peripheral vision are

- A. Retinas.
- B. Rods.
- C. Cones.
- D. None of the above

Question 12

During transduction light energy is converted into

- A. Electrochemical nerve impulses.
- B. Electromagnetic nerve impulses.
- C. Electric nerve impulses.
- D. None of the above

Question 13

Each taste bud has approximately _____ taste receptors.

- A. 10- 20
- B. 20- 50
- C. 50 – 150
- D. 100 - 250

Question 14

There are ____ primary tastes.

- A. 4
- B. 5
- C. 6
- D. 7

SECTION A - continued

Question 15

The primary taste of umami is received

- A. on all of the tongue.
- B. at the back of the tongue.
- C. at the side of the tongue.
- D. at the top of the tongue.

Question 16

The tongue has approximately _____ taste buds.

- A. 100
- B. 1000
- C. 10 000
- D. 100 000

Question 17

Perceptual constancies include

- A. size and shape.
- B. closure and similarity.
- C. size and closure.
- D. similarity and shape.

Question 18

The central principle of Gestalt psychology is that

- A. the perception of the parts of an object or image dominates the perception of it as a whole.
- B. the perception of the parts of an object or image is equally as important as the perception of it as a whole.
- C. the perception of a whole object or image dominates the perception of its component parts.
- D. the perception of an object depends on past experience.

Question 19

Camouflage works when it involves the successful manipulation of which of the following Gestalt principle?

- A. figure-ground organisation
- B. similarity
- C. proximity
- D. all of the above.

SECTION A - continued
TURN OVER

Question 20

A teacher asked her students to place an index finger about 10 cm in front of their noses, pointing upwards. She then instructed them to alternately close one eye at a time. As the students did this, they noticed that their fingers appeared to move from one side to the other. This is a demonstration of

- A. retinal disparity.
- B. accommodation.
- C. convergence.
- D. depth perception.

Question 21

Which of the following depth cues involves the inward turning of both eyes?

- A. retinal disparity
- B. accommodation
- C. convergence
- D. depth perception

Question 22

Regina is a landscape painter. The nearer the objects are in reality; the more detail she includes. The further the objects are in reality; the less detail she includes. Which principle of visual perception is she manipulating?

- A. Linear perspective
- B. Interposition
- C. Texture gradient
- D. Height in the visual field

Question 23

Ana had two books—one rectangular, and the other, twice as large, that was shaped like a train. When viewed from different angles, the shape of the books on Ana's retinas changed but she still perceived them as maintaining their original shape. This is because of the application of

- A. shape constancy.
- B. size constancy.
- C. brightness constancy.
- D. orientation constancy.

SECTION A - continued

Question 24

The principle known as accommodation that helps us determine depth is

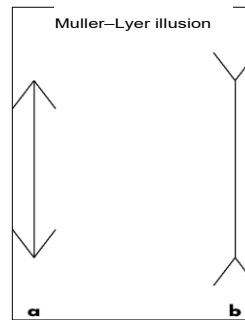
- A. the inward turning of the eyes to focus on the object and keep it in the central field of vision.
- B. a binocular depth cue.
- C. the changing shape of the lens to enable a focused image to be produced on the retina.
- D. the brain identifying a difference in the images in the left and right retinas.

Question 25

Look at the following lines.

Which statement is true?

- A Line a is longer than line b.
- B Line b is longer than line a.
- C Both lines are the same length.
- D Both A and B are correct.



Question 26

The binocular depth cues are

- A. convergence and linear perspective.
- B. linear perspective and interposition.
- C. retinal disparity and convergence.
- D. accommodation and convergence.

Question 27

Perceptual set is influenced by

- A. previous experience.
- B. motivation.
- C. emotion.
- D. all of the above

**SECTION A - continued
TURN OVER**

Question 28

The senses that are involved in the perception of flavour are

- A. sight.
- B. smell.
- C. taste.
- D. all of the above

Question 29

The Ponzo illusion involves the

- A. moon.
- B. sun.
- C. stars.
- D. all of the above

Question 30

The Ames room illusion shows that we maintain

- A. size constancy. B.
- shape constancy. C.
- depth perception. D.
- all of the above

Question 31

In The Ames room illusion, the viewer is only able to use

- A. binocular depth cues.
- B. monocular depth cues.
- C. linear perspective.
- D. all of the above.

Question 32

Our expectation of flavour is tied to

- A. colour.
- B. taste.
- C. olfaction.
- D. all of the above

SECTION A - continued

Question 33

Someone who is suffering from synaesthesia would experience

- A. a cross-modal experience.
- B. a trigger of a second sensory system in response to sound.
- C. a trigger of a second sensory system in response to seeing a certain colour.
- D. all of the above

Question 34

Dispositional attributions are

- A. internal factors.
- B. external factors.
- C. biased.
- D. all of the above

Question 35

Stereotyping includes

- A. assuming all members of the group are the same.
- B. an objective view.
- C. categorising people into groups we like or dislike.
- D. all of the above

Question 36

Attitudes are

- A. learnt.
- B. stable and lasting.
- C. an evaluation.
- D. all of the above

Question 37

Explicit attitudes are

- A. where people openly express and state their attitude.
- B. involuntary, uncontrollable and sometimes unconscious.
- C. a positive evaluation about a person, object or idea.
- D. all of the above

SECTION A - continued
TURN OVER

Question 38

Implicit attitudes are

- A. where people openly express and state their attitude.
- B. involuntary, uncontrollable and sometimes unconscious.
- C. a positive evaluation about a person, object or idea.
- D. all of the above

Question 39

Functions of attitudes include

- A. predisposing us.
- B. interpreting.
- C. evaluating.
- D. all of the above

Question 40

The three components that make up the tri-component model of attitudes are

- A. personal, affective and behavioural.
- B. behavioural, cognitive and emotional.
- C. emotional, cognitive and personal.
- D. cognitive, affective and behavioural.

Question 41

The component of an attitude that refers to the feelings a person holds towards an object, person, group, event or issue is

- A. affective.
- B. effective.
- C. behavioural.
- D. cognitive.

Question 42

Prejudice is

- A. a negative emotional attitude held towards members of a specific social group.
- B. a positive emotional attitude held towards members of a specific social group.
- C. a negative behaviour held towards members of a specific social group.
- D. a negative emotional attitude held towards yourself.

SECTION A - continued

Question 43

The difference between prejudice and discrimination is that

- A. prejudice is a behaviour, whereas discrimination is an attitude.
- B. prejudice is an attitude, whereas discrimination is a behaviour.
- C. prejudice is a stereotype, whereas discrimination is a behaviour.
- D. prejudice is a behaviour, whereas discrimination is a stereotype.

Question 44

Toula believes that all blonde women are not intelligent. Toula's belief is an example of

- A. the tri-component model.
- B. a stereotype.
- C. discrimination.
- D. sexism.

Question 45

Interactions between the holder of a stereotype and the target of the stereotype is known as

- A. inter-group contact.
- B. intra-group contact.
- C. sustained contact.
- D. intervention contact.

Question 46

When information is made available to individuals, stereotypes can be reduced. This is an example of

- A. inter-group contact.
- B. intra-group contact.
- C. sustained contact.
- D. cognitive interventions.

Question 47

A swimming teacher gives stickers for good behaviour. This is an example of

- A. reward power.
- B. referent power.
- C. expert power.
- D. coercive power.

SECTION A - continued
TURN OVER

Question 48

The aim in the 1961 Milgram experiment was

- A. all 40 participants obeyed up to the 300-volt level.
- B. that people are likely to perform actions contrary to their beliefs if they are instructed to do so by an authority figure.
- C. to discover whether participants would obey an authority figure to carry out actions that caused serious pain to another person.
- D. All of the above

Question 49

The results found from the 1961 Milgram experiment was

- A. all 40 participants obeyed up to the 300-volt level.
- B. that people are likely to perform actions contrary to their beliefs if they are instructed to do so by an authority figure.
- C. to discover whether participants would obey an authority figure to carry out actions that caused serious pain to another person.
- D. All of the above

Question 50

The conclusions found from the 1961 Milgram experiment was

- A. all 40 participants obeyed up to the 300-volt level.
- B. that people are likely to perform actions contrary to their beliefs if they are instructed to do so by an authority figure.
- C. to discover whether participants would obey an authority figure to carry out actions that caused serious pain to another person.
- D. All of the above

Question 51

The aim in the 1951 Asch experiment was

- A. to investigate the extent to which an individual within a group will conform to the majority opinion.
- B. to investigate the effects of peer pressure.
- C. to investigate whether individuals would obey an authority figure.
- D. All of the above

SECTION A - continued

Question 52

Normative influence refers to

- A. when individuality and independence are highly valued.
- B. when the individual cannot be identified by other group members.
- C. the tendency of an individual to reduce their effort when working in a group.
- D. a person's tendency to go along with the group so that they will fit in and gain approval.

Question 53

Social loafing refers to

- A. when individuality and independence are highly valued.
- B. when the individual cannot be identified by other group members.
- C. the tendency of an individual to reduce their effort when working in a group.
- D. a person's tendency to go along with the group so that they will fit in and gain approval.

Question 54

The Ku Klux Klan is an example of

- A. Social loafing.
- B. Normative influence.
- C. Stereotypes.
- D. Deindividuation.

Question 55

Which of the following is an example of a group?

- A. The Carlton cheer squad
- B. A year 11 Psychology class
- C. Two people playing hopscotch
- D. All of the above

Question 56

Empathy can be best described as

- A. being nice towards someone you don't really like.
- B. experiencing things from another person's point of view.
- C. feeling sorry for someone.
- D. making someone else see your point of view.

**SECTION A - continued
TURN OVER**

Question 57

The murder of Kitty Genovese sparked an interest in the study of helping behaviour. Researchers have concluded that a factor in the lack of assistance rendered to her may be;

- A. the bystander effect.
- B. the butterfly effect.
- C. situational factors.
- D. social factors.

Question 58

In terms of competence, people are more likely to help those in need if

- A. they don't have the necessary skills.
- B. they have the necessary skills.
- C. they can be bothered.
- D. they have other people around them who also have the required skills.

Question 59

One characteristic often used to distinguish altruism from other types of pro-social behaviour is that altruism involves helping someone else

- A. when there is a risk of personal harm or loss.
- B. when other people are also present but are unlikely to help.
- C. when a personal gain or reward is involved.
- D. when no personal gain or reward is involved.

Question 60

The bystander effect occurs because of

- A. diffusion of responsibility
- B. audience inhibition
- C. social influence
- D. All of the above

Question 61

The cost-benefit analysis model has ____ stages.

- A. 1
- B. 2
- C. 3
- D. 4

SECTION A - continued

Question 62

Bullying is

- A. A form of aggressive behaviour where a person intentionally and repeatedly causes another person injury or discomfort.
- B. A form of aggressive behaviour where a person does not intentionally and repeatedly cause another person injury or discomfort.
- C. A form of non-aggressive behaviour where a person intentionally and repeatedly causes another person injury or discomfort.
- D. A form of non-aggressive behaviour where a person does not intentionally and repeatedly cause another person injury or discomfort.

Question 63

The effects of bullying include

- A. Anxiety.
- B. Stress.
- C. Depression.
- D. All of the above

Question 64

Positive influences of the media include

- A. developing cultural and political awareness.
- B. social skills development.
- C. access to news items in 'real time'.
- D. All of the above

Question 65

Positive influences of video games include

- A. Empathy.
- B. Education.
- C. Improved cognitive function.
- D. All of the above

**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 – What influences a person’s perception of the world?

Question 1

Name and describe the three processes of visual sensation.

6 marks

Question 2

Define the absolute threshold.

1 mark

SECTION B - continued

Question 3

Identify two senses and the sense organ for each.

3 marks

Question 4

Differentiate between rods and cones, with reference to two features of each.

4 marks

Question 5

Identify the five primary tastes.

5 marks

**SECTION B - continued
TURN OVER**

Question 6

Nate realises that when he views his friend from 5 metres away that his friend has not shrunk. Nate is most likely applying which perceptual constancy?

1 mark

Question 7

What is figure-ground organisation and why is a contour line important to this principle?

2 marks

Question 8

Name and describe two binocular depth cues.

4 marks

SECTION B - continued

Question 9

Explain how relative size and interposition are used to create perceived depth in a 2D image.

4 marks

Question 10

Describe two changes that influence our sense of taste as we age.

2 marks

**SECTION B - continued
TURN OVER**

AREA OF STUDY 2 – How are people influenced to behave in particular ways?

Question 11

What is the Tri-component model of attitudes? Provide an example to explain each of the components.

4 marks

Question 12

Explain the difference between a stereotype, prejudice and discrimination. Provide an example of each.

6 marks

Question 13

Describe the relationship between status and power.

2 marks

Question 14

Describe a situation in which you have employed the cost-benefit analysis to assess whether or not to help someone. Ensure you identify each stage of the cost-benefit analysis in this situation.

4 marks

Question 15

Identify and describe two ethical criticisms of the 1971 Stamford Prison Experiment.

**SECTION B - continued
TURN OVER**

2 marks

Question 16

Evaluate Asch’s experiment in terms of the aim, results and conclusions.

5 marks

Question 17

Identify and explain two negative influences of the media.

4 marks

SECTION B - continued

Question 18

What is cyberbullying?

1 mark

**END OF SECTION B
TURN OVER**

SECTION C – Short answer and extended response questions

Instructions for Section C
Answer **all** questions in the spaces provided

*Read the following research investigation. Questions 1–4 relate to this investigation.
Answer all the questions.*

A Year 11 class wish to investigate whether or not students would demonstrate altruism in their school yard. During class time they scatter rubbish within the Year 7 area. During the course of lunchtime they record and observe how many students walk past and ignore the rubbish and how many stop to put rubbish in the bin.

The results were as follows.

The number of students who entered the area where the rubbish was located: 82
The number of students who stopped to pick up rubbish: 15

Question 1

Identify the independent and dependent variables for the research investigation.

2 marks

Question 2

What is altruism?

1 mark

Question 3

What sampling method was used in this experiment? Were the participants allocated into groups?

2 marks

SECTION C - continued

Question 4

Name and describe five of the participant’s rights that need to be followed when completing this type of research investigation.

10 marks

END OF QUESTION AND ANSWER BOOK