

Trial Examination 2018

VCE Psychology Units 1&2

Written Examination

Suggested Solutions

SECTION A – MULTIPLE-CHOICE QUESTIONS

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
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50	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Question 1 D

The ancient Egyptians believed that out of all of the organs, the brain was the least important. They believed that organs such as the stomach, intestines, liver and lungs had use in the after-life. The heart stayed in the body, however, as it was believed to be the seat of the soul.

Question 2 D

The corpus callosum is the thick bundle of nerve fibres that bridges the two hemispheres to allow for communication. It was cut to stop the electrical activity of seizures within one hemisphere from moving through the corpus callosum to the other hemisphere and triggering electrical activity, causing seizures in that hemisphere.

Question 3 A

CT scans use X-rays to create black and white cross-sectional images of the brain. They are not in colour. MRI scans use magnetic fields to create computer-generated coloured images of the brain.

Question 4 C

PET scans produce coloured images of the brain, showing both structure and activity. The images are produced due to the patient receiving a glucose solution that contain radioactive tracers (markers). fMRI scans also produce coloured images and show activity in the brain. The images are taken in rapid succession, which enables an accurate image to be made. The fMRI scan measures oxygen uptake by the cells and does not require radioactive tracers to be used.

Question 5 D

The brain receives incoming sensory information which it then processes and consequently responds to.

Question 6 C

The parasympathetic nervous system is the 'rest and digest' branch; that is, after the perceived threat or danger has passed, the parasympathetic nervous system returns the body back to its normal, balanced (homeostatic) state. The sympathetic nervous system would activate the body for flight or fight. The somatic nervous system is the branch concerned with skeletal muscles. The autonomic nervous system contains both branches – sympathetic and parasympathetic.

Question 7 C

The function of the dendrites is to receive information from other neurons. The soma processes the information and an impulse will be generated and transmitted down the length of the axon to the terminal branches. Here, where synapses are located, information can be sent to other neurons.

Question 8 D

Interneurons are only found within the central nervous system.

Question 9 B

Schwann cells produce the myelin sheath around the axons of neurons in the peripheral nervous system. Oligodendroglia perform a similar function in the central nervous system. Microglia form an active immune defense for the neurons in the central nervous system. Astrocytes provide structural support for the neurons.

Question 10 A

The reticular formation is responsible for arousal and maintaining consciousness in the brain. Memory is located in a number of areas in the brain. The pons assists with sleep and dreaming. The medulla controls breathing.

Question 11 B

The medulla is essential to vital body functions such as swallowing, breathing and coughing. The reticular formation is responsible for arousal and maintaining consciousness in the brain. The cerebral cortex assists with performing complex cognitive functions.

Question 12 B

The right hemisphere tends to demonstrate dominance in creativity, music and art appreciation, spirituality, spatial abilities, facial recognition, imagination and daydreaming. The left hemisphere tends to show dominance in logic, mathematics, language comprehension and production of speech, reading and writing.

Question 13 B

Contralateralisation of the brain means sensations from one side of the body will be processed by the opposite hemisphere; in this case, the left hemisphere recognises the feeling of velvet on the right hand. The parietal lobe contains the somatosensory cortex, responsible for detecting incoming sensory information.

Question 14 D

Broca's area, which is located in the left frontal lobe, is responsible for production of speech. Wernicke's area in the left temporal lobe is responsible for comprehension of speech.

Question 15 C

Peter is suffering from spatial neglect, an attentional disorder. This means he acts as if half of his world does not exist. Hence, the parietal lobe is damaged. As it is the left side of the world that is neglected the damage must be in the right hemisphere. The occipital lobe would not be affected as it is not a visual problem.

Question 16 A

Myelination occurs progressively and sequentially, starting in the hindbrain and moving through into the midbrain. It progresses into the forebrain with the sensory areas being myelinated before the motor areas.

Question 17 C

Synaptic pruning eliminates unused synapses. This can occur in any area of the brain. It is a lifelong process, being a process that occurs over many years. Synaptogenesis and synaptic pruning are complementary processes in neural plasticity.

Question 18 C

Damage to the frontal lobe causes a set of biological, psychological and social changes. Typically the biological changes include reduced motor activity, such as minimal eye movements and reduced facial expressions. Psychological changes include poor organisational skills, forgetfulness and inability to plan for the future. Intelligence does not seem to be affected.

Question 19 A

People with Parkinson's disease suffer from muscle rigidity that interferes with movements such as swinging their arms as they walk. Balance problems often cause the person to be stooped, and gait problems occur wherein they take short, shuffling steps.

Question 20 D

The term 'development' refers to the many changes that occur over a lifetime. The physiological and psychological changes may occur at different rates, with some changes being faster and more noticeable, while others may be imperceptible as they occur so slowly and gradually. This view of development being continuous rather than discontinuous is more likely.

Question 21 B

When a strong emotional bond exists, separation anxiety may occur when the infant and caregiver are separated. Sweta's daughter becomes distressed as a consequence of being separated from her mother. It is highly unlikely to be early signs of a mental disorder at this stage.

Question 22 C

Nicholas is not securely attached, as when his mother returns he is not comforted by close physical contact with her. When Nicholas' mother picks him up he squirms and resists her efforts to hold him close, which is typical of insecure-resistant attachment. If it was insecure-avoidant attachment, Nicholas would not have sought contact with his mother and would have treated her more like a stranger.

Question 23 C

Harlow showed with his famous experiment in 1958 that the comfort provided from the cloth surrogate was vital. Regardless of whether the surrogate provided milk or not, the infant monkeys would still seek comfort from them when frightened or distressed.

Question 24 A

Monozygotic twins are the result of one sperm fertilising one ovum and producing one zygote. This zygote separates after its first mitotic division and continues developing separately. Both embryos have an identical set of genes and chromosomes as they have come from the same zygote; thus, they share 100% genetic similarity. Dizygotic twins are like any other siblings within a family, as two separate sperm have fertilised two different ova, resulting in two zygotes.

Question 25 C

Piaget believed that all children progressively move through four separate stages of cognitive development. The stages that the children move through are always in the same order. However, the rate at which they move through these stages varies due to brain development and the set of experiences that the children are exposed to.

Question 26 C

Tasha is demonstrating goal-oriented behaviour which emerges in the later half of the sensorimotor stage of cognitive development. The other three stages follow on after the sensorimotor stage when this ability has been more firmly established.

Question 27 A

The DSM provides information about the symptoms to enable diagnosis of a mental disorder to occur. It gives information about the prevalence of the disorder, its approximate age of onset and the gender differences. It does not provide any course of treatment.

Question 28 C

Normality is considered from a number of different approaches. Quantitative data will provide numerical data, which is the statistical approach. The functional approach considers if the person's everyday functioning is inhibited. The sociocultural approach considers if the behaviour is appropriate for that culture or society. The situational approach considers if the behaviour is appropriate for that particular situation at that particular time.

Question 29 C

Joseph is most likely to have a generalised anxiety disorder as he has persistent, unrealistic worries about a number of aspects of his life, such as his work and the family finances. A panic disorder would involve panic attacks, which Joseph does not experience. Joseph does not appear to have an unreasonable fear of social situations and so is unlikely to have a social phobia.

Question 30 C

Phobias are included within the category of anxiety disorders as they are characterised by persistent, excessive worry. Addiction disorders involve addictive behaviours (the persistent need for taking a substance or engaging in an activity). Mood disorders are characterised by the elevation or lowering of a person's mood. Personality disorders are characterised by problems with a person's personality and behaviour which cause distress.

Question 31 D

There are a number of factors contributing towards Vaughn's gambling problem. Excessive dopamine production causes feelings of pleasure and has been evident in gamblers' brains. Cognitive distortions such as believing he can calculate the odds or that he has developed a method for winning also contribute to Vaughn's problem.

Question 32 D

Ms Jende organised two groups – one the control and the other the experimental group. The participants are different in each group, with no special effort made to match them on any characteristics. Thus the research design is independent groups. Neither is the same sample used in both the control and experimental groups, which would be the case for a repeated measures research design.

Question 33 C

By definition psychosis is a mental disorder characterised by a person losing their capacity to separate what is real from what is not real. Individuals with a psychotic disorder are not necessarily violent or aggressive. The disorder does not directly interfere with memory formation. It does not always cause personality changes.

Question 34 D

CBT is used to help individuals change their maladaptive (faulty) thinking patterns so that changes to their behaviours will occur. It involves more than examining faulty or flawed thinking. CBT may use relaxation techniques but this is only part of the therapy.

Question 35 C

Perception is more than just the passive process of receiving information. It is an active process.

Question 36 B

Transduction is the process by which raw sensory energy is changed into a form which may travel along neurons. Transmission is the method of relevant sensory information being sent to the brain (not away). Sensory energy is changed before eventually being processed by the relevant area of the brain.

Question 37 B

The type of energy that provides the stimulus for the sense of vision is light energy. Potential energy is stored energy. Vibrational energy is the energy important to sound reception. Kinetic energy is the energy of movement.

Question 38 D

The photoreceptors are located in the retina at the back of the inside of the eye. The cornea is the thin, transparent layer covering the eye. The lens is transparent and biconcave in shape. Its main function is to focus light rays on the photoreceptors in the retina. The vitreous humour is a transparent jelly-like fluid filling the eyeball behind the lens.

Question 39 D

Rods and cones are both photoreceptors located within the retina. Although both are stimulated by light and are responsible for changing the light energy into a form that can be transmitted through the nervous system, there are differences. Rods are more numerous than cones and they are very sensitive to light. They enable people to see in dim light conditions such as at night. They are responsible for black-and-white vision. Cones are located predominantly within the central section of the retina. They require higher intensity of light and are responsible for detecting fine detail and colour vision.

Question 40 D

The optic nerves leave from the back of each eye. They converge and partially cross over at the optic chiasm before continuing as the optic tract to the optic cortex within the occipital lobe in the rear of the brain.

Question 41 B

We continue to perceive that a door is rectangular regardless of the angle from which it is seen. This is an example of a process called shape constancy. Figure-ground and proximity are both Gestalt principles.

Question 42 B

An explanation of the Muller-Lyer illusion from a biological perspective could be the eye-movement theory. It suggests the two different lines require different amounts of eye movements. The feather-headed arrow requires a longer sweep than the arrow headed line. A carpentered world hypothesis is from a psychological perspective. The inappropriate application of size constancy applies to the Ames room. A lack of relevant past experiences and learning would be from a social/cultural perspective.

Question 43 C

The Ames room is designed to create a visual illusion. When viewing the Ames room, people are able to maintain shape constancy but are unable to maintain size constancy. In the absence of binocular cues it is difficult to maintain size constancy.

Question 44 B

The same participants were used in the control group and treatment (experimental) group. Thus the research design was repeated measures. For it to be independent groups, there would have been two separate groups of participants for control and treatment groups. For the study to be matched, participants within the two groups would have been matched for certain characteristics such as gender, age and intelligence.

Question 45 C

Anthony believed that his poor result was due to external factors that he could not control. However, he believed that Conrad's poor performance was due to internal, personal factors that were under Conrad's control. This is actor-observer bias. It refers to a tendency to attribute one's own actions to external causes, while attributing other people's behaviors to internal causes. The fundamental attribution error attributes the behaviors of others to their own actions and does not take into account the impact of situational factors. The self-serving bias occurs when a person attributes their successes to internal factors, and their failures to external factors.

Question 46 C

Participants that volunteer, reply to advertisements or are chosen due to the opportunity that arises for the researcher become part of the study through convenience sampling.

Question 47 C

Simon and Maya collected the data themselves, making it primary (first-hand data). It was in the form of numbers, making it quantitative data.

Question 48 C

A self-report requires participants to provide answers to questions asked in the questionnaire. This can be written or verbal. A survey is of a similar nature as they are also used to collect self-report data. Observational studies involve collection of data by researchers when they watch and record behaviours. Experiments are set to study the cause and effect of relationships.

Question 49 D

The researchers have not used or disclosed private information of the participants, which means that they have upheld their responsibility to maintain confidentiality. Beneficence refers to the beneficial outcomes that result from the research whilst being vigilant that no harm befalls the participants. Voluntary participation means that the participants have willingly elected to take part with no coercion from the researcher. Informed consent refers to the provision of sufficient information about the nature of the proposed study so that the participants can make a decision about whether they would like to participate.

Question 50 A

According to their data Year 8 would be more at risk (21 students). Year 9 would be 18 students, Year 10 would be 9 students and Year 11 would be 8 students.

SECTION B**Question 1** (2 marks)

sympathetic nervous system

1 mark

Any two of:

- dilated pupils
- dry mouth due to decreased saliva production
- accelerated heart rate
- accelerated breathing rate
- increased blood pressure
- decreased digestion
- release of glucose from the liver
- release of adrenaline
- bladder relaxes

1 mark

Question 2 (2 marks)**Neurons** receive and transmit information within the nervous system.

1 mark

Any one of:

- **Schwann cells** produce the myelin sheath that surrounds the axons of neurons within the peripheral nervous system
- **Oligodendroglia** produce the myelin sheath that surrounds the axons of neurons in the central nervous system.
- **Microglia** form an active immune defense for the neurons in the central nervous system.
- **Astrocytes** provide structural support for the neurons.

1 mark

Question 3 (3 marks)**a.** the motor cortex in the left frontal lobe

1 mark

b. As part of the adaptive plasticity in his father's brain, rerouting occurred, where new neural connections were formed around the damaged brain tissue.

1 mark

Sprouting of new dendrites occurred to allow for more neural connections to form, which was necessary for creating new neural networks to replace the ones damaged by the stroke.

1 mark

Note: Award only 1 mark if students explain that other brain areas have taken over functioning of the damaged area.

Question 4 (2 marks)*Any two of:*

- medication; for example, L-dopa
- deep brain stimulation of the basal ganglia
- neurosurgery, where the lesioned parts of the brain are cut out

2 marks

Question 5 (4 marks)

Studies have shown that children raised by adoptive parents have IQ scores that are more similar to that of their biological parents. This supports the important role that the inheritance of genes plays in intelligence (nature). The family environment in which the children were raised (nurture) was not as important in the development of intelligence, as evidenced by the IQ scores of the children being dissimilar to that of adoptive parents.

4 mark

1 mark for identifying similarity between the IQ scores of children and biological parents.

1 mark for stating importance of nature in intelligence.

1 mark for identifying difference between the IQ scores of children and adoptive parents.

1 mark for stating nurture is not as important as nature in determining intelligence.

Question 6 (4 marks)

a. concrete operational stage

1 mark

b. Any one of:

- **Conservation of mass/volume/number/length:** The principle of testing conservation is the same regardless of whether it is mass, volume, number or length. The child is shown two items of equal mass/volume/number/length. Then Soula makes differentiations between the two in front of the child; for example, for mass Soula could roll one piece of plasticine flat and ask if there is still the same amount. To be more advanced than her younger brothers, Soula's daughter must be able to conserve.
- **Classification:** Soula shows her children ten daisies and five roses set in two rows on the table. She asks if they are all flowers. She then asks if there are more daisies than roses. Lastly, she asks if there are more daisies than flowers. To be more advanced than her younger brothers, Soula's daughter must be able to classify.

3 marks

1 mark for identifying a test.

1 mark for describing a test that could be done at home.

1 mark for stating the required result for Soula's daughter to be developmentally advanced.

Question 7 (4 marks)

The situational approach refers to thoughts, feelings and behaviours that may be considered suitable in one situation but not in another. An example of this is that wearing a pink tutu to go grocery shopping would be considered abnormal, but if the tutu is worn in ballet class this would be considered to be normal.

The sociocultural approach refers to thoughts, feelings and behaviours that may be appropriate in one society or culture but not in another. An example of this is that direct eye contact with authority figures may be expected in some cultures but frowned upon in another.

4 marks

1 mark for defining situational approach.

1 mark for any suitable example of this.

1 mark for defining sociocultural approach.

1 mark for any suitable example of this.

Question 8 (4 marks)

a. Willow is suffering from a mental disorder. 1 mark

For example, any two of:

- Her everyday functioning has been disrupted as shown by her inability to return to work.
- Distancing herself from friends indicates low levels of social wellbeing.
- Not training at the gym is an atypical behaviour for Willow.

2 marks

1 mark for each reason given.

b. *Any one of:*

- A person with a mental illness may not seek treatment as they may believe others will discriminate against them.
- People may feel shame at being labelled with having a mental disorder, which prevents them seeking help.
- Self-stigma could prevent a person with a mental disorder from seeking help.

1 mark

Question 9 (5 marks)

a. auditory hallucinations 1 mark

delusions of persecution 1 mark

b. *Any one of:*

- affective flattening – emotional responses are reduced, seen through unemotional speech.
- alogia – reduced (poverty of) speech
- avolition – lack of motivation and drive with his VCE studies

1 mark

c. The first hit came when Riku was born prematurely. 1 mark

The second hit came when Riku began smoking marijuana, a psychoactive drug. 1 mark

Note: Other suitable examples for the second hit are acceptable.

Question 10 (2 marks)

The lens is a transparent, bi-convex, flexible structure located behind the pupil. 1 mark

Its function is to focus light rays on the retina at the back of the eye. 1 mark

Question 11 (3 marks)

a. Jasmine's face appears to move slightly from side to side due to retinal disparity. The image on the retina of each eye is slightly different due to the position of the nose in between the eyes. 1 mark

b. convergence 1 mark

This is where Jasmine's brain detects changes in tension in her eye muscles as her two eyes turn inwards to focus on her image in the mirror. 1 mark

Question 12 (3 marks)*Any three of:*

- **Interposition:** One beach hut partially blocks another one behind it, which leads the viewer to perceive the one that is blocked as being further away than the beach hut that obscures it.
- **Texture gradient:** The details of the texture of the sand can be seen clearly in the foreground. However, as we look further back in the picture the texture cannot be seen. It seems blurred.
- **Relative size:** The larger beach huts are perceived as being closer as the image on the retina is much bigger. The beach huts that produce a smaller image on the retina are perceived as being further in the distance
- **Height in the visual field:** Beach huts that are closer to the horizon are perceived as being further in the distance.

3 marks

Question 13 (10 marks)

- a. Penelope was aware that colour has an important influence on taste perception. She predicted that the participants would have used the visual cue of the colour to determine the flavour. 1 mark

The colour red is commonly associated with raspberry flavours, orange with orange flavours and yellow with lemon flavours, and these would probably be the outcomes in her experiment. 1 mark

- b. *Any one of:*

- the same flavoured jelly crystals
- the same quantity of water
- the same type of cups
- the intensity of the colours of each jelly were identical

1 mark

- c. Ms Yumi asked Penelope to repeat her test a few times to see if the test produced results that were consistent. This consistency indicates reliability. 1 mark

- d. The main sections in the report would be in the following order:

- introduction
- method
- results
- discussion

2 marks

*Note: Students may add abstract and references.
Award 1 mark for all but one section given.*

- e. *Any one of:*

- to disseminate the research findings with others, especially other researchers who may share similar interests
- to enable replication of the study to test the validity and reliability of its results

1 mark

- f. The prior knowledge of the subject material could cause a change in behaviour of the Psychology students, thereby creating an extraneous variable. (Some students may identify this as demand characteristics.) English students would not have any prior knowledge (naive). 1 mark
- g. disagree 1 mark
- Ethical standards and processes are put into place for all people who participate in research to ensure that their wellbeing and rights are protected both during and after research. Penelope must uphold the principle of integrity as a researcher with her peers, just as she would for any other participant involved in research. 1 mark

Question 14 (4 marks)

An old-fashioned prejudice is from a majority group to a minority group and is overt and very obvious. For example, Janet believes that people with light-coloured skin are superior to people with dark-coloured skin and the groups should be segregated.

A modern prejudice is from a majority group to a minority group, but is more subtle and covert when compared to an old-fashioned prejudice. For example, Peter believes that people of Indigenous descent are given more opportunities for land rights, which is not fair as all people should be given the same opportunities.

4 marks

*1 mark for an example of old fashioned prejudice.**1 mark for explanation of old fashioned prejudice.**1 mark for an example of modern prejudice.**1 mark for explanation of modern prejudice.***Question 15** (2 marks)

The aim of Milgram's study was to investigate whether people would obey an authority figure even if it meant that they were inflicting pain and harm to another person. 1 mark

The conclusion of Milgram's study was that the majority of people would obey the commands of an authority figure even if it meant inflicting pain and harm to another person. 1 mark

Question 16 (2 marks)

When an individual becomes part of a mob or a crowd they experience deindividuation. In the crowd they feel that they are less likely to be identified, that is they feel more anonymous. 1 mark

Their attention is also shifted from themselves to the actions of the group. These two factors make the person more likely to conform. 1 mark

Question 17 (2 marks)

For interfering factors, any one of:

- **Diffusion of responsibility:** People assume that someone else in the crowd will take responsibility to help the man and so they do not.
- **Audience inhibition:** The person will not help the man for risk of appearing foolish.
- **Cost-benefit analysis:** If the person believes that the cost to themselves outweighs the benefits of helping, then they will not help the man on the street.

1 mark

For helping factors, any one of:

- They notice the man on the ground.
- They interpret that the man needs help.
- They are prepared to take responsibility.
- They believe that someone else would help them if they were in a similar situation.
- They feel it is their social responsibility.
- The person feels competent in delivering help.
- The person is in a good mood.
- The person shares some similarities with the person needing help; that is, they identify with that person.
- They have seen other people offering help.

1 mark

Question 18 (2 marks)

Foods that are part of the cultural upbringing are perceived more positively than foods that are unfamiliar. For example, Jane was brought up in Ballarat by her Australia-born parents and does not enjoy hot, spicy foods as they were not part of her diet while she was growing up. She prefers familiar foods such as roast lamb.

2 marks

*1 mark for explanation.**1 mark for example.*

Question 19 (10 marks)

The incidence of bullying in Australian primary and secondary schools is relatively high, with at least one in four students having experienced bullying of some form. Bullying is a form of aggressive behaviour that is ongoing, intentional and involves an imbalance and misuse of power. It can be verbal, physical and/or social behaviours that can cause physical and/or psychological harm. Bullying behaviours may be one-on-one or involve groups.

Types of Bullying

Four main types of bullying have been identified. They include:

- **Physical bullying:** This involves physically hurting another person by, for example, hitting, kicking or punching. It could also involve damage to, theft of, or hiding another person's belongings.
- **Verbal bullying:** This involves calling someone names, racial abuse, teasing, intimidation or homophobic comments.
- **Social bullying:** This is also referred to as covert bullying is a form of bullying that is not as easy to detect. It is designed to cause humiliation to another person or to damage their reputation socially. This includes behaviours such as spreading false rumours, mimicking someone's actions or words or encouraging others to socially exclude someone.
- **Cyberbullying:** This involves the use of digital technologies, including computers, mobiles, social media, text messages, image sharing, hate sites, identity theft, pranking or similar activities. Cyberbullying is insidious as it can happen anywhere, at any time, alone or in public.

Causes of Bullying

There are a number of theories that try to explain the causes of bullying. One approach is to consider the characteristics of the individuals themselves. For example, the psychological and social characteristics of the individual may be that the individual is aggressive and wants to consistently dominate in any situation. They may lack understanding of correct and appropriate social behaviours and codes of conduct. A second approach is to consider the social-ecological perspective. The bullying behaviours may come from trying to gain peer acceptance by giving in to peer pressures or modelling behaviour of older siblings and parents. Thirdly, there may be an inherent systemic problem as the cause. This may be related to differences between larger more dominant cultural groups and smaller minority groups, especially where there is a power differential. There may be inbuilt problems in roles within organisations where bullying is seen as the norm, such as in some of the armed forces.

Much research indicates that children from dysfunctional families are more likely to become bullies. Some bullies also come from hostile home environments where the parents are not interested or involved in their children's lives.

Effects of Bullying

Bullying has long-term negative impacts as well as short-term effects. It affects physical, psychological and social health and wellbeing. The severity of the impacts depends on the length of time for which the bullying occurred, the type of bullying, the mental health of the victim, the family environment and support network for the victim, and if the person belongs to a minority group which may lack community support. The physical symptoms that have been frequently reported include gastric disturbances in the form of stomach aches, nausea and loss of appetite. Problems with headaches, insomnia and tiredness are also common. The common psychological effects include withdrawal, moodiness, emotional changes and instability. Depression, anxiety and substance abuse has been associated with bullying. The risk of self-harming behaviours and suicide also exists. Absence from school increases, changes in academic performance occurs and these individuals often feel lonely, isolated and unsafe at school.

Bullying can also affect bystanders. If this occurs in a school or a sporting club environment, the witnesses may be nervous or fearful of returning. They may experience guilt if they stood by and did not assist and they too may suffer from anxiety or mood disorders.

There are also effects on the family members and friends of those people being bullied. They too may have physiological problems such as headaches and gastric upsets. They may also suffer from insomnia, anxiety and depression.

10 marks

*Note: Marks allocated will depend on the quality of the response as follows:
9–10 High; 7–8 Medium–High; 5–6 Medium; 3–4 Low–Medium; 1–2 Low; 0 Not shown.*

The question asks for an article to be written which suggests that most of it should be written in prose style. The inclusion of sub-headings is acceptable.

The use of dot points for the types of bullying would also be suitable.

The response shown here is more detailed than a student would be expected to write. This is so that teachers may advise their students of the range of information that could be included.