



# PSYCHOLOGY

## 2023

### UNIT 3/4 Exam

NAME: \_\_\_\_\_

Reading time: (15 minutes)  
Writing time: (150 minutes)

#### QUESTION AND ANSWER BOOK

##### Structure of book

|                       |   |
|-----------------------|---|
| Number of questions   | 40 Multiple Choice<br>8 Short Answer - 80 marks |
| Total number of marks | 120   |

##### General Instructions

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

##### Materials supplied

- Question and answer booklet.
- Additional space is available at the end of the booklet if you need extra paper to complete an answer. Ensure any extra space used is labelled clearly with the question number.

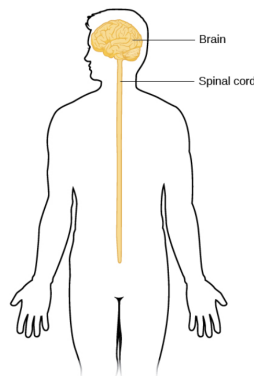
##### Instructions

- Write your name and student number in the space provided above on this page.
- All written responses must be in English.

**SECTION A – MULTIPLE CHOICE (40 marks)**

**Question 1:**

Which nervous system division is represented in the following diagram?



Source: <https://courses.lumenlearning.com/suny-hccc-ss-151-1/chapter/parts-of-the-nervous-system/>

- A. Peripheral nervous system
- B. Somatic nervous system
- C. Parasympathetic nervous system
- D. Central nervous system

Use the following information to answer Questions 2 to 6.

Maisie and Koby are both at athletics training. Maisie has finished her final sprint and is beginning her cool down. Koby has just started his final sprint for the session.

**Question 2:**

Which of the following shows the correct nervous system divisions that are active for Maisie and Koby, and the relevant role of these divisions in this situation.

|    | Maisie                         |                                      | Koby                           |  |
|----|--------------------------------|--------------------------------------|--------------------------------|--|
|    | Nervous system division        | Role of nervous system division      | Nervous system division        | Role of nervous system division        |
| A. | Parasympathetic nervous system | Lowering respiratory rate            | Sympathetic nervous system     | Dilating pupils                        |
| B. | Somatic nervous system         | Sending of motor messages to muscles | Parasympathetic nervous system | Increasing heart rate                  |
| C. | Sympathetic nervous system     | Decreasing heart rate                | Central nervous system         | Deciding where to run to               |
| D. | Peripheral nervous system      | Increasing respiratory rate          | Somatic nervous system         | Sending of sensory messages to muscles |

**Question 3:**

Which of the following is correct for the role of glutamate in Koby's situation?

- A. Glutamate will allow the neurons in Koby's brain to fire a message to his muscles allowing him to run.
- B. Glutamate will counterbalance the effects of GABA by providing a calming effect on Koby's brain activity.
- C. Glutamate will provide Koby with a feeling of reward when he finishes his sprint.
- D. Glutamate will help regulate Koby's mood while running.

**Question 4:**

Maisie has learned the importance of cooling down after a hard training session, as she always feels less muscle pain the next day after she does her full cool down routine.

With reference to the three-phase process of operant conditioning, what would be Maisie's consequence?

- A. Not completing the cool down routine, which would be considered a positive reinforcement.
- B. More muscle pain the next day, which would be considered a negative punishment.
- C. Completing the cool down routine, which would be considered a positive punishment.
- D. Less muscle pain the next day, which would be considered a negative reinforcement.

**Question 5:**

Koby always follows the same routine when starting a race, setting his left foot first on the starting blocks, then right foot, and getting his hands in position.

Which region of the brain is most responsible for Koby's race starting habits?

- A. Neocortex
- B. Basal ganglia
- C. Hippocampus
- D. Amygdala

**Question 6:**

In which long-term memory store would Koby's memory of the starting gun sound be stored?

- A. Explicit
- B. Implicit
- C. Episodic
- D. Procedural

**Question 7:**

Which of the following would not be considered part of a student's autobiographical event of their last day of school?

- A. Singing the school song with their friends
- B. The implicit movements involved to open their locker
- C. Who their Year 12 homeroom teacher was
- D. Their final Year 12 assembly

**Question 8:**

Which of the following would be difficult for a person with aphantasia?

- A. Remembering the number of people who are in their basketball team.
- B. Completing a simple multiplication problem in their head.
- C. Visualising what the colour scheme of their 21<sup>st</sup> birthday would look like.
- D. Remember a shopping list of six items.

Use the following information to answer Questions 9 to 12.

A recent study took 3878 individuals from 19 different countries and asked them to manipulate their mouths into a smile. They did this by mimicking the facial expressions of actors seen in photos, and by moving the corners of their mouths to their cheeks using their facial muscles.

By mimicking someone else or by forcing a smile, participants could both “amplify and initiate” feelings of happiness. This effect was consistent across different countries and cultures.

The authors write that these findings support the idea that our emotional experience is influenced by feedback from the peripheral nervous system, as opposed to experience and bodily sensations being independent of our emotional response.

The findings also support claims that facial feedback interventions – for example, smiling more or frowning less – can help manage distress, improve well-being and reduce depression. However, care needs to be taken when applied clinically. Our expressions are only one part of our complex experience of emotions, with those seeking clinical care experiencing even greater complexity.

Source: <https://www.theage.com.au/lifestyle/health-and-wellness/smiling-can-influence-our-emotions-to-make-us-feel-happy-study-finds-20221101-p5bunc.html?btis=>

**Question 9:**

With reference to the findings of this study, forcing a smile would help maintain mental wellbeing by acting as

- A. a protective factor.
- B. an evidence-based intervention.
- C. a risk factor.
- D. a social intervention strategy.

**Question 10:**

To determine whether the effects of forcing a smile really improved a person’s mental wellbeing, what is one characteristic that the researchers could identify?

- A. A lower level of functioning
- B. Ability to form positive relationships with others
- C. Challenges at regulating emotional responses
- D. Difficulty managing everyday stressors

**Question 11:**

The statement 'this effect was consistent across different countries and cultures' demonstrates that the study has good

- A. external validity.
- B. repeatability.
- C. certainty.
- D. robustness.

**Question 12:**

What is one identified limitation of the conclusions of this study?

- A. Facial feedback interventions can help manage distress.
- B. Forcing a smile can improve well-being in generally healthy individuals.
- C. Mimicking someone else's smile may reduce depressive symptoms.
- D. People seeking support for mental health disorders have great complexity in their experience of emotions than the participants that were studied.

**Question 13:**

Which of the following is true for the relationship between blood alcohol concentration readings (BAC) and sleep deprivation?

- A. A person who has experienced one night of full sleep deprivation will have similar emotional regulation as someone with a BAC reading of 0.10
- B. A person who has a BAC reading of 0.05 will be similarly cognitively impaired as someone who has experienced 24 hours of sleep deprivation.
- C. A person with a BAC reading of 0.10 is as likely to have a poor concentration as a person with 17 hours of sleep deprivation.
- D. A person who has been sleep deprived for one full night will have better attention than a person with a BAC reading of 0.10

*The following information relates to Questions 14 to 19.*

A recent study described the increasing evidence around changes in gut microbiota acting as a potential contributor to Parkinson's disease; a neurodegenerative disease characterised by uncontrollable movements. "Patients show an imbalanced gut microbiota, and the fact that gastrointestinal problems can occur years before Parkinson's onset suggest that the gut-regulating nervous system may be the first to be affected by the disease. Notably, studies in mice suggest that alpha-synuclein clumps can form in the gut and spread to the brain, eventually causing Parkinson's." To test this theory, researchers injected a substance into the colons of mice and observed changes in the digestive tract and in the brain's substantia nigra, a part of the brain that produces dopamine.

**Question 14:**

This research provides some evidence to support which emerging field of research?

- A. The role of the somatic nervous system
- B. The Atkinson-Shiffrin multi store model of memory
- C. The gut-brain axis
- D. Alzheimer's disease

**Question 15:**

What is gut microbiota?

- A. The main nerve connecting the brain to the colon.
- B. Microbe populations that live in the gastrointestinal tract.
- C. All of the organs that form the digestive system.
- D. The nervous system division that controls the digestive system.

**Question 16:**

The study observed that Parkinson's disease patients often show an imbalanced gut microbiota. Which investigation methodology has been used by the researchers to determine this information?

- A. Modelling
- B. Product development
- C. Fieldwork
- D. Controlled experiment

**Question 17:**

Why would the researchers have used mice for this part of their investigation?

- A. There are no ethical requirements when conducting research on animals such as mice.
- B. According to the ethical concept of non-maleficence, it would not be ethically permissible to intentionally cause harm by promoting Parkinson's disease in a human.
- C. According to the ethical guideline of informed consent, it would not be possible to explain the complex scientific procedures to a human participant so they would not be able to inform participants appropriately.
- D. Mice can develop Parkinson's disease easier than humans.

**Question 18:**

What is the role of dopamine in Parkinson's disease?

- A. In Parkinson's disease, there is not enough dopamine to carry messages about motor movement, resulting in uncontrolled movements such as tremors.
- B. A lack of dopamine in Parkinson's disease results in an increased feeling of pleasure.
- C. In Parkinson's disease there is an increased amount of dopamine, resulting in an increased appetite.
- D. An increased level of dopamine in Parkinson's disease can result in anxiety and depression symptoms.

**Question 19:**

The study consisted of two groups of mice. What would be the most likely difference between the methods used for the two different groups of mice?

- A. One group of mice would be injected with a smaller amount of the substance in comparison to the other group of mice.
- B. One group of mice would consist of around half the number of mice as the experimental condition.
- C. One group of mice injected with the substance would be fed a different diet than the other group of mice.
- D. One group of mice would not be injected with any substances, acting as a control condition.



Use the following information to answer Questions 20 to 21.

For healthy adults, there are predictable patterns of physiological activity across the different stages and types of sleep.

**Question 20:**

Which of the following is a correct comparison for the brain activity experienced during REM sleep and NREM Stage 3 (N3) sleep?

|    | <b>REM</b>              | <b>N3</b>              |
|----|-------------------------|------------------------|
| A. | High levels of activity | Low levels of activity |
| B. | Slow activity           | Fast activity          |
| C. | Low frequency           | High frequency         |
| D. | High amplitude          | Low amplitude          |

**Question 21:**

Which of the following is a correct comparison for the eye movements experienced during REM sleep and NREM Stage 3 (N3) sleep?

|    | <b>REM</b>             | <b>N3</b>               |
|----|------------------------|-------------------------|
| A. | Slow movement          | Fast movement           |
| B. | Fast darting movement  | Slow rolling movement   |
| C. | Low levels of movement | High levels of movement |
| D. | Regular movements      | Irregular movements     |

Use the following information to answer Questions 22 to 27.

Quinn developed a fear of public speaking after an incident at a school assembly where she accidentally said the wrong word and the audience laughed at her. Whenever Quinn needs to speak to the class, such as during an oral presentation or while reading from a text, her heart races, she begins sweating, and then breaks down crying.

**Question 22:**

According to the Transactional Model of Stress and Coping, which of the following was a likely secondary appraisal for Quinn during the initial assembly incident?

- A. Quinn would have determined the significance of the event to be a challenge that she could overcome.
- B. Quinn would have used her coping resources such as deep breathing to calm her stress levels during the assembly.
- C. Quinn would have evaluated her resources to cope with the students laughing as inadequate, resulting in her experiencing stress.
- D. Quinn would have determined that she did not have enough coping resources to deal with the incident, meaning she would not experience stress during the assembly.

**Question 23:**

Which region of the brain would have consolidated Quinn's fear of public speaking?

- A. Hippocampus
- B. Neocortex
- C. Cerebellum
- D. Amygdala

**Question 24:**

In which type of long-term memory would Quinn's fear of public speaking be stored?

- A. Implicit
- B. Explicit
- C. Short-term
- D. Procedural

**Question 25:**

What would systematic desensitisation involve for Quinn if she were to seek support for her phobia?

- A. Quinn's family would support her when she is demonstrating unrealistic thoughts about public speaking and help her to challenge these thoughts.
- B. Quinn would develop and be gradually exposed to a fear hierarchy while completing deep breathing techniques.
- C. Quinn would be forced to speak at the next upcoming assembly in order to get over her phobia in the quickest way.
- D. Quinn would be supported to identify and replace her negative and dysfunctional thoughts surrounding public speaking, such as that she will be laughed at again.

**Question 26:**

Quinn's doctor determined that Quinn's phobia resulted from a low level of a particular neurotransmitter in her brain. Which neurotransmitter might the doctor be referring to?

- A. Glutamate
- B. Gamma-amino butyric acid (GABA)
- C. Dopamine
- D. Serotonin

**Question 27:**

Quinn breaking down crying during an oral presentation indicates that she has deviation in which indicator of mental wellbeing?

- A. Levels of functioning
- B. Self-care
- C. Social wellbeing
- D. Emotional wellbeing

**Question 28:**

Which of the following is a feature of Alzheimer's disease?

- A. The hippocampus is the first structure affected by the degeneration.
- B. The first observable symptom is losing procedural memory.
- C. Explicit memory is affected by the death of neurons in the cerebellum.
- D. Neurodegeneration occurs due to the decline in GABA production.

Use the following information to answer Questions 29 to 30.

The multidimensional and holistic framework for wellbeing of Aboriginal and Torres Strait Islander people is a holistic approach to social and emotional wellbeing consisting of seven overlapping domains.

**Question 29:**

With reference to this framework, which domain involves maintaining a strong identity and a sense of continuity with the past?

- A. Connection to mind and emotions
- B. Connection to family and kinship
- C. Connection to culture
- D. Connection to Country

**Question 30:**

With reference to the 'body' domain of this framework, which protective factor might be encouraged by community leaders?

- A. Access to good healthy food
- B. Agency over one's own life
- C. Loving and supportive family
- D. Contemporary expressions of culture

Use the following information to answer Questions 31 to 34.

23-year-old Jonah visits a sleep clinic as he has been experiencing sleeping difficulties over the past couple of months. Jonah completed a sleep diary during the week leading up to his sleep study, where he reported that he falls asleep easily around 11.00pm each night, but then experiences a disrupted sleep. During his sleep study, Jonah has various devices connected to record features of his sleep. In the morning, the specialist reviews all the collected data and finds that Jonah experiences irregular movements during his REM sleep. The specialist informs Jonah that he likely is experiencing a sleep disorder.

**Question 31:**

Why would the specialist find it irregular for Jonah to be moving during REM sleep?

- A. Muscles usually move the most during N3 sleep.
- B. Typically, only older adults experience movement during REM sleep.
- C. During the first period of REM sleep is the only time when movements occur.
- D. During REM sleep the muscles act as if they are paralysed and no movement should be experienced.

**Question 32:**

Which methods to measure sleep would have best detected Jonah's irregular movements?

- A. EEG and EOG
- B. Sleep diaries and EMG
- C. EMG and EEG
- D. EMG and video monitoring

**Question 33:**

At approximately what time of the night would Jonah experience his first period of REM sleep?

- A. 11.00pm
- B. 12.20am
- C. 2.00am
- D. 4.00am

**Question 34:**

Which of the following is an expected pattern of sleep for Jonah?

- A. Jonah should experience around 80% of his sleep in NREM sleep.
- B. Jonah should experience more REM sleep than a 5-year-old child.
- C. Jonah should feel tired earlier in the evening than an older adult.
- D. Jonah would first enter N3 upon falling asleep.

**Question 35:**

The general expected pattern of REM sleep in a healthy adult is that periods of REM sleep increase as the sleep progresses.

Which mathematical relationship would best describe this feature of sleep?

- A. The mean amount of REM sleep per night.
- B. The percentage change of time spent in REM sleep from the first period of REM to the last period of REM.
- C. The median number of hours spent in REM as predicted by age.
- D. The percentage of total sleep spend in REM sleep.

Use the following information to answer Question 36 to 38.

A researcher is collecting data on the types of coping strategies that people use when they are experiencing stress. After gathering the data from 150 participants of varying ages, the researcher completes a statistical analysis, finding the correlation between age and type of strategy used.

**Question 36:**

What would a strong positive correlation indicate about the data?

- A. That as we age, we are less likely to use strategies with context-specific effectiveness.
- B. That the younger we are, the more likely we are to use strategies with context-specific effectiveness.
- C. That as we age, we are more likely to use strategies with context-specific effectiveness.
- D. There is no relationship between the types of strategies used by people of different ages.

**Question 37:**

Which of the following would not be part of adherence to the ethical guideline of deception in this investigation?

- A. The researcher might tell the participants that their study was collecting data on what causes people stress.
- B. The researcher would inform the participants after the study the true nature of the investigation.
- C. The researcher would tell participants during informed consent that there is a possibility of deception.
- D. The researcher would only tell the participants who were deceived the true nature of the study at the end of the investigation.

**Question 38:**

If the researcher wanted to test the reproducibility of their investigation, which of the following methods would they use?

- A. They could use a smaller sample size than what they used in the original investigation.
- B. They could use a questionnaire with similar but different questions to determine which coping strategies participants used.
- C. They could sample participants from the same location as in the first investigation.
- D. They could ensure the researcher surveyed the same participants as in the first investigation.

**Question 39:**

Which of the following is not correct for outliers?

- A. Outliers can decrease the internal validity of the investigation.
- B. Outliers can occur due to a random error.
- C. An outlier can cause contradictory data.
- D. An outlier is a value that lies too close to the mean value.

**Question 40:**

Which of the following is a correct comparison between different mnemonics?

- A. An acronym forms a phrase or poem, whereas an acrostic forms a pronounceable word.
- B. The use of an acrostic follows a similar process to the use of song lines.
- C. Both method of loci and song lines are mnemonics used by oral cultures.
- D. In order to remember the four points on a compass, an acrostic would be 'Never Eat Soggy Weetbix' whereas an acronym would be 'NEWS'.

**END OF SECTION A**

**SECTION B – SHORT ANSWER** (80 marks)

**Question 1:** (6 marks)

A researcher noticed that all the fidget toys for sale were quite loud, making it difficult for children to use in class without distracting others. They decided to create a new fidget toy with quieter pieces.

- a. Which investigation methodology was this researcher using for their study?

1 mark

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After creating several prototype examples of the fidget toy, the researcher asked a local primary school to trial the new fidget toys with their students and report back whether they thought the new versions were more effective than other available fidget toys. The following results were obtained from the students and teachers at the school.

|                 | <b>Was the new fidget toy more effective than other fidget toys?</b> |                                 |
|-----------------|--|---------------------------------|
|                 | <b>Number of 'Yes' responses</b>                                     | <b>Number of 'No' responses</b> |
| <b>Teachers</b> | 11   | 5                               |
| <b>Students</b> | 35   | 5                               |

- b. Would this investigation be using and analysing primary or secondary data?

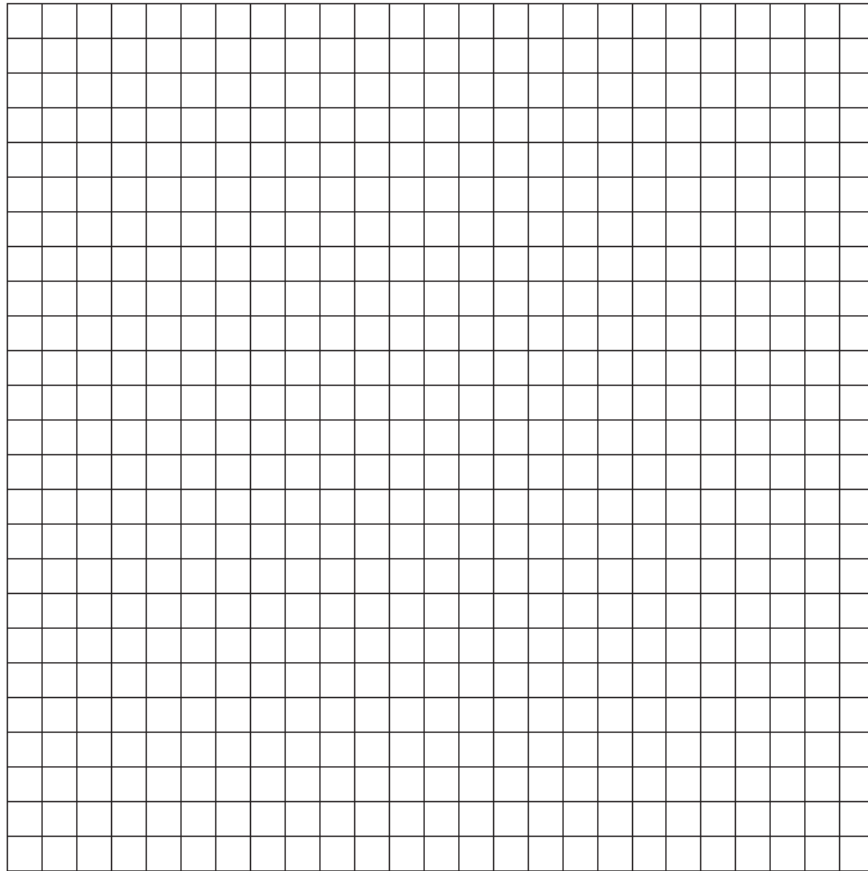
1 mark

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- c. Represent the results of the investigation using a correctly labelled graphical representation on the grid provided below.

4 marks



**Question 2:** (4 marks)

Refer to Aboriginal and Torres Strait Islander ways of knowing to answer the following questions.

- a. Explain why the ways of knowing framework is considered a multimodal system of knowledge.

2 marks

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- b. With reference to the following ways of knowing processes, describe how you might tell a new student at school how to catch the school bus home.

2 marks

Story sharing:

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Learning maps:

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**Question 3:** (13 marks)

Kate is a chef on a yacht and cooks high-end meals for up to ten guests every day. Kate is often under pressure to prepare meals on time while maintaining the very high standards of presentation and taste that the guests expect for their expensive holidays. During the very first trip, the stormy weather was causing such large waves that the boat was violently rocking, and the plates that Kate had just prepared slid off the kitchen bench and onto the floor. Kate had to begin the whole meal from scratch. While devastated that her time and efforts had gone to waste, Kate had no other choice but to begin cooking again. She was thankful that her crewmates were able to help her with some of the easier tasks to prepare the meal.

- a. Identify the stage of the General Adaptation Syndrome that Kate would be in, in the moment the meal was ruined.

1 mark

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- b. Explain what would have been required for Kate to move into the third stage of the General Adaptation Syndrome.

3 marks

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- c. Name the response that would have occurred for Kate when the meal was ruined.

1 mark

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- d. Justify whether Kate experienced an internal or an external stressor.

3 marks

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- e. Using the Transactional Model of Stress and Coping, explain what Kate's primary appraisal might have involved when the meal was ruined.

3 marks

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- f. Provide an example of an avoidance strategy that Kate could have used when faced with the stressor of the meal being ruined and explain why it would not have been a helpful strategy.

2 marks

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**Question 4:** (18 marks)

Juan was walking up the garden pathway to his house after coming home from dinner one night, and walked through a large spider web that he could not see in the dark. The web stuck to his face and clothes, and he felt the spider run down his arm. Juan did not like spiders, and this incident scared him. He ran screaming into the house, trying to brush off the spider and the web. Eventually Juan calmed down and he was not physically hurt in the incident. However, Juan is now terrified of walking along that particular garden pathway, and he refuses to walk up it when coming into the house. Juan's family suspect he has developed a phobia of this garden pathway.

- a. List two observable symptoms that Juan might display that may indicate he has developed a phobia.

2 marks

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- b. Describe two differences between stress and phobia.

4 marks

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c. Using the language of classical conditioning, explain how Juan has developed a phobia of the garden pathway.

3 marks

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d. With reference to operant conditioning, explain why Juan should try not to avoid the garden pathway in order to overcome his fear.

3 marks

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e. Determine which social evidence-based intervention would most effectively help Juan stop avoiding the garden pathway and explain how this intervention could be used.

3 marks

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- f. One of Juan's friends suggests that if Juan eats well and has a good diet, then he will overcome his phobia. Explain whether this information is correct.

3 marks

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**Question 5:** (15 marks)

A study examined how delaying school start time is associated with sleep duration, timing, and quality in a cohort of adolescents.

A total of 455 students from five public high schools were followed up from grade 9 through grade 11. Among those identifying sex, there was 225 girls [49.5%] and 219 boys [48.1%], with a mean age at baseline 15.2 years.

- At baseline in 2016, all five participating schools started early (7:30 am or 7:45 am).
- At follow-up 1 (2017) and follow-up 2 (2018):
  - Two schools delayed their start times by 50 and 65 minutes.
  - Three comparison schools continued starting early at 7:30 am.
- Wrist devices were used to measure sleep duration, timing, and quality.

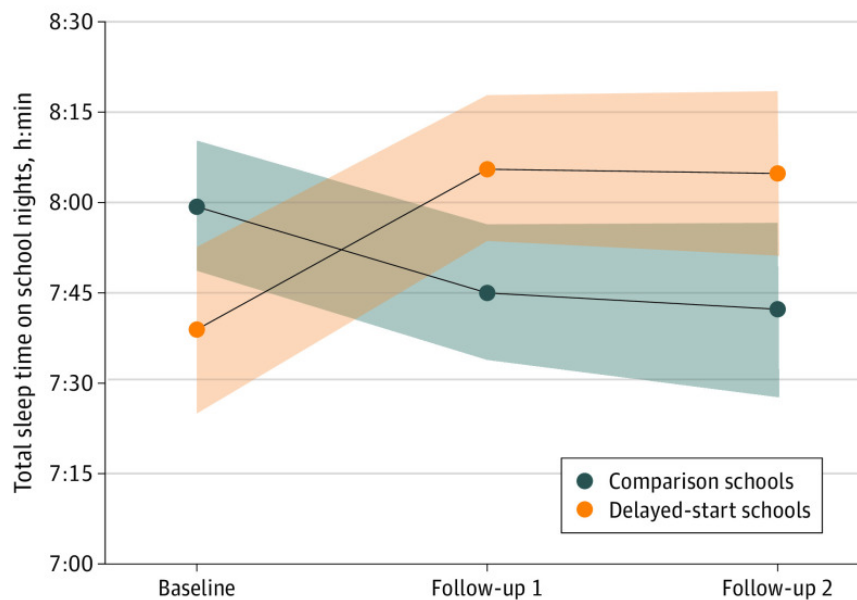


Figure 1. School night total sleep time for delayed-start and comparison schools.

Source: <https://pubmed.ncbi.nlm.nih.gov/32338727/>



- a. Based on the age of the participants, identify the number of hours of sleep that is recommended for this age group, and justify whether students in any of the schools were meeting the recommended hours of sleep at the baseline measurement.

4 marks

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- b. Interpret the results displayed in Figure 1 and provide an appropriate conclusion for this investigation.

2 marks

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- c. Assuming the schools maintained their schedules, predict what the likely results would be if the researchers completed a 'Follow-up 3' the following year.

2 marks

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d. Justify whether this study is using quantitative data.

2 marks

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e. Use a school-related example to compare the affective functioning of a student in one of the 'comparison' schools and a student in one of the 'delayed-start' schools.

2 marks

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f. With reference to a relevant hormone, explain why a teacher may not understand the need for students to have a delayed-start to the school day.

3 marks

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**Question 6:** (4 marks)

Using an example of a learned skill, explain the relationship between motivation in observational learning and long-term potentiation.

4 marks

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**Question 7:** (10 marks)

Five years ago, Zoe travelled to New Zealand with her friend. Halfway through the trip, Zoe's friend convinced her to go bungee jumping. The bungee jumping location was at the top of a very high bridge above a river. Once Zoe was at the top platform and it was her turn to jump, she was extremely scared and began to panic. She looked down over the edge and started to cry. As she was about to turn around to tell the instructor that she didn't want to jump, she felt a small push to her back, causing her to lose her balance and fall off the jumping platform. Zoe screamed the whole way through the bungee jump and was still crying even once it was finished. For the remainder of the day, Zoe was still very shaken and vowed to never bungee jump again.

Since that day, Zoe now has a fear of heights, which has also affected the activities she can do while travelling. Zoe's next planned trip involves a visit to a cliffside town in Italy called Positano. From researching the location, Zoe knows that the only way to get into the town is via a very narrow road on the edge of a cliff. Zoe begins to panic when thinking about driving along the narrow road in a large bus, and she is convinced that their bus would fall off the edge of the cliff.

a. Why would Zoe choosing to go bungee jumping be considered a conscious response?

1 mark

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b. Identify the cognitive bias that Zoe is experiencing when she believes their bus will fall off the cliff on the way to the town.

1 mark

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c. Explain how Zoe used semantic memory to construct an imagined future of her next trip to Italy.

2 marks

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d. Provide an example of an approach strategy that Zoe could use to reduce her stress levels around her fear of heights.

1 mark

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e. Zoe's friend tries to help Zoe overcome her fear of heights and the bus drive along the cliff in Positano. First, Zoe's friend suggests Zoe use observational learning principles to learn that it is not that dangerous to drive along the road to Positano, and that the bus drivers are excellent drivers who make the trip multiple times each week.

i. Describe what would need to occur during the 'attention' process if this idea were to work in helping reduce Zoe's fear of the bus drive.

1 mark

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ii. Justify whether this idea involving observational learning may actually help treat Zoe's phobia of heights.

2 marks

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iii. Zoe's friend then suggests that Zoe could speak with her doctor about taking an anti-anxiety benzodiazepine agent before the bus drive along the cliffside. Explain why this might be effective at helping Zoe's fear of the drive.

2 marks

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**Question 8:** (10 marks)

**I'm a night owl who works morning shifts. Here are tips that helped me become a morning person.**

As I grew up and started university, I became even more sure I was a night owl through and through. This is why working night shifts for two years worked pretty well for me. I could knock off around 10pm, stay up until 2am catching up on shows and life admin, and then spend the mornings sleeping in before work. But when I was asked if I wanted to move to the morning shift to write a live news feed, I knew I had to jump on the opportunity. I'd just have to change my... entire existence first. What followed were months of 4:30am alarms, brain fog and co-workers telling me I looked like a corpse by 2pm. But with every alarm, I found myself slowly getting used to the early starts and somehow feeling more switched on in the mornings. So, whether you're looking to get up early for work, uni or to hit the gym, here are five tips and tricks I picked up along the way.

1. Gradually shift your bedtime earlier. When I started on the morning shift, my goal was to go to bed at 9:30pm for a 4:30am wake up. But as someone who was used to going to bed around 1am, 9:30pm seemed like the late afternoon. So I decided to ease into it. For the first week, I set my bedtime to 11:00pm. When that worked, I shifted it earlier to 10:00pm and eventually found myself in bed by 9:30pm.
2. Write out a morning to-do list with timings. To help me get moving in the mornings, I wrote out a list on my phone with everything I needed to get done from the moment I woke up to the moment I walked out the door. I even jotted down 'grabbing lunch out of the fridge' and 'choosing a podcast to listen to'. I then assigned every task a timing. This helped me calculate exactly when I needed to set my alarm to preserve every moment of precious sleep.
3. Avoid leaving any decisions to the morning. If I can, I try to avoid making any decisions in the morning so I can simply get up and get going. Every night, right before bed, I'll lay out my entire outfit for the next day pack my bag, fill up my water bottle (a must for helping me stay awake in the morning) and pack some leftovers in the fridge for lunch the next day.
4. Turn on 'night shift' on your phone. To help get you ready for bed, set up 'night shift' on your phone to turn on a couple of hours before you go to sleep. This will change the display of your phone to appear warmer which will help you get a better night's rest.
5. Get off your phone (or at least social media) 30 minutes before bed. I know, I know, you've heard it before. But avoiding your phone before bed will mean you'll get a better night sleep and prevents you from falling into the dreaded 1am TikTok trap. I try and avoid looking at any social media 30 minutes before bed. Instead, I'll listen to a podcast, and I'll set it to time out after 30 minutes so it doesn't wake me up during the night. Alternatively, try swapping phone time for 30 minutes of reading before bed and it might help you fall asleep a lot quicker.

Source: <https://www.mamamia.com.au/how-to-become-a-morning-person/>









