OFFICE OF TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

External Assessment 2022

Attach your candidate label here

PSYCHOLOGY

BHP315116

Pages	20
Questions	7
Answer Booklets	3

Preparation time for this exam: 15 minutes

Suggested working time: 3 hours

Instructions:

- There are **three (3)** sections to this exam paper.
- You must answer **one (1)** question from each section:
  - **Section A** – answer **one (1)** question
  - **Section B** – answer **one (1)** question
  - **Section C** – answer **one (1)** question.
- Answer each section in a **separate answer booklet** and write the question number you are answering on the front cover of each answer booklet.
- The suggested working time is **60 minutes** on each section.
- All answers must be written in **English**.
- You **must** make sure your answers address:
  - Criterion 1 analyse theories about individual differences
  - Criterion 3 analyse theories about human learning
  - Criterion 4 analyse theories about remembering
  - Criterion 7 use evidence to support a psychological point of view.

Blank Page

Guide to Exam Structure

	Questions available	Questions to answer	Suggested working time	Marks available
Section A	2	1	60 minutes	Assessed using extended ratings of: A+ to z
Section B	2	1	60 minutes	
Section C	3	1	60 minutes	
Totals	**7**	**3**	**180 minutes (3 hours)**	**A+ to z rating**

Section A – Human Learning

- Answer **one (1)** question from this section in response to the material of the extracts (stimuli) provided.
- Attempt **all** items of the chosen question.
- Use a **separate answer booklet** for this section.
- It is suggested that you spend **approximately 60 minutes** on this section.
- This section assesses **Criteria 3** and **7**.

Question 1 – Conditioning

Stimulus 1 – Systematic Desensitisation

Dr Theo works as a research psychologist. He conducted a study to test the effectiveness of systematic desensitisation as a treatment for the simple phobia of snakes. Twenty otherwise healthy adults with a phobia of snakes were selected for the study. Prior to taking part, each participant was assessed to ensure they fulfilled the DSM-IV* criteria for the simple phobia of snakes. Dr Theo used an independent groups design. Half of the participants received the treatment of systematic desensitisation; the other half did not receive any treatment at all. At the end of the research, the participants were again assessed on the DSM-IV* criteria for the simple phobia of snakes. Statistical analysis revealed a significant difference between the results of the two groups. The results are printed in the table below.

Figure 1 Results of treatment for the simple phobia of snakes

	Number of participants with simple phobia of snakes	
Condition	**Pre-treatment**	**Post treatment**
1. Systematic desensitisation	10	4
2. No treatment	10	10

Source: *http://www.vcaa.vic.edu.au/Documents/exams/psychology/2012/2012psych2-w.pdf*

DSM-IV* **Diagnostic and Statistical Manual of Mental Disorders** (DSM) is the handbook used by health care professionals as a guide to the diagnosis of mental disorders.

Question 1 continues

Stimulus 2 – Behaviour Modification

Behaviour modification refers to the application of operant conditioning to bring about change. Principles such as reinforcement and the process of shaping have been used for many years to change undesirable behaviour and create desirable responses in humans – especially school children. If a teacher wants to use behaviour modification to help a child to be more attentive to the teacher's lesson, the teacher may do the following:

1. **Select a target behaviour** such as the child making eye contact with the teacher.

2. **Choose a reinforcer**. This could be a gold star* applied to the child's chart on the classroom wall.

3. **Put the plan into action**. Every time the child makes eye contact the teacher gives the child a gold star*. Inappropriate behaviour such as looking out the window is not reinforced.

4. At the end of the school day the teacher gives the child a treat or reward for having a certain number of gold stars. This special reward is decided on ahead of time, and discussed with the child.

**the gold star can be considered a token, a secondary reinforcer which leads to a desired reinforcer.*

Source: *Ciccarelli, S and White, J. (2018). Psychology (5th Ed) Global Edition. Pearson Education.*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following concepts in relation to conditioning:

- human application of conditioning processes
- reinforcement
- classical and operant conditioning.

b) Analyse and critically evaluate the explanations, theories and concepts used to explain Human Learning.

Section A continues

Question 2 – Observational Learning/Cognitive Learning

Stimulus 1 – Application of Social Learning Theory

Health campaigns often use social learning theory processes to encourage behaviour change and promote healthy lifestyle choices. One example is the **Sabido Method**, that was first applied in the 1970s. The strategy when applied to humans looked at the goal of changing individual behaviour and attitudes using certain media platforms such as television. The approach was originally applied to soap operas – where viewers developed a "connection" with the characters in the show, the viewers then watched the characters evolve and change their behaviour.

One of the first attempts of applying the Sabido Method was in a soap opera called *Acompáñame* ("Accompany Me") in Mexico which focussed upon a storyline involving family planning and contraception. The Sabido Method has been successfully applied in many countries. For example, from 1993 to 1997 there was a show in Tanzania to promote AIDS prevention behaviour, ideal age of marriage for women, and use of family planning, which in turn lead to an increase in health and wellbeing indicators in the community, once aired.

The **Sabido Method** is based on several social learning theory processes:

- Viewers are **motivated** to watch the show, they **pay attention** and **retain** the plot (story line).
- Viewers **observe** both the rewards and punishments that are received by the characters for the choices that they make - that is, **vicarious reinforcement**.
- They **identify** with the characters and feel connected to them. This serves as motivation to **replicate** the behaviour.
- The characters in the programs are "average people"- many viewers see them as representing them; therefore, viewers perceive characters as **models** to imitate.

Programs utilising the Sabido Method have been effective in changing behaviour and can now be seen applied throughout an array of media platforms, harnessing the processes of social learning theory.

Source: Adapted from *https://www.populationmedia.org/2007/08/09/sex-soap-social-change-the-sabido-methodology*

Question 2 continues

Stimulus 2 – Transfer of Learning

Figure 2

The diver will experience a positive transfer of skills resulting from the learning set that she establishes using this apparatus.

Transfer of learning occurs when learning in one context or with one set of materials impacts on performance within another context or with other related materials. For example, aircraft simulators provide a pilot with a set of skills and knowledge that they can use when flying real aircraft in many different situations. Likewise, learning how to dive from a springboard will be quicker after previous experience with a trampoline due to the positive transfer of learning from trampolining to diving.

Source: *Adapted from: Grivas, J, Down, R and Carter, L. (2013) Psychology. VCE units 3 & 4. South Yarra Macmillan. Education Australia.*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following concepts in relation to observational learning/cognitive learning:

- social learning theory
- transfer of learning
- Human Learning.

b) Analyse and critically evaluate the explanations, theories and concepts used to explain Human Learning.

Section B – Remembering

- Answer **one (1)** question from this section in response to the material of the extracts (stimuli) provided.
- Attempt **all** items of the chosen question.
- Use a **separate answer booklet** for this section.
- It is suggested that you spend **approximately 60 minutes** on this section.
- This section assesses **Criteria 4** and **7**.

Question 3 – Memory

Stimulus 1 – Multi-store Model of Memory

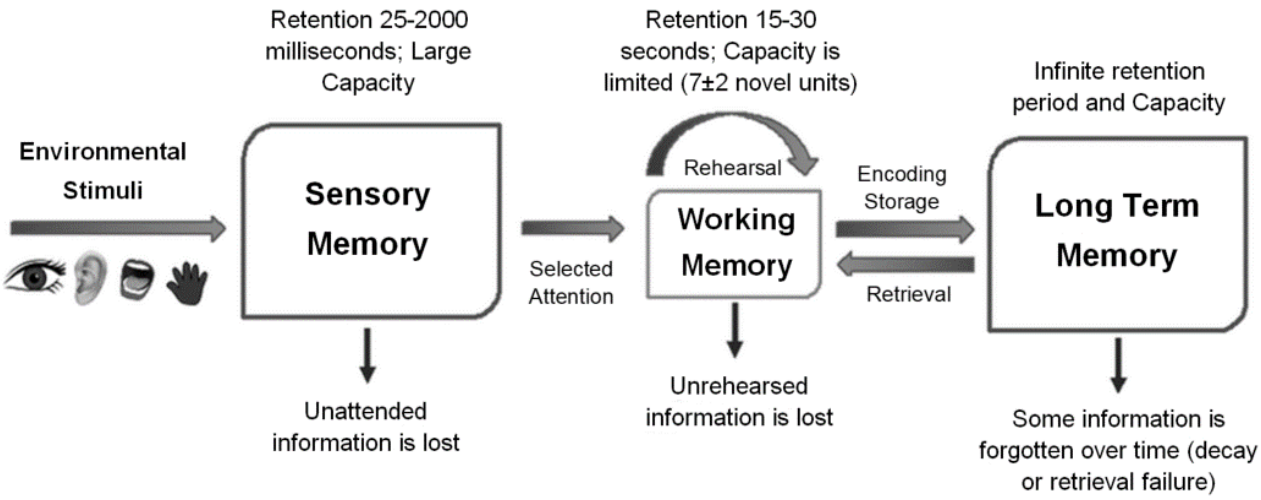

Figure 3 Multi-store Model of Memory diagram

Source: *https://www.researchgate.net/figure/Atkinson-Shiffrin-3-stage-model-of-human-memory_fig1_338116821*

Question 3 continues

Stimulus 2 – False Memories

The formation of false memories – Loftus and Pickerell (1995)

Loftus and Pickerell carried out a classic study on false memories which has come to be known as the "Lost in the Mall" study. The aim of the study was to determine if false memories of autobiographical events can be created through the power of suggestion.

Participants received a questionnaire containing what was supposed to be four personal memories. The questionnaire asked the participants to write about those memories. Three events were real memories, provided by a parent or sibling of the participant and one was "getting lost in the mall", the fabricated 'false memory'. The participants were instructed that if they didn't remember the event, they should simply write "I do not remember this." The participants were also interviewed twice over a period of four weeks. They were asked to recall as much information as they could about the four events. Then they were asked to rate their level of confidence about the memories on a scale of 1 - 10. After the second interview, they were debriefed and asked if they could guess which of the memories was the false memory.

About 25% of the participants "recalled" the false memory – becoming lost in the mall. However, most also ranked this memory as less confident than the other memories and they wrote less about the memory on their questionnaire.

It is often suggested that this study provides evidence related to the power of suggestibility in creating false memories and memory reconstruction. And that our memories are generally not as reliable as we may think and false memories can form quite easily, even among people who typically have very good memories.

Source: *https://www.thinkib.net/psychology/page/24254/loftus-pickrell-1995-*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following concepts in relation to memory:

- Multi-store Model of Memory
- false memories
- rehearsal.

b) Analyse and critically evaluate theories explaining the process of encoding, storing and retrieving information in memory.

Section B continues

Question 4 – Forgetting

Stimulus 1 – Amnesia

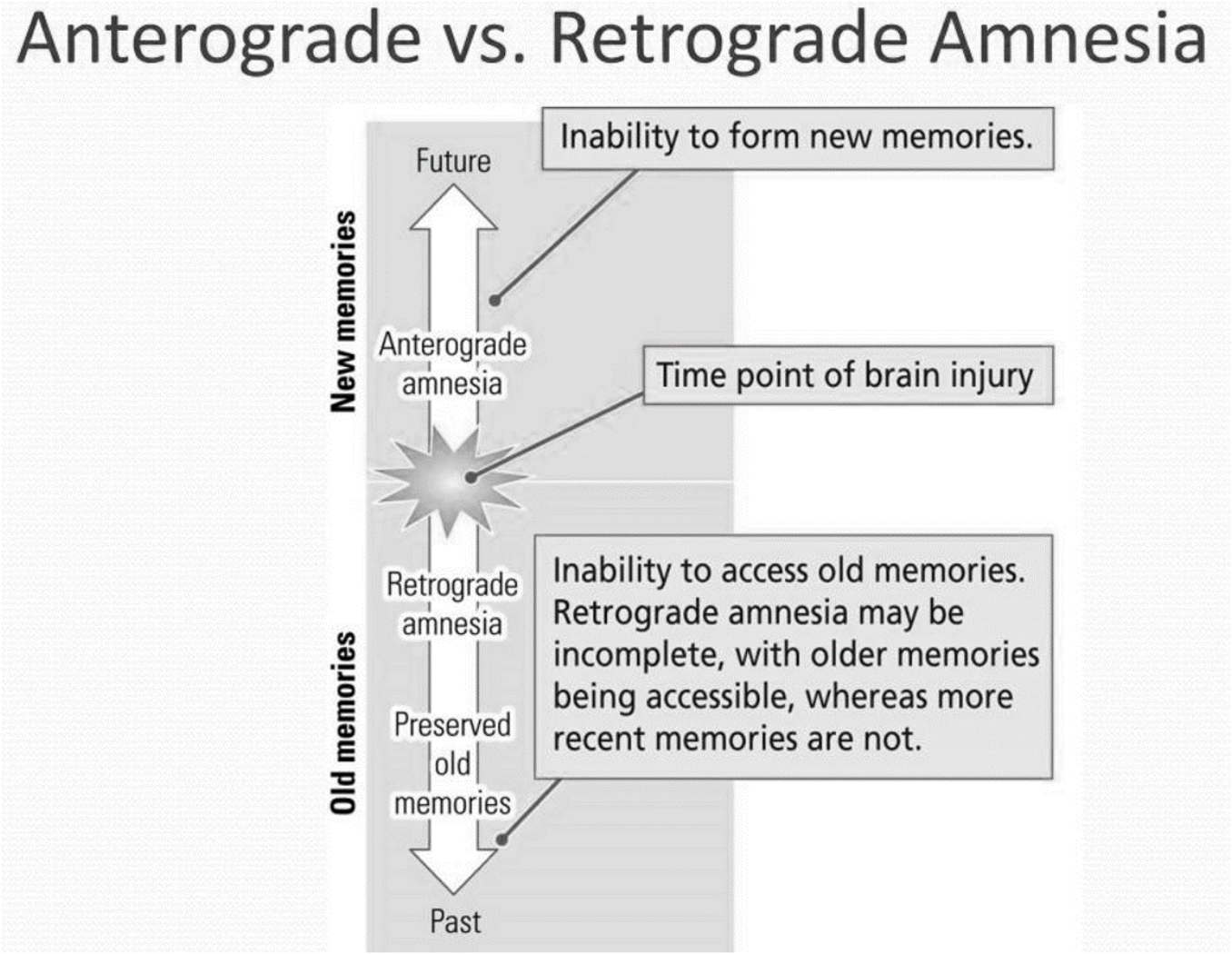

Figure 4 Diagram of types of amnesia

Source: *https://www.slideserve.com/prem/amnesia*

Question 4 continues

Stimulus 2 – Retrieval failure: Context dependent

If you've ever forgotten something, only to be reminded of it when you entered a certain room or arrived at a certain place, you may have experienced this type of retrieval cue failure. Context provides particularly strong retrieval cues, a phenomenon you may have experienced in visiting your old primary school or for old times' sake, having a snack at a shop that was a high school hang out. The memories produced are stronger and more detailed in such circumstances than when you simply reminisce without cues. Retrieval is typically better when the physical environment at the time of retrieval matches that at encoding.

In a particularly creative experiment, the context dependency of retrieval was demonstrated by presenting word lists to four groups of deep-sea divers and testing recall (Godden & Baddeley, 1975). One group both encoded and retrieved the words on shore, another group while underwater. The third and fourth groups, however, encoded and retrieved in different contexts (studying the lists underwater and recalling them on shore, and vice versa). The groups that encoded and retrieved in the same physical context had the most successful retrieval. Godden and Baddeley found that the words learned underwater were better-recalled underwater, and vice versa for words learned on land.

Source: *https://s3-eu-west-1.amazonaws.com/tutor2u-media/resource-samples/Forgetting-Sample.pdf*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following concepts in relation to forgetting:

- techniques for improving recall
- amnesia
- retrieval failure: context dependent forgetting.

b) Analyse and critically evaluate organic and non-organic explanations of how forgetting may occur.

Section C – Individual Differences

- Answer **one (1)** question from this section in response to the material of the extracts (stimuli) provided.
- Attempt **all** items of the chosen question.
- Use a **separate answer booklet** for this section.
- It is suggested that you spend **approximately 60 minutes** on this section.
- This section assesses **Criteria 1** and **7**.

Question 5 – Gender

Stimulus 1 - Gender Role Development

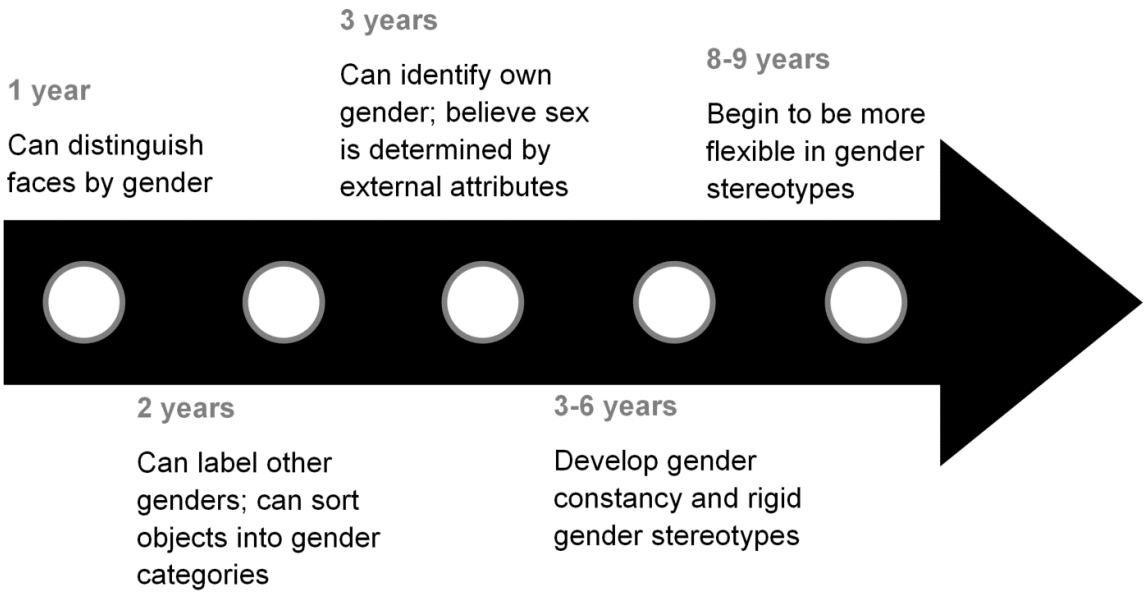

Figure 5 Children develop the ability to classify gender very early in life.

Source: *https://nobaproject.com/modules/gender*

Question 5 continues

Stimulus 2 – Brain Sex

Even at a few hours old, before external conditioning can influence them, babies exhibit definite tendencies. A baby girl gazes at faces, while boys seem more interested in objects. Girl babies respond better to soothing sounds and are more frightened by noise, reflecting a keener sense of hearing. When babies turn into toddlers, the way they see and experience the world is through the lens of their gender's brain chemistry. Boys are more adventurous in their play and roam more widely. They work to improve their spatial skills, whilst girls work harder at interpersonal skills. Girls talk on average a year earlier than boys. The differences continue at pre-school stage, boys preferring vigorous play over a large area, while girls prefer more sedentary play and orderly activity. Girls treat newcomers with friendliness and curiosity, boys show nothing but indifference.

Source: *Adapted from Moir, A and Jessel, D. (1992) Brain Sex: the real difference between men and women (1992) Penguin Books. Australia.*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following terms used in relation to individual differences in gender:

- gender identity
- gender role
- biological influences on gender.

b) Analyse and critically evaluate theories of both genetic and environmental factors influencing gender differences.

Section C continues

Question 6 – Intelligence

Stimulus 1 – Sternberg's Triarchic Theory of Intelligence

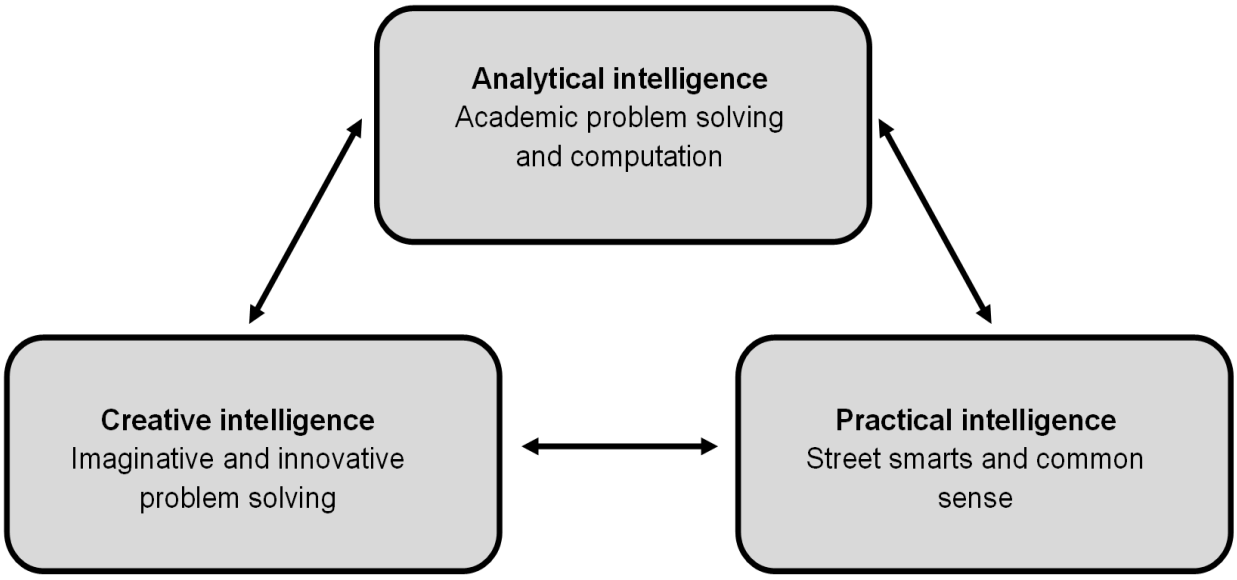

Figure 6 Sternberg proposed a triarchic theory of intelligence, where intelligence comprises of three aspects – analytic, creative and practical intelligence.

Source: *https://courses.lumenlearning.com/suny-fmcc-intropsych/chapter/what-are-intelligence-and-creativity/*

Stimulus 2 – The Flynn Effect

The Flynn Effect is that population IQ scores have been increasing over the decades. Flynn found that in the Western world IQ scores have generally risen about 3 points every 10 years. If we measure IQ the same way we did 50 years ago (without adjusting the average back to 100) the average IQ would be 115. Why? Researchers have offered three possible explanations. Firstly, daily life is complex and the act of coping with these complexities may increase IQ scores. We multitask more now than people did 50 years ago. Second, nutrition is better, and the enhancements that come with improved nutrition may have increased IQ. For example, the average height of people has increased along with IQ scores, it may be that improvements in brain functioning may have also improved. Finally, the types of reasoning the IQ tests measure have improved, resulting in better test performances. For example, the use of technology in schools, consumption of mass media, and multitasking may have increased our ability to think abstractly and to think more quickly.

Source: *Romero, A and Kemp, S. (2007) Psychology Demystified. First Ed. McGraw-Hill.Australia.*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following terms used in relation to individual differences in intelligence:

- Flynn Effect
- Triarchic Theory of Intelligence
- intelligence.

b) Analyse and critically evaluate theories of both genetic and environmental factors influencing intelligence.

Section C continues

Question 7 – Personality

Stimulus 1 – The Big Five Personality Traits

The Big Five Model, also known as the Five-Factor Model, states that personality can be boiled down to five core factors, known by the acronym OCEAN. Unlike other trait theories that sort individuals into binary categories i.e. introvert or extrovert, the Big Five Model asserts that each personality trait is a spectrum. Therefore, individuals are ranked on a scale between the two extreme ends. For instance, when measuring Extraversion, one would not be classified as purely extroverted or introverted but placed on a scale determining their level of extraversion. By ranking individuals on each of these traits, it is possible to effectively measure individual differences in personality.

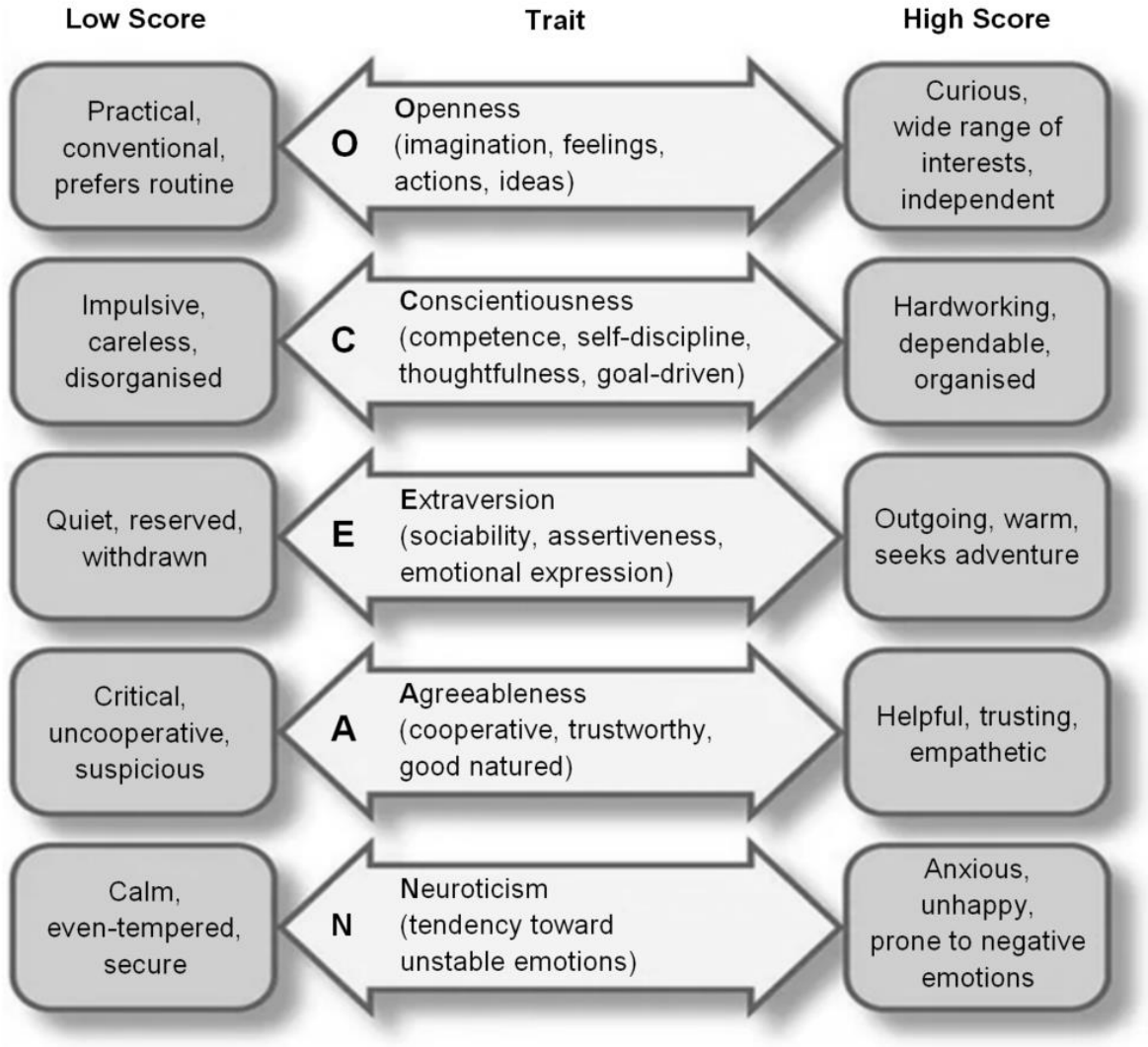

Figure 7 The Big Five Model

Source: *Adapted from https://www.simplypsychology.org/big-five-personality.html*

Question 7 continues

Stimulus 2 – How much of our personalities is genetic?

About 30 to 50 per cent of the variation in personality between people stems from differences in the genes they inherited from their parents. Of course, that still leaves plenty of scope for early and later life experiences to leave their mark, such as marriage and divorce, illness, job losses, parenthood, peer pressure and bereavement.

In fact, it used to be believed that personality was set in stone from around the age of 30, but longitudinal studies following the same people over decades have shown that personality traits continue to change over a lifetime.

It's true that personality tends to stabilise the older we get, but that's because many of us tend to settle into grooves of lifestyle and routine. With the right approach and determination, there's no reason that you can't deliberately alter your personality traits.

Source: *https://www.sciencefocus.com/science/personality/*

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course to:

a) Explain the following terms used in relation to individual differences in personality:

- trait personality theories
- biological influences on personality
- personality.

b) Analyse and critically evaluate theories of both genetic and environmental factors influencing personality development.

Blank Page

End of Exam

Blank Page

This exam paper and any materials associated with this exam
(including answer booklets, cover sheets, rough note paper, or information sheets)
remain the property of the Office of Tasmanian Assessment, Standards and Certification.