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Psychology

Paper 2

Time allowed

- Perusal time 10 minutes
- Working time 90 minutes

General instructions

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

Section 1 (50 marks)

• 5 short response questions



DO NOT WRITE ON THIS PAGE

THIS PAGE WILL NOT BE MARKED

Section 1

Instructions

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

DO NOT WRITE ON THIS PAGE

THIS PAGE WILL NOT BE MARKED

ms	question refers to the investigation by Pavlov (1897/1902).	
a)	State the unconditioned response (UCR), neutral stimulus (NS) and the conditioned stimulus (CS) in the investigation.	[3 marks]
	UCR:	
	NS:	
	CS:	
b)	Distinguish between stimulus generalisation and stimulus discrimination. Support your response with one example of each, relevant to the investigation.	[3 marks]

c)	Describe spontaneous recovery. Support your response with an example relevant to the investigation.	[2 marks
d)	Compare Pavlov's investigation to that conducted by Skinner (1948).	[3 marks

	Assuming that classical and operant conditioning result in the formation of long-term memories, identify the associations that are formed in these types of conditioning.	[2 marks]
	CSTION 2 (7 marks) question refers to the experiments by Cialdini et al. (2006).	
a)	Identify a factor that may have reduced the antisocial behaviour of the participants in the experiments. Give a reason for your judgment.	[2 marks
b)	Describe social responsibility as a factor that may have increased the prosocial behaviour of participants in the experiments.	[2 marks

	dunes.' and 'The vast majority of beach goers have avoided the dunes, allowing their regeneration.'	
	Predict which sign will be more effective. Give reasons for your response based on the findings of the original experiments.	[3 mark.
S		

	question refers to the study by Darley and Latane (1968).	
a)	Describe how empathy, as a personal characteristic, may have increased the prosocial behaviour of the participants in the study.	[2 marks
b)	Describe situational and dispositional attributions, and then identify how each could be used to explain the behaviour of participants in the study.	[4 marks
b)		[4 marks

	Describe the three stages of the model of bystander intervention, using examples from the study for each stage.	[6 marks
d)	Participants who failed to report the emergency showed signs of extreme concern	
ω,	when the experimenter entered the room to terminate the study. Many showed physical signs of nervousness and seemed more emotionally charged than those who did report the emergency.	
<i></i>)	when the experimenter entered the room to terminate the study. Many showed physical signs of nervousness and seemed more emotionally charged than those who did report	[1 mari
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QUESTION 4 (11 marks)

This question refers to the experiment by Humphrey and Jolicoeur (1993).

The researchers examined whether the identification of objects is influenced by the type of background on which they are seen. Participants were presented with 32 common objects on one of two backgrounds, one with depth cues and one without such cues. An example can be seen in the figure, where image A has a background without depth and image B has a depth background.

The results found that objects were identified more rapidly when presented on the background with depth cues. Researchers concluded that depth backgrounds provided monocular depth cues that assisted in the encoding and recognition of the objects.

This stimulus has not been published for copyright reasons.

View Figure 2, 'Depth background and the background without depth' at https://www.semanticscholar.org/paper/An-Examination-of-the-Effects-of-Axis-Monocular-and-Humphrey-Jolicoeur/361c5bb0cf4f131622fc33f2ddbd910 387421cff.

State which lobe of the brain is primarily responsible for processing the visual images.

[1 mark]

Explain the process of visual perception that enables participants to view and then interpret the images presented, from the first stage of the eyes to the final identification of the object.	[6 marks]
	interpret the images presented, from the first stage of the eyes to the final identification

c) Explain a depth on visual percep	cue and an aspect of visual constancy as ation evident in the experiment.	psychological influences	[4 mark
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QUESTION 5 (6 marks)

This question refers to the investigation by Grant et al. (1998).

After completing a reading task in a silent classroom, participants were divided into two condition groups. One group completed a multiple-choice test about the reading task in silence, and the other with a background noise. The raw results of both test conditions are presented in this table.

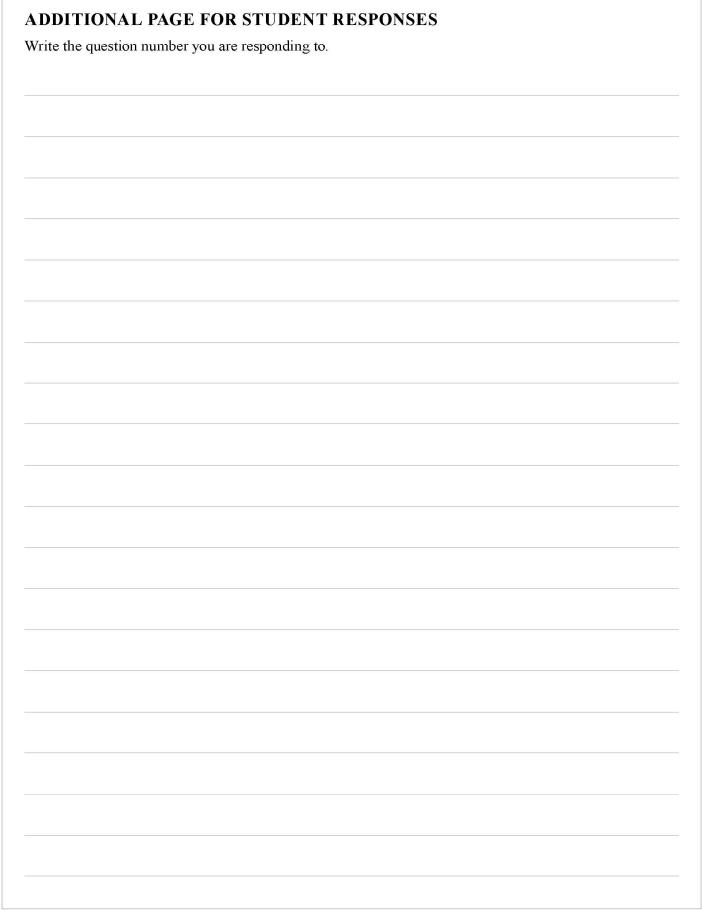
Silent test	Noisy test
15	16
16	12
14	12
15	10
10	13
12	13
16	10
14	12
14	12
14	11

a)	Determine	the mode	for the	noisy	test	condition
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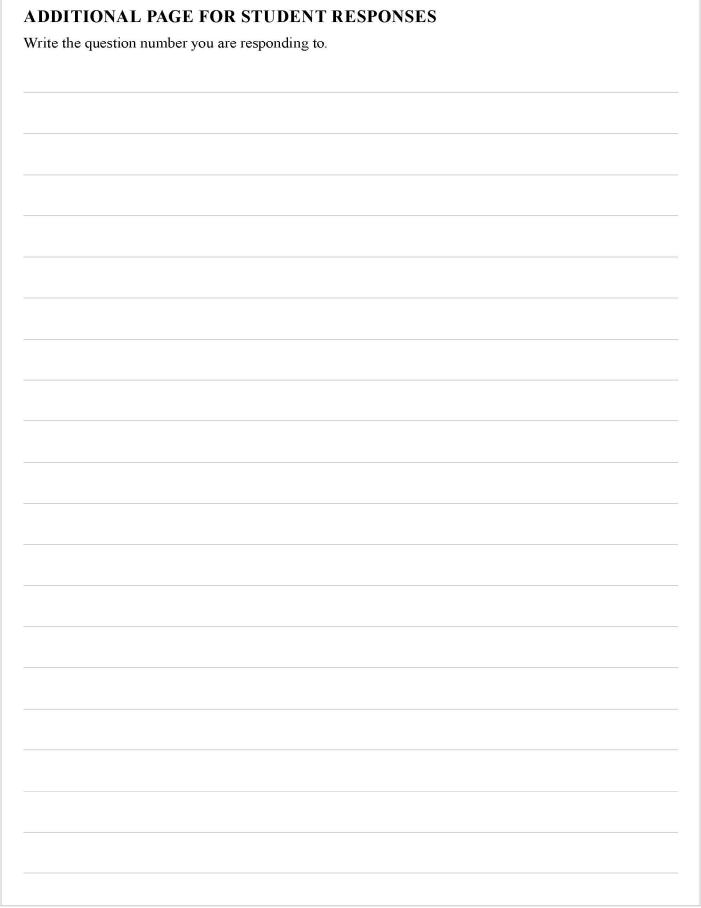
[1 mark]

b)	Calculate the interquartile range (IQR = $Q_3 - Q_1$) for the silent test condition. Show your working.	[2 marks
c)	The interquartile range (IQR) for the noisy test condition was 2. Contrast the noisy and silent test conditions, referencing the interquartile ranges.	[1 mark
d)	To determine whether there was a statistically significant difference between the two conditions, researchers conducted a two-sample t-test (unpaired). The result was $p > .05$.	
	Draw a conclusion about what the results of the statistical test show.	[2 mark.

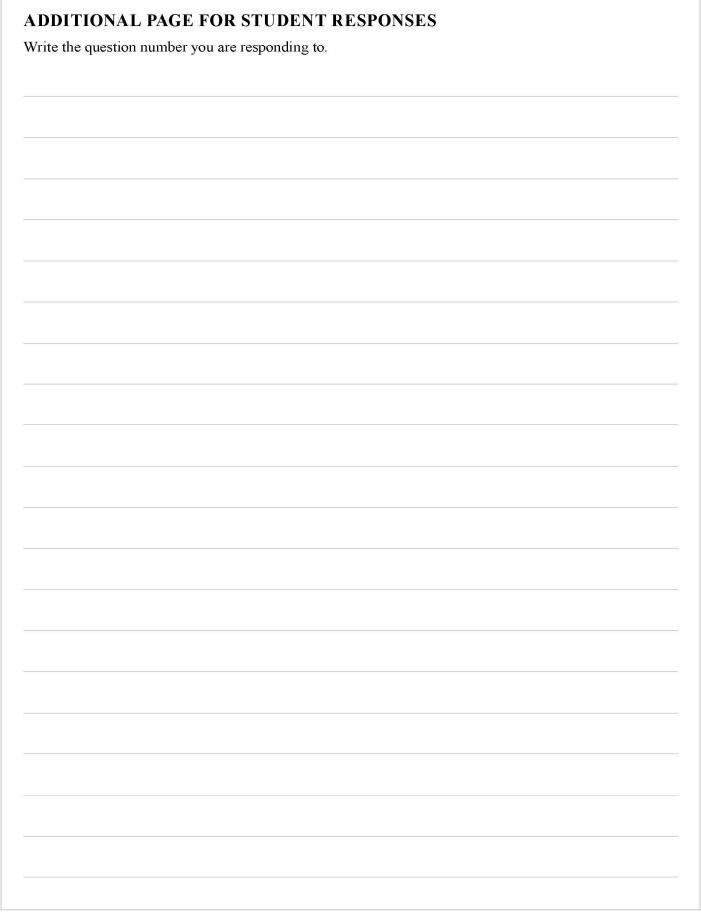












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Question 1

Pavlov, IP 1897/1902, The Work of the Digestive Glands, Griffin, London.

Skinner, BF 1948, 'Superstition in the pigeon', *Journal of Experimental Psychology*, vol. 38, no. 2, pp. 168–172

Question 2

Cialdini, RB, Demaine, LJ, Sagarin, BJ, Barrett, DW, Rhoads, K & Winter, PL 2006, 'Managing social norms for persuasive impact', *Social Influence*, vol. 1, no. 1, pp. 3–15.

Question 3

Darley, JM & Latane, B 1968, 'Bystander intervention in emergencies: Diffusion of responsibility', *Journal of Personality and Social Psychology*, vol. 8, pp. 377–383.

Question 4

Humphrey, GK & Jolicoeur, P 1993, 'An examination of the effects of axis foreshortening, monocular depth cues, and visual field on object identification', *Quarterly Journal of Experimental Psychology*, vol. 46A, no. 1, pp. 137–159.

Question 5

Grant, HM, Bredahl, LC, Clay, J, Ferrie, J, Groves, JE, McDorman, TA & Dark, VJ 1998, 'Context-dependent memory for meaningful material: Information for students', *Applied Cognitive Psychology*, vol. 12, pp. 617–623.



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