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LUI

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Sample assessment 2020

Question and response book

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 blue or black pen.
- Respond in paragraphs consisting of full sentences.
- Planning paper will not be marked.

Section 1 (40 marks)

- 6 short response questions



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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.
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QUESTION 1 (5 marks)

This question refers to the investigation conducted by Tajfel (1970).

Tajfel defined social norms as ‘an individual’s expectation of how others expect [them] to behave and [their] expectation of how others will behave in any given social situation’.

- a) Predict how social norms may have influenced the behaviour of the participants in Tajfel’s investigation.

[1 mark]

- b) Explain how the investigation was significant for the development of social identity theory, with reference to two out of the three elements. Use examples from the investigation to support your conclusions.

[4 marks]

QUESTION 2 (9 marks)

This question refers to the case study conducted by Watson and Rayner (1920).

- a) Describe learned fear responses, using an example from the case study. *[2 marks]*

- b) If investigators had been able to obtain an fMRI of Albert B's brain during conditioning, which discrete area of the brain would have responded? *[1 mark]*

- c) In the conditioning of Albert B, identify the unconditioned stimulus (UCS) and the unconditioned response (UCR) by using examples from the case study. *[2 marks]*

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- b) Identify the type of attribution all participants used when rating the performance of the contestants in the experiment.

[1 mark]

- c) Identify the type of attribution all participants should have used when rating the performance of the contestants in the experiment.

[1 mark]

QUESTION 4 (8 marks)

This question refers to the investigation conducted by Tidwell, Eastwick and Finkel (2013). Researchers aimed to investigate whether actual or perceived similarity led to greater romantic attraction.

To do this, participants completed a questionnaire that assessed several personality traits. They then attended a speed-dating event. During the event, participants had 12 one-on-one dates with individuals of the opposite sex. Each date lasted for approximately four minutes, at which point the participants were instructed to stand and move on to their next date. During the dates, participants were encouraged to find out about their dates' personalities, interests and personal histories in order to get to know them.

Immediately following each date, participants completed an interaction questionnaire, where they recorded their dates' perceived characteristics (e.g. physically attractive, charismatic), their perceived similarity, and their romantic liking. From this, the researchers calculated actual and perceived similarity for each pair.

The results indicated that perceived similarity significantly predicted romantic attraction.

- a) During the speed-dating events, the frontal lobes of participants would have shown high levels of activity.

Recall two specific functions of the frontal lobe, and identify an example of each from the investigation.

[4 marks]

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b) Identify what origin of attraction was investigated. Provide evidence from the investigation that supports the origin identified.

[2 marks]

c) Describe a biological theory of attraction. Provide an example from the investigation that would support this theory.

[2 marks]

QUESTION 5 (8 marks)

This question refers to the experiment conducted by Bargh, Chen and Burrows (1996).

In the experiment, researchers sought to explore whether attitudes could be automatically activated.

- a) Describe implicit attitudes, using an example from the experiment. *[2 marks]*

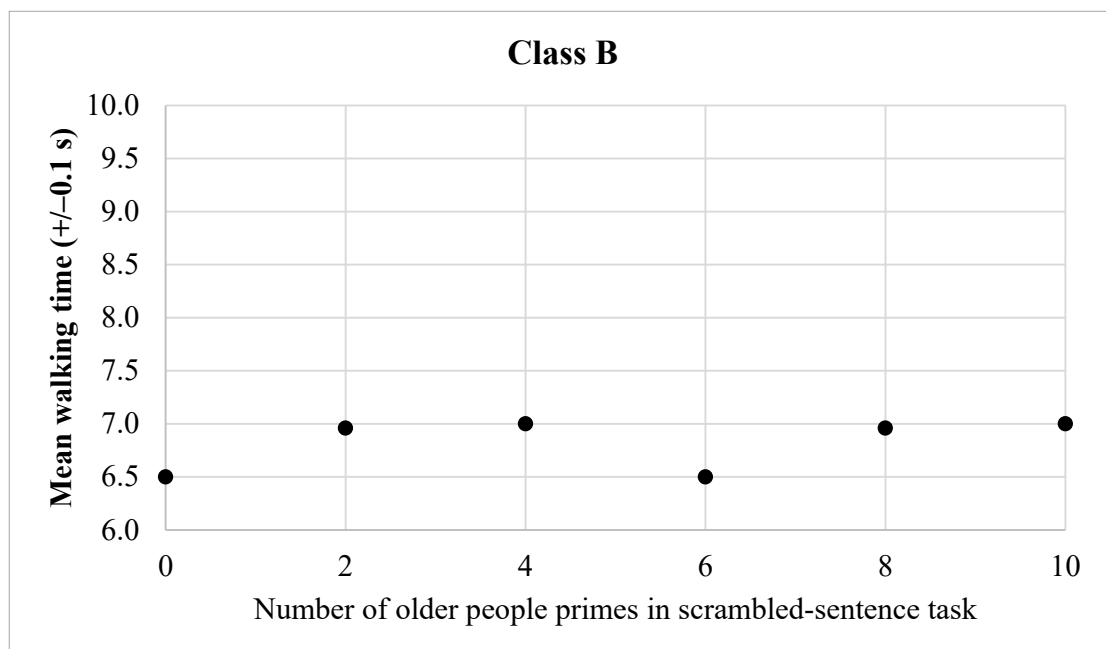
As part of the methodology, participants were primed with stereotypes about older people.

- b) Describe stereotypes with reference to the tri-component model of attitudes. Provide examples from the experiment of two components of the model. *[6 marks]*

QUESTION 6 (4 marks)

This question refers to an experiment that partially modified the methodology from Question 5 devised by Bargh, Chen and Burrows (1996).

In the experiment, data was collected from two different Psychology classes (A and B). Scatterplots of the data for Class A and Class B are provided below.



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- a) Predict the Pearson correlation coefficient (r) that belongs to each Psychology class by completing the table below.

Psychology class	r
	0.43
	0.97

[1 mark]

- b) Contrast what the two Pearson correlation coefficients suggest about the relationship observed during the investigation.

[2 marks]

- c) Draw a conclusion about the relationship between mean walking time and the number of older people primes for Psychology Class A.

[1 mark]

END OF PAPER

References

- Bargh, JA, Chen, M & Burrows, L 1996, 'Automaticity of social behaviour: Direct effects of trait construct and stereotype activation on action', *Journal of Personality and Social Psychology*, vol. 71, no. 2, pp. 230–244.
- Ross, LD, Amabile, TM & Steinmetz, JL 1977, 'Social roles, social control, and biases in social-perception processes', *Journal of Personality and Social Psychology*, vol. 35, no. 7, pp. 485–494.
- Tidwell, ND, Eastwick, PW & Finkel EJ 2013, 'Perceived, not actual, similarity predicts initial attraction in a live romantic context: Evidence from the speed-dating paradigm', *Personal Relationships*, vol. 20, issue 2, pp. 199–215.
- Tajfel, H 1970, 'Experiments in intergroup discrimination', *Scientific American*, vol. 223, no. 5, pp. 96–102.
- Watson, JB & Rayner, R 1920, 'Conditioned emotional reactions', *Journal of Experimental Psychology*, vol. 3, no. 1, pp. 1–14.

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