

External assessment 2022

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**Multiple choice question book**

# **Psychology**

## Paper 1

### **General instruction**

- Work in this book will not be marked.

# Section 1

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## Questions 1–3

These questions refer to modified data collected in the investigation by Grant et al. (1998).

		Study condition			
		Silent		Noisy	
Test condition		Mean score	Standard deviation	Mean score	Standard deviation
Short answer test (/10)	Silent	6.7	1.2	5.4	1.9
	Noisy	4.6	1.1	6.2	2.2
Multiple choice test (/15)	Silent	14.3	1.5	12.7	1.6
	Noisy	12.7	1.6	14.3	1.7

## Question 1

Which of the following conditions had the least variability?

- (A) silent multiple choice test with the silent study condition
- (B) silent multiple choice test with the noisy study condition
- (C) noisy multiple choice test with the silent study condition
- (D) noisy multiple choice test with the noisy study condition

## Question 2

Which of the following conditions resulted in the best student performance?

- (A) silent short answer test with the silent study condition
- (B) silent short answer test with the noisy study condition
- (C) silent multiple choice test with the silent study condition
- (D) silent multiple choice test with the noisy study condition

## Question 3

A valid inference that may be drawn from the data is that

- (A) silent study conditions result in better test performances.
- (B) matching study and test conditions result in higher test scores.
- (C) contrasting study and test conditions result in higher test scores.
- (D) multiple choice tests are a better measure of overall performance.

## Question 4

Which brain region is responsible for spatial abilities?

- (A) prefrontal cortex
- (B) temporal lobe
- (C) hippocampus
- (D) amygdala

## Question 5

Adolescents often see social media personalities as role models. In this context, social media personalities are

- (A) attending to and reproducing the behaviours of adolescents.
- (B) vicariously reinforced by the behaviours of adolescents.
- (C) agents of secondary socialisation.
- (D) displaying primary socialisation.

## Question 6

In an investigation, students in shared accommodation were given questionnaires at two different times during the semester.

The questionnaires asked about early and later attraction to other students.

The results showed that in the first few weeks of the semester, students reported being most attracted to people they shared accommodation with. However, as the semester progressed, students reported being most attracted to people who held compatible attitudes.

Identify the type of attraction experienced by students later in the semester.

- (A) similarity
- (B) proximity
- (C) familiarity
- (D) reciprocity

## Question 7

The key protein associated with Parkinson's disease is

- (A) dipeptide repeat.
- (B) alpha-synuclein.
- (C) beta amyloid.
- (D) tau.

## Question 8

Researchers investigating unfriending behaviours on a social media platform found that most people communicated their concerns in an effort to fix issues before ending the relationship.

Which stage of Duck's stages of dissolution does this represent?

- (A) social
- (B) dyadic
- (C) intrapsychic
- (D) grave-dressing

## Question 9

McMillan and Chavis (1986) found that four factors combine to create a sense of community.

Along with membership, these factors are

- (A) influence, investment and shared emotional connection.
- (B) shared emotional connection, spiritual bonds and investment.
- (C) integration and fulfilment of needs, influence and shared emotional connection.
- (D) integration and fulfilment of needs, spiritual bonds and shared emotional connection.

## Question 10

Consider two theories.

Theory 1 proposes that children act as mere observers in an environment and, as a result, their role in their own gender development is passive.

Theory 2 proposes that children form mental categories for gender and then acquire gender-related knowledge around these categories.

Based on this information, which type of gender role formation theory do these theories represent?

	<b>Theory 1</b>	<b>Theory 2</b>
(A)	Cognitive developmental	Biology-based
(B)	Biology-based	Gender schema-based
(C)	Gender schema-based	Social learning
(D)	Social learning	Cognitive developmental

## Question 11

Assimilation occurs when

- (A) there is no dominant culture and diverse religious, ethnic or cultural groups co-exist within a society.
- (B) a minority group's cultural markers, such as language, tradition and food, are maintained.
- (C) there is a dominant culture and minority groups participate fully in the dominant society.
- (D) a minority group gradually loses all of the markers that set it apart as a separate culture.

## Question 12

Discrimination is

- (A) a preconceived opinion that is not based on reason or experience.
- (B) an unconscious unfavourable belief about a group of people.
- (C) a negative overt thought about members of a cultural group.
- (D) the behavioural manifestation of a prejudicial attitude.



## Question 13

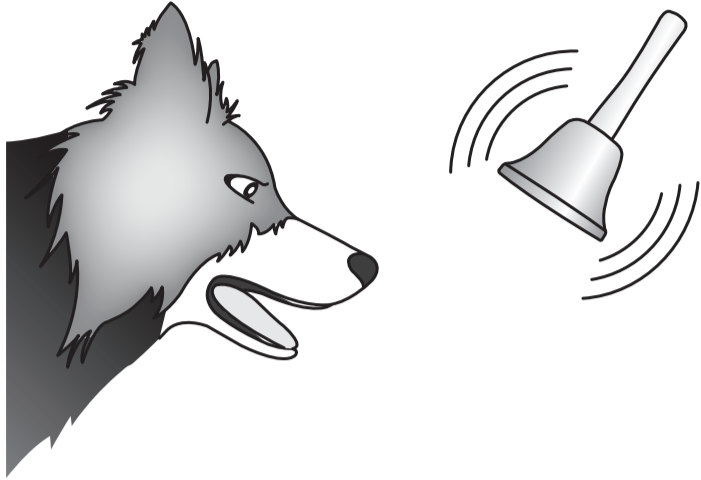
Which type of optical illusion involves a two-dimensional figure that people interpret as three-dimensional?

- (A) Ponzo illusion
- (B) Impossible figure
- (C) Ambiguous figure
- (D) Müller-Lyer illusion

## Question 14

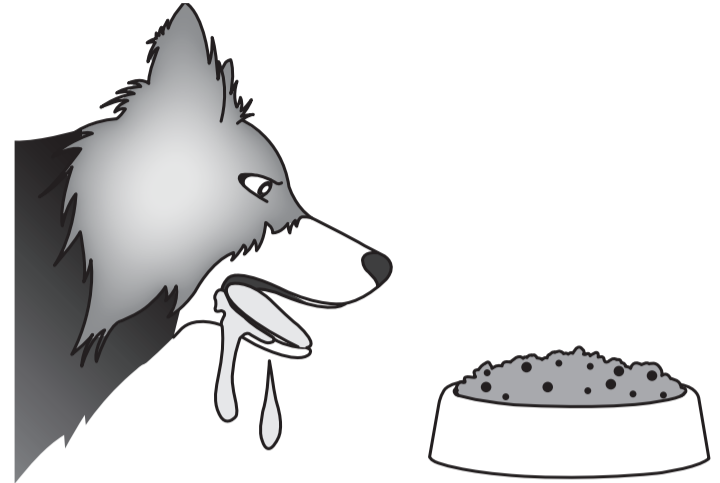
Which image best represents association after conditioning?

(A)



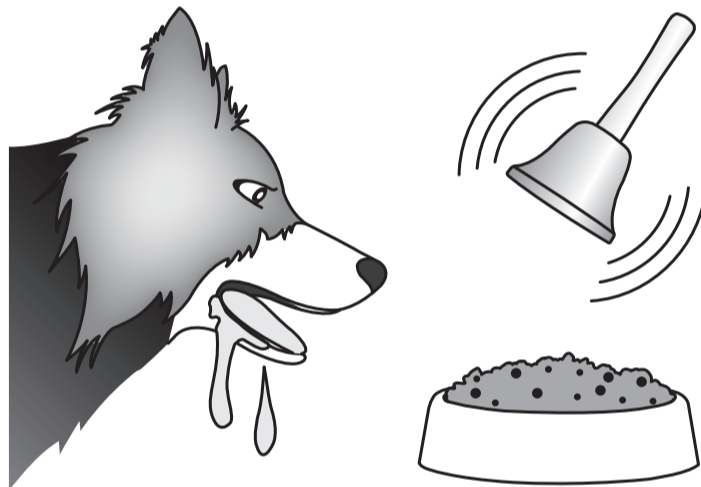
Dog hears bell.

(B)



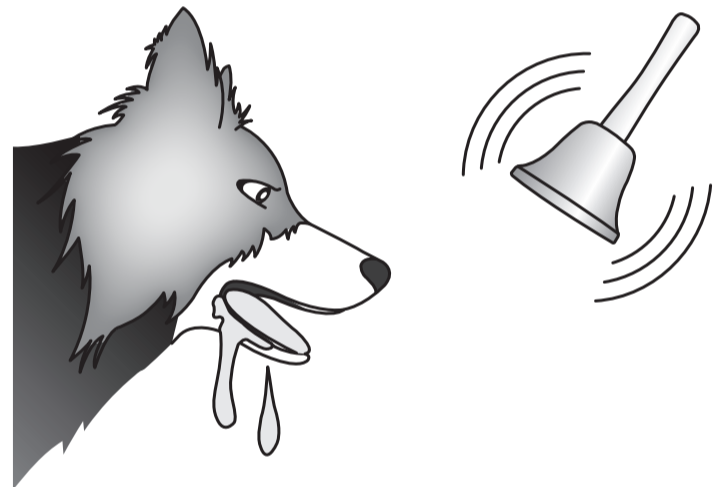
Dog sees food and salivates.

(C)



Dog sees food and hears bell, and salivates.

(D)



Dog hears bell and salivates.

## Question 15

An implication of the social psychological research conducted by Milgram (1963) is that

- (A) social pressure can increase obedience.
- (B) obedience increases if a command has authority.
- (C) obedience decreases if commands are given in quick succession.
- (D) the proximity of an authority figure does not influence obedience.

## Question 16

Ross (1971) examined the reactions of 36 undergraduates who were presented with emergency situations in the presence of two non-responding adult confederates, or two non-responding child confederates.

It was found that participants responded more quickly in the presence of children.

Researchers were investigating

- (A) cost-benefit analysis and empathy.
- (B) diffusion of responsibility and competence.
- (C) bystander intervention and social responsibility.
- (D) the reciprocity principle and audience inhibition.

## Question 17

In an operant conditioning experiment, pigeons were positively reinforced when they pecked a key with its yellow/green light on. The pigeons were not reinforced when they pecked the key with its red light on.

The results were that the pigeons only pecked the key when the yellow/green light was on. This is an example of stimulus

- (A) pairing.
- (B) recovery.
- (C) generalisation.
- (D) discrimination.

## Question 18

According to operant conditioning, extinction occurs

- (A) if reinforcement is discontinued.
- (B) if there is a change in reinforcement.
- (C) over time, even if reinforcement is continued.
- (D) for an equal period of time to that spent learning the behaviour.

## Question 19

In an experiment, participants were asked to select statements expressing how much they favoured one category of people over another. An example was 'I strongly prefer young people to old people'.

This experiment was investigating

- (A) discrimination and scapegoating.
- (B) stereotypes and direct experience.
- (C) explicit attitudes and group prejudice.
- (D) implicit attitudes and the prejudiced personality.

## Question 20

A comparison of the roles of classical conditioning (CC), operant conditioning (OC) and social learning theory (SLT) in the development and maintenance of phobias suggests that

	<b>Development</b>	<b>Maintenance</b>
(A)	OC and SLT associate a stimulus and a response	CC rewards avoidance
(B)	CC and SLT associate a stimulus and a response	OC rewards avoidance
(C)	OC associates a stimulus and a response	CC and SLT punish avoidance
(D)	CC associates a stimulus and a response	OC and SLT punish avoidance

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# References

## Question 1

Adapted from Table 1 in Grant, HM et al. 1998, 'Context-dependent Memory for Meaningful Material: Information for students', *Applied Cognitive Psychology*, vol. 12, pp. 617–623. Used with permission of rightsholder. Permission conveyed through Copyright Clearance Center, Inc.

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