

External assessment 2022

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 black or blue pen.
- QCAA-approved calculator permitted.
- Planning paper will not be marked.

Section 1 (45 marks)

- 6 short response questions



Queensland
Government

QCAA

Queensland Curriculum
& Assessment Authority

LUI

--	--	--	--	--	--	--	--	--	--

School code

--	--	--	--

School name

--

Given name/s

--

Family name

--

Book

--

of

--

books used

Attach your
barcode ID label
here

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.
 - This section has six questions and is worth 45 marks.
-

Do not write on this page

This page will not be marked

Do not write outside this box.

Question 1 (8 marks)

This question refers to the investigation by Barlow et al. (2012).

Researchers surveyed 441 participants from one dominant racial group about the amount of positive and negative contact they had with a minority racial group, and the dominant racial group's prejudicial attitudes towards them.

The results included that:

- negative contact generally occurred less frequently than positive contact
- participants who had more negative contact with the minority racial group reported more prejudicial attitudes, and were more likely to avoid culture-based topics of conversation and face-to-face contact
- negative contact was a strong predictor of increased prejudice
- positive contact was a weaker predictor of reduced prejudice.

a) Explain how prejudice can lead to discrimination and provide two examples from the investigation. [3 marks]

Do not write outside this box.

Blank writing area with horizontal lines.

c) Infer why positive contact may not have reduced the prejudicial attitudes of some members of the dominant racial group. [2 marks]

Do not write outside this box.

c) In a follow-up study, researchers showed infants a video of another infant's reaction to the rat following fear conditioning. Predict the reaction of the infants shown the video when subsequently presented with a rat. Justify your prediction. [2 marks]

Do not write outside this box.

d) Describe extinction and explain how the learnt fear response could be extinguished in a participant from the follow-up study. [2 marks]

Do not write outside this box.

Question 3 (8 marks)

This question refers to the investigation by Haney, Banks and Zimbardo (1973).

- a) Describe how power operated for each group in the investigation. [4 marks]

Do not write outside this box.

b) Describe the role of identification in group social influence and provide an example of it from the investigation.
[2 marks]

Do not write outside this box.

c) Identify another factor that may have influenced the antisocial behaviour of the participants and provide an example from the investigation. [2 marks]

Do not write outside this box.

Question 4 (8 marks)

This question refers to the investigation by Hudson (1960).

- a) Identify the lobes of the brain needed to perceive the visual stimuli in the investigation. [1 mark]

- b) Describe the specific visual perception function of the area of the brain identified in Question 4a). [1 mark]

- c) Explain perceptual set. Provide an example of how it influenced the participants' visual perception and interpretation of images in the investigation. [2 marks]

Do not write outside this box.

d) Explain how a relevant pictorial depth cue would assist in the interpretation of images in the 'flying bird scene' from the investigation. [2 marks]

Do not write outside this box.

e) Explain how cultural skills can affect visual perception and provide an example from the investigation. [2 marks]

Do not write outside this box.

Question 5 (6 marks)

This question refers to a modified investigation based on the methodology of Bargh, Chen and Burrows (1996).

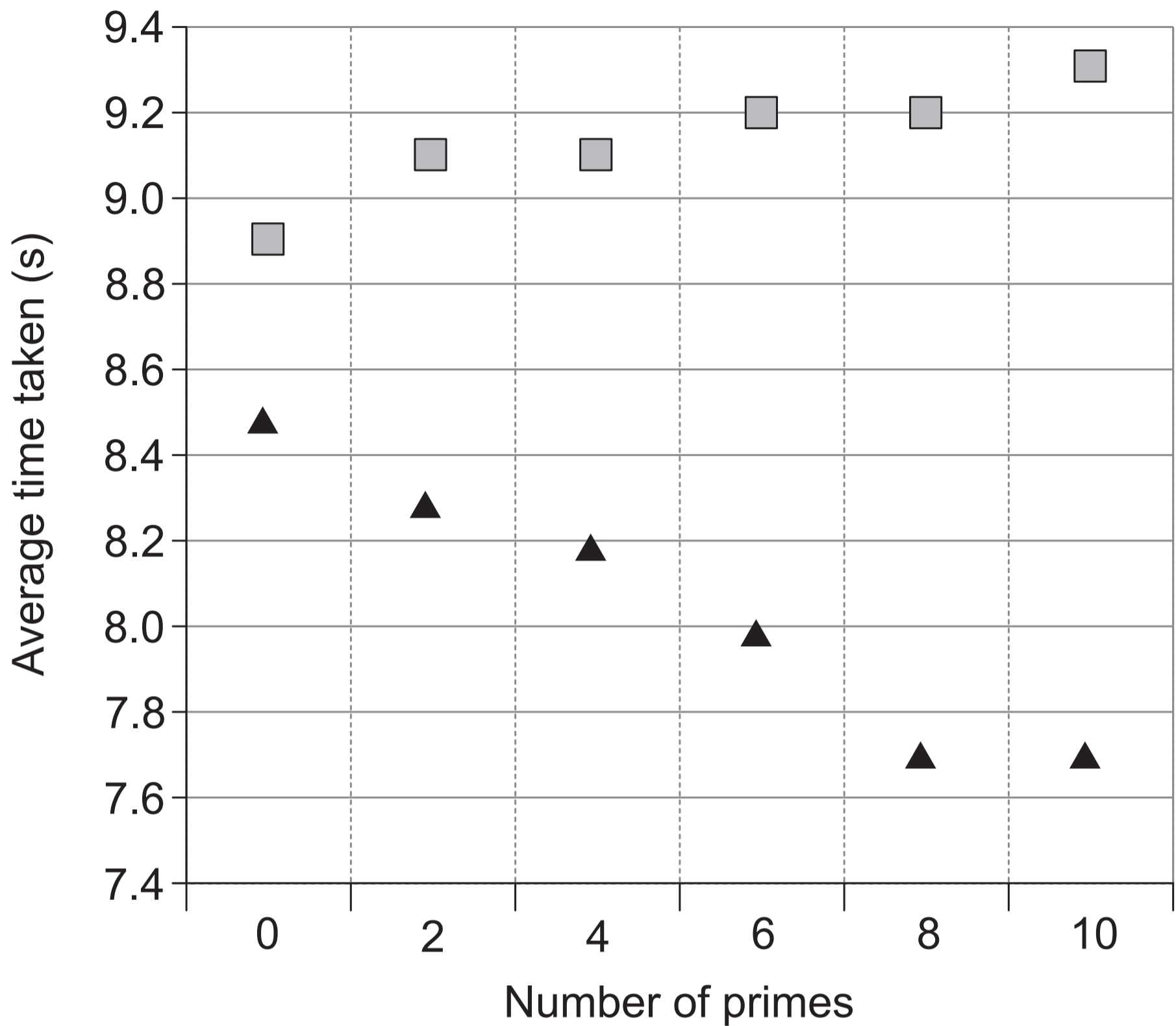
The investigation (Experiment 2) was designed to test whether there is a relationship between stereotype activations and behaviour, using the time taken to climb a set of stairs. Researchers predicted that there would be no relationship between stereotype activation and behaviour (time taken).

Participants were instructed to work on a scrambled sentences task as part of a language proficiency experiment. The scrambled sentences task contained 0, 2, 4, 6, 8 or 10 primes relevant to an athletic stereotype (fit, strong, active, etc.) or a non-athletic stereotype (frail, weak, uncoordinated, etc.).

Researchers then recorded the time taken for each participant to walk up the set of stairs outside the room.

Do not write outside this box.

The results are shown.



Key ▲ Average time taken (athletic)
■ Average time taken (non-athletic)

Condition	Spearman's rank correlation coefficient
Athletic primes	-0.99
Non-athletic primes	0.93

Do not write outside this box.

a) Identify the level of measurement used in the investigation. [1 mark]

b) Identify the two relationships in the graph. [2 marks]

Do not write outside this box.

c) Infer whether the prediction made by researchers was correct. Justify your response using data in the table.
[3 marks]

Do not write outside this box.

Question 6 (6 marks)

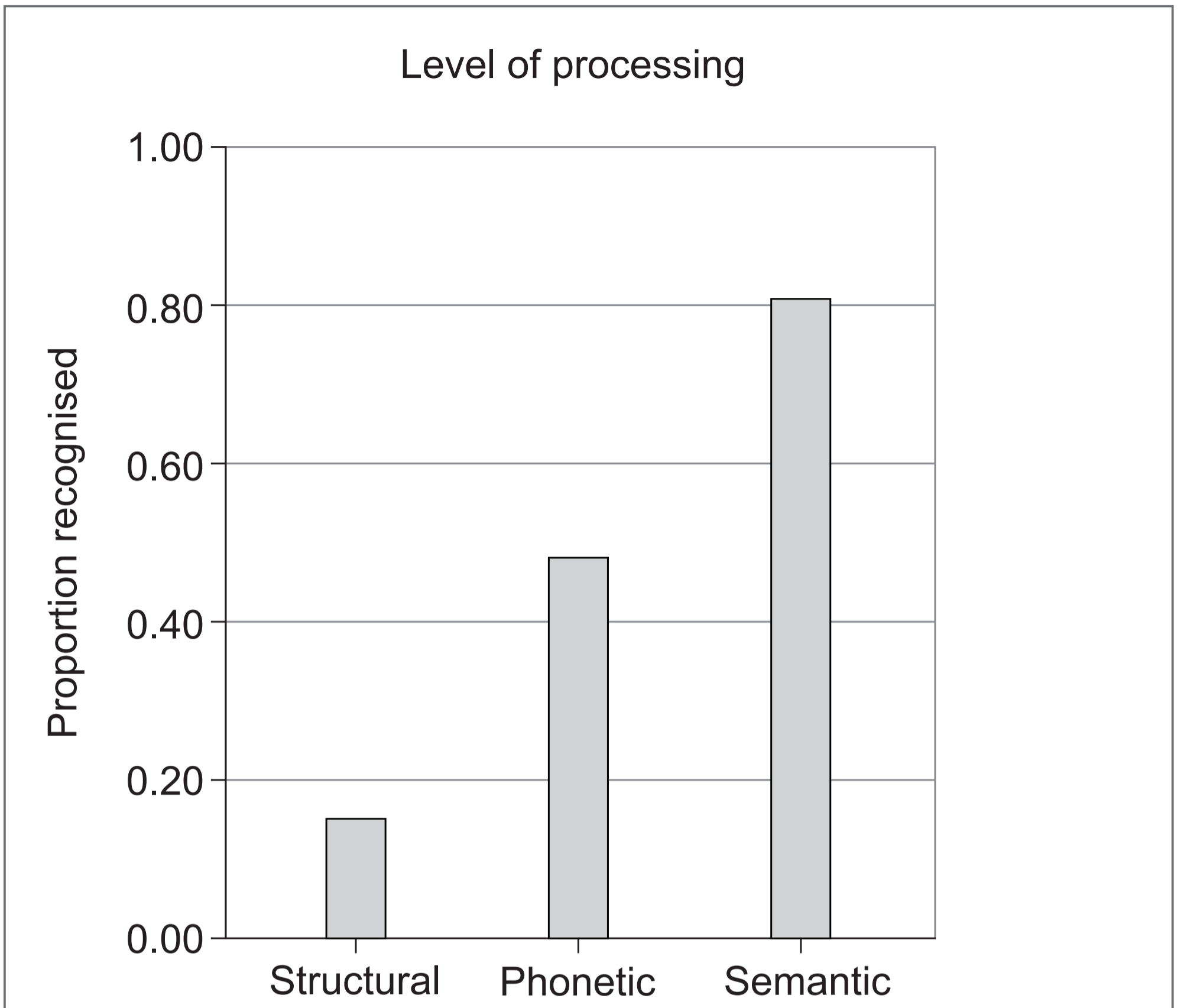
An investigation by Craik and Tulving (1975) presented participants with a series of words they had to answer one of three questions about. Each question was designed to elicit a type of encoding.

Question	Type of encoding
Is the word in capital letters or lowercase letters?	Structural
Does the word rhyme with ...?	Phonetic
Does the word go in this sentence?	Semantic

Participants were then given a list of words that included the original series of words and were asked which words they had seen previously.

The results are shown. Differences between conditions were statistically significant, at $P < 0.05$.

Do not write outside this box.



a) Draw a conclusion about encoding in long-term memory. Justify your conclusion with evidence from the investigation. [2 marks]

Do not write outside this box.

b) Describe the levels of processing model of memory and identify how the investigation supports this model.
[2 marks]

Do not write outside this box.

A large rectangular box with a black border, containing ten horizontal lines for writing. There are black squares in the top-left and top-right corners of the page, and another set of black squares in the bottom-left and bottom-right corners. A vertical line of diagonal hatching is visible on the right edge of the page.

Do not write outside this box.

c) Describe encoding failure and explain how information was most likely lost through this process in the investigation. [2 marks]

End of paper

Do not write outside this box.

Additional page for student responses

Write the question number you are responding to.

Do not write outside this box.

Additional page for student responses

Write the question number you are responding to.

Do not write outside this box.



Additional page for student responses

Write the question number you are responding to.

Do not write outside this box.



Additional page for student responses

Write the question number you are responding to.

Do not write outside this box.

Additional page for student responses

Write the question number you are responding to.

Do not write outside this box.

References

Question 5

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.

Question 6

Craik, FIM & Tulving, E 1975, 'Depth of Processing and the Retention of Words in Episodic Memory', *Journal of Experimental Psychology: General*, vol. 104, pp. 268–294.



© State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. Third-party materials referenced above are excluded from this licence. | Attribution: © State of Queensland (QCAA) 2022