

LUI

School code

School name

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Book of books used

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 the question and response book.
- Type responses in text fields.
- QCAA-approved calculator permitted.
- Planning paper will not be marked.

Section 1 (45 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, type the question number you are responding to.
 - Type 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.
-

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QUESTION 2 (9 marks)

This question refers to the investigation by Watson and Rayner (1920).

- a) Describe how fear responses can be learnt and provide an example of this process from the investigation. [2 marks]

- b) Distinguish between stimulus generalisation and stimulus discrimination. Identify which occurred in the investigation and provide an example. [3 marks]

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- 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]

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

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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]*

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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]*

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

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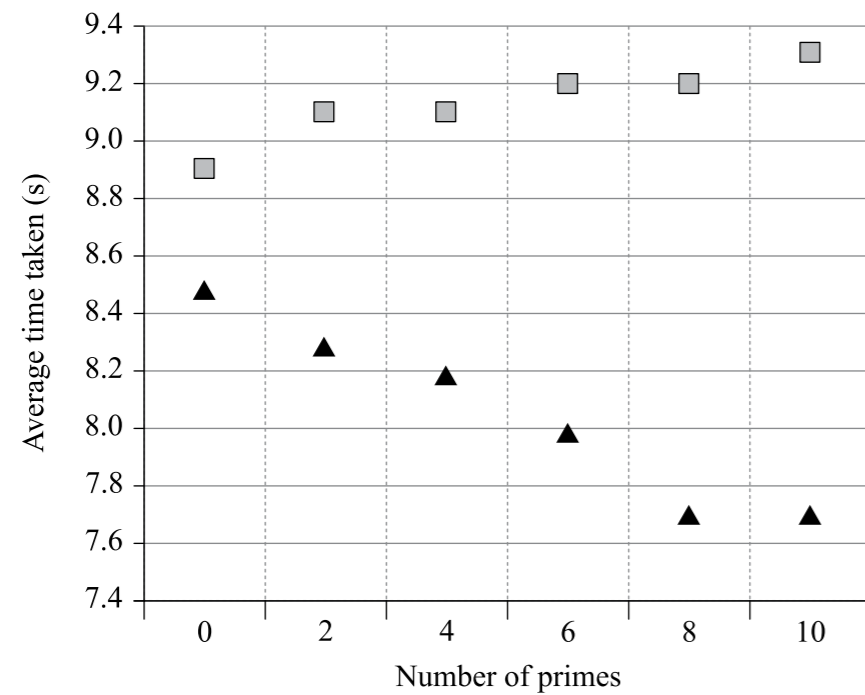
QUESTION 5 (6 marks)

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. 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

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

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

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

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

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ADDITIONAL PAGE FOR STUDENT RESPONSES

Type the question number you are responding to.

Horizontal lines for writing student responses on the additional page.

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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.



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