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School code

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School name

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Given name/s

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Family name

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Attach your
barcode ID label here

Book

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of

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books used

External assessment 2025

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 (46 marks)

- 7 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 (6 marks)

Darley & Latane (1968) conducted an experiment to investigate the effect of bystander numbers on helping behaviours. They found that with increasing numbers of bystanders, individuals were less likely to offer help to someone in trouble, even though they often appeared concerned about the person's safety. Darley & Latane considered several factors that might explain this effect.

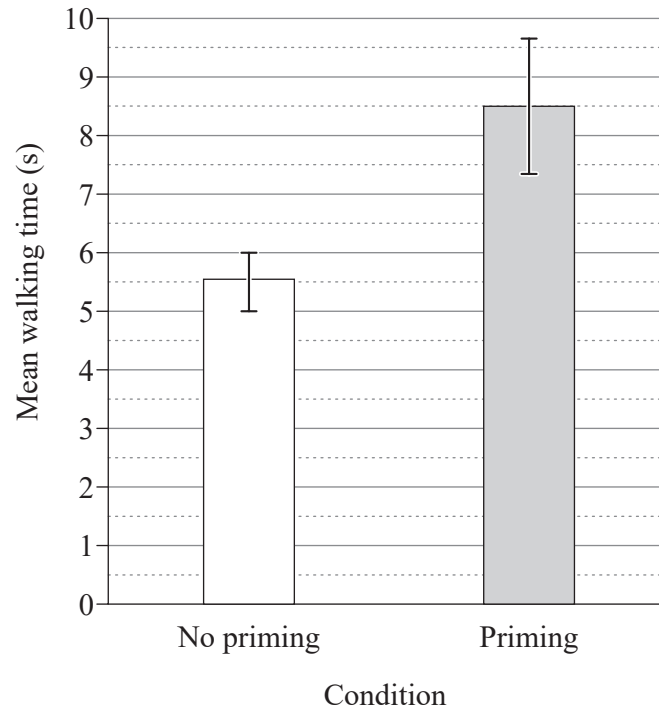
- a) Describe the concept of diffusion of responsibility and its effect on the likelihood of helping. *[2 marks]*

- b) Describe the concept of audience inhibition and give an example of how it can reduce the likelihood of helping. *[2 marks]*

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QUESTION 2 (7 marks)

Researchers investigated the effect of stereotype priming in two connected experiments, both based on the methodology of Bargh et al. (1996). The first experiment used an experimental and control group, with the results shown in the graph. Error bars show 95% confidence intervals.



a) Identify the mean walking time of the priming group.

[1 mark]

b) Identify the range of values that most likely includes the population mean for the no priming group.

[1 mark]

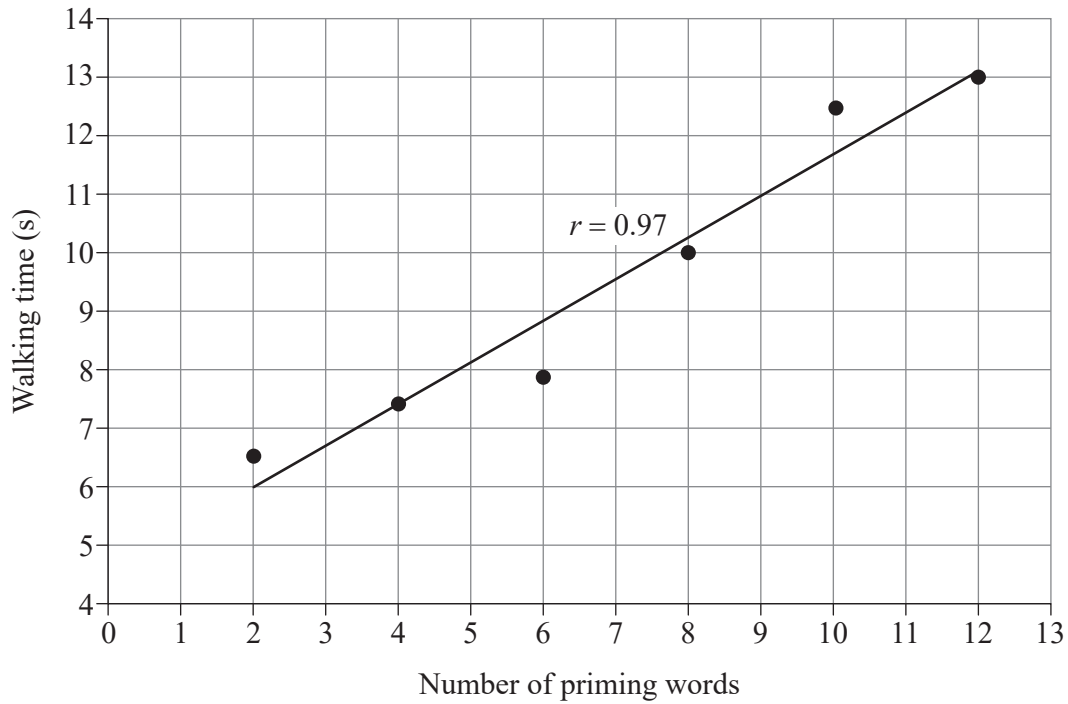
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c) Draw a conclusion about the effect of priming on walking speed, using evidence from the graph.

[2 marks]

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The second experiment exposed participants to different numbers of priming words, with the results shown.



d) Identify the walking time that would be expected for a hypothetical participant exposed to nine priming words. [1 mark]

e) The variables in this experiment had a correlation coefficient $r = 0.97$. Use this to draw a conclusion about the relationship between the variables. [2 marks]

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QUESTION 3 (6 marks)

a) Compare classical and operant conditioning.

[3 marks]

Similarity: _____

Difference: _____

Significance: _____

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Rocky is a dog being trained. The trainer uses liver-flavoured treats, which cause salivation when presented. When the trainer is pleased with something that Rocky does, they say the word 'yes!' at the same time as presenting a treat. After a period of training, Rocky salivates when he hears the word 'yes!'

- b) Identify the unconditioned stimulus and the neutral stimulus in this scenario. *[2 marks]*

The trainer then teaches Rocky to sit on command. Each time that Rocky sits in response to the command 'sit', the trainer gives him a treat. Rocky soon learns the behaviour and reliably sits whenever commanded.

- c) Describe how extinction might occur after training. *[1 mark]*

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QUESTION 4 (10 marks)

a) State the duration and capacity of short-term memory.

[2 marks]

Duration: _____

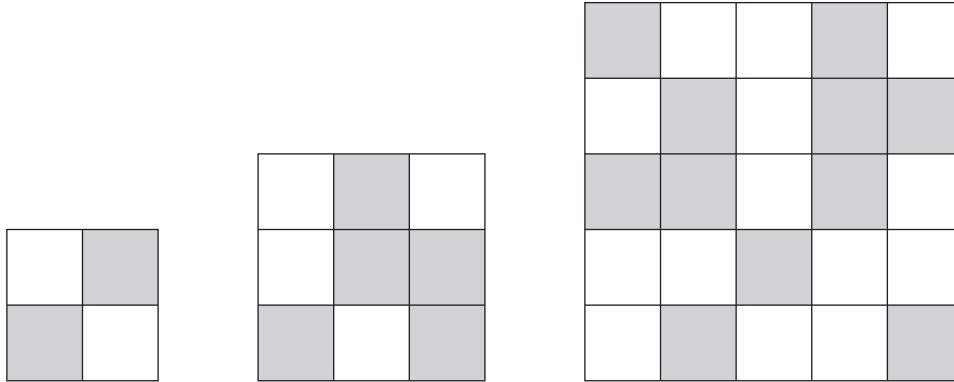
Capacity: _____

b) Distinguish between episodic and semantic memory, providing an example of each.

[3 marks]

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In an experiment testing Baddeley & Hitch's (1974) working model of memory, participants were presented with grids, allowed to study them briefly and then asked to recall the pattern of filled squares when the grids were removed. The grids were increased in size, as shown, until pattern recall became poor.



c) Deduce which component of the working model of memory was being tested and justify your response.

[2 marks]

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QUESTION 5 (6 marks)

Researchers conducted an experiment replicating aspects of the investigation by Grant et al. (1998). Participants studied in silence and then completed a recall test in either silent or noisy conditions. Results are shown in the table and the graph on page 13.

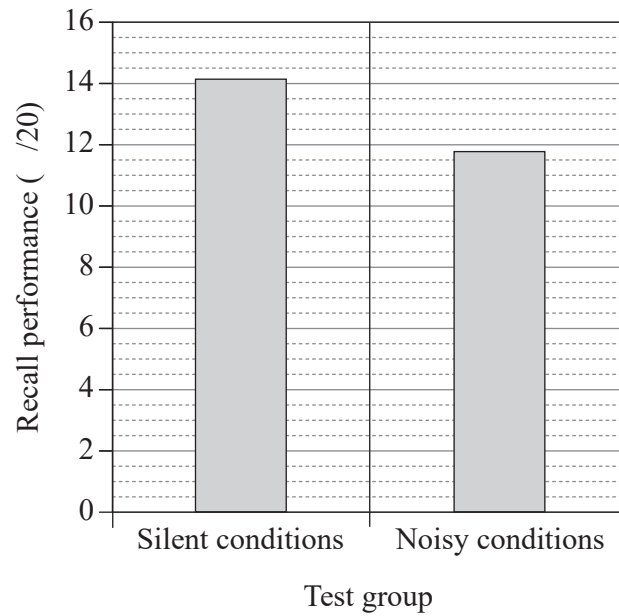
Recall performance (/20)		
	Silent conditions	Noisy conditions
	15	16
	15	12
	14	11
	16	10
	13	13
	12	10
	15	10
	14	12
	13	11
	14	12
Mean	14.1	11.7
Standard error	0.38	0.58

a) Contrast the error in the sample means for the two conditions.

[2 marks]

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The difference between the means for the two testing groups was statistically significant at $p < .05$.



b) Describe the relationship between test group and test performance. Use evidence to support your response.

[2 marks]

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c) Draw a conclusion about the effect of context cues on retrieval of meaningful material from memory. Justify your response.

[2 marks]

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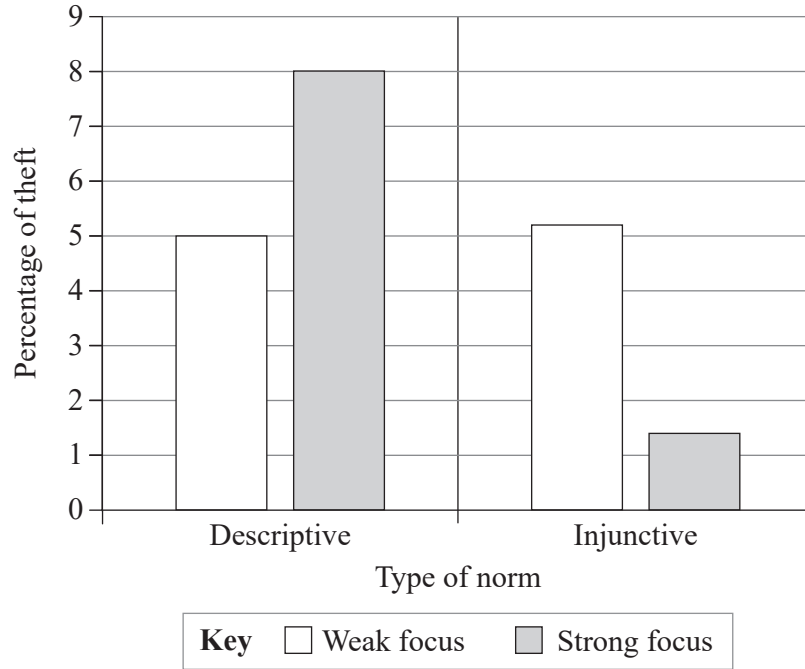


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QUESTION 6 (6 marks)

Cialdini et al. (2006) examined the effect of different types of messaging on reducing theft. The results are shown.



- a) Identify two characteristics of the messaging that were the most effective in reducing theft.

[2 marks]

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In another test, two high schools used different signs to see which would reduce littering more effectively. School A used signs saying, 'Please do not litter in this area'. School B used signs saying, 'Please use the bins provided'.

b) Identify the type of norm and strength of focus for each school's signs. *[2 marks]*

c) Predict which school's signs will reduce littering more effectively. Justify your response. *[2 marks]*

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QUESTION 7 (5 marks)

In Asch's (1951) experiment, participants were put in a position where their responses to questions differed from the majority opinion expressed by experimental confederates. Of the 50 participants involved, 74% knowingly provided an incorrect answer at least once to match the majority opinion of the others in the room.

- a) Describe two possible reasons for this agreement with the majority. *[2 marks]*

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References

Question 1

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

Question 2

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 4

Baddeley, A. (2003). 'Working memory: looking back and looking forward.' *Nat Rev Neurosci* 4, 829–839. <https://doi.org/10.1038/nrn1201>

Question 5

Grant, et al. 1998, 'Context-dependent memory for meaningful material: Information for students', *Applied Cognitive Psychology*, vol. 12, pp. 617–623.

Question 6

Adapted from Fig 1 in Cialdini, R. B., Demaine, L. J., Sagarin, B. J., Barrett, D. W., Rhoads, K., & Winter, P. L. (2006). Managing social norms for persuasive impact. *Social Influence*, 1(1), 3–15. <https://doi.org/10.1080/15534510500181459>

Question 7

Asch, SE 1951, 'Effects of group pressure upon the modification and distortion of judgement', in H Guetzkow (ed.) *Groups, Leadership and Men*, Pittsburgh, PA: Carnegie Press.



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