

# **Essential Insight Exam Guide**

## **Psychology**

Year 12 WACE

Western Australian Curriculum

2025 Edition

Jordan Lau

# Essential Insight Exam Guide

## Psychology

### Year 12 WACE

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#### Acknowledgements

School Curriculum and Standards Authority. (2019-2023). ATAR Examinations and Marking Keys. The School Curriculum and Standards Authority does not endorse this publication or product.

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<b>Notes</b>	<ul style="list-style-type: none"> <li>• Section 1 of the Psychology exam is on the topic of Research Methods. This topic is at the end of this of this book. This is also why the other topics of this Exam Guide only feature questions for Section 2 and Section 3.</li> <li>• Some question material has not been released by SCSA due to copyright restrictions and are not able to be included in this exam guide. This has been flagged in the relevant questions in the exam guide. Teachers may still be able to locate many of these sources and provide these to students by following the links at the end of the original SCSA exams on the SCSA website.</li> </ul>
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## Unit 3

### Unit 3 – Self: Biological influences / bases of behaviour

#### Section 2

<b>2022</b> <b>Section 2</b> <b>Question 3</b>  <b>Self:</b> <b>Biological influences / bases of behaviour</b>	Neural transmission is the process by which neurons communicate with each other.
	(a) State the three main steps in the process of neural transmission between two cells. (3 marks)
	One:
	Two:
	Three:
	Nerim has been told she has a serotonin deficit.
	(b) Identify three issues that Nerim might notice or experience due to her deficit. (3 marks)
	One:
	Two:
	Three:
(c) State one problem that Nerim might face if her dopamine levels were to drop. (1 mark)	
Nerim's father also has a serotonin deficit.	
(d) Name the term given to a generational passing of traits. (1 mark)	

(e) (i) Explain the role of genetics in determining our thoughts, behaviours and emotions. (3 marks)

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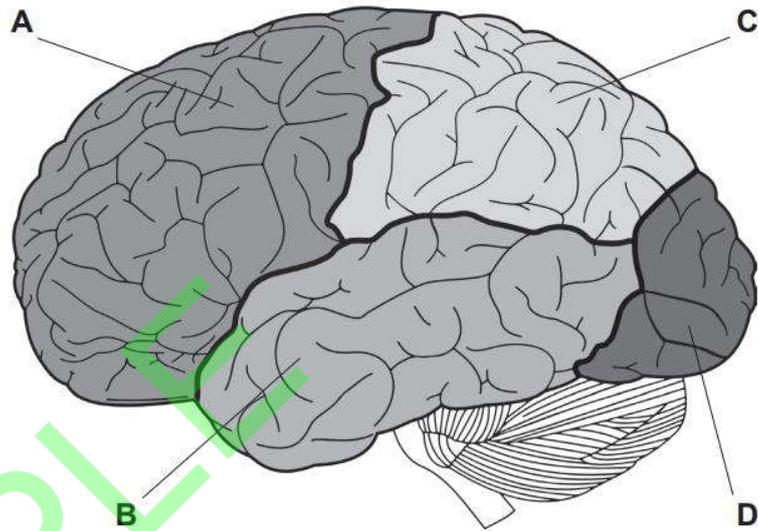
(ii) State **one** impact of genetics on both thought and behaviour. (2 marks)

Factor	Impact
Thought	
Behaviour	

2021  
Section 2  
Question 3

Self:  
Biological  
influences /  
bases of  
behaviour

Use the following diagram of the brain to answer parts (a) and (b).



(a) Name the lobes represented by the letters 'A' and 'B'. (2 marks)

A:

B:

(b) Describe a function of the lobes represented by the letters 'C' and 'D'. (2 marks)

A:

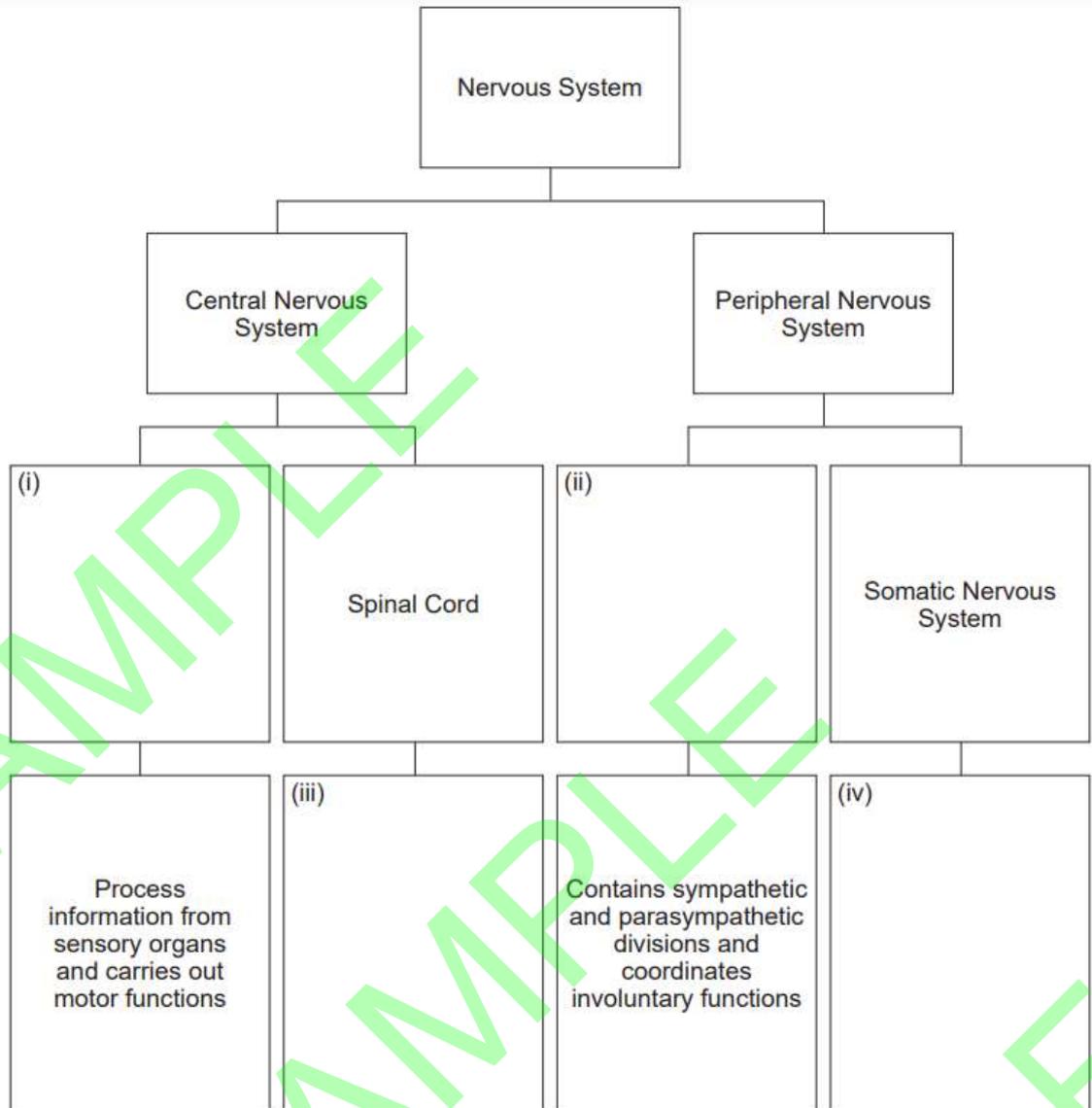
B:

(c) Each of the people described in the scenarios below have suffered a head injury. On the basis of their symptoms, identify the area or cortex that has been damaged.

(i) Jose is having trouble in initiating movement when trying to walk. (1 mark)

(ii) Amos has difficulty in understanding what people are saying. (1 mark)

(d) Complete the blanks in the diagram below. (4 marks)



(e) On the basis of the symptoms given in each scenario below, identify which class of drugs the people had taken.

(i) Sally had a delay in reaction time and kept dropping things. (1 mark)

(ii) Ahmed's sense of time and space was distorted. (1 mark)

(iii) Yu was sweating profusely and had an elevated heart rate. (1 mark)

**2020**  
**Section 2**  
**Question 3**

**Self:**  
**Biological**  
**influences /**  
**bases of**  
**behaviour**

(a) Define 'heredity'. (1 mark)

(b) Outline the difference between a hormone and a neurotransmitter. (2 marks)

(c) In the table below, give one specific example of how hormones (such as adrenaline or noradrenaline) can affect our behaviour, emotion and thought. (3 marks)

Hormonal effect	
Behaviour	
Emotion	
Thought	

It is commonly believed that adrenaline excites the body during flight and fight while noradrenaline returns the body to homeostasis. This is not accurate. Both play similar roles in the human body.

(d) Describe the key difference between adrenaline and noradrenaline in terms of the brain's reaction to stress. (2 marks)

**2019  
Section 2  
Question 4**

**Self:  
Biological  
influences /  
bases of  
behaviour**

(a) (i) Name the two components of the central nervous system. (2 marks)

One:

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Two:

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(ii) State the functions of the central nervous system and peripheral nervous system. (2 marks)

	Function
Central nervous system	
Peripheral nervous system	

Simon is walking home from work late one evening. He hears footsteps coming up close behind him which causes him to feel scared.

(b) (i) What is the role of the sympathetic nervous system in this situation? (1 mark)

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(ii) State **three** physiological changes Simon's sympathetic nervous system would initiate in this situation. (3 marks)

One:

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Two:

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Three:

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As Simon continues walking, the footsteps stop as the person behind him turns down another street. He no longer feels scared.

(iii) What is the role of the parasympathetic nervous system in this situation? (1 mark)

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Jill is a 25-year-old and decides to go out to a night-club with her friends. After a few hours, Jill's friends notice her acting strangely. She starts babbling about how everyone should get out of the mud now because lizards in golf shoes are coming to eat them. She becomes agitated and panicky as she tells her friends about what is happening. They suspect she has taken some kind of drug.

(c) (i) Define the term 'psychoactive drug'. (2 marks)

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(ii) What class of psychoactive drug is likely to be causing Jill's strange behaviour? (1 mark)

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(iii) Justify your answer for part (c)(ii) using evidence from the scenario. (2 marks)

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**Section 3**

There have been no questions on this topic for this section in the exams of recent years.

**Marking Guide – Section 2**

<p><b>2022</b> <b>Section 2</b> <b>Question 3</b></p> <p><b>Self:</b> <b>Biological influences / bases of behaviour</b></p>	<p>Neural transmission is the process by which neurons communicate with each other.</p> <p>(a) State the three main steps in the process of neural transmission between two cells. (3 marks)</p>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>neurotransmitter released from axon of sending neuron</td> <td style="text-align: center;">1</td> </tr> <tr> <td>neurotransmitter travels across synapse</td> <td style="text-align: center;">1</td> </tr> <tr> <td>attaches to receptors on dendrite of receiving neuron</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>3</b></td> </tr> </tbody> </table>	Description	Marks	neurotransmitter released from axon of sending neuron	1	neurotransmitter travels across synapse	1	attaches to receptors on dendrite of receiving neuron	1	<b>Total</b>	<b>3</b>
	Description	Marks									
	neurotransmitter released from axon of sending neuron	1									
	neurotransmitter travels across synapse	1									
	attaches to receptors on dendrite of receiving neuron	1									
	<b>Total</b>	<b>3</b>									
	<p>Nerim has been told she has a serotonin deficit.</p> <p>(b) Identify three issues that Nerim might notice or experience due to her deficit. (3 marks)</p>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>                     Any three of                     <ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul> </td> <td style="text-align: center; vertical-align: middle;">1-3</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>3</b></td> </tr> <tr> <td colspan="2">Accept any other relevant answers.</td> </tr> </tbody> </table>	Description	Marks	Any three of <ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul>	1-3	<b>Total</b>	<b>3</b>	Accept any other relevant answers.			
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Accept any other relevant answers.											
<p>(c) State one problem that Nerim might face if her dopamine levels were to drop. (1 mark)</p> <p>Nerim's father also has a serotonin deficit.</p>											
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<b>Total</b>	<b>1</b>										
Accept other relevant answers.											
<p>(d) Name the term given to a generational passing of traits. (1 mark)</p>											
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Description	Marks										
heredity	1										
<b>Total</b>	<b>1</b>										

(e) (i) Explain the role of genetics in determining our thoughts, behaviours and emotions. (3 marks)

Description	Marks
Genetics is what we inherit from our parents through our biological make-up.	1
Genetics influences our thoughts/behaviours/emotions.	1
Genetics ultimately set the boundaries for what a child is capable of reaching.	1
<b>Total</b>	<b>3</b>

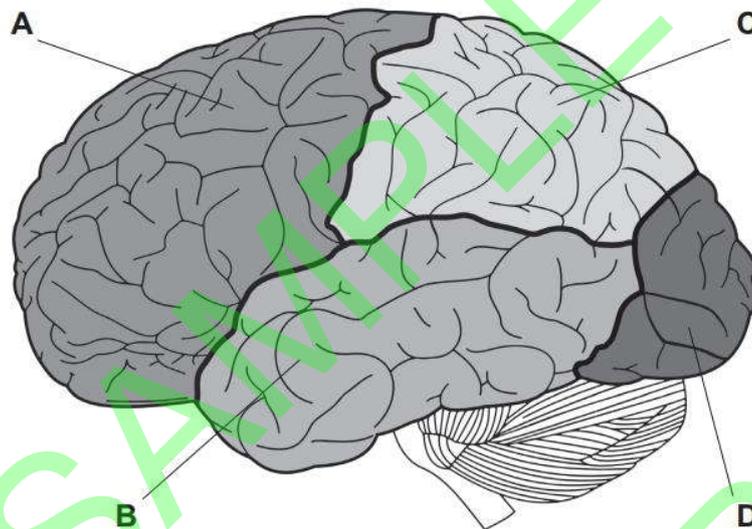
(ii) State **one** impact of genetics on both thought and behaviour. (2 marks)

Factor	Description Impact	Marks
thought	determines intelligence level	1
behaviour	determines personality	1
<b>Total</b>		<b>2</b>
Accept other relevant answers.		
Note: accept answers that indicate genetics is innate/inherited/predisposed.		

2021  
Section 2  
Question 3

Self:  
Biological  
influences /  
bases of  
behaviour

Use the following diagram of the brain to answer parts (a) and (b).



(a) Name the lobes represented by the letters 'A' and 'B'. (2 marks)

Description	Marks
A – Frontal	1
B – Temporal	1
<b>Total</b>	<b>2</b>

(b) Describe a function of the lobes represented by the letters 'C' and 'D'. (2 marks)

Description	Marks
C – processes touch or temperature or somatosensory awareness or proprioception or processes taste	1
D – processes visual stimuli	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	
Note: Student must provide a description	

(c) Each of the people described in the scenarios below have suffered a head injury. On the basis of their symptoms, identify the area or cortex that has been damaged.

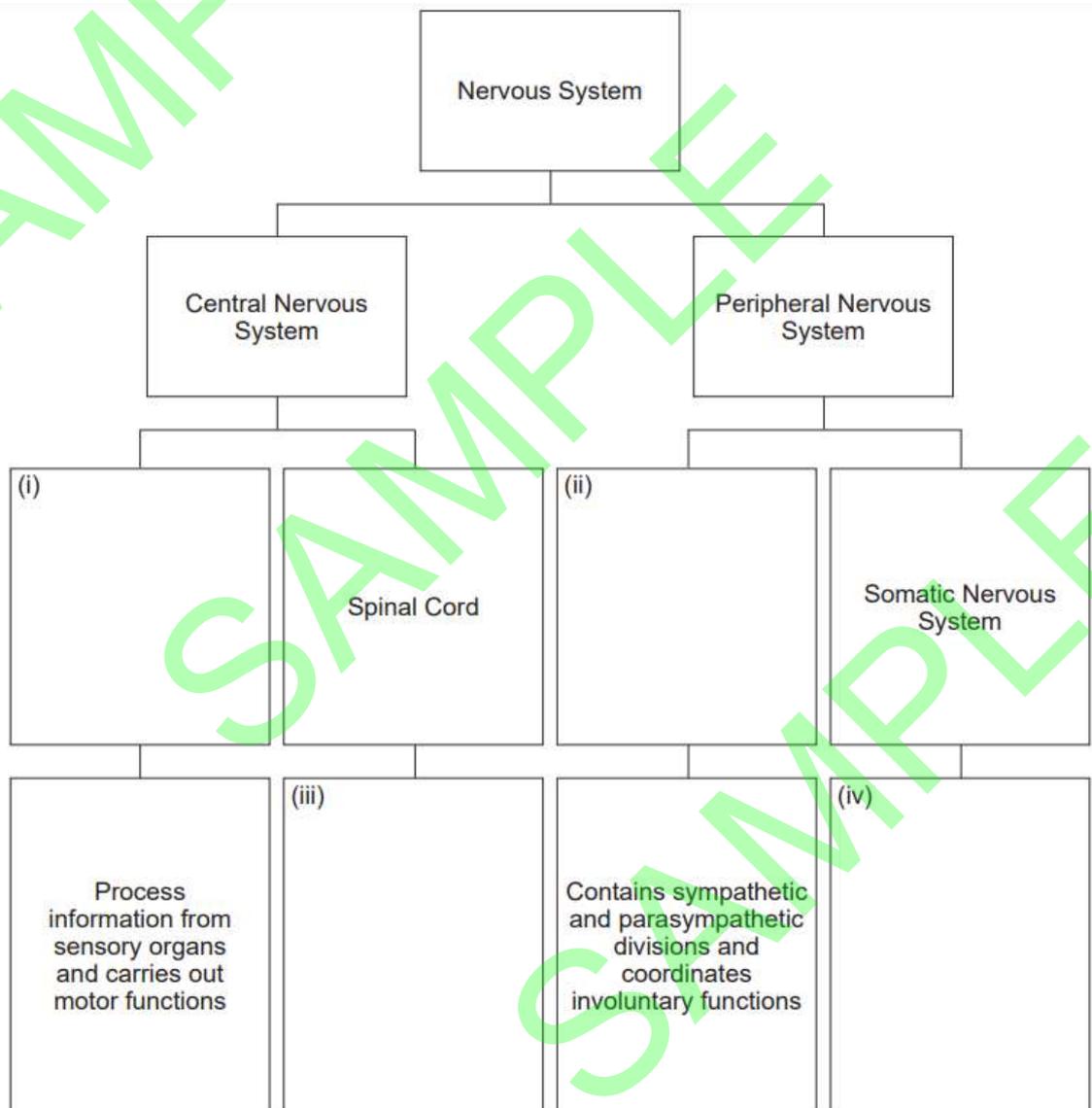
(i) Jose is having trouble in initiating movement when trying to walk. (1 mark)

Description	Marks
Primary motor cortex	1
<b>Total</b>	<b>1</b>
<b>Note: must refer to 'primary'</b>	

(ii) Amos has difficulty in understanding what people are saying. (1 mark)

Description	Marks
Wernicke's area/primary auditory cortex	1
<b>Total</b>	<b>1</b>

(d) Complete the blanks in the diagram below. (4 marks)



Description	Marks
(i) – Brain	1
(ii) – Autonomic nervous system	1
(iii) – Sends impulses to the brain and commands to the body	1
(iv) – Controls voluntary body functions	1
<b>Total</b>	<b>4</b>
Accept other relevant responses	

(e) On the basis of the symptoms given in each scenario below, identify which class of drugs the people had taken.

(i) Sally had a delay in reaction time and kept dropping things. (1 mark)

Description	Marks
Depressant	1
<b>Total</b>	<b>1</b>

(ii) Ahmed's sense of time and space was distorted. (1 mark)

Description	Marks
Hallucinogen	1
<b>Total</b>	<b>1</b>

(iii) Yu was sweating profusely and had an elevated heart rate. (1 mark)

Description	Marks
Stimulant	1
<b>Total</b>	<b>1</b>

2020  
Section 2  
Question 3

Self:  
Biological  
influences /  
bases of  
behaviour

(a) Define 'heredity'. (1 mark)

Description	Marks
The process of passing characteristics from one generation to another.	1
<b>Total</b>	<b>1</b>

(b) Outline the difference between a hormone and a neurotransmitter. (2 marks)

Description	Marks
<b>Any one of following:</b>	
Hormones: • travel the blood stream • slower • can target non-nerve cells.	1
<b>Any one of following:</b>	
Neurotransmitters: • found in the nervous system • almost instant • transmit messages between neurons.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(c) In the table below, give one specific example of how hormones (such as adrenaline or noradrenaline) can affect our behaviour, emotion and thought. (3 marks)

Description		Marks
	<b>Hormones effect</b>	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>noradrenaline promotes stress avoiding behaviours</li> <li>or</li> <li>adrenaline enhances physical strength</li> </ul>	1
<b>Emotion</b>	<ul style="list-style-type: none"> <li>excess noradrenaline</li> <li>or</li> <li>adrenaline can lead to anxiety or depression, agitation</li> </ul>	1
<b>Thought</b>	<ul style="list-style-type: none"> <li>hormonal imbalances can lead to many mental health issues such as depression</li> <li>or</li> <li>noradrenaline affects attention and focus</li> </ul>	1
<b>Total</b>		<b>3</b>
Accept other relevant responses		

It is commonly believed that adrenaline excites the body during flight and fight while noradrenaline returns the body to homeostasis. This is not accurate. Both play similar roles in the human body.

(d) Describe the key difference between adrenaline and noradrenaline in terms of the brain's reaction to stress. (2 marks)

Description		Marks
Adrenaline makes the individual more fearful		1
Noradrenaline makes the individual more alert/more aroused		1
<b>Total</b>		<b>2</b>
Accept other relevant responses		

**2019**  
**Section 2**  
**Question 4**

**Self:**  
**Biological influences / bases of behaviour**

(a) (i) Name the two components of the central nervous system. (2 marks)

Description		Marks
Brain		1
Spinal column/spinal cord (not spine)		1
<b>Total</b>		<b>2</b>

(ii) State the functions of the central nervous system and peripheral nervous system. (2 marks)

Description		Marks
<b>Central nervous system</b>	Transmits/coordinates/organises communication with the rest of the body/PNS	1
<b>Peripheral nervous system</b>	Transmits information to and from body's organs, glands and muscles to the CNS	1
<b>Total</b>		<b>2</b>

Simon is walking home from work late one evening. He hears footsteps coming up close behind him which causes him to feel scared.

(b) (i) What is the role of the sympathetic nervous system in this situation? (1 mark)

Description		Marks
Arousal/readiness of body to act/react to situation		1
Initiate fight-or-flight response		
<b>Total</b>		<b>1</b>
Note: 'fight-or-flight' not accepted - answers must reflect role.		

(ii) State **three** physiological changes Simon's sympathetic nervous system would initiate in this situation. (3 marks)

Description	Marks
One mark for each physiological change	
Answers could include: <ul style="list-style-type: none"> <li>• dilation of pupils</li> <li>• increased heart rate</li> <li>• inhibition of stomach and pancreatic function</li> <li>• expanded lung capacity</li> <li>• increased breathing rate</li> <li>• decreased salivary action.</li> </ul>	1–3
<b>Total</b>	<b>3</b>
Accept other relevant responses	

As Simon continues walking, the footsteps stop as the person behind him turns down another street. He no longer feels scared.

(iii) What is the role of the parasympathetic nervous system in this situation? (1 mark)

Description	Marks
Conservation and maintenance of energy; restoring body functions to normal; calms nervous system	1
<b>Total</b>	<b>1</b>
Accept other relevant responses	

Jill is a 25-year-old and decides to go out to a night-club with her friends. After a few hours, Jill's friends notice her acting strangely. She starts babbling about how everyone should get out of the mud now because lizards in golf shoes are coming to eat them. She becomes agitated and panicky as she tells her friends about what is happening. They suspect she has taken some kind of drug.

(c) (i) Define the term 'psychoactive drug'. (2 marks)

Description	Marks
Chemical substances that affect the brain/CNS	1
Alters behaviour, emotion and thought	1
<b>Total</b>	<b>2</b>

(ii) What class of psychoactive drug is likely to be causing Jill's strange behaviour? (1 mark)

Description	Marks
Hallucinogen	1
<b>Total</b>	<b>1</b>

(iii) Justify your answer for part (c)(ii) using evidence from the scenario. (2 marks)

Description	Marks
Jill :	
has hallucinations or seeing images without sensory input	1
displays agitation and panic.	1
<b>Total</b>	<b>2</b>

### Marking Guide – Section 3

There have been no questions on this topic for this section in the exams of recent years.

SAMPLE  
SAMPLE  
SAMPLE

## Unit 3 – Self: Cognition

### Section 2

<b>2022</b> <b>Section 2</b> <b>Question 4</b>  <b>Self:</b> <b>Cognition</b>	(a) Define the psychological term 'learning'. (1 mark)									
	<p>Two-year-old Marq's parents recently had a baby that cries a lot, resulting in the parents comforting the baby. As Marq watches his new sibling and parents interact, his parents have noticed that he is complaining and crying much more often than he used to.</p> <p>(b) Complete the table below to outline the process of observational learning as it relates to Marq's new behaviour. (4 marks)</p> <table border="1"><thead><tr><th>Stage of process</th><th>Example from scenario</th></tr></thead><tbody><tr><td>Attention</td><td></td></tr><tr><td></td><td>Marq is able to remember this behaviour</td></tr><tr><td></td><td>Marq is able to demand attention from his parents</td></tr><tr><td>Motivation</td><td></td></tr></tbody></table> <p>Marq's grandfather, Jay, visits Marq's family on most days and notices that Marq is loud and throws his toys around until Jay pays him undivided attention.</p> <p>Eventually, Jay ensures that he greets Marq first when arriving at the house to stop him from being loud and naughty.</p> <p>(c) (i) Identify the process of learning experienced by grandfather Jay. (1 mark)</p>	Stage of process	Example from scenario	Attention			Marq is able to remember this behaviour		Marq is able to demand attention from his parents	Motivation
Stage of process	Example from scenario									
Attention										
	Marq is able to remember this behaviour									
	Marq is able to demand attention from his parents									
Motivation										

(ii) Explain the process of learning identified in part (c)(i) as it relates to grandfather Jay's new behaviour. (3 marks)

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The speed at which learning and extinction of a behaviour occurs can be influenced by schedules of reinforcement, which are the rules that determine how often a reward is given following a target behaviour.

(d) Define the psychological term 'extinction' as it relates to learning. (1 mark)

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Buzz was training his pet rat to jump through a hoop and wanted the rat to jump through the hoop without needing to reward it with a food pellet every time.

(e) Explain how a variable ratio schedule of reinforcement can be used to reduce the speed of extinction. (3 marks)

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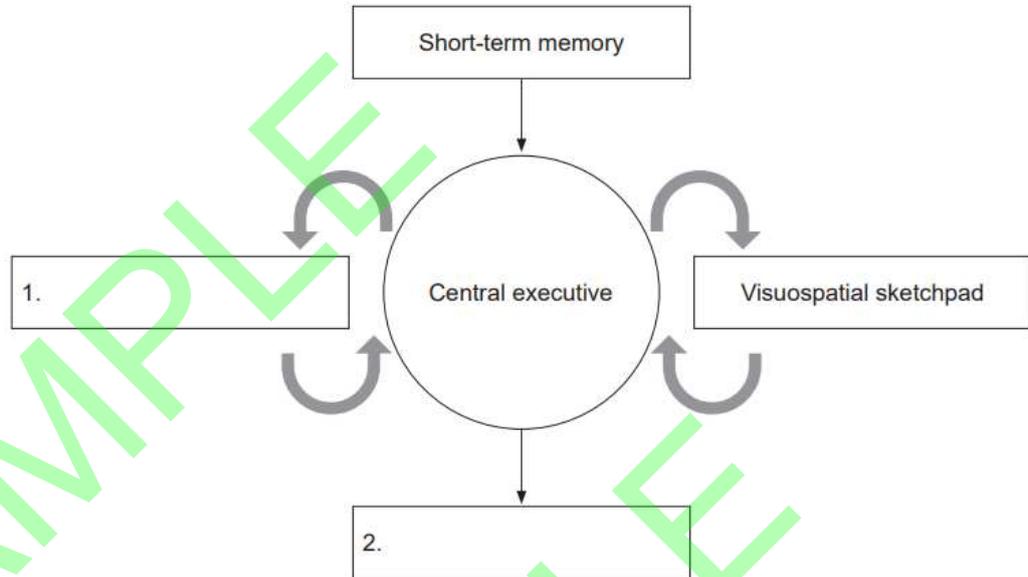
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**2021**  
**Section 2**  
**Question 4**

**Self:**  
**Cognition**

(a) Define the psychological term 'memory'. (1 mark)

The diagram below represents Baddeley and Hitch's (1974) 'working memory' model.



(b) Label Parts 1 and 2 on the diagram above. (2 marks)

Vu was working away from home and was reading from a storybook over the phone to his children. He was describing a picture to his children. The children listened while Vu spoke.

(c) Referring to Baddeley and Hitch's (1974) model, describe the role of each of these components with respect to Vu's and the children's working memory.

(i) Central executive (2 marks)

Vu:

Children:

(ii) Visuospatial sketchpad (2 marks)

Vu:

Children:

Psychologists were investigating memory in chimpanzees. Over several days, they taught the chimpanzees a new procedure to access their food. On the last day, one of the assistants showed the process differently by mistake. When the psychologists came back to assess how well the chimpanzees had remembered the new procedure, some were doing parts of the old procedure, while others were adding in steps that the assistant had shown by mistake.

(d) Explain how recently- and previously-learned information affects memory. (3 marks)

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The psychologists came back one year later and found that the chimpanzees could not recall the procedure they had been taught.

(e) Explain how the time between a stimulus and it being retrieved is a factor that affects memory. (3 marks)

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**2021  
Section 2  
Question 5**

**Self:  
Cognition**

Wundt College is planning a whole-school approach to behaviour management

Approach A involves the teacher providing praise each time a student does something correctly

Approach B involves the teacher placing a tick next to a student's name each time they complete a lesson without disrupting their peers. The students were then able to exchange these ticks for various prizes at the college's shop.

(a) (i) Using your knowledge of learning theories, identify the process of learning demonstrated in **Approach A**. (1 mark)

(ii) Classify the technique of behaviour modification used in **Approach A**. (2 marks)

(b) (i) Identify the technique of behaviour modification used in **Approach B**. (1 mark)

(ii) According to this technique, the prizes and ticks perform different roles. Explain how these roles modify behaviour differently. (4 marks)

In Watson and Raynor's (1920) 'Little Albert' experiment, Albert developed a phobia of white furry things after being scared while playing with a white rat. He used to love playing with a pet rat, but one day, Watson and Raynor played a very loud instrument that scared Albert. After that incident, Albert became scared of white furry things such as toy animals and even people with white beards.



'Little Albert'

If Albert reached adulthood, he may have wanted to treat his phobia by consulting a psychologist who practises systematic desensitisation.

(c) List **five** steps a psychologist would have taken to treat Albert's phobia using systematic desensitisation. (5 marks)

One:

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Two:

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Three:

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Four:

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Five:

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(d) (i) Identify **two** similarities between the behaviour modification techniques of systematic desensitisation and cognitive behaviour therapy. (2 marks)

One:

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Two:

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(ii) Contrast systematic desensitisation and cognitive behaviour therapy. (2 marks)

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**2020**  
**Section 2**  
**Question 6**

**Self:**  
**Cognition**

Jarra has recently started to collect rubbish off the lawn without being asked to do so. Her mother claims that it is through operant conditioning that Jarra has learned this behaviour.

(a) Describe 'operant conditioning'. (2 marks)

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(b) Name **two** ways in which operant conditioning encouraged Jarra to continue with the behaviour. Explain and apply them to Jarra's learned behaviour. (6 marks)

	First way	Second way
Name		
Explanation		
Application to Jarra		

Jarra's mother asked why Jarra had changed her behaviour. Jarra said she had watched the girl across the road collecting rubbish and being given pocket money in return.

(c) Name the theory or process of learning that Jarra is discussing. (1 mark)

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Farrah is scared of goldfish after an allergic reaction as a child.

(d) Complete the table below by using your knowledge of classical conditioning. (5 marks)

<b>Neutral stimulus</b>	+	<b>Unconditioned stimulus</b>	→	<b>Unconditioned response</b>
			→	<b>Conditioned response</b>

SAMPLE  
SAMPLE  
SAMPLE

**2019**  
**Section 2**  
**Question 7**

**Self:**  
**Cognition**

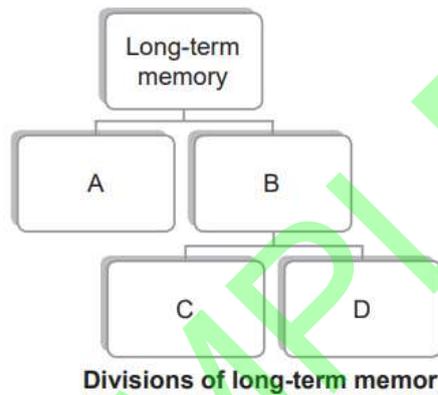
(a) What does the term 'encoding' mean in relation to memory? (1 mark)

Andreas is in Year 5 and is struggling with his least favourite subject – mathematics. Even though he learnt his multiplication tables in Year 3, he keeps confusing multiplication with his fraction work that he has learnt in class recently

(b) Name the type of forgetting Andreas is experiencing. (1 mark)

Keeley is an expert cellist. She has been performing since she was six and studied music theory from age 10 through to university, graduating with a masters degree in music (cello).

(c) An unlabelled diagram below shows the divisions of long-term memory (LTM). Complete the table below by naming the types and subtypes of LTM referred to by A, B, C and D and describing how each contributes to Keeley's cello playing. (8 marks)



Type of LTM	Subtype of LTM	Application to Keeley
A		
B		
	C	
	D	

(d) Name and describe briefly the **three** main ways in which memory researchers measure how much information people remember. (6 marks)

One:

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Two:

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Three:

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Marking Guide – Section 2

2022  
Section 2  
Question 4

Self:  
Cognition

(a) Define the psychological term ‘learning’. (1 mark)

Description	Marks
A (relatively) permanent change in behaviour as a result of experience.	1
<b>Total</b>	<b>1</b>

Two-year-old Marq’s parents recently had a baby that cries a lot, resulting in the parents comforting the baby. As Marq watches his new sibling and parents interact, his parents have noticed that he is complaining and crying much more often than he used to.

(b) Complete the table below to outline the process of observational learning as it relates to Marq’s new behaviour. (4 marks)

Stage of process	Description Example from scenario	Marks
Attention	Marq notices that the baby is attended to when it cries	1
Retention	Marq is able to remember this behaviour	1
Reproduction	Marq is able to demand attention from his parents	1
Motivation	Marq is likely to be receiving less attention from his parents so is motivated to compete for attention	1
<b>Total</b>		<b>4</b>

Marq’s grandfather, Jay, visits Marq’s family on most days and notices that Marq is loud and throws his toys around until Jay pays him undivided attention.

Eventually, Jay ensures that he greets Marq first when arriving at the house to stop him from being loud and naughty.

(c) (i) Identify the process of learning experienced by grandfather Jay. (1 mark)

Description	Marks
Operant conditioning	1
<b>Total</b>	<b>1</b>

(ii) Explain the process of learning identified in part (c)(i) as it relates to grandfather Jay’s new behaviour. (3 marks)

Description	Marks
negative reinforcement	1
removal of negative stimulus (Marq’s attention seeking)	1
when Jay gives desired behaviour (attention)	1
<b>Total</b>	<b>3</b>

The speed at which learning and extinction of a behaviour occurs can be influenced by schedules of reinforcement, which are the rules that determine how often a reward is given following a target behaviour.

(d) Define the psychological term ‘extinction’ as it relates to learning. (1 mark)

Description	Marks
the fading of (non-reinforced conditioned) response/s (over time)	1
<b>Total</b>	<b>1</b>

Buzz was training his pet rat to jump through a hoop and wanted the rat to jump through the hoop without needing to reward it with a food pellet every time.

(e) Explain how a variable ratio schedule of reinforcement can be used to reduce the speed of extinction. (3 marks)

Description	Marks
before behaviour is reinforced (giving pellet)	1
the number of target behaviours that occur (hoop jump)	1
should be (gradually) increased over time	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

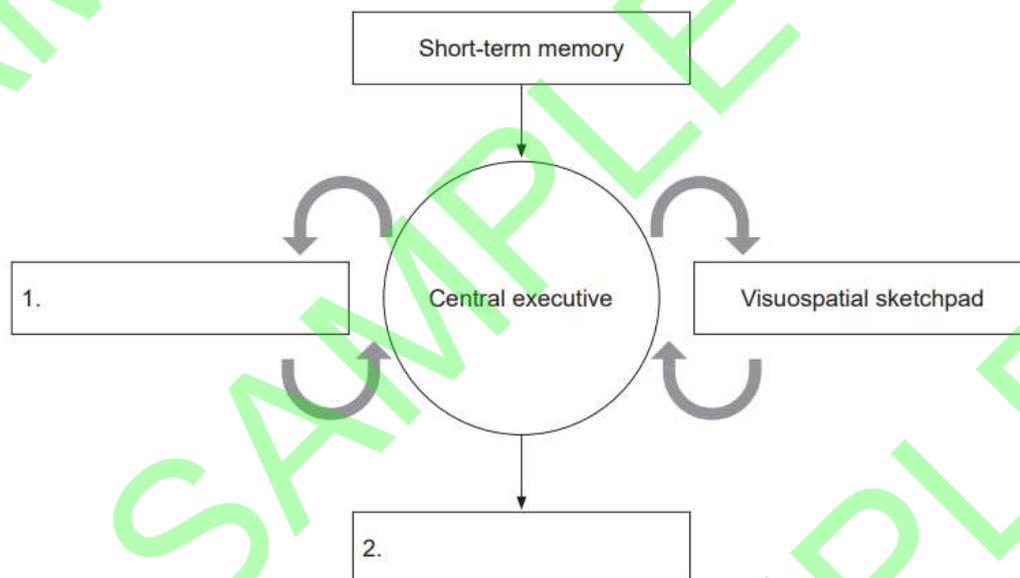
2021  
Section 2  
Question 4

Self:  
Cognition

(a) Define the psychological term 'memory'. (1 mark)

Description	Marks
The process/ability/faculty of encoding, storing and retrieving information.	1
<b>Total</b>	<b>1</b>
Note: Answer should include process of memory	

The diagram below represents Baddeley and Hitch's (1974) 'working memory' model.



(b) Label Parts 1 and 2 on the diagram above. (2 marks)

Description	Marks
1 – Phonological loop	1
2 – Long-term memory	1
<b>Total</b>	<b>2</b>

Vu was working away from home and was reading from a storybook over the phone to his children. He was describing a picture to his children. The children listened while Vu spoke.

(c) Referring to Baddeley and Hitch's (1974) model, describe the role of each of these components with respect to Vu's and the children's working memory.

(i) Central executive (2 marks)

Description	Marks
<b>Vu</b>	
Deciding what information to give to the children	1
<b>Children</b>	
Paying attention to what Vu was saying and ignoring other stimuli	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(ii) Visuospatial sketchpad (2 marks)

Description	Marks
<b>Vu</b>	
Storing the vision from the pictures before they are being interpreted	1
<b>Children</b>	
No significant role in the scenario as they do not see anything; or storing a memory of the pictures being described to them.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

Psychologists were investigating memory in chimpanzees. Over several days, they taught the chimpanzees a new procedure to access their food. On the last day, one of the assistants showed the process differently by mistake. When the psychologists came back to assess how well the chimpanzees had remembered the new procedure, some were doing parts of the old procedure, while others were adding in steps that the assistant had shown by mistake.

(d) Explain how recently- and previously-learned information affects memory. (3 marks)

Description	Marks
<b>Interference</b>	<b>1</b>
(Proactive interference)/previously learned information interferes with acquiring/storing/retrieving <b>new</b> information	1
(Retroactive interference)/new information interferes with acquiring/storing/retrieving <b>old</b> information	1
<b>Total</b>	<b>3</b>

The psychologists came back one year later and found that the chimpanzees could not recall the procedure they had been taught.

(e) Explain how the time between a stimulus and it being retrieved is a factor that affects memory. (3 marks)

Description	Marks
This is due to decay	1
The greater the time between a stimulus and it being retrieved	1
The more time there is for the memory to fade/disappear.	1
<b>Total</b>	<b>3</b>

**2021  
Section 2  
Question 5**

**Self:  
Cognition**

Wundt College is planning a whole-school approach to behaviour management

Approach A involves the teacher providing praise each time a student does something correctly

Approach B involves the teacher placing a tick next to a student's name each time they complete a lesson without disrupting their peers. The students were then able to exchange these ticks for various prizes at the college's shop.

(a) (i) Using your knowledge of learning theories, identify the process of learning demonstrated in **Approach A**. (1 mark)

Description	Marks
Operant conditioning	1
<b>Total</b>	<b>1</b>

(ii) Classify the technique of behaviour modification used in **Approach A**. (2 marks)

Description	Marks
Positive	1
Reinforcement	1
<b>Total</b>	<b>2</b>

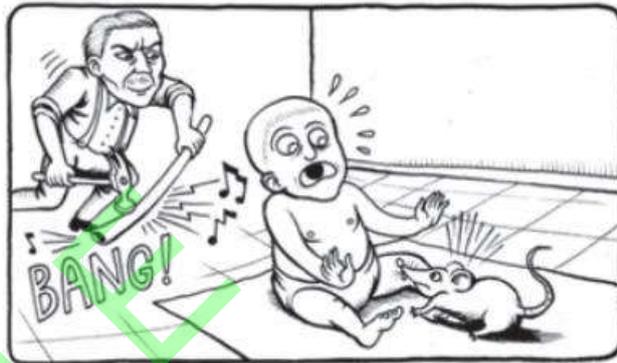
(b) (i) Identify the technique of behaviour modification used in **Approach B**. (1 mark)

Description	Marks
Token economies	1
<b>Total</b>	<b>1</b>

(ii) According to this technique, the prizes and ticks perform different roles. Explain how these roles modify behaviour differently. (4 marks)

Description	Marks
The ticks are a form of a token	1
And are awarded for a specific behaviour	1
They are swapped for something (more tangible)	1
The prize is valuable/desirable (backup/secondary reinforcer)	1
<b>Total</b>	<b>4</b>

In Watson and Raynor's (1920) 'Little Albert' experiment, Albert developed a phobia of white furry things after being scared while playing with a white rat. He used to love playing with a pet rat, but one day, Watson and Raynor played a very loud instrument that scared Albert. After that incident, Albert became scared of white furry things such as toy animals and even people with white beards.



'Little Albert'

If Albert reached adulthood, he may have wanted to treat his phobia by consulting a psychologist who practises systematic desensitisation.

(c) List **five** steps a psychologist would have taken to treat Albert's phobia using systematic desensitisation. (5 marks)

Description	Marks
<b>Must have:</b>	
• teach relaxation techniques	1
• list a series of exposures/stimuli to white furry things	1
• rank the stimuli from low- to high-level of fear	1
• gradually expose Albert to the stimulus from lowest to highest.	1
<b>Either of the following:</b>	
• while reinforcing relaxation	1
• check-in with Albert's level of fear after each exposure.	1
<b>Total</b>	<b>5</b>

(d) (i) Identify **two** similarities between the behaviour modification techniques of systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
<b>Any two of the following:</b>	
• both are very structured/set steps/set process	1-2
• both can be used to treat phobias or anxiety	
• both can use imagined/virtual situations	
• both focus on feelings	
• both can take multiple sessions	
• both can involve homework.	
<b>Total</b>	<b>2</b>
Accept other relevant responses	

(ii) Contrast systematic desensitisation and cognitive behaviour therapy. (2 marks)

Description	Marks
<b>Any one of the following:</b>	
<ul style="list-style-type: none"> <li>Cognitive behaviour therapy (CBT) refers to thoughts (1) while systematic desensitisation (SD) does not (1)</li> <li>SD involves classical conditioning (1), while CBT does not (1)</li> <li>CBT emphasises internal thoughts/factors (1), while SD does not (1)</li> <li>SD emphasises external factors (1), while CBT does not (1)</li> <li>CBT emphasises the situation (1), while SD does not (1)</li> <li>SD emphasises feelings (1) more than CBT(1)</li> <li>SD treats the symptoms (1), while CBT treats the cause (1).</li> </ul>	1-2
<b>Total</b>	<b>2</b>
Accept other relevant responses One mark per comparison. Must refer to CBT and SD.	

**2020  
Section 2  
Question 6**

**Self:  
Cognition**

Jarra has recently started to collect rubbish off the lawn without being asked to do so. Her mother claims that it is through operant conditioning that Jarra has learned this behaviour.

(a) Describe 'operant conditioning'. (2 marks)

Description	Marks
Learning/behaviour modification	1
through patterns of reinforcement or punishment	1
<b>Total</b>	<b>2</b>

(b) Name **two** ways in which operant conditioning encouraged Jarra to continue with the behaviour. Explain and apply them to Jarra's learned behaviour. (6 marks)

	Description		Marks
	First way	Second way	
<b>Name</b>	<ul style="list-style-type: none"> <li>positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>negative reinforcement</li> </ul>	1-2
<b>Explanation</b>	<ul style="list-style-type: none"> <li>adding a reward for when correct behaviours are shown</li> </ul>	<ul style="list-style-type: none"> <li>removing something undesirable as a reward for correct behaviours</li> </ul>	1-2
<b>Application to Jarra</b>	<ul style="list-style-type: none"> <li>Jarra gets a lolly whenever she collects the rubbish</li> </ul>	<ul style="list-style-type: none"> <li>Jarra has learned she doesn't step in rubbish when she collects it</li> </ul>	1-2
<b>Total</b>			<b>6</b>
Note: Does not matter which 'way' is listed as first or second. Accept other correct examples for application			

Jarra's mother asked why Jarra had changed her behaviour. Jarra said she had watched the girl across the road collecting rubbish and being given pocket money in return.

(c) Name the theory or process of learning that Jarra is discussing. (1 mark)

Description	Marks
Observational learning	1
<b>Total</b>	<b>1</b>
Note: Accept Social learning theory and Social cognitive theory.	

Farrah is scared of goldfish after an allergic reaction as a child.

(d) Complete the table below by using your knowledge of classical conditioning. (5 marks)

Description	Marks
Neutral stimulus – goldfish	1
Unconditioned stimulus – allergic reaction	1
Unconditioned response – fear	1
Conditioned stimulus – goldfish	1
Conditioned response – fear	1
<b>Total</b>	<b>5</b>

**2019**  
**Section 2**  
**Question 7**

**Self:**  
**Cognition**

(a) What does the term 'encoding' mean in relation to memory? (1 mark)

Description	Marks
Conversion of sensory information so that it can be processed by the brain	1
<b>Total</b>	<b>1</b>

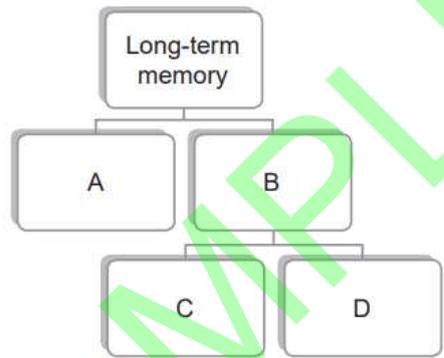
Andreas is in Year 5 and is struggling with his least favourite subject – mathematics. Even though he learnt his multiplication tables in Year 3, he keeps confusing multiplication with his fraction work that he has learnt in class recently

(b) Name the type of forgetting Andreas is experiencing. (1 mark)

Description	Marks
Interference (retroactive)	1
<b>Total</b>	<b>1</b>

Keeley is an expert cellist. She has been performing since she was six and studied music theory from age 10 through to university, graduating with a masters degree in music (cello).

(c) An unlabelled diagram below shows the divisions of long-term memory (LTM). Complete the table below by naming the types and subtypes of LTM referred to by A, B, C and D and describing how each contributes to Keeley's cello playing. (8 marks)



**Divisions of long-term memory**

Type of LTM	Subtype of LTM	Application to Keeley
A		
B		
	C	
	D	

Description		Marks
One mark for type of LTM or subtype of LTM, one mark for application		
Type	Application to Keeley	
A - Procedural (implicit)	remembering how to play cello physically	1-2
B - Declarative (explicit)	can tell people how she plays based on theory	1-2
C - Episodic	retelling of times she has played	1-2
D - Semantic	the theory she has learnt about playing cello	1-2
<b>Total</b>		<b>8</b>
Note: C and D can be either way around, accept other relevant descriptions.		

(d) Name and describe briefly the **three** main ways in which memory researchers measure how much information people remember. (6 marks)

Description	Marks
One mark for name, one for description	
Recall – retrieve information from memory without prompts or cues	1-2
Recognition – identifying correct information from given alternatives	1-2
Relearning – information is more quickly learnt second time	1-2
<b>Total</b>	<b>6</b>

<p><b>2022</b> <b>Section 3</b> <b>Question</b> <b>11</b></p> <p><b>Self:</b> <b>Cognition</b></p>	<p>Little et al. (2011) conducted a study to examine memory in students who are preparing for tests. Students read a story and were then asked questions about it. The participants in the Practise Group (Rp) were able to practise after the first test, whereas the Non-practise Group (Nrp) did not practise. They were then asked the same questions in the second test. The number of correct responses was recorded in the graph below.</p> <p style="text-align: center;"><b>Copyright restrictions prohibit the release of this SCSSA exam material.</b></p> <p>Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.</p> <p>In your answer you must:</p> <ul style="list-style-type: none"><li>• define the term 'long-term memory' (1 mark)</li><li>• state the duration and capacity of long-term memory (2 marks)</li><li>• describe the different types of long-term memory (10 marks)</li><li>• outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning (5 marks)</li><li>• explain why both groups were able to recall more correct answers in the second test (5 marks)</li><li>• communicate psychological understandings clearly with correct use of psychological language. (4 marks)</li></ul>
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Description	Marks
<b>Define the term 'long-term memory'</b>	
(Relatively) permanent information storage system (that enables one to retain, retrieve, and make use of skills and knowledge hours, weeks, or even years after they were originally learned.) (APA, 2022)	1
<b>Subtotal</b>	<b>1</b>
<b>State the duration and capacity of long-term memory (LTM)</b>	
duration ranges from minutes to forever/x minutes to unlimited	1
capacity (could be) unlimited	1
<b>Subtotal</b>	<b>2</b>
<b>Describe the different types of long-term memory (LTM)</b>	
(LTM has) declarative/explicit (memory)	1
a conscious/intentional recollection/use of facts/events	1
(LTM has) procedural/non-declarative/implicit (memory)	1
non-conscious/automatic recollection	1
implicit memory includes procedural (memory)	1
procedural (memory) is (unconscious) learned (motor skills/procedures)	1
(declarative has) episodic (memory)	1
a recollection of (a person's) experiences/events/situations	1
(declarative has) semantic (memory)	1
a recollection of facts/understandings of the world	1
<b>Subtotal</b>	<b>10</b>
<b>Outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning</b>	
those in the practise group were allowed to relearn	1
in relearning, you remember information that you previously learned	1
this allows the person to more easily remember/retrieve information	1
which would account for them scoring higher	1
than those who did not have the opportunity to relearn/in the non-practise group (Nrp)	1
<b>Subtotal</b>	<b>5</b>
<b>Explain why both groups were able to recall more correct answers in the second test</b>	
the second time the groups saw the questions again	1
this is recognition	1
when you retrieve information from your memory	1
you experience again the same stimulus	1
this allowed both groups to score higher scores	1
<b>Subtotal</b>	<b>5</b>
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. (Does not need essay style broad introduction or conclusion for full marks.)	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>27</b>

**2020**  
**Section 3**  
**Question**  
**10**

**Self:**  
**Cognition**

The Soaring Bellanita is a famous circus performer who, in a recent rehearsal, fell from the highwire. After the accident, when Bellanita tried to speak, she became frustrated: the words that came out were not fluent, she repeated many words, and speech made no sense. She found it difficult to walk and struggled to stop any movement when asked. Her friends took Bellanita to the hospital, where the doctors ordered a series of tests that included a psychological memory test, a physical examination and brain scans.

The results from the memory tests showed that Bellanita was able to attend to visual stimuli but had difficulty with sound tasks. The psychologist found that she struggled with the process of transferring the information to her long-term memory stores and required lots of repetition with meaning to assist her in this process.

The first brain scan showed damage to the left side of the brain. A more precise scan showed additional damage to an area of the brain that produces a neurotransmitter that is responsible for reward, motivation and movement.

Use your knowledge of the brain, the process of neural transmission and the role of neurotransmitters, and memory, to analyse the scenario and synthesise an explanation for the Soaring Bellanita's symptoms.

In your answer, refer to the above scenario by creating a well-constructed response, addressing the following:

- identify the area of the brain and lobe that caused the speech issues when damaged (2 marks)
- explain why these speech issues may have occurred, using examples from the scenario (3 marks)
- identify and explain each component of Atkinson and Shiffrin's (1968) multi-store model of memory (9 marks)
- explain Bellanita's memory processing issues (2 marks)
- identify the neurotransmitter that has been affected (1 marks)
- describe the process of neural transmission from one neuron to another (5 marks)
- quality of your response. (4 marks)

Description	Marks
<b>Identify the area and its location</b>	
• Broca's area	1
• Frontal lobe	1
<b>Subtotal</b>	<b>2</b>
<b>Explain why speech issues have occurred</b>	
• Broca's area is responsible for the expressive/motor aspects of language	1
Two marks for the damage to the area. Examples include:	1-2
• not being able to produce the words	
• even though she could understand what people were saying	
• she could not produce the motor instructions for the formation of words/speech	
• stuttering/speech is not fluid	
• words might not be pronounced correctly	
• Broca's/expressive/non-fluent Aphasia.	
<b>Subtotal</b>	<b>3</b>
<b>Multi-store model of memory</b>	
• Sensory Register	1
Any two points:	1-2
• we attend/pay attention to the stimuli	
• capacity: 3-7 units	
• encoding: any senses	
• but most research has been on visual and auditory	
• iconic memory – momentary memory for visual stimuli	
• echoic memory – momentary memory of auditory stimuli	
• duration: 0.25 to 0.5 seconds.	
• Short-term memory/store	1
Any two points:	1-2
• without processing, we will forget the information from the sensory register	
• rehearsal is repeating the information to store it longer	
• maintenance rehearsal is deliberately repeating information to keep it in the short-term memory	
• elaborative rehearsal is thinking/adding meaning to the information when deliberately rehearsing/repeating	
• information is then encoded and transferred to the long-term memory	
• capacity: 5-9 chunks	
• encoding: mostly auditory	
• duration: 0-18 seconds or 0-30	
• depends on active rehearsal	
• depends on modality.	
• Long-term memory/store	1
Any two points:	1-2
• has long-term representations of information	
• can be retrieved from memory	
• capacity: unlimited	
• encoding: mostly semantic	
• but can be auditory or visual	
• duration: unlimited.	
<b>Subtotal</b>	<b>9</b>

<b>Explanation of memory processing issues</b>		
Any two points: <ul style="list-style-type: none"> <li>• Bellanita has damage to the area of the brain that is responsible for processing sound/auditory information</li> <li>• she could attend to visual information as that section has not been damaged</li> <li>• to help her transfer from short-term to long-term memory, she needed to do more elaborative rehearsal.</li> </ul>	1–2	
<b>Subtotal</b>		<b>2</b>
<b>Neurotransmitter and neurotransmission from one neuron to another</b>		
• Dopamine	1	
<b>Subtotal</b>		<b>1</b>
<b>Neurotransmitter</b>		
Any five points that flow coherently: <ul style="list-style-type: none"> <li>• synapse is where two or more neurons join</li> <li>• action potential/electrical charge travels down the axon to axon terminal/synaptic knob of the pre-synaptic neuron</li> <li>• causes calcium ions to enter into the terminal/knob</li> <li>• this causes the vesicle containing the neurotransmitter to move to the pre-synaptic membrane and release the neurotransmitter into the synaptic cleft</li> <li>• the neurotransmitter diffuses/travels across the synaptic cleft</li> <li>• the neurotransmitter attaches to receptors on the postsynaptic membrane</li> <li>• this initiates the post-synaptic neuron</li> <li>• which causes sodium and potassium ions to move across the membrane,</li> <li>• generating another action potential.</li> </ul>	1–5	
<b>Subtotal</b>		<b>5</b>
<b>Quality of response</b>		
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	4	
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning.	3	
Candidate writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning.	2	
Candidate writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar.	1	
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but needs to be accompanied with an explanation		
<b>Subtotal</b>		<b>4</b>
<b>Total</b>		<b>26</b>

## Unit 3 – Others: Relational influences

### Section 2

<p><b>2022</b> <b>Section 2</b> <b>Question 5</b></p> <p><b>Others:</b> <b>Relational influences</b></p>	<p>Priya is building a house and has found the experience stressful after having to navigate perceived and real conflict. She faced delays due to worker shortages and potentially losing her current home before the new house was complete.</p> <p>When planning what her new house would look like and how much it would cost, Priya had meetings with her builder where they both made proposals and counterproposals. They reached an agreement on the terms of the building contract that met the needs of both parties, and they were both happy.</p> <p>(a) Identify the conflict resolution technique used by Priya and her builder. (1 mark)</p> <hr/> <p>(b) Classify the type of solution reached by Priya and her builder. (1 mark)</p> <hr/> <p>Priya's new neighbours did not like the design of Priya's new driveway and claimed it affected the value of their home. The neighbours exchanged increasingly angry emails about the problem until Priya eventually hired a lawyer to facilitate meetings and encourage the neighbours to come to an agreed solution.</p> <p>(c) Identify <b>one</b> similarity and one difference between counselling and mediation. (2 marks)</p> <p>Similarity:</p> <hr/> <hr/> <p>Difference:</p> <hr/> <hr/> <p>When Priya and her daughter, Mina, moved into their new home, Mina also moved to a new local school. Although the distance to the new school is slightly further than before, Priya told Mina that she will now need to find her own way to school each day, saying 'it's about time you were a little more independent'. When Mina was upset by this, Priya sat with her and they looked up the transport options together.</p> <p>(d) State the two dimensions of parenting styles. (2 marks)</p> <p>One:</p> <hr/> <p>Two:</p> <hr/> <p>(e) (i) Identify the parenting style Priya is using with Mina. (1 mark)</p> <hr/>
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	(ii) Justify your answer to part (e)(i), using examples from the scenario. (4 marks)

<b>2021</b> <b>Section 2</b> <b>Question 6</b>  <b>Others:</b> <b>Relational</b> <b>influences</b>	Bowlby and Ainsworth developed attachment theories to describe and predict human behaviour.
	(a) Explain Bowlby's concept of 'monotropy' as it relates to attachment theory. (3 marks)
	Bowlby's ' <i>Forty-four Juvenile Thieves</i> ' study investigated the impact of a child being separated from its mother during a critical or sensitive period.
	(b) (i) Name the term used to describe the situation in which a child has been separated from its mother during the critical or sensitive period. (1 mark)
(ii) State the duration of this critical period as articulated by Bowlby. (1 mark)	

Bowlby concluded from his study that the longer a child was separated from its mother, the more likely it was to develop affectionless psychopathy.

(c) State two characteristics of an individual with affectionless psychopathy. (2 marks)

One:

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Two:

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(d) Describe the concept of a 'secure base' in attachment theory. (2 marks)

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Mary Ainsworth developed a laboratory-based method for measuring attachment security in infants. Martha and her daughter Aila are participants in an experiment designed in the same way as Ainsworth's original study.

In the experiment, Martha leaves the room and, when she returns, Aila rushes back to Martha and hugs her while looking fearfully at the door. She soon settles and returns to playing with the toys away from Martha.

(e) (i) Identify which of Ainsworth's classifications applies to Aila's behaviour. (1 mark)

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(ii) Justify your response to part (e)(i). (2 marks)

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**2020**  
**Section 2**  
**Question 4**

**Others:**  
**Relational**  
**influences**

Conflict resolution is imperative in human society, as we learn to negotiate differences and voice our own opinions. Successful conflict resolution generally requires work from both parties.

(a) Name and define three conflict resolution solution types in the table below. (6 marks)

Type of solution	Definition

Erick and Casey are having trouble with their teenage daughter. They are in conflict with her regularly and are looking at constructive ways of resolving future disputes.

(b) State and describe the **most** appropriate conflict resolution technique for Erick, Casey and their daughter. (3 marks)

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Alia has triplets. After reading about Mary Ainsworth's attachment studies, Alia realises that each of her children displays a different attachment style: Ajax is Type A, Barv is Type B, and Cleg is Type C.

(c) Complete the table below by stating the name of the differing attachment styles and describe how the Type B and C child may behave when Alia presents them with Ainsworth's The Strange Situation. (4 marks)

Child	Style name	Behaviour
Ajax (Type A)		<ul style="list-style-type: none"><li>ignores Alia, fails to look at her, does not seek her comfort/contact</li></ul>
Barv (Type B)	Secure	
Cleg (Type C)		



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Marking Guide – Section 2

2022  
Section 2  
Question 5

Others:  
Relational influences

Priya is building a house and has found the experience stressful after having to navigate perceived and real conflict. She faced delays due to worker shortages and potentially losing her current home before the new house was complete.

When planning what her new house would look like and how much it would cost, Priya had meetings with her builder where they both made proposals and counterproposals. They reached an agreement on the terms of the building contract that met the needs of both parties, and they were both happy.

(a) Identify the conflict resolution technique used by Priya and her builder. (1 mark)

Description	Marks
Negotiation	1
<b>Total</b>	<b>1</b>

(b) Classify the type of solution reached by Priya and her builder. (1 mark)

Description	Marks
Integrative	1
<b>Total</b>	<b>1</b>

Priya’s new neighbours did not like the design of Priya’s new driveway and claimed it affected the value of their home. The neighbours exchanged increasingly angry emails about the problem until Priya eventually hired a lawyer to facilitate meetings and encourage the neighbours to come to an agreed solution.

(c) Identify **one** similarity and one difference between counselling and mediation. (2 marks)

Description	Marks
<b>Any one of the following similarities</b>	
<ul style="list-style-type: none"> <li>both require a third party</li> <li>both involve improved communication between parties</li> <li>both can reduce conflict</li> <li>both require the parties to come to an agreed solution for conflict resolution</li> </ul>	1
<b>Any one of the following differences</b>	
<ul style="list-style-type: none"> <li>counselling is skills focused while mediation does not seek to develop skills</li> <li>mediation tends to focus on a specific dispute while counselling focuses on wider ranging/recurring issues</li> <li>counselling can involve just one party while mediation requires representation by both parties</li> </ul>	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

When Priya and her daughter, Mina, moved into their new home, Mina also moved to a new local school. Although the distance to the new school is slightly further than before, Priya told Mina that she will now need to find her own way to school each day, saying 'it's about time you were a little more independent'. When Mina was upset by this, Priya sat with her and they looked up the transport options together.

(d) State the two dimensions of parenting styles. (2 marks)

Description	Marks
demandingness/control	1
Responsiveness/warmth	1
<b>Total</b>	<b>2</b>

(e) (i) Identify the parenting style Priya is using with Mina. (1 mark)

Description	Marks
Authoritative	1
<b>Total</b>	<b>1</b>

(ii) Justify your answer to part (e)(i), using examples from the scenario. (4 marks)

Description	Marks
high responsiveness/warmth	1
Priya provided support to Mina by helping her find transport options or Priya provided a rationale for making her find her own way to school	1
high demandingness/control	1
Priya increased accountability for Mina by making her take greater responsibility for getting to school	1
<b>Total</b>	<b>4</b>
Accept other relevant answers.	

**2021  
Section 2  
Question 6**

**Others:  
Relational  
influences**

Bowlby and Ainsworth developed attachment theories to describe and predict human behaviour.

(a) Explain Bowlby's concept of 'monotropy' as it relates to attachment theory. (3 marks)

Description	Marks
Monotropy is the innate	1
Need to attach to one main figure/caregiver	1
This relationship is more important than others.	1
<b>Total</b>	<b>3</b>
Accept other relevant responses	

Bowlby's '*Forty-four Juvenile Thieves*' study investigated the impact of a child being separated from its mother during a critical or sensitive period.

(b) (i) Name the term used to describe the situation in which a child has been separated from its mother during the critical or sensitive period. (1 mark)

Description	Marks
Maternal deprivation	1
<b>Total</b>	<b>1</b>

(ii) State the duration of this critical period as articulated by Bowlby. (1 mark)

Description	Marks
0–5 years	1
<b>Total</b>	<b>1</b>

Bowlby concluded from his study that the longer a child was separated from its mother, the more likely it was to develop affectionless psychopathy.

(c) State two characteristics of an individual with affectionless psychopathy. (2 marks)

Description	Marks
Any <b>two</b> of the following:	
<ul style="list-style-type: none"> <li>• lack of emotional development</li> <li>• lack of concern for others</li> <li>• lack of guilt</li> <li>• inability to form meaningful/lasting relationships.</li> </ul>	1–2
<b>Total</b>	<b>2</b>

(d) Describe the concept of a 'secure base' in attachment theory. (2 marks)

Description	Marks
The child has an area from which to explore	1
and can return to the safety/security of this base/parent/care giver if distressed	1
<b>Total</b>	<b>2</b>

Mary Ainsworth developed a laboratory-based method for measuring attachment security in infants. Martha and her daughter Aila are participants in an experiment designed in the same way as Ainsworth's original study.

In the experiment, Martha leaves the room and, when she returns, Aila rushes back to Martha and hugs her while looking fearfully at the door. She soon settles and returns to playing with the toys away from Martha.

(e) (i) Identify which of Ainsworth's classifications applies to Aila's behaviour. (1 mark)

Description	Marks
Secure attachment	1
<b>Total</b>	<b>1</b>

(ii) Justify your response to part (e)(i). (2 marks)

Description	Marks
Aila has returned to Martha as a secure base/parent/care giver	1
but can leave her to continue playing, demonstrating that she feels safe to explore.	1
<b>Total</b>	<b>2</b>
Accept other relevant responses	

**2020**  
**Section 2**  
**Question 4**

**Others:**  
**Relational**  
**influences**

Conflict resolution is imperative in human society, as we learn to negotiate differences and voice our own opinions. Successful conflict resolution generally requires work from both parties.

(a) Name and define three conflict resolution solution types in the table below. (6 marks)

Description		Marks
Type of solution	Definition	
Distributive	Compromise and mutual concession	1–2
Integrative	Both sides benefit, understand both parties motives/needs and aim to meet both	1–2
Imposed	Stronger party or a third party will force/dictate a solution	1–2
<b>Total</b>		<b>6</b>

Erick and Casey are having trouble with their teenage daughter. They are in conflict with her regularly and are looking at constructive ways of resolving future disputes.

(b) State and describe the **most** appropriate conflict resolution technique for Erick, Casey and their daughter. (3 marks)

Description	Marks
Counselling	1
One or both parties work with a counsellor (doesn't require both parties)	1
Develop skills to help deal with conflict	1
<b>Total</b>	<b>3</b>
Must state counselling as it is for resolving future disputes. Note: Accept other correct responses for description.	

Alia has triplets. After reading about Mary Ainsworth's attachment studies, Alia realises that each of her children displays a different attachment style: Ajax is Type A, Barv is Type B, and Cleg is Type C.

(c) Complete the table below by stating the name of the differing attachment styles and describe how the Type B and C child may behave when Alia presents them with Ainsworth's The Strange Situation. (4 marks)

Description			Marks
Child	Style name	Behaviour	
Ajax (Type A)	Anxious/insecure Avoidant	<ul style="list-style-type: none"> <li>ignores Alia, fails to look at her, does not seek her comfort/contact</li> </ul>	1
Barv (Type B)	Secure	<ul style="list-style-type: none"> <li>uses the mother as a secure base to explore from, settle quickly after the reunion</li> </ul>	1
Cleg (Type C)	Anxious/insecure Resistant	<ul style="list-style-type: none"> <li>resist mother by clinging to her but also kicking her away</li> </ul>	1–2
<b>Total</b>			<b>4</b>

**2019  
Section 3  
Question  
10**

**Others:  
Relational  
influences**

Patna is 10 years old. She has joined her local sports team and her behaviour is causing a great deal of concern among parents. Patna demonstrates increasingly aggressive behaviour when she or the other children make a mistake. She does not participate in bonding activities with her team members and does not demonstrate any affection for them. Recently, when one of the team was injured during a game, Patna simply walked away while the other children rushed to help their team mate. This was notable because Patna was closest to the injured child.

John Bowlby was a theorist who explained the importance of attachment in the socialisation process. Use your knowledge of Bowlby’s theory of attachment to demonstrate your understanding of the socialisation processes observed within families and how these might relate to Patna’s behaviour.

In addition, use your knowledge of parenting styles to explain how Patna’s parents might address her behaviour.

In your answer refer to the above scenario, making sure you:

- define the psychological terms ‘socialisation’ and ‘attachment’
- describe Bowlby’s theory of attachment
- explain how Bowlby describes the contribution of attachment to the socialisation process and refer to the relevant model
- use Bowlby’s theory to explain Patna’s behaviour. Illustrate your explanation with **one** example from the scenario
- name and explain the **three** parenting styles identified in the Psychology syllabus
- outline how a parent from each style would deal with Patna’s behaviour.

Description	Marks
<b>Definition of socialisation</b>	
Socialisation is the process of acquiring beliefs, values and behaviours that enable an individual to function effectively in society	1
Award mark only if definition includes or describes ‘acquisition’ and ‘function effectively in society’	
<b>Subtotal</b>	<b>1</b>
<b>Definition of attachment</b>	
Formation of a strong/close emotional bond/tie between a primary caregiver/mother and their baby	1
<b>Subtotal</b>	<b>1</b>

<b>Describe Bowlby's Theory</b>	
<p>One mark for any of the following descriptions - maximum of four marks:</p> <ul style="list-style-type: none"> <li>Bowlby's theory combined biological factors (biologically determined drive for attachment) and cognitive factors (mental representations about attachment and relationships that can be changed through the course of life)</li> <li>evolutionary perspective: children who are close to their mothers would have avoided predators/stayed safe</li> <li>'sensitive period' - the optimum time when an infant becomes imprinted by early contact with a mother</li> <li>imprinting refers to the precise and specific learning that occurs to form a bond with the mother</li> <li>mothers have a biological need to be close to their child</li> <li>primary bond is the most important and this is usually with the mother. It is different from any other bond</li> <li>critical period of bond is 12 months</li> <li>children behave in ways that that elicit contact or proximity with the caregiver e.g. when they are experience heightened arousal, they signal the caregiver (smiling, crying, movement)</li> <li>caregivers instinctively respond to infant, creating reciprocal pattern of interaction.</li> </ul> <p>Accept other relevant responses or responses that display understanding of the above concepts. (Where students use the correct terminology and describe the concept, take this into account when marking 'quality of response').</p>	1-4
<b>Subtotal</b>	<b>4</b>
<b>Explain the contribution of attachment to the socialisation process according to Bowlby</b>	
<p>Attachment relationship with the primary caregiver leads to development of a cognitive framework/representation for understanding relationships.</p> <p>or</p> <p>Primary caregiver acts as a prototype for future relationships via the internal working model</p>	1
<p>One mark for each element of Bowlby's internal working model:</p> <ol style="list-style-type: none"> <li>a model of others – e.g. the mother being experienced as trustworthy</li> <li>a model of the self as being valuable and important to others</li> <li>a model of self as being effective when interacting with others.</li> </ol>	1-3
<b>Subtotal</b>	<b>4</b>
<b>Application Bowlby's Theory to the scenario</b>	
Patna likely to have experienced maternal deprivation during critical period	1
<p>Two marks for one relevant example from the scenario</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>increased aggression (1) - in response to her own and/or other children's mistakes (1)</li> <li>affectionless psychopathy/inability to show affection or concern for others (1) - does not participate in bonding activities/does not show affection for team members, walks away from injured player. (1)</li> </ul>	1-2
<b>Subtotal</b>	<b>3</b>

<b>Names parenting styles</b>	
One mark for each parenting style: <ul style="list-style-type: none"> <li>• Authoritarian</li> <li>• Authoritative</li> <li>• Permissive.</li> </ul>	1-3
<b>Subtotal</b>	<b>3</b>
<b>Explains parenting styles</b>	
Two marks for explaining each parenting style	
Authoritarian - high in control and low on responsiveness, set rules and provide little explanation, demanding and strict, high expectation of compliance to parental rules, low in warmth, high in parental involvement and concern	1-2
Authoritative - high control and high in responsiveness, ensure that children understand reasons for rules that they set, take the child's viewpoint into account and as they grow up, encourage their involvement in the decision-making process, warm and responsive interactions with their children yet expect them to follow the rules that have been set	1-2
Permissive - low control and high responsiveness, provides parental acceptance of children, few rules or guidelines for child, does not closely monitor activities and rarely control behaviour, children allowed to express themselves as they please	1-2
Award two marks for responses that demonstrate understanding of the concepts i.e. they do not need to include all aspects mentioned above.	
<b>Subtotal</b>	<b>6</b>
<b>Application of parenting style to scenario</b>	
One mark for each application of parenting style	
Authoritarian - would tell Patna how to behave and closely monitor her compliance. Would not listen to her viewpoint	1
Authoritative - would explain why Patna's behaviour is unacceptable and listen to her viewpoint before setting clear rules/expectations for her to follow	1
Permissive - would discuss Patna's behaviour with her and point out that it is wrong but will not monitor her closely or try to control her, they would tell her they love her and support her (it is important that the examples used do not reflect uninvolved parenting - permissive parents will take some action in this scenario).	1
Accept responses that demonstrate understanding of the levels of responsiveness and control applicable to each parenting style. No half marks are awarded so a mark can only be given if the response reflects both control and responsiveness.	
<b>Subtotal</b>	<b>3</b>
<b>Quality of Response</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used extensively and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks)	3
Candidate writes using paragraphs. Uses psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate writes a response that attempts to use paragraphs, uses some psychological terminology correctly and may have limited correct use of punctuation and grammar.	1
Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied with an explanation.	
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>28</b>