Apex Exam Guidebook

Psychology

Year 12 QCE

Queensland Curriculum

2026 Edition

Jordan Lau

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Psychology
Year 12 QCE

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Contents

Unit 3 – Individual thinking **4**
Unit 3 – Topic 1: Localisation of function in the brain **4**
Paper 1 Section 1 4
Paper 1 Section 2 8
Paper 2 Section 1 14
Marking Guide – Paper 1 Section 1 17
Marking Guide – Paper 1 Section 2 21
Marking Guide – Paper 2 Section 1 24
Unit 3 – Topic 2: Visual perception **26**
Paper 1 Section 1 26
Paper 1 Section 2 29
Paper 2 Section 1 31
Marking Guide – Paper 1 Section 1 34
Marking Guide – Paper 1 Section 2 37
Marking Guide – Paper 2 Section 1 39
Unit 3 – Topic 3: Memory **41**
Paper 1 Section 1 41
Paper 1 Section 2 43
Paper 2 Section 1 48
Marking Guide – Paper 1 Section 1 57
Marking Guide – Paper 1 Section 2 59
Marking Guide – Paper 2 Section 1 62
Unit 3 – Topic 4: Learning **68**
Paper 1 Section 1 68
Paper 1 Section 2 73
Paper 2 Section 1 77
Marking Guide – Paper 1 Section 1 83
Marking Guide – Paper 1 Section 2 87
Marking Guide – Paper 2 Section 1 90
Unit 4 The influence of others **94**
Unit 4 – Topic 1: Social psychology **94**
Paper 1 Section 1 94
Paper 1 Section 2 96
Paper 2 Section 1 96
Marking Guide – Paper 1 Section 1 100
Marking Guide – Paper 1 Section 2 102
Marking Guide – Paper 2 Section 1 102
Unit 4 – Topic 2: Interpersonal processes **106**
Paper 1 Section 1 106
Paper 1 Section 2 108
Paper 2 Section 1 112
Marking Guide – Paper 1 Section 1 120
Marking Guide – Paper 1 Section 2 122
Marking Guide – Paper 2 Section 1 126
Unit 4 – Topic 3: Attitudes **132**
Paper 1 Section 1 132
Paper 1 Section 2 138
Paper 2 Section 1 142
Marking Guide – Paper 1 Section 1 146
Marking Guide – Paper 1 Section 2 152
Marking Guide – Paper 2 Section 1 155
Unit 4 – Topic 4: Cross-cultural psychology **158**
Paper 1 Section 1 158
Paper 1 Section 2 161
Paper 2 Section 1 163
Marking Guide – Paper 1 Section 1 166
Marking Guide – Paper 1 Section 2 169
Marking Guide – Paper 2 Section 1 170

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Unit 3 – Individual thinking

Unit 3 – Topic 1: Localisation of function in the brain

Paper 1 Section 1

2024 Paper 1 Section 1 Question 2 Localisation of function in the brain	Injury to the cerebellum is most likely to affect a person's ability to learn (A) a poem. (B) to ride a bicycle. (C) the name of a new friend. (D) new behaviours in response to rewards.

2024 Paper 1 Section 1 Question 4 Localisation of function in the brain	Which lobe of the brain is most responsible for processing auditory information? (A) frontal (B) parietal (C) occipital (D) temporal

2024 Paper 1 Section 1 Question 12 Localisation of function in the brain	Voluntary movement is coordinated mainly by the primary (A) somatosensory cortex. (B) auditory cortex. (C) motor cortex. (D) visual cortex.

2024 Paper 1 Section 1 Question 14 Localisation of function in the brain	What difficulty usually results from damage to Wernicke's area? (A) integrating sensory information (B) producing legible handwriting (C) comprehending language (D) producing fluent speech

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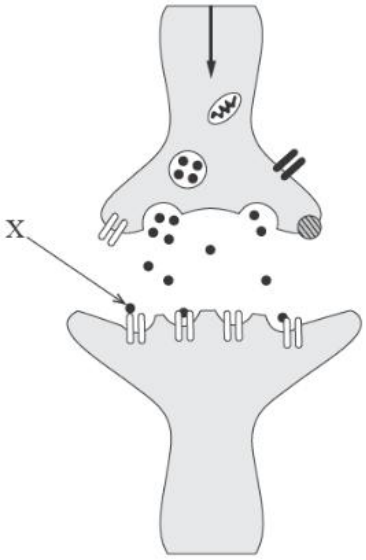
2023 Paper 1 Section 1 Question 1 Localisation of function in the brain	 X indicates neurotransmitters (A) binding to postsynaptic receptor sites. (B) reaching the threshold of excitation. (C) crossing the synaptic cleft. (D) leaving synaptic vesicles.

2023 Paper 1 Section 1 Question 9 Localisation of function in the brain	Phelps (2005) found that damage to the limbic system reduced the ability to recognise the intensity of fearful expressions in other people. This damage most likely occurred to the (A) primary visual cortex. (B) prefrontal cortex. (C) amygdala. (D) HPA axis.

2023 Paper 1 Section 1 Question 11 Localisation of function in the brain	When you touch a hot stove, you instinctively pull your hand away. This demonstrates (A) a polysynaptic reflex. (B) a monosynaptic reflex. (C) an involuntary response from the sympathetic nervous system. (D) an involuntary response from the parasympathetic nervous system.

2022 Paper 1 Section 1 Question 7 Localisation of function in the brain	The key protein associated with Parkinson's disease is (A) dipeptide repeat. (B) alpha-synuclein. (C) beta amyloid. (D) tau.

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2021 Paper 1 Section 1 Question 23 Localisation of function in the brain	Which regions of the brain contribute to coordination, precision and accurate timing of voluntary muscle movement? (A) cerebrum and forebrain (B) basal ganglia and cerebellum (C) amygdala and prefrontal cortex (D) frontal lobe and Geschwind's territory

2021 Paper 1 Section 1 Question 24 Localisation of function in the brain	What is the primary excitatory neurotransmitter in the brain responsible for the fast transmission of neural messages? (A) serotonin (B) dopamine (C) glutamate (D) gamma-aminobutyric acid

2021 Paper 1 Section 1 Question 25 Localisation of function in the brain	A symptom of Alzheimer's disease is (A) bradykinesia. (B) rigid muscles. (C) disorientation. (D) impaired posture.

2020 Paper 1 Section 1 Question 1 Localisation of function in the brain	The structure of the central nervous system contains the (A) brain and spinal cord only. (B) Somatic nervous system and brain only. (C) autonomic and somatic nervous systems only. (D) spinal cord and autonomic nervous system only.

2020 Paper 1 Section 1 Question 2 Localisation of function in the brain	Which of the following is an inhibitory neurotransmitter located in the brain? (A) serotonin (B) dopamine (C) glutamate (D) gamma-aminobutyric acid

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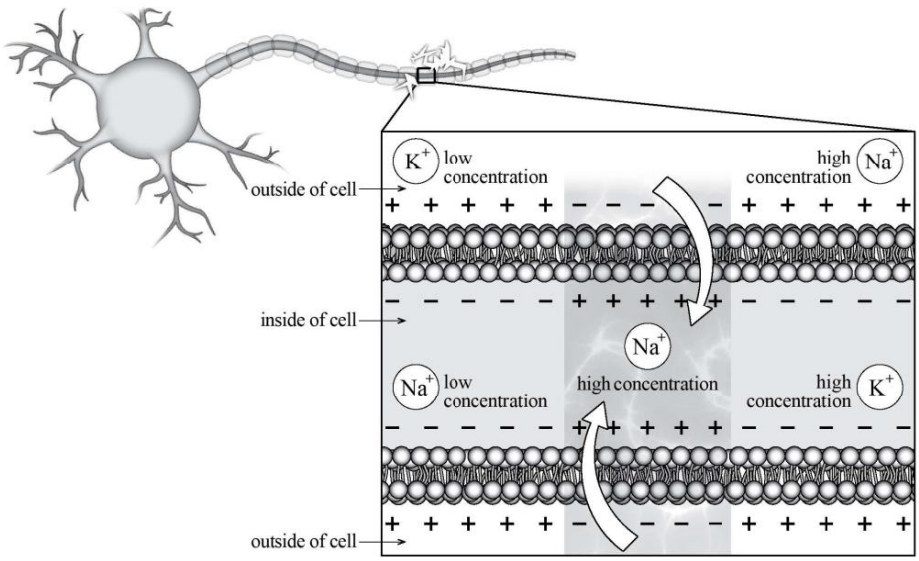
2020 Paper 1 Section 1 Question 4 Localisation of function in the brain	 Which process of neurotransmission is represented by this image? (A) action potential (B) graded potential (C) resting potential (D) event-related potential

2020 Paper 1 Section 1 Question 7 Localisation of function in the brain	The cerebellum plays a critical role in (A) comprehending language and forming meaningful sentences. (B) controlling muscles responsible for the production of articulate speech. (C) coordinating muscle movements and maintaining posture and balance. (D) regulating emotional balance, resulting in disconnected brain activities.

2020 Paper 1 Section 1 Question 16 Localisation of function in the brain	Which language processing region of the brain has been damaged if a person has difficulty speaking and putting together grammatical sentences, but remains able to comprehend language? (A) Broca's area (B) Wernicke's area (C) Parkinson's territory (D) Geschwind's territory

2020 Paper 1 Section 1 Question 17 Localisation of function in the brain	Feinstein et al. (2010) conducted an investigation on a human patient, SM, who has a pre-existing brain lesion and was unable to experience fear. Researchers sought to invoke fear in SM by exposing them to live snakes and spiders and taking them on a tour of a haunted house. During each of these occasions SM did not exhibit any fear. In what part of the brain did SM most likely have a lesion? (A) cerebrum (B) amygdala (C) cerebellum (D) primary motor cortex

2020 Paper 1 Section 1 Question 18 Localisation of function in the brain	Acetylcholine is involved in which of the following psychological functions? (A) pleasure and reward (B) learning and memory (C) sleep and emotional arousal (D) articulation and comprehension of speech

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Paper 1 Section 2

2024 Paper 1 Section 2 Question 22 **Localisation of function in the brain**	Identify the two divisions of the autonomic nervous system and describe their functions. [4 marks] Division: Description: Division: Description:

2024 Paper 1 Section 2 Question 23 **Localisation of function in the brain**	Contrast the effects of glutamate and gamma-amino butyric acid (GABA) on neurons. [1 mark]

2024 Paper 1 Section 2 Question 25 **Localisation of function in the brain**	Describe the role of the spinal cord in spinal reflexes. [1 mark]

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2023 Paper 1 Section 2 Question 23 Localisation of function in the brain	Describe a function of the cerebellum in memory and identify a relevant problem associated with cerebellum damage. [2 marks]

2022 Paper 1 Section 2 Question 21 Localisation of function in the brain	Identify the two main structures of the central nervous system. [2 marks] 1. 2.

2022 Paper 1 Section 2 Question 23 Localisation of function in the brain	Identify two roles of Geschwind's territory in language processing. [2 marks]

2022 Paper 1 Section 2 Question 24 Localisation of function in the brain	Following a car accident, a person is uncoordinated and walking unsteadily. Identify the area of the brain that is most likely damaged.

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2022 Paper 1 Section 2 Question 33 Localisation of function in the brain	Draw and label a diagram to demonstrate neurotransmission. Note: If you make a mistake in the diagram, draw a single diagonal line through your work and use the additional response space at the back of this question and response book.

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2021 Paper 1 Section 2 Question 26 Localisation of function in the brain	Identify the role of the spinal cord in the human nervous system and describe a spinal reflex. [2 marks]

2021 Paper 1 Section 2 Question 30 Localisation of function in the brain	Identify two areas of the brain responsible for emotion. 1: 2:

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2021 Paper 1 Section 2 Question 37 Localisation of function in the brain	Compare the functions of dopamine and serotonin. [3 marks]

2020 Paper 1 Section 2 Question 33 Localisation of function in the brain	Identify two parts of the brain that are responsible for voluntary movements. [2 marks]

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2020 Paper 1 Section 2 Question 41 Localisation of function in the brain	Discuss the impact of interference in neurotransmitter function on the symptoms of Parkinson's disease or Alzheimer's disease.

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Paper 2 Section 1

2023 Paper 2 Section 1 Question 2 **Localisation of function in the brain**	Pathological gambling and other impulse control disorders have similar positive emotional effects to natural rewards such as food and social interaction. Research has shown that impulse control and learning can be negatively influenced by the high levels of dopamine provided in dopamine replacement therapy (DRT). DRT is used to treat symptoms of Parkinson's disease (PD), such as rigidity, bradykinesia and resting tremor. Avanzi et al. (2006) examined PD patients undergoing DRT and found that their prevalence of pathological gambling was significantly higher than that of control subjects. a) Describe the physical and psychological functions of dopamine, providing an example of each from the investigation. [4 marks] b) Discuss the impact of DRT on PD patients. [2 marks]

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2021 Paper 2 Section 1 Question 4 Localisation of function in the brain	This question refers to the experiment by Catani, Jones and Ffytche (2005). Researchers investigated how Broca's area, Wernicke's area and Geschwind's territory are connected. They found evidence for three distinct pathways: • a direct pathway connecting Broca's and Wernicke's areas • an indirect pathway connecting Wernicke's area and Geschwind's territory • an indirect pathway connecting Broca's area and Geschwind's territory. The research indicated that the direct pathway is responsible for phonologically-based language functions, such as automatic word repetition, and the indirect pathways relate to semantically-based language functions, such as auditory comprehension and vocalisation of semantic content. a) State the part of the human nervous system in which the brain is located. [1 mark] b) Identify the lobe of the cerebral cortex in which the language centres in the experiment are located. [3 marks] Broca's: Wernicke's: Geschwind's: c) Identify the type of language processing that occurs in Broca's area, Wernicke's area and Geschwind's territory. Support your response with evidence from the experiment. [6 marks]

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Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 2 Localisation of function in the brain	Injury to the cerebellum is most likely to affect a person's ability to learn (A) a poem. **(B) to ride a bicycle. – Answer** (C) the name of a new friend. (D) new behaviours in response to rewards.

2024 Paper 1 Section 1 Question 4 Localisation of function in the brain	Which lobe of the brain is most responsible for processing auditory information? (A) frontal (B) parietal (C) occipital **(D) temporal – Answer**

2024 Paper 1 Section 1 Question 12 Localisation of function in the brain	Voluntary movement is coordinated mainly by the primary (A) somatosensory cortex. (B) auditory cortex. **(C) motor cortex. – Answer** (D) visual cortex.

2024 Paper 1 Section 1 Question 14 Localisation of function in the brain	What difficulty usually results from damage to Wernicke's area? (A) integrating sensory information (B) producing legible handwriting **(C) comprehending language – Answer** (D) producing fluent speech

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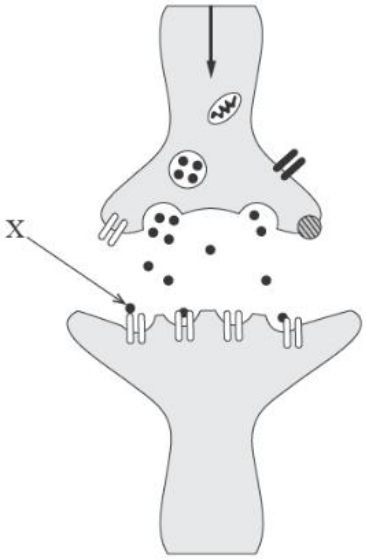
2023 Paper 1 Section 1 Question 1 Localisation of function in the brain	 X indicates neurotransmitters (A) binding to postsynaptic receptor sites. (B) reaching the threshold of excitation. (C) crossing the synaptic cleft. (D) leaving synaptic vesicles. **Answer is A.**

2023 Paper 1 Section 1 Question 9 Localisation of function in the brain	Phelps (2005) found that damage to the limbic system reduced the ability to recognise the intensity of fearful expressions in other people. This damage most likely occurred to the (A) primary visual cortex. (B) prefrontal cortex. **(C) amygdala. – Answer** (D) HPA axis.

2023 Paper 1 Section 1 Question 11 Localisation of function in the brain	When you touch a hot stove, you instinctively pull your hand away. This demonstrates **(A) a polysynaptic reflex. – Answer** (B) a monosynaptic reflex. (C) an involuntary response from the sympathetic nervous system. (D) an involuntary response from the parasympathetic nervous system.

2022 Paper 1 Section 1 Question 7 Localisation of function in the brain	The key protein associated with Parkinson's disease is (A) dipeptide repeat. **(B) alpha-synuclein. – Answer** (C) beta amyloid. (D) tau.

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2021 Paper 1 Section 1 Question 24 Localisation of function in the brain	What is the primary excitatory neurotransmitter in the brain responsible for the fast transmission of neural messages? (A) serotonin (B) dopamine **(C) glutamate – Answer** (D) gamma-aminobutyric acid

2021 Paper 1 Section 1 Question 25 Localisation of function in the brain	A symptom of Alzheimer's disease is (A) bradykinesia. (B) rigid muscles. **(C) disorientation. – Answer** (D) impaired posture.

2020 Paper 1 Section 1 Question 1 Localisation of function in the brain	The structure of the central nervous system contains the **(A) brain and spinal cord only. – Answer** (B) Somatic nervous system and brain only. (C) autonomic and somatic nervous systems only. (D) spinal cord and autonomic nervous system only.

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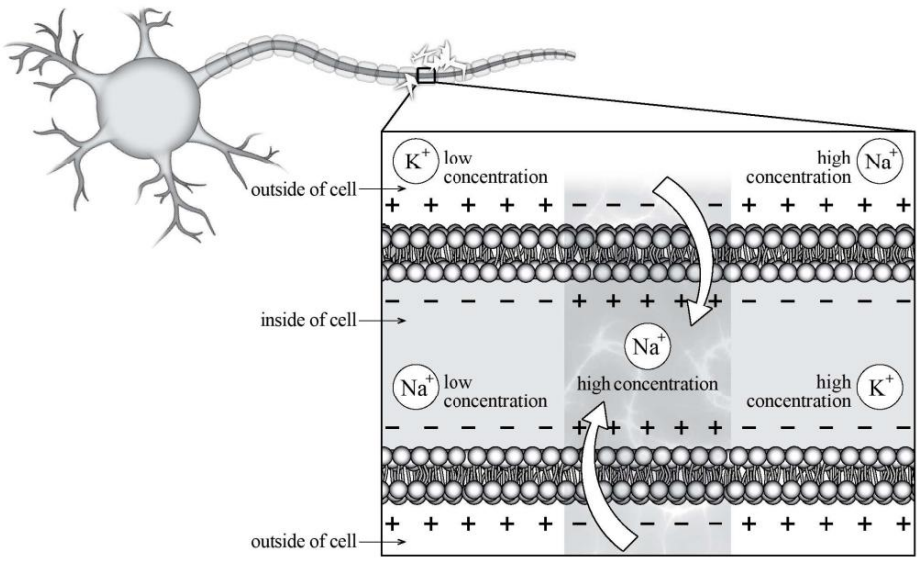
2020 Paper 1 Section 1 Question 4 Localisation of function in the brain	 Which process of neurotransmission is represented by this image? **(A) action potential – Answer** (B) graded potential (C) resting potential (D) event-related potential

2020 Paper 1 Section 1 Question 7 Localisation of function in the brain	The cerebellum plays a critical role in (A) comprehending language and forming meaningful sentences. (B) controlling muscles responsible for the production of articulate speech. **(C) coordinating muscle movements and maintaining posture and balance. – Answer** (D) regulating emotional balance, resulting in disconnected brain activities.

2020 Paper 1 Section 1 Question 16 Localisation of function in the brain	Which language processing region of the brain has been damaged if a person has difficulty speaking and putting together grammatical sentences, but remains able to comprehend language? **(A) Broca's area – Answer** (B) Wernicke's area (C) Parkinson's territory (D) Geschwind's territory

2020 Paper 1 Section 1 Question 17 Localisation of function in the brain	Feinstein et al. (2010) conducted an investigation on a human patient, SM, who has a pre-existing brain lesion and was unable to experience fear. Researchers sought to invoke fear in SM by exposing them to live snakes and spiders and taking them on a tour of a haunted house. During each of these occasions SM did not exhibit any fear. In what part of the brain did SM most likely have a lesion? (A) cerebrum **(B) amygdala – Answer** (C) cerebellum (D) primary motor cortex

2020 Paper 1 Section 1 Question 18 Localisation of function in the brain	Acetylcholine is involved in which of the following psychological functions? (A) pleasure and reward **(B) learning and memory – Answer** (C) sleep and emotional arousal (D) articulation and comprehension of speech

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Marking Guide – Paper 1 Section 2

2024 Paper 1 Section 2 Question 22

Localisation of function in the brain

Identify the two divisions of the autonomic nervous system and describe their functions. [4 marks]

Sample response	The response
Division: sympathetic Description: The sympathetic nervous system regulates the body's response to emergencies. Division: parasympathetic Description: The parasympathetic nervous system activates processes that allow the body to save and store energy.	• identifies sympathetic nervous system **[1 mark]** • describes function of sympathetic nervous system **[1 mark]** • identifies parasympathetic nervous system **[1 mark]** • describes function of parasympathetic nervous system **[1 mark]**

2024 Paper 1 Section 2 Question 23

Localisation of function in the brain

Contrast the effects of glutamate and gamma-amino butyric acid (GABA) on neurons. [1 mark]

Sample response	The response
Glutamate excites neurons, making them more likely to fire an action potential, whereas GABA has the opposite effect, inhibiting them and making them less likely to do so.	• contrasts the effect of glutamate and GABA on neurons **[1 mark]**

2024 Paper 1 Section 2 Question 25

Localisation of function in the brain

Describe the role of the spinal cord in spinal reflexes. [1 mark]

Sample response	The response
In a spinal reflex, the spinal cord is the location of the synapse between sensory and motor neurons.	• describes the role of the spinal cord as the location of the synapse between sensory and motor neurons **[1 mark]**

2023 Paper 1 Section 2 Question 23

Localisation of function in the brain

Describe a function of the cerebellum in memory and identify a relevant problem associated with cerebellum damage. [2 marks]

Sample response	The response
The cerebellum is involved in processing new procedural memories. For example, a person with cerebellum damage would have difficulty learning how to ride a bike for the first time.	• identifies a role of the cerebellum in memory **[1 mark]** • provides an example relevant to the identified role **[1 mark]**

2022 Paper 1 Section 2 Question 21

Localisation of function in the brain

Identify the two main structures of the central nervous system. [2 marks]

Sample Response	The response
1. The brain 2. The spinal cord	• identifies the - brain [1 mark] - spinal cord [1 mark]

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2022 Paper 1 Section 2 Question 23

Localisation of function in the brain

Identify two roles of Geschwind's territory in language processing. [2 marks]

Sample Response	The response
Geschwind's territory allows people to understand the meaning of particular words by connecting the motor (Broca's area) and sensory (Wernicke's area) regions of the brain.	• identifies that Geschwind's territory - assists in language comprehension [1 mark] - connects Broca's area with Wernicke's area [1 mark]

2022 Paper 1 Section 2 Question 24

Localisation of function in the brain

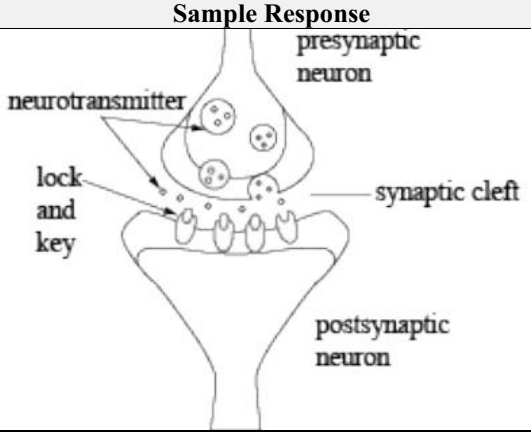
Following a car accident, a person is uncoordinated and walking unsteadily. Identify the area of the brain that is most likely damaged.

Sample Response	The response
Cerebellum	• identifies an area of the brain most likely damaged [1 mark]

2022 Paper 1 Section 2 Question 33

Localisation of function in the brain

Draw and label a diagram to demonstrate neurotransmission.

Sample Response	The response
	• identifies a presynaptic neuron [1 mark] • identifies a synaptic cleft [1 mark] • identifies a postsynaptic neuron [1 mark] • identifies neurotransmitters crossing the synapse between the presynaptic neuron and postsynaptic neuron [1 mark] • identifies a neurotransmitter and matching receptor on the postsynaptic neuron [1 mark]

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2021 Paper 1 Section 2 Question 26

Localisation of function in the brain

Identify the role of the spinal cord in the human nervous system and describe a spinal reflex. [2 marks]

Sample Response	The response
The spinal cord is the part of the central nervous system that transmits information from sensory neurons to the brain, and from the brain to motor neurons that initiate movement. Spinal reflexes carry sensory information via sensory (afferent) neurons from a receptor to the spinal cord via interneurons, and then motor information is carried via motor (efferent) neurons to the required organs or muscles.	• identifies the role of the spinal cord in the human nervous system [1 mark] • describes a spinal reflex [1 mark]

2021 Paper 1 Section 2 Question 30

Localisation of function in the brain

Identify two areas of the brain responsible for emotion.

Sample Response	The response
1. the limbic system 2. the amygdala	• identifies a brain area responsible for emotion [1 mark] • identifies a second brain area responsible for emotion [1 mark]

2021 Paper 1 Section 2 Question 37

Localisation of function in the brain

Compare the functions of dopamine and serotonin. [3 marks]

Sample Response	The response
Similarity: Serotonin and dopamine are both neurotransmitters or chemical messengers. Difference: Dopamine function plays an integral role in the reward system that controls motivation, desire and cravings, whereas serotonin mostly resides in the gut's enterochromaffin cells, where it helps to regulate the movement of the digestive system. Significance: the functions are mutually exclusive.	• identifies a similarity between the functions of dopamine and serotonin [1 mark] • identifies a difference between the functions of dopamine and serotonin [1 mark] • identifies a significance of the similarity or difference [1 mark]

2020 Paper 1 Section 2 Question 33

Localisation of function in the brain

Identify two parts of the brain that are responsible for voluntary movements. [2 marks]

Sample Response	The response
Primary motor cortex Cerebellum	• identifies one brain part responsible for voluntary movement [1 mark] • identifies another brain part responsible for voluntary movement [1 mark]

2020 Paper 1 Section 2 Question 41

Localisation of function in the brain

Discuss the impact of interference in neurotransmitter function on the symptoms of Parkinson's disease or Alzheimer's disease.

Sample Response	The response
For Parkinson's disease, the neurotransmitter is dopamine. If dopamine is reduced, it interferes with the function of nerves controlling muscle movement. This relates to the symptom of shakes and tremors experienced by people with Parkinson's disease.	• identifies the neurotransmitter associated with Parkinson's disease or Alzheimer's disease [1 mark] • discusses the interference in the neurotransmitter function [1 mark] • discusses the relationship between neurotransmitter interference and a physiological symptom of Parkinson's disease or Alzheimer's disease [1 mark]

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2023 Paper 2 Section 1 Question 2

Localisation of function in the brain

Pathological gambling and other impulse control disorders have similar positive emotional effects to natural rewards such as food and social interaction. Research has shown that impulse control and learning can be negatively influenced by the high levels of dopamine provided in dopamine replacement therapy (DRT).

DRT is used to treat symptoms of Parkinson's disease (PD), such as rigidity, bradykinesia and resting tremor. Avanzi et al. (2006) examined PD patients undergoing DRT and found that their prevalence of pathological gambling was significantly higher than that of control subjects.

a) Describe the physical and psychological functions of dopamine, providing an example of each from the investigation. [4 marks]

Sample response	The response
Dopamine is involved in motor control and consequently a depletion of dopamine is associated with Parkinson's disease, a disorder characterised by uncontrollable tremors, and difficulty both initiating and stopping movements. The investigation mentions DRT is effective for reducing rigidity, bradykinesia and resting tremors. Dopamine motivates us to engage in activities over and over, thereby reinforcing behaviours. Patients on DRT in the investigation demonstrated higher pathological gambling than control subjects.	• describes the physical function of dopamine **[1 mark]** • provides an example from the investigation **[1 mark]** • describes the psychological function of dopamine **[1 mark]** • provides an example from the investigation **[1 mark]**

b) Discuss the impact of DRT on PD patients. [2 marks]

Sample response	The response
DRT has positive and negative effects — reducing Parkinson's symptoms, but at high levels, increasing the tendency towards pathological gambling.	• describes a positive effect of DRT **[1 mark]** • describes a negative effect of DRT **[1 mark]**

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2021 Paper 2 Section 1 Question 4

Localisation of function in the brain

This question refers to the experiment by Catani, Jones and Ffytche (2005).

Researchers investigated how Broca's area, Wernicke's area and Geschwind's territory are connected. They found evidence for three distinct pathways:
• a direct pathway connecting Broca's and Wernicke's areas
• an indirect pathway connecting Wernicke's area and Geschwind's territory
• an indirect pathway connecting Broca's area and Geschwind's territory.

The research indicated that the direct pathway is responsible for phonologically-based language functions, such as automatic word repetition, and the indirect pathways relate to semantically-based language functions, such as auditory comprehension and vocalisation of semantic content.

a) State the part of the human nervous system in which the brain is located. [1 mark]

Sample Response	The response
The central nervous system	• states the central nervous system [1 mark]

b) Identify the lobe of the cerebral cortex in which the language centres in the experiment are located. [3 marks]

Sample Response	The response
Broca's: is in the frontal lobe. Wernicke's: is in the temporal lobe. Geschwind's: is in the parietal lobe.	• identifies the frontal lobe as the location for Broca's area [1 mark] • identifies the temporal lobe as the location for Wernicke's area [1 mark] • identifies the parietal lobe as the location for Geschwind's territory [1 mark]

c) Identify the type of language processing that occurs in Broca's area, Wernicke's area and Geschwind's territory. Support your response with evidence from the experiment. [6 marks]

Sample Response	The response
Broca's area is responsible for the production of language. Wernicke's area is responsible for the comprehension of language. Geschwind's territory assists in the processing of different kinds of stimuli, including auditory, visual and sensorimotor stimuli simultaneously, assisting other language areas to comprehend spoken and written language. The results for the direct pathway support the type of processing that occurs in Wernicke's area, as it shows evidence for the phonological comprehension of language. The results for the indirect pathways support the type of processing that occurs in Geschwind's territory, as this area integrates auditory stimuli to assist Wernicke's area with the comprehension of language. The results for the indirect pathways also support the processing that occurs in Broca's area and Geschwind's territory, as these areas are primarily responsible for the comprehension and production of speech.	• states the language processing that occurs in Broca's area [1 mark] • states the language processing that occurs in Wernicke's area [1 mark] • states the language processing that occurs in Geschwind's territory [1 mark] • identifies evidence from the experiment that supports the language processing in Broca's area [1 mark] • identifies evidence from the experiment that supports the language processing in Wernicke's area [1 mark] • identifies evidence from the experiment that supports the language processing in Geschwind's territory [1 mark]

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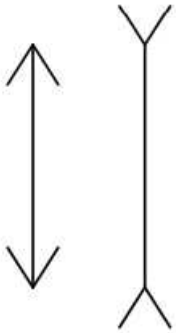
Unit 3 – Topic 2: Visual perception

Paper 1 Section 1

2024 Paper 1 Section 1 Question 5 Visual perception	Presbyopia is a common condition in which the lens in the eye hardens over time, making the eye less able to focus on nearby objects. The most common treatment is the use of reading glasses. Identify the biological influence most commonly related to presbyopia. (A) ageing (B) disease (C) injuries (D) genetics

2024 Paper 1 Section 1 Question 18 Visual perception	What did Hudson's (1960) investigation of cultural influences on visual perception find? (A) Formal education improved 3D perception for all subcultures. (B) Level of intelligence was the main determinant of 3D perception for all subcultures. (C) Ability to perceive 3D information was determined by subculture regardless of education level. (D) The main determinant of 3D perception was exposure to printed pictorial material portraying 3D information.

2023 Paper 1 Section 1 Question 3 Visual perception	 Two vertical lines of equal length are shown, with shorter line segments (fins) at the ends. The fins give the illusion that one line is longer than the other. One explanation for this illusion draws on (A) Gestalt principles. (B) ambiguous figures. (C) monocular depth cues. (D) perceptual compromise.

2023 Paper 1 Section 1 Question 20 Visual perception	Cells in the visual cortex that respond only to certain components of a stimulus are known as (A) photoreceptor cone cells. (B) photoreceptor rod cells. (C) feature detector cells. (D) retinal ganglion cells.

2022 Paper 1 Section 1 Question 13 Visual perception	Which type of optical illusion involves a two-dimensional figure that people interpret as three-dimensional? (A) Ponzo illusion (B) Impossible figure (C) Ambiguous figure (D) Muller-Lyer illusion

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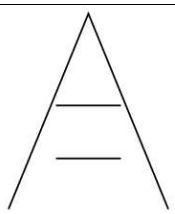
2021 Paper 1 Section 1 Question 14 Visual perception	 This image represents (A) the Ponzo illusion. (B) an impossible figure. (C) an ambiguous figure. (D) the Müller-Lyer illusion.

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2020 Paper 1 Section 1 Question 21 Visual perception	Cole (2013) asked participants to estimate the distance to a target location. Researchers had measured the waist-to-hip ratios of participants and manipulated their motivational states. They concluded that these two factors interacted to affect visual perception. Which of the following biological influences on visual perception best describes this study with regards to distance perception? (A) ageing (B) genetics (C) cultural skills (D) psychological make-up

2020 Paper 1 Section 1 Question 22 Visual perception	The Ames room illusion demonstrates the fallibility of visual perception as it causes the observer to (A) misapply shape constancy but maintain size constancy. (B) misapply size constancy but maintain shape constancy. (C) misapply size constancy but maintain linear perspective cues. (D) misapply shape constancy but maintain linear perspective cues.

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Paper 1 Section 2

2024 Paper 1 Section 2 Question 27 **Visual perception**	Describe the process of transduction in visual perception, with reference to the function of photoreceptors. [1 mark]

2023 Paper 1 Section 2 Question 22 **Visual perception**	Rowe et al. (2008) recruited patients with a mean age of 69 years for a visual impairment study. They found that 20.5% of patients had visual perceptual difficulties — considerably higher than the rate in the general population. Determine the most likely biological influence on visual perception for these patients. [1 mark]

2023 Paper 1 Section 2 Question 27 **Visual perception**	Hudson (1960) investigated the effects of social influences on visual perception by presenting two-dimensional drawings with pictorial depth cues to participants from different educational and cultural backgrounds. Describe a conclusion of the investigation and identify two specific findings that support this conclusion. [3 marks]

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2021 Paper 1 Section 2 Question 32 Visual perception	State the biological influence that causes colour blindness. [1 mark]

2021 Paper 1 Section 2 Question 33 Visual perception	Explain transduction as a process of early visual perception. [3 marks]

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Paper 2 Section 1

2024 Paper 2 Section 1 Question 2 **Visual perception**	In a visual perception task, children were presented with a series of words printed in different colours. The words were the names of colours, and the names did not match the colours that the words were printed in. For example, the word 'green' was printed in red. Children were asked to name the print colours of the words. Children who had not yet learned to read responded more quickly than children who had learned to read. Explain this finding using the concept of perceptual set. [2 marks]

2024 Paper 2 Section 1 Question 3 **Visual perception**	The Ames room creates the illusion that two people of about the same size are radically different in size. Explain how visual perception principles and the properties of the room create this illusion. [3 marks]

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2022 Paper 2 Section 1 Question 4 Visual perception	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] 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]

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

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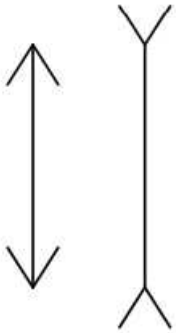
Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 5 Visual perception	Presbyopia is a common condition in which the lens in the eye hardens over time, making the eye less able to focus on nearby objects. The most common treatment is the use of reading glasses. Identify the biological influence most commonly related to presbyopia. **(A) ageing – Answer** (B) disease (C) injuries (D) genetics

2024 Paper 1 Section 1 Question 18 Visual perception	What did Hudson's (1960) investigation of cultural influences on visual perception find? (A) Formal education improved 3D perception for all subcultures. (B) Level of intelligence was the main determinant of 3D perception for all subcultures. (C) Ability to perceive 3D information was determined by subculture regardless of education level. **(D) The main determinant of 3D perception was exposure to printed pictorial material portraying 3D information. – Answer**

2023 Paper 1 Section 1 Question 3 Visual perception	 Two vertical lines of equal length are shown, with shorter line segments (fins) at the ends. The fins give the illusion that one line is longer than the other. One explanation for this illusion draws on **(A) Gestalt principles. – Answer** (B) ambiguous figures. (C) monocular depth cues. **(D) perceptual compromise. – Answer** ***The multiple-choice scrutiny panel reviewed the question and determined that there were two keys for this item.**

2023 Paper 1 Section 1 Question 20 Visual perception	Cells in the visual cortex that respond only to certain components of a stimulus are known as (A) photoreceptor cone cells. (B) photoreceptor rod cells. **(C) feature detector cells. – Answer** (D) retinal ganglion cells.

2022 Paper 1 Section 1 Question 13 Visual perception	Which type of optical illusion involves a two-dimensional figure that people interpret as three-dimensional? (A) Ponzo illusion **(B) Impossible figure – Answer** (C) Ambiguous figure (D) Muller-Lyer illusion

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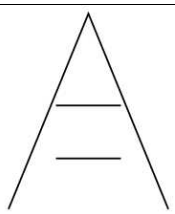
2021 Paper 1 Section 1 Question 14 Visual perception	 This image represents **(A) the Ponzo illusion. – Answer** (B) an impossible figure. (C) an ambiguous figure. (D) the Müller-Lyer illusion.

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2020 Paper 1 Section 1 Question 21 Visual perception	Cole (2013) asked participants to estimate the distance to a target location. Researchers had measured the waist-to-hip ratios of participants and manipulated their motivational states. They concluded that these two factors interacted to affect visual perception. Which of the following biological influences on visual perception best describes this study with regards to distance perception? (A) ageing (B) genetics (C) cultural skills **(D) psychological make-up – Answer**

2020 Paper 1 Section 1 Question 22 Visual perception	The Ames room illusion demonstrates the fallibility of visual perception as it causes the observer to (A) misapply shape constancy but maintain size constancy. **(B) misapply size constancy but maintain shape constancy. – Answer** (C) misapply size constancy but maintain linear perspective cues. (D) misapply shape constancy but maintain linear perspective cues.

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Marking Guide – Paper 1 Section 2

2024 Paper 1 Section 2 Question 27

Visual perception

Describe the process of transduction in visual perception, with reference to the function of photoreceptors. [1 mark]

Sample response	The response
Transduction in visual perception is the conversion by photoreceptors of light energy to electrochemical energy.	• describes the process of transduction in visual perception with reference to the function of photoreceptors **[1 mark]**

2023 Paper 1 Section 2 Question 22

Visual perception

Rowe et al. (2008) recruited patients with a mean age of 69 years for a visual impairment study. They found that 20.5% of patients had visual perceptual difficulties — considerably higher than the rate in the general population.

Determine the most likely biological influence on visual perception for these patients. [1 mark]

Sample response	The response
Ageing	• identifies ageing or an associated event **[1 mark]**

2023 Paper 1 Section 2 Question 27

Visual perception

Hudson (1960) investigated the effects of social influences on visual perception by presenting two-dimensional drawings with pictorial depth cues to participants from different educational and cultural backgrounds.

Describe a conclusion of the investigation and identify two specific findings that support this conclusion. [3 marks]

Sample response	The response
The conclusion of the investigation was that culture influenced pictorial depth perception. One reason for this conclusion is that schooling improved the ability of participants from either cultural background to use pictorial depth cues to perceive depth. A second reason for this conclusion is that Caucasian participants had greater success in using pictorial depth cues than African participants with similar levels of schooling.	• provides the conclusion that cultural background influenced pictorial depth perception **[1 mark]** • identifies one specific finding for this conclusion **[1 mark]** • identifies another specific finding for this conclusion **[1 mark]**

2021 Paper 1 Section 2 Question 32

Visual perception

State the biological influence that causes colour blindness. [1 mark]

Sample Response	The response
Colour blindness is caused by faulty photopigments, which are typically genetically inherited from your parents.	• determines the biological influence is genetic or references faulty photopigments [1 mark]

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2021 Paper 1 Section 2 Question 33

Visual perception

Explain transduction as a process of early visual perception. [3 marks]

Sample Response	The response
Transduction begins when light enters the eye and activates photoreceptors. These photoreceptors in turn connect to bipolar cells that pass information to ganglion cells. Finally, the electrical signals move along the axons of the ganglion cells through the optic nerve to the visual cortex in the brain.	• explains that transduction begins when light enters the eye and activates photoreceptors [1 mark] • explains that photoreceptors pass electrical energy to bipolar and then ganglion cells [1 mark] • explains that ganglion cells pass electrical energy through the optic nerve to the visual cortex in the brain [1 mark]

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Marking Guide – Paper 2 Section 1

2024 Paper 2 Section 1 Question 2

Visual perception

In a visual perception task, children were presented with a series of words printed in different colours. The words were the names of colours, and the names did not match the colours that the words were printed in. For example, the word 'green' was printed in red. Children were asked to name the print colours of the words. Children who had not yet learned to read responded more quickly than children who had learned to read.

Explain this finding using the concept of perceptual set. [2 marks]

Sample response	The response
For children who had learned to read, the words were relevant to their past experience and contributed to their perceptual set. This past experience provided a meaning that clashed with the meaning of the print colour of the word, thereby increasing their response time.	• explains the finding **[1 mark]** • uses the concept of perceptual set **[1 mark]**

2024 Paper 2 Section 1 Question 3

Visual perception

The Ames room creates the illusion that two people of about the same size are radically different in size. Explain how visual perception principles and the properties of the room create this illusion. [3 marks]

Sample response	The response
In the illusion, the room appears to be rectangular in shape, but it is not. To maintain the illusion, binocular depth cues are avoided due to forced monocular vision. The two back corners are different distances from the viewer but appear to be at the same distance; thus, the person in one corner appears to be as distant as the person in the other corner, even though they are much closer and thus appear much larger.	• describes a relevant property of the room **[1 mark]** • describes an associated visual perception principle, such as absence of binocular depth cues **[1 mark]** • explains how this results in the illusion of two people of very different size **[1 mark]**

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2022 Paper 2 Section 1 Question 4

Visual perception

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]

Sample Response	The response
Occipital lobes	• identifies valid lobe(s) [1 mark]

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

Sample Response	The response
The occipital lobes are responsible for organising the visual world around the body, such as the shape, colour and location of objects.	• describes the visual perception function of the valid lobe(s) identified in Q4a) [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]

Sample Response	The response
Perceptual set is when past perceptual experiences can influence subsequent perception of images. In the investigation, students who had previous experience perceiving 2D images were able to use depth cues to correctly interpret the bird as being closer than the elephant in the images.	• explains how perceptual set influences perception [1 mark] • identifies an example from the investigation [1 mark]

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]

Sample Response	The response
Relative size assists in the interpretation of the images, as typically elephants are larger than birds, however in the image the bird is depicted as larger and as such would be interpreted as being closer to the viewer than the elephant.	• identifies a relevant pictorial depth cue [1 mark] • explains how the depth cue would assist in the interpretation of images in the investigation [1 mark]

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

Sample Response	The response
Visual pictorial conventions are culturally acquired knowledge. The African children had difficulty with pictorial interpretation.	• explains that visual perception is culturally acquired [1 mark] • identifies an example from the investigation [1 mark]

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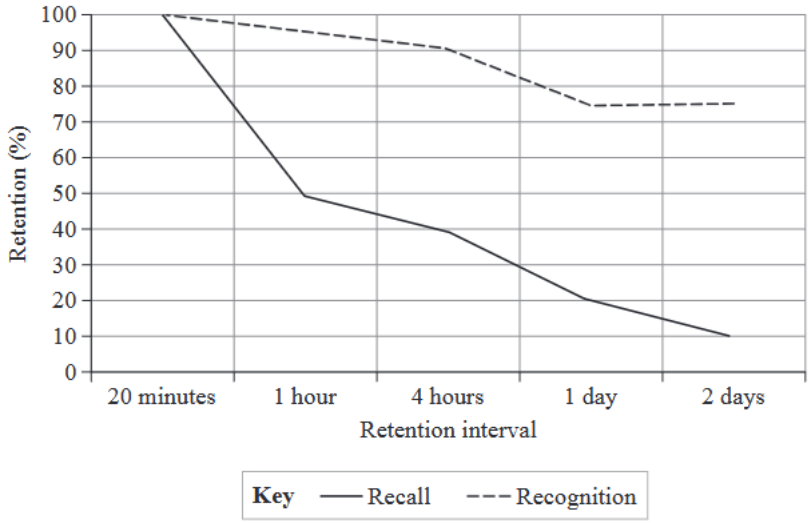
Unit 3 – Topic 3: Memory

Paper 1 Section 1

2024 **Paper 1** **Section 1** **Question 13** **Memory**	Luh (1922) investigated the nature of retention under different conditions. Participants' recall and recognition of nonsense syllables were tested over a two-day period. The results are shown.  What do the results show about retention? (A) It is much higher when memory is cued by presenting previously learned information. (B) It falls more quickly when previously learned information is presented. (C) It stops changing after one day when memory is not cued. (D) It is measured more sensitively by recall than recognition.

2023 **Paper 1** **Section 1** **Question 10** **Memory**	Inui et al. (2010) examined the cortical response to sound. The type of sensory memory being studied is (A) olfactory. (B) echoic. (C) haptic. (D) iconic.

2023 **Paper 1** **Section 1** **Question 15** **Memory**	Which memory technique involves linking new information to existing knowledge to support encoding? (A) maintenance rehearsal (B) elaborative rehearsal (C) method of loci (D) SQ4R

2022 **Paper 1** **Section 1** **Question 4** **Memory**	Which brain region is responsible for spatial abilities? (A) prefrontal cortex (B) temporal lobe (C) hippocampus (D) amygdala

2021 **Paper 1** **Section 1** **Question 8** **Memory**	The hippocampus plays a critical role in (A) encoding long-term memory. (B) mathematical, spatial and logical reasoning. (C) implicit memory of learnt skills and actions. (D) facial recognition and object identification and location.

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2021 **Paper 1** **Section 1** **Question 9** **Memory**	A limitation of the working model of memory is that it (A) provides no role for rehearsal. (B) emphasises structure rather than processing. (C) does not take into account cross-cultural differences in memory span. (D) provides a poor account of developmental differences in memory span.

2021 **Paper 1** **Section 1** **Question 15** **Memory**	Recognition involves (A) identifying previously studied information. (B) re-learning previously studied information. (C) manipulating information that has been previously learnt and tested. (D) recalling information from memory with some cues or hints for assistance.

2020 **Paper 1** **Section 1** **Question 19** **Memory**	Which of the following statements best describes semantic memory? (A) memory of learnt skills and actions (B) memory of general world knowledge or facts (C) memory drawn from objects and places experienced (D) memory drawn from events and the people associated

2020 **Paper 1** **Section 1** **Question 20** **Memory**	Tulving and Pearlstone (1966) asked participants to learn lists of words belonging to different categories, e.g. names of animals, clothing and sports. When asked to recount the words, one group of participants was given category name and the other group was not. Participants in the group not given category names used recall, as it involves (A) retrieving stored information using few or no cues for assistance. (B) identifying previously studied information from a list or group of alternatives. (C) grouping separate items in order to increase the capacity of short-term memory. (D) learning information that has been previously learnt and stored in long-term memory.

2020 **Paper 1** **Section 1** **Question 29** **Memory**	An investigation by Wixted (1991) allowed participants to rehearse words up until the moment of recall. The strategy most likely used by participants in the investigation to improve their memory was (A) maintenance rehearsal. (B) elaborative rehearsal. (C) method of loci. (D) SQ4R method.

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Paper 1 Section 2

2024 **Paper 1** **Section 2** **Question 30** **Memory**	Describe the role of the hippocampus in memory formation and storage. [2 marks]

2023 **Paper 1** **Section 2** **Question 32** **Memory**	Describe two roles of the hippocampus in memory formation. [2 marks]

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2022 Paper 1 Section 2 Question 29 Memory	Describe retrieval failure and identify a strategy that could prevent it. [2 marks]

2022 Paper 1 Section 2 Question 32 Memory	a) Identify the capacity and duration of short-term memory without the use of strategies [2 marks] Capacity: Duration: b) Describe chunking and discuss one argument for chunking and one argument against using it to increase the capacity of short-term memory. [3 marks]

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2021 **Paper 1** **Section 2** **Question 31** **Memory**	Serafine, Crowder and Repp (1984) investigated how memories are stored by employing an incidental learning task. Participants were asked to listen to several songs and decide if they were familiar with each song or not. Half of the participants (Group 1) heard familiar folk songs. The other half (Group 2) heard the same familiar songs with new, unfamiliar lyrics. Results showed that participants in Group 1 has a much higher change of identifying the songs as being familiar. This suggests that memories are stored as associations e.g. lyrics and tune. Describe forgetting due to interference effects, with reference to the experiment. [2 marks]

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2021 Paper 1 Section 2 Question 38 Memory	Provide an argument for and against using elaborative rehearsal as a strategy to improve memory. Support your response with an example for each argument. [4 marks]

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2020 **Paper 1** **Section 2** **Question 36** **Memory**	Describe encoding failure with reference to an example from everyday life. [2 marks]

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2024 Paper 2 Section 1 Question 4

Memory

Craik and Tulving (1975) investigated the effect of level of processing on memory. In the encoding phase, participants answered yes/no questions about a presented sequence of words. Each question aimed to prompt different levels of processing. After presentation of the sequence of words, participants were given a recognition task. Experimenters measured the proportion of the sequence that participants recognised.

Level of processing	Question	Proportion recognised
case	Is the word in upper case or lower case letters?	0.14
rhyme	Does the word rhyme with … ?	0.45
sentence	Would the word fit in this sentence … ?	0.8

Differences between proportion of words recognised were statistically significant at $p < 0.05$.

a) Describe the levels of processing model of memory. [1 mark]

b) Draw a conclusion about whether the results of the investigation support the levels of processing model of memory. Justify your conclusion with evidence from the investigation. [2 marks]

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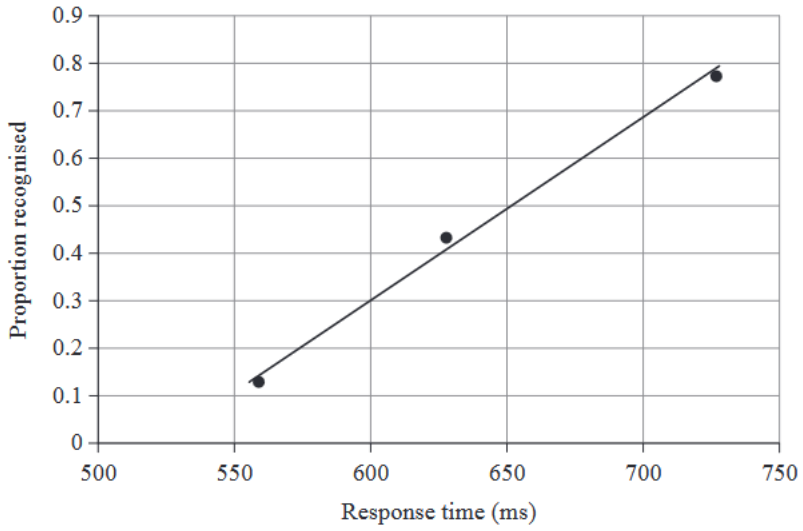
Craik and Tulving (1975) also recorded participants' response times to the questions. They found that response time to the initial question increased at the deeper levels of processing.



c) Based on this finding, infer an explanation other than level of processing for the differences in recognition performance. Use evidence to support your response. [2 marks]

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2024 Paper 2 Section 1 Question 6

Memory

An experiment into context-dependent recall of meaningful material was conducted based on Grant et al.'s (1998) methodology.

a) Describe how information is lost through retrieval failure, with reference to the two conditions in this methodology. [2 marks]

b) Describe the method of loci and explain how it could be used to reduce this retrieval failure. [2 marks]

The experiment collected the following data.

Matching	9	8	7	9	6	9	8	7	8	8	9	7	6	7	8	
Mismatching	7	6	5	8	6	6	6	7	6	5	7	5	6	8	6	

	Matching	**Mismatching**
Mean	7.73	6.27
Standard error	0.27	0.25
95% confidence interval	0.57	0.53

c) Calculate the interquartile range (IQR) for the mismatching condition. [1 mark]

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	d) Use confidence intervals of the mean to conclude whether context-dependent cues affect memory. [4 marks]

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2023 Paper 2 Section 1 Question 5 Memory	a) Describe how memory retrieval errors occur through interference effects and identify an example, referencing one component of Baddeley and Hitch's (1974) working model of memory. [2 marks] The graph represents findings of an investigation that tested participants' recall and recognition of word lists from working memory. Enor bars reflect 95% confidence intervals. ***Copyright restrictions prohibit the release of this QCAA exam material.*** b) Describe recall and recognition and conclude which is more effective for eliciting information from working memory. Justify your conclusion by referring to the graph. [4 marks] c) Distinguish between working memory and long-term memory, using an example that demonstrates their difference. [2 marks]

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2023 **Paper 2** **Section 1** **Question 7** **Memory**	This question refers to an experiment based on the methodology of Grant et al. (1998). In an independent groups design, students were placed in one of four conditions. They studied for and were tested with a 10-mark short answer quiz, with study and test conditions either matching or mismatching. Error bars reflect 95% confidence intervals. **Copyright restrictions prohibit the release of this QCAA exam material.** a) Determine the mean for the mismatching (noisy/silent) condition. [1 mark] b) Infer which condition has the least uncertainty in its measurements. Justify your inference using evidence from the graph. [2 marks] c) Draw two conclusions about context-dependency effects on recall. Justify your response with evidence from the graph. [4 marks]

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2021 Paper 2 Section 1 Question 5

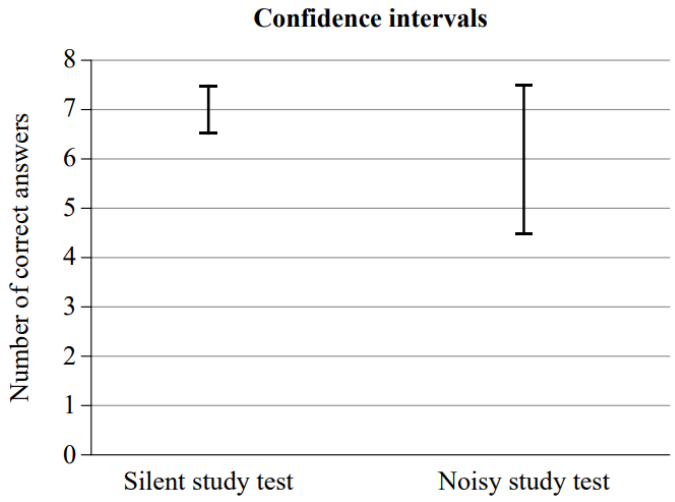
Memory

This question refers to the experiment by Grant et al. (1998).

Silent study test	6	7	8	8	8	6	7	7	7	6
Noisy study test	6	6	9	10	4	5	6	4	9	5

a) Determine the median for the silent study test. [1 mark]

b) Draw qualitative and quantitative conclusions from the graph. [3 marks]



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2020
Paper 2
Section 1
Question 5

Memory

This question refers to the investigation by Grant et al. (1998).

After completing a reading task in a silent classroom, participants were divided into two condition groups. One group completed a multiple-choice test about the reading task in silence, and the other with a background noise. The raw results of both test conditions are presented in this table.

Silent test	Noisy test
15	16
16	12
14	12
15	10
10	13
12	13
16	10
14	12
14	12
14	11

a) Determine the mode for the noisy test condition. [1 mark]

b) Calculate the interquartile range (IQR = $Q_3 - Q_1$) for the silent test condition.
Show your working. [2 marks]

c) The interquartile range (IQR) for the noisy test condition was 2. Contrast the noisy and silent test conditions, referencing the interquartile ranges. [1 mark]

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	d) To determine whether there was a statistically significant difference between the two conditions, researchers conducted a two-sample t-test (unpaired). The result was $p > 0.5$. Draw a conclusion about what the results of the statistical test show. [2 marks]

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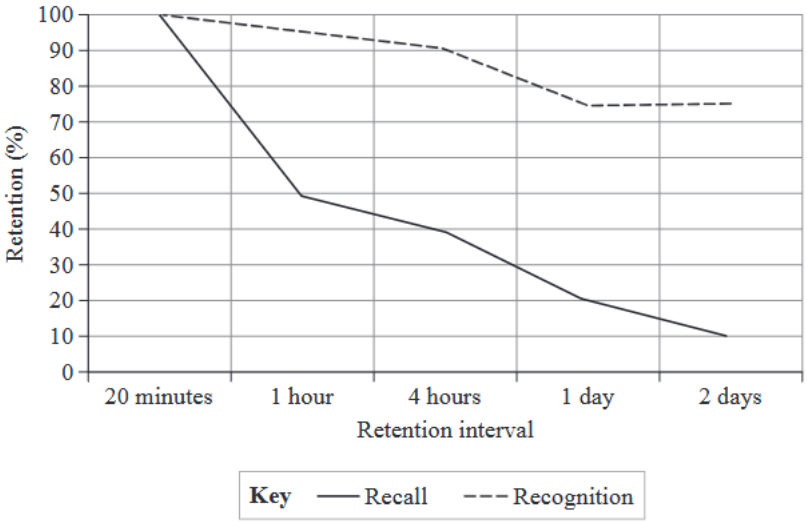
Marking Guide – Paper 1 Section 1

2024 **Paper 1** **Section 1** **Question 13** **Memory**	Luh (1922) investigated the nature of retention under different conditions. Participants' recall and recognition of nonsense syllables were tested over a two-day period. The results are shown.  What do the results show about retention? **(A) It is much higher when memory is cued by presenting previously learned information. – Answer** (B) It falls more quickly when previously learned information is presented. (C) It stops changing after one day when memory is not cued. (D) It is measured more sensitively by recall than recognition.

2023 **Paper 1** **Section 1** **Question 10** **Memory**	Inui et al. (2010) examined the cortical response to sound. The type of sensory memory being studied is (A) olfactory. **(B) echoic. – Answer** (C) haptic. (D) iconic.

2023 **Paper 1** **Section 1** **Question 15** **Memory**	Which memory technique involves linking new information to existing knowledge to support encoding? (A) maintenance rehearsal **(B) elaborative rehearsal – Answer** (C) method of loci (D) SQ4R

2022 **Paper 1** **Section 1** **Question 4** **Memory**	Which brain region is responsible for spatial abilities? (A) prefrontal cortex (B) temporal lobe **(C) hippocampus – Answer** (D) amygdala

2021 **Paper 1** **Section 1** **Question 8** **Memory**	The hippocampus plays a critical role in **(A) encoding long-term memory. – Answer** (B) mathematical, spatial and logical reasoning. (C) implicit memory of learnt skills and actions. (D) facial recognition and object identification and location.

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2021 **Paper 1** **Section 1** **Question 9** **Memory**	A limitation of the working model of memory is that it (A) provides no role for rehearsal. **(B) emphasises structure rather than processing. – Answer** (C) does not take into account cross-cultural differences in memory span. (D) provides a poor account of developmental differences in memory span.

2021 **Paper 1** **Section 1** **Question 15** **Memory**	Recognition involves **(A) identifying previously studied information. – Answer** (B) re-learning previously studied information. (C) manipulating information that has been previously learnt and tested. (D) recalling information from memory with some cues or hints for assistance.

2020 **Paper 1** **Section 1** **Question 19** **Memory**	Which of the following statements best describes semantic memory? (A) memory of learnt skills and actions **(B) memory of general world knowledge or facts – Answer** (C) memory drawn from objects and places experienced (D) memory drawn from events and the people associated

2020 **Paper 1** **Section 1** **Question 20** **Memory**	Tulving and Pearlstone (1966) asked participants to learn lists of words belonging to different categories, e.g. names of animals, clothing and sports. When asked to recount the words, one group of participants was given category name and the other group was not. Participants in the group not given category names used recall, as it involves **(A) retrieving stored information using few or no cues for assistance. – Answer** (B) identifying previously studied information from a list or group of alternatives. (C) grouping separate items in order to increase the capacity of short-term memory. (D) learning information that has been previously learnt and stored in long-term memory.

2020 **Paper 1** **Section 1** **Question 29** **Memory**	An investigation by Wixted (1991) allowed participants to rehearse words up until the moment of recall. The strategy most likely used by participants in the investigation to improve their memory was **(A) maintenance rehearsal. – Answer** (B) elaborative rehearsal. (C) method of loci. (D) SQ4R method.

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Marking Guide – Paper 1 Section 2

2024 Paper 1 Section 2 Question 30

Memory

Describe the role of the hippocampus in memory formation and storage. [2 marks]

Sample response	The response
The hippocampus is involved in the initial consolidation of memories and the transfer of memories to other areas of the brain for storage.	• describes initial consolidation (formation) of memory **[1 mark]** • describes transfer to other brain structures for storage **[1 mark]**

2023 Paper 1 Section 2 Question 32

Memory

Describe two roles of the hippocampus in memory formation. [2 marks]

Sample response	The response
The hippocampus is involved in establishing context for new explicit memories. The hippocampus is also involved in the process of consolidating declarative memories.	• describes one role of the hippocampus in memory formation **[1 mark]** • describes a second role of the hippocampus in memory formation **[1 mark]**

2022 Paper 1 Section 2 Question 29

Memory

Describe retrieval failure and identify a strategy that could prevent it. [2 marks]

Sample Response	The response
Retrieval failure occurs when we are unable to access a memory. A strategy to limit retrieval failure from occurring is to use elaborative rehearsal, whereby information is remembered in a meaningful way, which assists with memory recall.	• describes retrieval failure [1 mark] • identifies an appropriate strategy to prevent it [1 mark]

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2022 Paper 1 Section 2 Question 32

Memory

a) Identify the capacity and duration of short-term memory without the use of strategies [2 marks]

Sample Response	The response
Capacity: Short-term memory stores a limited capacity of 5 to 7 items. Duration: Short-term memory has a duration of 18 to 30 seconds.	• identifies capacity [1 mark] • identifies duration as ≤30 seconds [1 mark]
	•
	•

b) Describe chunking and discuss one argument for chunking and one argument against using it to increase the capacity of short-term memory. [3 marks]

Sample Response	The response
Chunking is the process of grouping items together to improve short-term memory capacity, as a means of committing the information to long-term memory. One argument for the use of chunking is that instead of each item occupying a number of locations available in short-term memory, each chunk occupies only one location and therefore frees up the other locations for more information to be stored. One argument against the use of chunking is that it is less useful for unfamiliar information.	• describes chunking as a technique to increase the capacity of short-term memory [1 mark] • discusses an argument for chunking [1 mark] • discusses an argument against chunking [1 mark]

2021 Paper 1 Section 2 Question 31

Memory

Serafine, Crowder and Repp (1984) investigated how memories are stored by employing an incidental learning task.

Participants were asked to listen to several songs and decide if they were familiar with each song or not. Half of the participants (Group 1) heard familiar folk songs. The other half (Group 2) heard the same familiar songs with new, unfamiliar lyrics.

Results showed that participants in Group 1 has a much higher change of identifying the songs as being familiar. This suggests that memories are stored as associations e.g. lyrics and tune.

Describe forgetting due to interference effects, with reference to the experiment. [2 marks]

Sample Response	The response
Forgetting occurs in long-term memory because other memories interfere with information retrieval when identifying familiar and unfamiliar songs. Participants in Group 2 experienced interference between the familiar tune and unfamiliar lyrics, leading to decreased identification of songs due to the pre-existing association between lyrics and tune.	• describes forgetting due to interference effects [1 mark] • identifies an example of interference effects from the experiment [1 mark]

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2021 Paper 1 Section 2 Question 38

Memory

Provide an argument for and against using elaborative rehearsal as a strategy to improve memory. Support your response with an example for each argument. [4 marks]

Sample Response	The response
An argument for elaborative rehearsal is the evidence suggesting that it increases understanding due to deep processing of information. For example, when studying for a test, linking new information to information already stored in longterm memory has been shown to increase recall. An argument against elaborative rehearsal is that it takes longer because it is more active and requires more effort than other forms of rehearsal, e.g. maintenance rehearsal. For example, when studying for a test, the process of linking new information to information already stored in long-term memory can be a time-intensive process in comparison to rote learning information, as in maintenance rehearsal.	• identifies an argument for elaborative rehearsal as a strategy to improve memory [1 mark] • provides an example supporting elaborative rehearsal [1 mark] • identifies an argument against elaborative rehearsal as a strategy to improve memory [1 mark] • provides an example against elaborative rehearsal [1 mark]

2020 Paper 1 Section 2 Question 36

Memory

Describe encoding failure with reference to an example from everyday life. [2 marks]

Sample Response	The response
Encoding failure is the inability to retrieve information because it was never encoded, attended to properly or stored in long-term memory. For example, a driver encounters a detour on their drive to work and may be unable to distinguish between all the new routes available to them.	• describes the features of encoding failure [1 mark] • identifies an example relevant to everyday life [1 mark]

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2024 Paper 2 Section 1 Question 4

Memory

Craik and Tulving (1975) investigated the effect of level of processing on memory. In the encoding phase, participants answered yes/no questions about a presented sequence of words. Each question aimed to prompt different levels of processing. After presentation of the sequence of words, participants were given a recognition task. Experimenters measured the proportion of the sequence that participants recognised.

Level of processing	Question	Proportion recognised
case	Is the word in upper case or lower case letters?	0.14
rhyme	Does the word rhyme with … ?	0.45
sentence	Would the word fit in this sentence … ?	0.8

Differences between proportion of words recognised were statistically significant at $p < 0.05$.

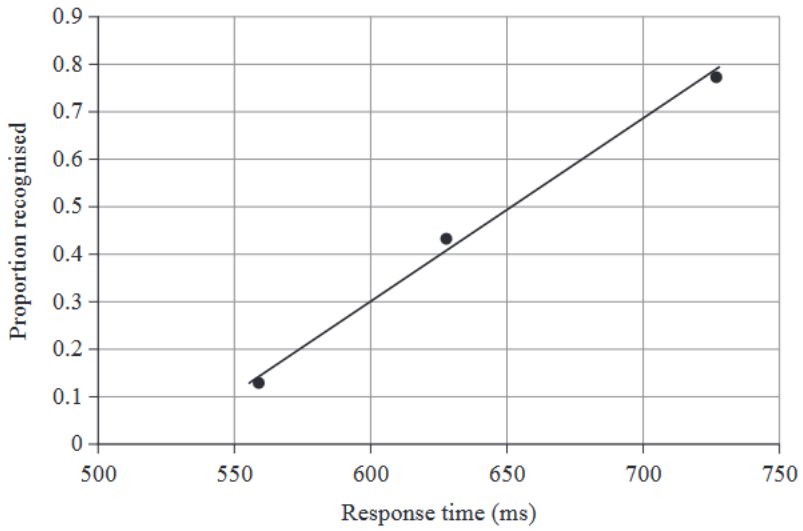
a) Describe the levels of processing model of memory. [1 mark]

Sample response	The response
The levels of processing model predicts that if material to be learned is processed more deeply, it will be encoded more effectively.	• describes the levels of processing model of memory **[1 mark]**

b) Draw a conclusion about whether the results of the investigation support the levels of processing model of memory. Justify your conclusion with evidence from the investigation. [2 marks]

Sample response	The response
The results of the investigation support the levels of processing model of memory. This is demonstrated by the proportion of words recognised increasing along with the level of processing, for example from 0.14 in the case condition to 0.45 in the rhyme condition.	• draws a conclusion **[1 mark]** • provides evidence to justify the conclusion **[1 mark]**

Craik and Tulving (1975) also recorded participants' response times to the questions. They found that response time to the initial question increased at the deeper levels of processing.



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c) Based on this finding, infer an explanation other than level of processing for the differences in recognition performance. Use evidence to support your response. [2 marks]

Sample response	The response
The improved recognition performance could be due simply to greater time spent with the material (i.e. longer response time) rather than greater depth of processing. The graph shows a strong positive relationship between response time and recognition performance, with recognition improving from 0.15 to 0.8 with a ~170ms increase in response time.	• infers an explanation other than level of processing that is consistent with the finding **[1 mark]** • supports response with data **[1 mark]**

2024 Paper 2 Section 1 Question 6

Memory

An experiment into context-dependent recall of meaningful material was conducted based on Grant et al.'s (1998) methodology.

a) Describe how information is lost through retrieval failure, with reference to the two conditions in this methodology. [2 marks]

Sample response	The response
Participants are less likely to retrieve encoded information in mismatched conditions due to lack of retrieval cues. In matched conditions, environmental cues that have been encoded as a part of the memory trace assist recall. In mismatched conditions, the cues are absent, and retrieval is less successful.	• describes retrieval failure with reference to the mismatched condition **[1 mark]** • describes use of cues for retrieval with reference to the two conditions **[1 mark]**

b) Describe the method of loci and explain how it could be used to reduce this retrieval failure. [2 marks]

Sample response	The response
The method of loci is a strategy that uses easily visualised locations as cues when encoding, to support subsequent retrieval. These cues could compensate for the lack of cues due to mismatched conditions.	• describes the method of loci **[1 mark]** • explains how this method could reduce retrieval failure due to lack of context cues **[1 mark]**

The experiment collected the following data.

Matching	9	8	7	9	6	9	8	7	8	8	9	7	6	7	8
Mismatching	7	6	5	8	6	6	6	7	6	5	7	5	6	8	6

	Matching	Mismatching
Mean	7.73	6.27
Standard error	0.27	0.25
95% confidence interval	0.57	0.53

c) Calculate the interquartile range (IQR) for the mismatching condition. [1 mark]

Sample response	The response
Median = 6, Q3 = 7, Q1 = 6 IQR = Q3 − Q1 = 7 − 6 = 1	• calculates interquartile range **[1 mark]**

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d) Use confidence intervals of the mean to conclude whether context-dependent cues affect memory. [4 marks]

Sample response	The response
Confidence interval for the Mismatching mean: 6.27 ± 0.53, thus from 5.74 to 6.80. Confidence interval for the Matching mean: 7.73 ± 0.57, thus from 7.16 to 8.3. As the maximum value of the lesser mean (6.80) is still less than the minimum value of the greater mean (7.16), their intervals do not overlap. Therefore, we can conclude that context-dependent cues in the matched condition improve memory.	• uses confidence intervals to determine the maximum value of the lesser mean **[1 mark]** • uses confidence intervals to determine the minimum value of the greater mean **[1 mark]** • determines that the intervals do not overlap **[1 mark]** • concludes that context-dependent cues affect memory **[1 mark]**

2023 Paper 2 Section 1 Question 5

Memory

a) Describe how memory retrieval errors occur through interference effects and identify an example, referencing one component of Baddeley and Hitch's (1974) working model of memory. [2 marks]

Sample response	The response
Interference effects occur when new and old pieces of stored information conflict with each other, resulting in retrieval errors. Interference effects can occur in the phonological loop through acoustic similarity, where similar sounding words result in poorer memory recall.	• describes how interference effects cause memory retrieval errors **[1 mark]** • identifies an example of interference with reference to a component of the working model of memory **[1 mark]**

The graph represents findings of an investigation that tested participants' recall and recognition of word lists from working memory. Enor bars reflect 95% confidence intervals.

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b) Describe recall and recognition and conclude which is more effective for eliciting information from working memory. Justify your conclusion by referring to the graph. [4 marks]

Sample response	The response
Recall is the retrieval of stored information using minimal cues. Recognition is retrieval that requires identification of a correct response from a set of alternatives. Recognition is more effective than recall in eliciting information from working memory. Based on the graph, this difference in performance is statistically significant due to the separation of 95% confidence interval error bars.	• describes recall **[1 mark]** • describes recognition **[1 mark]** • identifies recognition as more effective **[1 mark]** • justifies conclusion by referring to separation of error bars **[1 mark]**

c) Distinguish between working memory and long-term memory, using an example that demonstrates their difference. [2 marks]

Sample response	The response
Working memory (WM) is a limited store for holding information while performing mental operations on it, while long-term memory (LTM) is a distinct high-capacity memory store. Evidence comes from investigations where participants are asked to recall a specified number of digits and keep them in mind by rehearsing them. The moment they stop rehearsing, however, they may forget them. This demonstrates that material held in WM is not necessarily held in LTM.	• identifies a difference between working memory and long-term memory **[1 mark]** • provides an example **[1 mark]**

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2023 Paper 2 Section 1 Question 7

Memory

This question refers to an experiment based on the methodology of Grant et al. (1998). In an independent groups design, students were placed in one of four conditions. They studied for and were tested with a 10-mark short answer quiz, with study and test conditions either matching or mismatching. Error bars reflect 95% confidence intervals.

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a) Determine the mean for the mismatching (noisy/silent) condition. [1 mark]

Sample response	The response
4.9	• determines the mean **[1 mark]**

b) Infer which condition has the least uncertainty in its measurements. Justify your inference using evidence from the graph. [2 marks]

Sample response	The response
The matching (silent/silent) condition has the least uncertainty in its measurements. This is because it has the smallest margin of error as an estimate of the population mean, compared to the other conditions, at ±~0.4.	• identifies the matching (silent/silent) condition **[1 mark]** • provides suitable evidence from the graph **[1 mark]**

c) Draw two conclusions about context-dependency effects on recall. Justify your response with evidence from the graph. [4 marks]

Sample response	The response
Context dependency is demonstrated by the statistically significant difference in recall between the matching (silent/silent) and both mismatching (silent/noisy and noisy/silent) conditions. This can be inferred from the fact that the confidence intervals do not overlap for each of these comparisons. Context dependency is also demonstrated by the statistically significant difference in recall between the matching (noisy/noisy) and both mismatching conditions. Again, this can be inferred as the confidence intervals for these means do not overlap.	• draws a conclusion **[1 mark]** • justifies the conclusion **[1 mark]** • draws a second conclusion **[1 mark]** • justifies the second conclusion **[1 mark]**

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2021 Paper 2 Section 1 Question 5

Memory

This question refers to the experiment by Grant et al. (1998).

Silent study test	6	7	8	8	8	6	7	7	7	6
Noisy study test	6	6	9	10	4	5	6	4	9	5

a) Determine the median for the silent study test. [1 mark]

Sample Response	The response
7	• determines the median [1 mark]

b) Draw qualitative and quantitative conclusions from the graph. [3 marks]

Sample Response	The response
The silent condition had the least amount of uncertainty and therefore provided the best estimate of the population mean, as the confidence interval error bar is smaller than that for the noisy condition. The confidence intervals for the silent and noisy conditions overlap by more than 50%, indicating that there is no statistical difference between the two conditions. It can't be concluded that study environment influences recall.	• draws a quantitative conclusion about the error bars as an estimate of uncertainty in the data [1 mark] • draws a quantitative conclusion that there is no statistical difference between the two conditions [1 mark] • draws a qualitative conclusion about the result of the experiment [1 mark]

2020 Paper 2 Section 1 Question 5

Memory

This question refers to the investigation by Grant et al. (1998).

After completing a reading task in a silent classroom, participants were divided into two condition groups. One group completed a multiple-choice test about the reading task in silence, and the other with a background noise. The raw results of both test conditions are presented in this table.

Silent test	Noisy test
15	16
16	12
14	12
15	10
10	13
12	13
16	10
14	12
14	12
14	11

a) Determine the mode for the noisy test condition. [1 mark]

Sample Response	The response
12	• determines the mode for the noisy test condition [1 mark]

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b) Calculate the interquartile range (IQR = $Q_3 - Q_1$) for the silent test condition.
Show your working. [2 marks]

Sample Response	The response
IQR = 15 – 14 IQR = 1	• shows the mathematical process in calculating the interquartile range (IQR) [1 mark] • obtains the numerical answer for the interquartile range (IQR) [1 mark]

c) The interquartile range (IQR) for the noisy test condition was 2. Contrast the noisy and silent test conditions, referencing the interquartile ranges. [1 mark]

Sample Response	The response
The IQR for the noisy condition ($IQR_{noisy} = 2$) was greater than the IQR for the silent condition ($IQR_{silent} = 1$).	• contrasts the difference between the two IQR scores [1 mark]

d) To determine whether there was a statistically significant difference between the two conditions, researchers conducted a two-sample t-test (unpaired). The result was $p > 0.5$.

Draw a conclusion about what the results of the statistical test show. [2 marks]

Sample Response	The response
As p was greater than 0.05 ($p > .05$) there is a statistically nonsignificant difference between the result for the noisy condition and the result for the silent condition. The result of the statistical test shows we cannot conclude that a significant difference exists in test performances between participants who studied in a silent environment or those in a noisy environment.	• identifies a non-significant difference between the two conditions [1 mark] • draws a conclusion relevant to the (given) calculated p value [1 mark]

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Unit 3 – Topic 4: Learning

Paper 1 Section 1

2024 Paper 1 Section 1 Question 1

Learning

Vicarious conditioning

(A) happens to a model.
(B) occurs only in classical conditioning.
(C) requires the learner to observe a model.
(D) requires direct experience by the learner.

2024 Paper 1 Section 1 Question 3

Learning

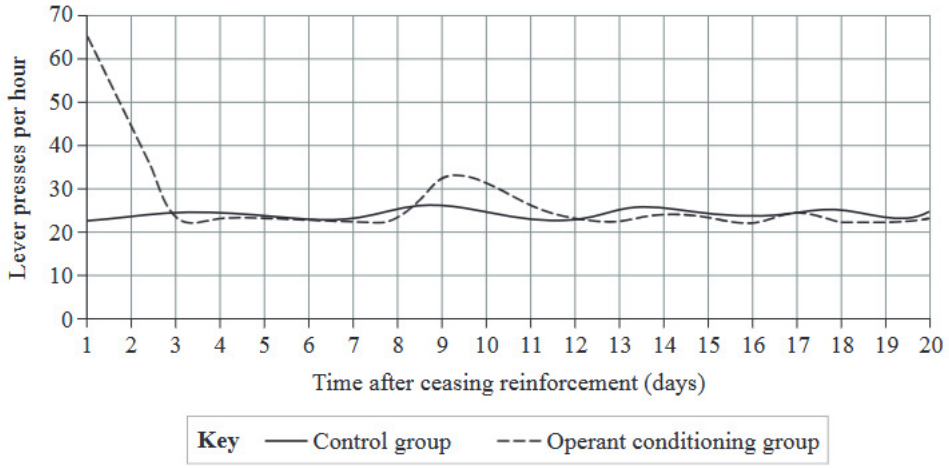
Which option correctly distinguishes between classical conditioning and social learning?

	In classical conditioning	In social learning
(A)	the conditioned stimulus is directly experienced by the learner.	the conditioned stimulus is experienced by someone observed by the learner.
(B)	the conditioned stimulus is associated with the unconditioned stimulus.	the conditioned stimulus is modelled.
(C)	the learning is solely behavioural.	the learning is solely cognitive.
(D)	the neutral stimulus is paired repeatedly with the conditioned stimulus.	the neutral stimulus is followed by a reward.

2024 Paper 1 Section 1 Question 15

Learning

Researchers conducted an experiment based on Skinner's (1948) approach. The results are shown.



On which day did extinction first occur?

(A) 2
(B) 3
(C) 8
(D) 12

2023 Paper 1 Section 1 Question 8

Learning

In classical conditioning, spontaneous recovery refers to

(A) producing an extinguished response after re-pairing with the unconditioned stimulus.
(B) a response being extinguished after being shown with no reinforcement.
(C) a response to any stimulus that resembles the conditioned stimulus.
(D) producing an extinguished response after a rest period.

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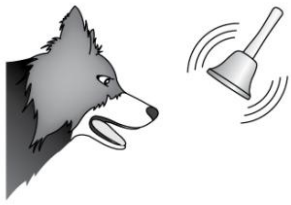
2023 **Paper 1** **Section 1** **Question 17** **Learning**	In Watson and Rayner's (1920) Little Albert experiment, a loud noise was repeatedly paired with presentation of a rat. Little Albert's crying when the rat was later shown is an example of (A) an unconditioned response. (B) an unconditioned stimulus. (C) a conditioned response. (D) a conditioned stimulus.

2022 **Paper 1** **Section 1** **Question 10** **Learning**	Consider two theories. Theory 1 proposes that children act as mere observers in an environment and, as a result, their role in their own gender development is passive. Theory 2 proposes that children form mental categories for gender and then acquire gender-related knowledge around these categories. Based on this information, which type of gender role formation theory do these theories represent?

	Theory 1	**Theory 2**
(A)	Cognitive developmental	Biology-based
(B)	Biology-based	Gender schema-based
(C)	Gender schema-based	Social learning
(D)	Social learning	Cognitive developmental

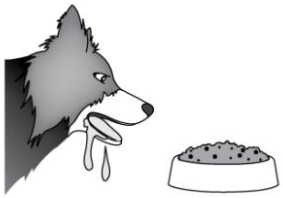
2022 **Paper 1** **Section 1** **Question 14** **Learning**	Which image best represents association after conditioning?

(A)



Dog hears bell.

(B)



Dog sees food and salivates.

(C)

Dog sees food and hears bell, and salivates.

(D)

Dog hears bell and salivates.

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2022 Paper 1 Section 1 Question 17 Learning	In an operant conditioning experiment, pigeons were positively reinforced when they pecked a key with its yellow/green light on. The pigeons were not reinforced when they pecked the key with its red light on. The results were that the pigeons only pecked the key when the yellow/green light was on. This is an example of stimulus (A) pairing. (B) recovery. (C) generalisation. (D) discrimination.

2022 Paper 1 Section 1 Question 18 Learning	According to operant conditioning, extinction occurs (A) if reinforcement is discontinued. (B) if there is a change in reinforcement. (C) over time, even if reinforcement is continued. (D) for an equal period of time to that spent learning the behaviour

2022 Paper 1 Section 1 Question 20 Learning	A comparison of the roles of classical conditioning (CC), operant conditioning (OC) and social learning theory (SLT) in the development and maintenance of phobias suggests that

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

2021 Paper 1 Section 1 Question 7 Learning	For classical conditioning, *extinction* is described as (A) the re-emergence of a previously learnt conditioned response. (B) the process in which an organism learns to respond to a restricted range of stimuli. (C) the decrease in frequency of a response when the unconditioned stimulus is no longer presented. (D) the process in which an organism learns to respond to stimuli that resemble the conditioned stimulus.

2021 Paper 1 Section 1 Question 10 Learning	For operant conditioning, stimulus discrimination is described as the (A) spontaneous re-emergence of an operant that had been extinguished. (B) tendency to respond to stimuli similar to the stimuli that precede reinforcement. (C) process in which the connection between an operant and a reinforcer or punishment is broken. (D) ability to differentiate between stimuli and respond only to the original stimulus, not similar stimuli.

2021 Paper 1 Section 1 Question 16 Learning	Kohlenberg and Tsai (1994) helped people recognise subtle triggers for maladaptive responses in relationships. Behavioural analysis of one couple suggested that one partner was responding to a particular tone in the other partner's voice regardless of their words. This is an example of (A) positive punishment. (B) negative reinforcement. (C) stimulus generalisation. (D) stimulus discrimination.

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2021 **Paper 1** **Section 1** **Question 20** **Learning**	Social learning theories of gender development assume that (A) cognitive processes play a key role in the development of gender identity and gender roles. (B) gender roles are attained through the observation of same-sex models, direct tuition and modelling. (C) gender schemas develop through role identity and children's ability to label themselves as boys or girls. (D) humans are born with innate predispositions to act and feel feminine or masculine due to the presence or absence of prenatal androgens.

2021 **Paper 1** **Section 2** **Question 27** **Learning**	Distinguish between modelling and vicarious conditioning. [1 mark]

2020 **Paper 1** **Section 1** **Question 8** **Learning**	In the 1920 Little Albert experiment, Watson taught the child to fear rats by associating them with an unpleasant noise. Little Albert's response of crying and trembling when the rat was presented is (A) a reflexive response. (B) a modelled response. (C) a conditioned response. (D) an unconditioned response.

2020 **Paper 1** **Section 1** **Question 9** **Learning**	An aversive or unpleasant stimulus that strengthens behaviour by its removal is known as (A) positive punishment. (B) negative punishment. (C) positive reinforcement. (D) negative reinforcement.

2020 **Paper 1** **Section 1** **Question 10** **Learning**	Researchers showed toddlers their mothers being exposed to a rubber snake. In the control group, the mothers had a neutral expression, while in the experimental group, the mother's reaction was negative (panic and avoidance). The results indicated that when presented with the rubber snack, toddlers tended to react in a similar way to their mothers. The investigation demonstrates modelling because the toddlers (A) tend to generalise their behaviour to all snakes. (B) observed the consequences of their mother's behaviour. (C) learned to reproduce the behaviour exhibited by the mothers. (D) associated the snake with an emotional reaction, creating a learned fear response.

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2020 **Paper 1** **Section 1** **Question 15** **Learning**	Advertising can influence aggression by using techniques taken from classical conditioning, whereby consumers learn (A) to identify with certain characters. (B) the consequences of aggressive behaviour. (C) to associate two previously unrelated stimuli. (D) to attend to, retain and reproduce certain behaviours.

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Paper 1 Section 2

2024 Paper 1 Section 2 Question 21 **Learning**	Describe the learned fear response and identify the conditioned and unconditioned stimuli in Watson and Rayner's (1920) 'Little Albert' experiment. [3 marks]

2024 Paper 1 Section 2 Question 28 **Learning**	a) Provide an example of stimulus generalisation in operant conditioning. [1 mark] b) Explain the use of negative reinforcement, positive reinforcement and punishment in operant conditioning. Provide one example of each. [6 marks]

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2024 **Paper 1** **Section 2** **Question 29** **Learning**	Explain the formation of gender roles from the perspective of social learning theory. Use an example of primary socialisation in your response. [2 marks]

2023 **Paper 1** **Section 2** **Question 21** **Learning**	Describe extinction after operant conditioning and provide an example. [2 marks]

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2023 **Paper 1** **Section 2** **Question 30** **Learning**	a) Describe what is meant by an unconditioned response in classical conditioning and provide an example. [2 marks] b) Distinguish between stimulus generalisation and stimulus discrimination in classical conditioning, providing an example of each from Pavlov's (1897/1902) research. [3 marks]

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2021 **Paper 1** **Section 2** **Question 34** **Learning**	The image shows an example of classical conditioning. **Stage 1** Dog sees food and salivates. **Stage 2** Dog sees food and hears bell, and salivates. **Stage 3** Dog hears bell and salivates. State what is meant by the conditioned stimulus (CS), and identify the CS in the image. [2 marks]
2020 **Paper 1** **Section 2** **Question 37** **Learning**	Describe spontaneous recovery as it relates to operant conditioning [1 mark]
2020 **Paper 1** **Section 2** **Question 39** **Learning**	Compare social learning and biology-based theories of gender role formation. [3 marks]

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2023 Paper 2 Section 1 Question 3 **Learning**	This question refers to an experiment based on methodology used by Bandura, Ross and Ross (1961; 1963a; 1963b). Children were placed in an experimental or control group. In the three experimental groups, children observed adult models demonstrating aggressive behaviour towards an inflatable doll. They then saw different levels of reward or punishment following this behaviour. Group 1: Adult rewarded. Group 2: Adult punished. Group 3: Adult received no reward or punishment. Group 4 (the control group): Children saw the doll in the room. No adult interacted with it. The children were then placed alone in the room with the doll, and their behaviour was observed through a one-way mirror. The groups were ranked according to the children's behaviour from most to least aggressive. Experimenters found the order to be Group 1, Group 3, Gorup 4 and Group 2. a) Explain how explicit long-term memory is required for observational learning. Support your response by providing an example from the experiment. [2 marks] b) Describe vicarious reinforcement, using an example from the experiment. [2 marks]

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	c) Compare observational learning with operant conditioning, using examples from the experiment. [5 marks]

2022 Paper 2 Section 1 Question 2 Learning	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]

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

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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2021 **Paper 2** **Section 1** **Question 1** **Learning**	This question refers to the investigations by Skinner (1948). a) Distinguish between positive and negative reinforcement. Provide an example of a positively reinforced response in Skinner's experiment. [2 marks] b) Describe extinction and spontaneous recovery, using an example of each from Skinner's experiment. [4 marks]

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	c) Contrast the experiment by Skinner (1948) with that conducted by Pavlov (1897, 1902). [1 mark]

2020 Paper 2 Section 1 Question 1 **Learning**	This question refers to the investigation by Pavlov (1897/1902). a) State the unconditioned response (UCR), neutral stimulus (NS) and the conditioned stimulus (CS) in the investigation. [3 marks] UCR: NS: CS: b) Distinguish between stimulus generalisation and stimulus discrimination. Support your response with one example of each, relevant to the investigation. [3 marks]

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c) Describe spontaneous recovery. Support your response with an example relevant to the investigation. [2 marks]

d) Compare Pavlov's investigation to that conducted by Skinner (1948) [3 marks]

e) Assuming that classical and operant conditioning result in the formation of long-term memories, identify the associations that are formed in these types of conditioning. [2 marks]

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2024 Paper 1 Section 1 Question 1

Learning

Vicarious conditioning

(A) happens to a model.
(B) occurs only in classical conditioning.
(C) requires the learner to observe a model. – Answer
(D) requires direct experience by the learner.

2024 Paper 1 Section 1 Question 3

Learning

Which option correctly distinguishes between classical conditioning and social learning?

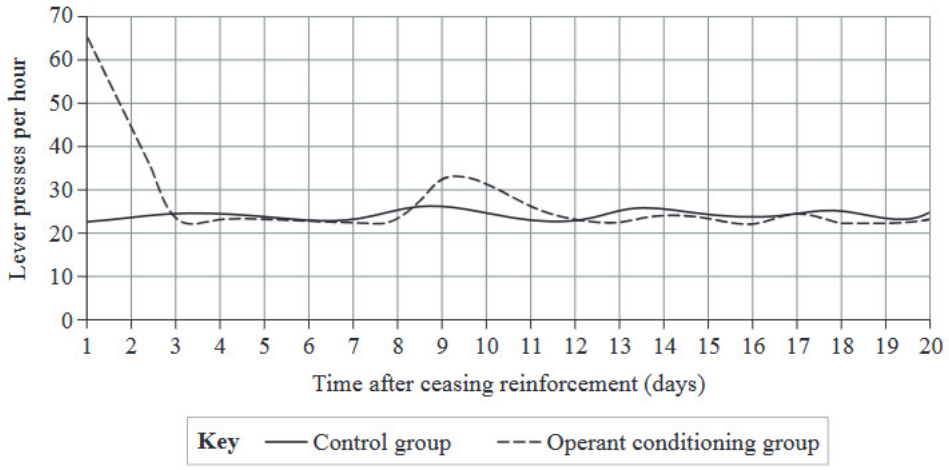
	In classical conditioning	In social learning
(A)	the conditioned stimulus is directly experienced by the learner.	the conditioned stimulus is experienced by someone observed by the learner.
(B)	the conditioned stimulus is associated with the unconditioned stimulus.	the conditioned stimulus is modelled.
(C)	the learning is solely behavioural.	the learning is solely cognitive.
(D)	the neutral stimulus is paired repeatedly with the conditioned stimulus.	the neutral stimulus is followed by a reward.

Answer is A.

2024 Paper 1 Section 1 Question 15

Learning

Researchers conducted an experiment based on Skinner's (1948) approach. The results are shown.



On which day did extinction first occur?

(A) 2
(B) 3 – Answer
(C) 8
(D) 12

2023 Paper 1 Section 1 Question 8

Learning

In classical conditioning, spontaneous recovery refers to

(A) producing an extinguished response after re-pairing with the unconditioned stimulus.
(B) a response being extinguished after being shown with no reinforcement.
(C) a response to any stimulus that resembles the conditioned stimulus.
(D) producing an extinguished response after a rest period. – Answer

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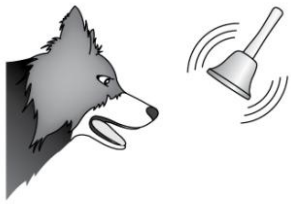
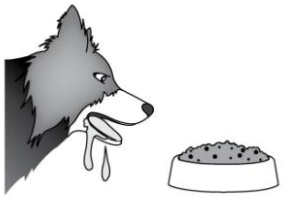
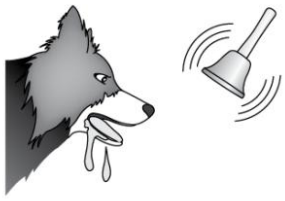
2023 **Paper 1** **Section 1** **Question 17** **Learning**	In Watson and Rayner's (1920) Little Albert experiment, a loud noise was repeatedly paired with presentation of a rat. Little Albert's crying when the rat was later shown is an example of (A) an unconditioned response. (B) an unconditioned stimulus. **(C) a conditioned response. – Answer** (D) a conditioned stimulus.

2022 **Paper 1** **Section 1** **Question 10** **Learning**	Consider two theories. Theory 1 proposes that children act as mere observers in an environment and, as a result, their role in their own gender development is passive. Theory 2 proposes that children form mental categories for gender and then acquire gender-related knowledge around these categories. Based on this information, which type of gender role formation theory do these theories represent? **Answer is D.**

	Theory 1	**Theory 2**
(A)	Cognitive developmental	Biology-based
(B)	Biology-based	Gender schema-based
(C)	Gender schema-based	Social learning
(D)	Social learning	Cognitive developmental

2022 **Paper 1** **Section 1** **Question 14** **Learning**	Which image best represents association after conditioning? (A)  Dog hears bell. (B)  Dog sees food and salivates. (C) Dog sees food and hears bell, and salivates. (D)  Dog hears bell and salivates. **Answer is D.**

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2022 Paper 1 Section 1 Question 17 Learning	In an operant conditioning experiment, pigeons were positively reinforced when they pecked a key with its yellow/green light on. The pigeons were not reinforced when they pecked the key with its red light on. The results were that the pigeons only pecked the key when the yellow/green light was on. This is an example of stimulus (A) pairing. (B) recovery. (C) generalisation. **(D) discrimination. – Answer**

2022 Paper 1 Section 1 Question 18 Learning	According to operant conditioning, extinction occurs **(A) if reinforcement is discontinued. – Answer** (B) if there is a change in reinforcement. (C) over time, even if reinforcement is continued. (D) for an equal period of time to that spent learning the behaviour

2022 Paper 1 Section 1 Question 20 Learning	A comparison of the roles of classical conditioning (CC), operant conditioning (OC) and social learning theory (SLT) in the development and maintenance of phobias suggests that

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

Answer is B.

2021 Paper 1 Section 1 Question 7 Learning	For classical conditioning, *extinction* is described as (A) the re-emergence of a previously learnt conditioned response. (B) the process in which an organism learns to respond to a restricted range of stimuli. **(C) the decrease in frequency of a response when the unconditioned stimulus is no longer presented. – Answer** (D) the process in which an organism learns to respond to stimuli that resemble the conditioned stimulus.

2021 Paper 1 Section 1 Question 10 Learning	For operant conditioning, stimulus discrimination is described as the (A) spontaneous re-emergence of an operant that had been extinguished. (B) tendency to respond to stimuli similar to the stimuli that precede reinforcement. (C) process in which the connection between an operant and a reinforcer or punishment is broken. **(D) ability to differentiate between stimuli and respond only to the original stimulus, not similar stimuli. – Answer**

2021 Paper 1 Section 1 Question 16 Learning	Kohlenberg and Tsai (1994) helped people recognise subtle triggers for maladaptive responses in relationships. Behavioural analysis of one couple suggested that one partner was responding to a particular tone in the other partner's voice regardless of their words. This is an example of (A) positive punishment. (B) negative reinforcement. (C) stimulus generalisation. **(D) stimulus discrimination. – Answer**

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2021 **Paper 1** **Section 1** **Question 20** **Learning**	Social learning theories of gender development assume that (A) cognitive processes play a key role in the development of gender identity and gender roles. **(B) gender roles are attained through the observation of same-sex models, direct tuition and modelling. – Answer** (C) gender schemas develop through role identity and children's ability to label themselves as boys or girls. (D) humans are born with innate predispositions to act and feel feminine or masculine due to the presence or absence of prenatal androgens.

2021 **Paper 1** **Section 2** **Question 27** **Learning**	Distinguish between modelling and vicarious conditioning. [1 mark]

Sample Response	The response
Modelling is imitating the behaviour and actions of a model to become more like them or achieve what they achieve, whereas in vicarious conditioning, we are more likely to perform a certain behaviour if we observe someone being rewarded for that behaviour.	• distinguishes between modelling and vicarious conditioning [1 mark]

2020 **Paper 1** **Section 1** **Question 8** **Learning**	In the 1920 Little Albert experiment, Watson taught the child to fear rats by associating them with an unpleasant noise. Little Albert's response of crying and trembling when the rat was presented is (A) a reflexive response. (B) a modelled response. **(C) a conditioned response. – Answer** (D) an unconditioned response.

2020 **Paper 1** **Section 1** **Question 9** **Learning**	An aversive or unpleasant stimulus that strengthens behaviour by its removal is known as (A) positive punishment. (B) negative punishment. (C) positive reinforcement. **(D) negative reinforcement. – Answer**

2020 **Paper 1** **Section 1** **Question 10** **Learning**	Researchers showed toddlers their mothers being exposed to a rubber snake. In the control group, the mothers had a neutral expression, while in the experimental group, the mother's reaction was negative (panic and avoidance). The results indicated that when presented with the rubber snack, toddlers tended to react in a similar way to their mothers. The investigation demonstrates modelling because the toddlers (A) tend to generalise their behaviour to all snakes. (B) observed the consequences of their mother's behaviour. **(C) learned to reproduce the behaviour exhibited by the mothers. – Answer** (D) associated the snake with an emotional reaction, creating a learned fear response.

2020 **Paper 1** **Section 1** **Question 15** **Learning**	Advertising can influence aggression by using techniques taken from classical conditioning, whereby consumers learn (A) to identify with certain characters. (B) the consequences of aggressive behaviour. **(C) to associate two previously unrelated stimuli. – Answer** (D) to attend to, retain and reproduce certain behaviours.

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2024 Paper 1 Section 2 Question 21

Learning

Describe the learned fear response and identify the conditioned and unconditioned stimuli in Watson and Rayner's (1920) 'Little Albert' experiment. [3 marks]

Sample response	The response
Learned fear is an example of classical conditioning in which a neutral stimulus is associated with an unconditioned stimulus that produces an innate fear response. This neutral stimulus then becomes a conditioned stimulus — for example, the white rat in the 'Little Albert' experiment. In that experiment, the unconditioned stimulus that elicited innate fear was the loud noise.	• describes learned fear in the context of classical conditioning **[1 mark]** • identifies the conditioned stimulus as the white rat **[1 mark]** • identifies the unconditioned stimulus as the loud noise **[1 mark]**

2024 Paper 1 Section 2 Question 28

Learning

a) Provide an example of stimulus generalisation in operant conditioning. [1 mark]

Sample response	The response
An example of stimulus generalisation is the pressing of various structures in a 'Skinner box', not just the lever.	• provides an example of stimulus generalisation in operant conditioning **[1 mark]**

b) Explain the use of negative reinforcement, positive reinforcement and punishment in operant conditioning. Provide one example of each. [6 marks]

Sample response	The response
In operant conditioning, negative reinforcement increases the frequency of the target behaviour by removing an unpleasant stimulus in response to the behaviour. An example is a shock turning off when a rat in a Skinner box presses a lever. Positive reinforcement increases the frequency of the target behaviour by providing a pleasant stimulus in response to the behaviour. An example is a food reward given to a rat when a lever is pressed. Punishments decrease the frequency of the target behaviour by introducing negative stimuli or by removing positive stimuli. An example is a rat receiving a shock when a lever is pressed, thereby reducing the frequency of lever pressing.	• explains use of – negative reinforcement **[1 mark]** – positive reinforcement **[1 mark]** – punishment **[1 mark]** • provides an example of – negative reinforcement **[1 mark]** – positive reinforcement **[1 mark]** – punishment **[1 mark]**

2024 Paper 1 Section 2 Question 29

Learning

Explain the formation of gender roles from the perspective of social learning theory. Use an example of primary socialisation in your response. [2 marks]

Sample response	The response
Social learning theory focuses on learning by observation. In the case of gender roles, the behaviour of same-gender models is observed and imitated. For example, primary socialisation takes place when children observe and imitate the behaviours of same-gender parents.	• explains the formation of gender roles through social learning **[1 mark]** • provides an example of primary socialisation **[1 mark]**

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2023 Paper 1 Section 2 Question 21

Learning

Describe extinction after operant conditioning and provide an example. [2 marks]

Sample response	The response
Extinction is when the conditioned response disappears over time after reinforcement has ceased. For example, a child might learn that their use of a bad word causes adults around them to laugh. They continue this behaviour until the parent tells the adults to stop laughing and ignore the bad behaviour. After a few weeks, the child no longer uses the bad word for attention.	• describes extinction after operant conditioning in terms of the conditioned response **[1 mark]** • provides a relevant example **[1 mark]**

2023 Paper 1 Section 2 Question 30

Learning

a) Describe what is meant by an unconditioned response in classical conditioning and provide an example. [2 marks]

Sample response	The response
An unconditioned response is an involuntary response that occurs naturally in response to the unconditioned stimulus. An example of an unconditioned response is a dog salivating at the sight or smell of food.	• describes an unconditioned response in classical conditioning **[1 mark]** • provides a relevant example **[1 mark]**

b) Distinguish between stimulus generalisation and stimulus discrimination in classical conditioning, providing an example of each from Pavlov's (1897/1902) research. [3 marks]

Sample response	The response
Stimulus generalisation is when the conditioned response is produced for any stimulus similar to the conditioned stimulus, whereas stimulus discrimination is when an organism does not respond to similar stimuli, but only the conditioned stimulus. An example of stimulus generalisation was in Pavlov's study when dogs salivated in response to a similar sound to that of the conditioned stimulus (a metronome). An example of stimulus discrimination is when dogs stopped salivating in response to the alternative sound and only salivated in response to the metronome.	• distinguishes between stimulus generalisation and stimulus discrimination in classical conditioning **[1 mark]** • provides an example of stimulus generalisation from Pavlov's research **[1 mark]** • provides an example of stimulus discrimination from Pavlov's research **[1 mark]**

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2021 Paper 1 Section 2 Question 34

Learning

The image shows an example of classical conditioning.

Stage 1
Dog sees food and salivates.

Stage 2
Dog sees food and hears bell, and salivates.

Stage 3
Dog hears bell and salivates.

State what is meant by the conditioned stimulus (CS), and identify the CS in the image. [2 marks]

Sample Response	The response
A conditioned stimulus (CS) is when a stimulus, through learning, produces a reflex-based response. In the image, the CS is the bell.	• states what is meant by the conditioned stimulus [1 mark] • identifies the bell [1 mark]

2020 Paper 1 Section 2 Question 37

Learning

Describe spontaneous recovery as it relates to operant conditioning [1 mark]

Sample Response	The response
Spontaneous recovery occurs when the conditioned response reappears after a period of apparent extinction.	• describes spontaneous recovery in operant conditioning [1 mark]

2020 Paper 1 Section 2 Question 39

Learning

Compare social learning and biology-based theories of gender role formation. [3 marks]

Sample Response	The response
Social learning and biology-based theories of gender role formation both propose that gender is expressed in different ways across different life stages. Social learning theories suggest that gender is formed as a result of external social interactions, whereas biology-based theories focus on internal physiological effects. Both theories are required for a coherent understanding of the development of gender role formation.	• recognises a similarity between social learning and biology-based theories of gender role formation [1 mark] • recognises a difference between social learning and biology-based theories of gender role formation [1 mark] • recognises the significance of the similarities or differences between social learning and biology-based theories of gender role formation [1 mark]

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2023 Paper 2 Section 1 Question 3

Learning

This question refers to an experiment based on methodology used by Bandura, Ross and Ross (1961; 1963a; 1963b).

Children were placed in an experimental or control group. In the three experimental groups, children observed adult models demonstrating aggressive behaviour towards an inflatable doll. They then saw different levels of reward or punishment following this behaviour.

Group 1: Adult rewarded.
Group 2: Adult punished.
Group 3: Adult received no reward or punishment.
Group 4 (the control group): Children saw the doll in the room. No adult interacted with it.

The children were then placed alone in the room with the doll, and their behaviour was observed through a one-way mirror. The groups were ranked according to the children's behaviour from most to least aggressive. Experimenters found the order to be Group 1, Group 3, Gorup 4 and Group 2.

a) Explain how explicit long-term memory is required for observational learning. Support your response by providing an example from the experiment. [2 marks]

Sample response	The response
Observational learning requires a person to remember the actions of others to learn and later reproduce the behaviour. These actions would be stored as explicit long-term memories. For the children in Group 1 to learn the aggressive behaviour modelled, they had to remember the behaviour being rewarded.	• explains how explicit long-term memory assists with observational learning **[1 mark]** • provides an example from the experiment **[1 mark]**

b) Describe vicarious reinforcement, using an example from the experiment. [2 marks]

Sample response	The response
Vicarious reinforcement is when someone's behaviour is reinforced by observing the consequences that a model receives for their behaviour. For example, when the adult in the experiment was rewarded for hitting the doll, the same behaviour would have been vicariously reinforced for the child.	• describes vicarious reinforcement within observational learning **[1 mark]** • provides an example from the investigation **[1 mark]**

c) Compare observational learning with operant conditioning, using examples from the experiment. [5 marks]

Sample response	The response
In both observational learning and operant conditioning, the rate of behaviours can be affected by reinforcement and punishment, e.g. children in Group 1 produced the most aggressive behaviour after seeing the model being rewarded for similar behaviour. This would likewise be expected under operant conditioning. However, in observational learning, observers also learn from a model without any clear consequence from the behaviour, e.g. in Group 3, children showed more aggressive behaviour than the control group, despite not seeing reinforcement or punishment. This demonstrates that observational learning incorporates the mechanisms of conditioning and adds the process of learning by observing modelled behaviour.	• describes a similarity **[1 mark]** • provides an example of a similarity **[1 mark]** • describes a difference **[1 mark]** • provides an example of a difference **[1 mark]** • states the significance **[1 mark]**

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2022 Paper 2 Section 1 Question 2

Learning

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]

Sample Response	The response
A fear response can be learnt when it is paired with a fear-evoking stimulus. In the investigation, a white rat was paired with a loud noise multiple times, so that the fear of the rat was paired with the noise.	• describes how fear responses can be learnt [1 mark] • identifies an example of the process from the investigation [1 mark]

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

Sample Response	The response
In stimulus generalisation, the behaviour is shown for similar stimuli, whereas in stimulus discrimination, the behaviour is only shown for the specific stimuli. Stimulus generalisation occurred when little Albert displayed the same reaction when presented with a white rabbit as he did to the white rat that he had been conditioned to fear.	• distinguishes between stimulus generalisation and stimulus discrimination [1 mark] • identifies that stimulus generalisation occurred [1 mark] • provides an example from the investigation [1 mark]

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]

Sample Response	The response
The infants are likely to show a fear response to the rat. Participants are likely to have experienced vicarious conditioning, whereby they have learnt to fear the rat through observing the infant's reactions to it.	• predicts a fear response [1 mark] • justifies by referring to vicarious conditioning [1 mark]

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

Sample Response	The response
Extinction is the process where an associated response is weakened when the conditioned stimulus is repeatedly presented without the unconditioned stimulus. For example, to extinguish a fear response a participant could be presented with a rat multiple times without the unconditioned stimulus, until the rat no longer causes the conditioned fear response.	• describes extinction in classical conditioning [1 mark] • explains how the fear response could be extinguished [1 mark]

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2021 Paper 2 Section 1 Question 1

Learning

This question refers to the investigations by Skinner (1948).

a) Distinguish between positive and negative reinforcement. Provide an example of a positively reinforced response in Skinner's experiment. [2 marks]

Sample Response	The response
Positive reinforcement is when a stimulus is given to reinforce behaviour, whereas negative reinforcement occurs when a stimulus is removed, reduced or prevented to reinforce behaviour. One pigeon was positively reinforced to turn counterclockwise until the food hopper was presented, resulting in the pigeon making two or three turns between reinforcements.	• distinguishes between positive and negative reinforcement [1 mark] • provides an example of a positively reinforced response from the experiment [1 mark]
	•
	•

b) Describe extinction and spontaneous recovery, using an example of each from Skinner's experiment. [4 marks]

Sample Response	The response
Extinction is when the learnt response gradually decreases in strength or rate of response after reinforcement stops. In the experiment, the pigeons gradually stopped performing the desired action when they were not given food for performing the action. Spontaneous recovery is the reappearance of a previously reinforced response after a period of apparent extinction. In the experiment, the pigeons started performing the action again after a period of not performing it at the same rate as when there was reinforcement.	• describes extinction [1 mark] • identifies an example of extinction from the experiment [1 mark] • describes spontaneous recovery [1 mark] • identifies an example of spontaneous recovery from the experiment [1 mark]

c) Contrast the experiment by Skinner (1948) with that conducted by Pavlov (1897, 1902). [1 mark]

Sample Response	The response
A difference in Skinner's experiment is that the consequences of the pigeon's response was vital to the process of learning, whereas in Pavlov's experiment, the dog's behaviour had no consequences.	• identifies a difference between the experiments by Skinner and Pavlov [1 mark]

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2020 Paper 2 Section 1 Question 1

Learning

This question refers to the investigation by Pavlov (1897/1902).

a) State the unconditioned response (UCR), neutral stimulus (NS) and the conditioned stimulus (CS) in the investigation. [3 marks]

Sample Response	The response
UCR: Salivation NS: Metronome/bell CS: Metronome/bell	• recalls the unconditioned response (UCR) [1 mark] • recalls the neutral stimulus (NS) [1 mark] • recalls the conditioned stimulus (CS) [1 mark]

b) Distinguish between stimulus generalisation and stimulus discrimination. Support your response with one example of each, relevant to the investigation. [3 marks]

Sample Response	The response
For stimulus generalisation, similar stimuli can produce the conditioned response, whereas in stimulus discrimination only one stimulus will produce the conditioned response. An example of stimulus generalisation would be if the dog produced the conditioned response (salivation) to stimuli similar to the conditioned stimulus (the bell/metronome), such as buzzers and clickers. An example of stimulus discrimination would be if the dog produced the conditioned response (salivation) only to the specific conditioned stimulus (the bell/metronome).	• distinguishes a difference between stimulus generalisation and stimulus discrimination [1 mark] • identifies an example of stimulus generalisation relevant to the investigation [1 mark] • identifies an example of stimulus discrimination relevant to the investigation [1 mark]

c) Describe spontaneous recovery. Support your response with an example relevant to the investigation. [2 marks]

Sample Response	The response
Spontaneous recovery is the reappearance of a conditioned response to the conditioned stimulus after a period of apparent extinction, e.g. if the conditioned response (salivation) was extinguished, but on representation of the conditioned stimulus (the bell/metronome) salivation reappeared.	• describes spontaneous recovery [1 mark] • identifies an example of spontaneous recovery relevant to the investigation [1 mark]

d) Compare Pavlov's investigation to that conducted by Skinner (1948) [3 marks]

Sample Response	The response
The investigations by Pavlov and Skinner demonstrate that both theories have an acquisition process whereby the response is conditioned or learnt. In the investigation by Pavlov the behaviour of the dog had no consequences, whereas in the investigation by Skinner, the consequences of the response by the pigeon were vital to the process of learning. The significance of these differences is the consequences involved in the acquisition of the behaviour in Skinner's investigation, which were not present in that conducted by Pavlov.	• recognises a similarity between the findings of the investigations by Pavlov and Skinner related to classical and operant conditioning [1 mark] • recognises a difference between the findings of the investigations by Pavlov and Skinner related to classical and operant conditioning [1 mark] • identifies the significance of the similarities or differences between the findings of the investigations by Pavlov and Skinner [1 mark]

e) Assuming that classical and operant conditioning result in the formation of long-term memories, identify the associations that are formed in these types of conditioning. [2 marks]

Sample Response	The response
In classical conditioning, the association is between the conditioned stimulus and conditioned stimulus. In operant conditioning, the association is between the behaviour and consequences.	• identifies the association in classical conditioning [1 mark] • identifies the association in operant conditioning [1 mark]

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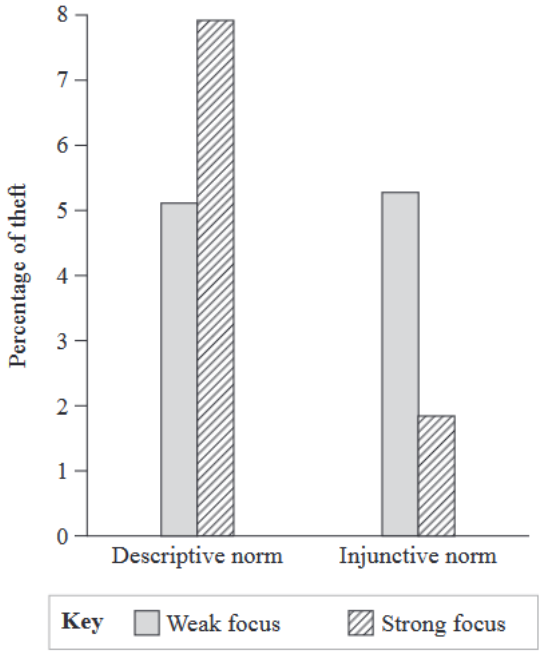
Unit 4 The influence of others

Unit 4 – Topic 1: Social psychology

Paper 1 Section 1

2024 Paper 1 Section 1 Question 7 Social psychology	One ethical objection to Milgram's (1963) study is that the participants (A) caused distress to one another. (B) were harmed to enhance learning. (C) experienced distress in the role of 'teacher'. (D) were pressured to express views against their own beliefs.

2024 Paper 1 Section 1 Question 20 Social psychology	Cialdini et al. (2006) investigated the effect of norm-based persuasive messages on theft in a national park. The results are shown.  Which type of message was most effective in reducing theft? (A) positively worded instructions about theft (B) negatively worded instructions about theft (C) positively worded information about theft by past park visitors (D) negatively worded information about theft by past park visitors

2023 Paper 1 Section 1 Question 5 Social psychology	Guards in the Stanford prison experiment (Haney, Banks and Zimbardo 1973) changed their attitudes and behaviours to align more closely with their perception of a typical prison guard. As a group, the guards had the ability to influence the behaviour of prisoners. In social psychology, these are examples of (A) roles and power. (B) internalisation and prejudice. (C) compliance and socialisation. (D) obedience and discrimination.

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2023 **Paper 1** **Section 1** **Question 7** **Social psychology**	Secondary socialisation (A) involves a permanent change in beliefs and attitudes. (B) is essential for early physical and mental development. (C) conflicts with the norms learnt during primary socialisation. (D) does not require in-person interaction with the socialising agent.

2023 **Paper 1** **Section 1** **Question 12** **Social psychology**	Cramton (2002) found that work groups in different locations formed in-groups and out-groups based on location. This increased the tendency to attribute behaviour of out-group members to their personal qualities, especially when this presented them in a bad light. Which two processes in social psychology does this reflect? (A) prejudice and self-serving bias (B) discrimination and confirmation bias (C) social identification and situational attributions (D) social comparison and the fundamental attribution error

2022 **Paper 1** **Section 1** **Question 5** **Social psychology**	Adolescents often see social media personalities as role models. In this context, social media personalities are (A) attending to and reproducing the behaviours of adolescents. (B) vicariously reinforced by the behaviours of adolescents. (C) agents of secondary socialisation. (D) displaying primary socialisation.

2022 **Paper 1** **Section 1** **Question 15** **Social psychology**	An implication of the social psychological research conducted by Milgram (1963) is that (A) social pressure can increase obedience. (B) obedience increases if a command has authority. (C) obedience decreases if commands are given in quick succession. (D) the proximity of an authority figure does not influence obedience.

2020 **Paper 1** **Section 1** **Question 11** **Social psychology**	The type of social influence in which a person acts in the same way as the group, although they may not agree with everything the majority does, is known as (A) obedience. (B) compliance. (C) identification. (D) internalisation.

2020 **Paper 1** **Section 1** **Question 12** **Social psychology**	Primary socialisation occurs (A) mainly outside the home environment. (B) mainly during adolescence and into adulthood. (C) when a child learns appropriate attitudes, values and actions from family members. (D) when a child learns appropriate behaviours as a member of a small group within a larger society.

2020 **Paper 1** **Section 1** **Question 13** **Social psychology**	In the experiment by Haney, Banks and Zimbardo (1973), the guards had greater power than the prisoners. The difference in power was because of the (A) authority of the examiner. (B) personalities of the participants. (C) social roles of the participants and the social environment of the prison. (D) ability of the prisoners to withdraw from the experiment at their leisure.

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Paper 1 Section 2

2024 Paper 1 Section 2 Question 26 Social psychology	This question refers to the investigation by Haney, Banks and Zimbardo (1973). Infer the variable affecting the behaviour of each group, providing one example of an affected behaviour for each group. [4 marks]

Paper 2 Section 1

2023 Paper 2 Section 1 Question 4 Social psychology	This question refers to the social and psychology research conducted by Milgram (1963). a) Draw a conclusion about obedience, using evidence from the research [2 marks]

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People interpreting the findings of this experiment may conclude that the participants were cruel.

b) Describe fundamental attribution errors and explain why this interpretation can be seen as a fundamental attribution error. [2 marks]

In a variation on the Milgram experiment (Slater et al. 2006), participants administered a series of word association memory tests to a female virtual character referred to as the 'the Learner'. They were instructed to deliver electric shocks to the Learned in response to the errors on the tests. Group 1 saw and heard the Learned as an animation on a screen, whereas Group 2 communicated with her only through a text interface.

Despite all participants knowing that both the Learner and the shocks were not real, they tended to behave as if the situation was real.

c) Predict whether the two groups were likely to demonstrate similar levels of obedience. Justify your prediction based on Milgram's (1963) findings. [2 marks]

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2021 **Paper 2** **Section 1** **Question 2** **Social psychology**	This question refers to the experiment conducted by Asch (1951). a) Describe explicit and implicit attitudes, with reference to the experiment. [4 marks] b) Describe the type of group social influence displayed. Provide an example from the experiment to support your response. [2 marks]

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	In another study, researchers replicated Asch's methodology. However, half the participants were instructed to state their responses publicly and the other half privately. c) Predict the behaviour of participants in the public group. Give a reason for your response. [2 marks] d) Infer whether the participants in Asch's experiment would have experienced cognitive dissonance. Give a reason for your response. [2 marks] e) Identify the significance of Asch's experiment for social psychological research. [1 mark]

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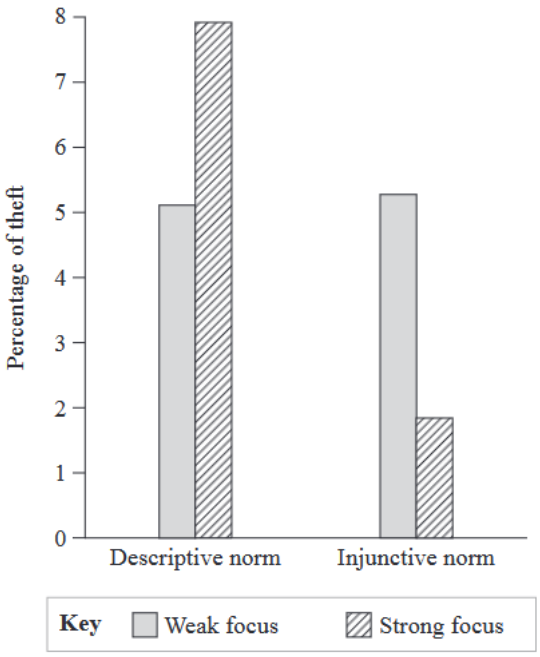
Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 7 Social psychology	One ethical objection to Milgram's (1963) study is that the participants (A) caused distress to one another. (B) were harmed to enhance learning. **(C) experienced distress in the role of 'teacher'. – Answer** (D) were pressured to express views against their own beliefs.

2024 Paper 1 Section 1 Question 20 Social psychology	Cialdini et al. (2006) investigated the effect of norm-based persuasive messages on theft in a national park. The results are shown.  Which type of message was most effective in reducing theft? (A) positively worded instructions about theft **(B) negatively worded instructions about theft – Answer** (C) positively worded information about theft by past park visitors (D) negatively worded information about theft by past park visitors

2023 Paper 1 Section 1 Question 5 Social psychology	Guards in the Stanford prison experiment (Haney, Banks and Zimbardo 1973) changed their attitudes and behaviours to align more closely with their perception of a typical prison guard. As a group, the guards had the ability to influence the behaviour of prisoners. In social psychology, these are examples of **(A) roles and power. – Answer** (B) internalisation and prejudice. (C) compliance and socialisation. (D) obedience and discrimination.

2023 Paper 1 Section 1 Question 7 Social psychology	Secondary socialisation (A) involves a permanent change in beliefs and attitudes. (B) is essential for early physical and mental development. (C) conflicts with the norms learnt during primary socialisation. **(D) does not require in-person interaction with the socialising agent. – Answer**

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2023 **Paper 1** **Section 1** **Question 12** **Social psychology**	Cramton (2002) found that work groups in different locations formed in-groups and out-groups based on location. This increased the tendency to attribute behaviour of out-group members to their personal qualities, especially when this presented them in a bad light. Which two processes in social psychology does this reflect? (A) prejudice and self-serving bias (B) discrimination and confirmation bias (C) social identification and situational attributions **(D) social comparison and the fundamental attribution error – Answer**

2022 **Paper 1** **Section 1** **Question 5** **Social psychology**	Adolescents often see social media personalities as role models. In this context, social media personalities are (A) attending to and reproducing the behaviours of adolescents. (B) vicariously reinforced by the behaviours of adolescents. **(C) agents of secondary socialisation. – Answer** (D) displaying primary socialisation.

2022 **Paper 1** **Section 1** **Question 15** **Social psychology**	An implication of the social psychological research conducted by Milgram (1963) is that (A) social pressure can increase obedience. **(B) obedience increases if a command has authority. – Answer** (C) obedience decreases if commands are given in quick succession. (D) the proximity of an authority figure does not influence obedience.

2020 **Paper 1** **Section 1** **Question 11** **Social psychology**	The type of social influence in which a person acts in the same way as the group, although they may not agree with everything the majority does, is known as (A) obedience. **(B) compliance. – Answer** (C) identification. (D) internalisation.

2020 **Paper 1** **Section 1** **Question 12** **Social psychology**	Primary socialisation occurs (A) mainly outside the home environment. (B) mainly during adolescence and into adulthood. **(C) when a child learns appropriate attitudes, values and actions from family members. – Answer** (D) when a child learns appropriate behaviours as a member of a small group within a larger society.

2020 **Paper 1** **Section 1** **Question 13** **Social psychology**	In the experiment by Haney, Banks and Zimbardo (1973), the guards had greater power than the prisoners. The difference in power was because of the (A) authority of the examiner. (B) personalities of the participants. **(C) social roles of the participants and the social environment of the prison. – Answer** (D) ability of the prisoners to withdraw from the experiment at their leisure.

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Marking Guide – Paper 1 Section 2

2024 Paper 1 Section 2 Question 26

Social psychology

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

Infer the variable affecting the behaviour of each group, providing one example of an affected behaviour for each group. [4 marks]

Sample response	The response
The Stanford prison experiment concluded that roles or status affected the behaviours of the guards and prisoners. The guards took on stereotypical behaviours of prison guards, even if these were different to their normal behaviours, for example applying harsh discipline to prisoners. Likewise, the prisoners took on submissive behaviours consistent with their lower status in the study, for example complying with unreasonable demands made by the guards.	• infers a suitable variable affecting the behaviour of guards **[1 mark]** • provides an example of guard behaviour **[1 mark]** • infers a suitable variable affecting the behaviour of prisoners **[1 mark]** • provides an example of prisoner behaviour **[1 mark]**

Marking Guide – Paper 2 Section 1

2023 Paper 2 Section 1 Question 4

Social psychology

This question refers to the social and psychology research conducted by Milgram (1963).

a) Draw a conclusion about obedience, using evidence from the research [2 marks]

Sample response	The response
Obedience is likely, even if the action is against a person's beliefs, when orders or rules are set down by a figure of authority. In Milgram's study, all participants displayed obedience up to a certain shock voltage, despite expressing concerns to the experimenter.	• draws a conclusion about obedience consistent with the study **[1 mark]** • provides evidence from the investigation to support this conclusion **[1 mark]**

People interpreting the findings of this experiment may conclude that the participants were cruel.

b) Describe fundamental attribution errors and explain why this interpretation can be seen as a fundamental attribution error. [2 marks]

Sample response	The response
A fundamental attribution error occurs when people place too much emphasis on dispositional explanations and too little on situational explanations for the behaviour of others. People interpreting the investigation may conclude that the participants gave the maximum number of volts because they are cruel (dispositional attribution), as opposed to recognising the influence of the authority figure (situational attribution).	• describes a fundamental attribution error **[1 mark]** • explains why the interpretation can be regarded as a fundamental attribution error **[1 mark]**

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In a variation on the Milgram experiment (Slater et al. 2006), participants administered a series of word association memory tests to a female virtual character referred to as the 'the Learner'. They were instructed to deliver electric shocks to the Learned in response to the errors on the tests. Group 1 saw and heard the Learned as an animation on a screen, whereas Group 2 communicated with her only through a text interface.

Despite all participants knowing that both the Learner and the shocks were not real, they tended to behave as if the situation was real.

c) Predict whether the two groups were likely to demonstrate similar levels of obedience. Justify your prediction based on Milgram's (1963) findings. [2 marks]

Sample response	The response
Participants who only interact through a text interface are more likely to shock the Learner than the participants who saw/heard the Learner in this investigation. In the original Milgram experiment, if the Learner was in the same room, visible to the participant, obedience to the authority figure decreased due to proximity of the participant to the Learner.	• provides a prediction **[1 mark]** • provides evidence from the Milgram investigation to support the prediction **[1 mark]**

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2021 Paper 2 Section 1 Question 2

Social psychology

This question refers to the experiment conducted by Asch (1951).

a) Describe explicit and implicit attitudes, with reference to the experiment. [4 marks]

Sample Response	The response
Explicit attitudes are attitudes at the conscious level that are deliberately formed and easy to self-report while interacting with the world. An example is asking participants who were paid $200 to identify explicit attitudes by rating a boring task as fun and enjoyable. Implicit attitudes are attitudes at the subconscious level that are involuntarily formed and unknown to us. An example is asking participants who were only paid $1 (not a sufficient incentive for lying) to change the implicit attitudes of the confederates by convincing them that a boring task was fun and enjoyable.	• describes explicit attitudes [1 mark] • identifies an example of an explicit attitude from the experiment [1 mark] • describes implicit attitudes [1 mark] • identifies an example of an implicit attitude from the experiment [1 mark]

b) Describe the type of group social influence displayed. Provide an example from the experiment to support your response. [2 marks]

Sample Response	The response
Compliance is the group social influence in the Asch experiment, as some participants changed their attitude publicly to fit in with the group. This is shown when 37 (74 %) conformed on at least one occasion by giving the same wrong answer as the confederates.	• describes compliance [1 mark] • provides an example of compliance in the Asch experiment [1 mark]

In another study, researchers replicated Asch's methodology. However, half the participants were instructed to state their responses publicly and the other half privately.

c) Predict the behaviour of participants in the public group. Give a reason for your response. [2 marks]

Sample Response	The response
Participants will intentionally give incorrect answers in the public response condition. The participants in the public response condition are likely to demonstrate conformity by changing their behaviour to accommodate the standards of the group.	• predicts the behaviour of the participants in the follow-up study [1 mark] • gives a reason for the prediction relating to conformity [1 mark]

d) Infer whether the participants in Asch's experiment would have experienced cognitive dissonance. Give a reason for your response. [2 marks]

Sample Response	The response
Yes, participants are likely to have experienced cognitive dissonance. Participants didn't really believe in the incorrect answers but were influenced to give incorrect answers due to social expectation.	• infers that participants experienced cognitive dissonance [1 mark] • identifies a valid reason [1 mark]

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e) Identify the significance of Asch's experiment for social psychological research. [1 mark]

Sample Response	The response
Asch's experiment was significant in establishing that individuals are susceptible to normative influence and will go against their own beliefs to conform to the group.	• identifies the significance of Asch's experiment for social psychological research [1 mark]

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Unit 4 – Topic 2: Interpersonal processes

Paper 1 Section 1

2024 Paper 1 Section 1 Question 6 Interpersonal processes	The reciprocity principle describes the expectation that a person will help (A) those in need. (B) if they have the ability. (C) those who have helped them. (D) others, if they are in a large group of bystanders.

2024 Paper 1 Section 1 Question 9 Interpersonal processes	What does the general aggression model propose about habitual exposure to violent media, e.g. video games? (A) It increases aggressive behaviour scripts. (B) It is the result of an aggressive personality. (C) It is caused by aggressive social interactions. (D) It causes increased sensitisation to aggression.

2024 Paper 1 Section 1 Question 10 Interpersonal processes	Following a romantic breakup, social media users were observed to sever online connections with other users who were close to the ex-partner and establish connections with new online social groups. Which of Duck's stages of relationship dissolution does this represent? (A) social (B) dyadic (C) intrapsychic (D) resurrection

2023 Paper 1 Section 1 Question 2 Interpersonal processes	Buss et al. (1990) interviewed participants from 37 cultures and found evidence of universal traits for mate selection. This supports (A) social theories of attraction. (B) cultural theories of attraction. (C) cognitive theories of attraction. (D) biological theories of attraction.

2023 Paper 1 Section 1 Question 13 Interpersonal processes	The expectation that you will help a person who has previously helped you is known as (A) altruism. (B) empathy. (C) reciprocity. (D) cost-benefit analysis.

2023 Paper 1 Section 1 Question 14 Interpersonal processes	In an experiment by Darley and Latane (1968), participants in groups of two to six people sat in individual cubicles connected by intercoms to allow for group discussion. An experimental accomplice faked a severe epileptic seizure and the percentage of participants who sought help was measured. As interpreted by the authors, the results of this investigation were that increasing group size (A) reduced an individual's feelings of responsibility and decreased the percentage of participants who sought help. (B) increased an individual's feelings of responsibility and increased the percentage of participants who sought help. (C) had no effect on an individual's feelings of responsibility, resulting in an inconsistent pattern of participants who sought help. (D) only had an effect in groups larger than three, otherwise participants' sense of responsibility and percentage who sought help were unaffected.

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2021 Paper 1 Section 1 Question 12 Interpersonal processes	Robinson and O'Leary-Kelly (2017) investigated antisocial behaviour at work. They found a positive relationship between the level of antisocial behaviour exhibited by an individual and that exhibited by their co-workers. What factor most likely affected the antisocial behaviour in this investigation? (A) social influence (B) audience inhibition (C) cost–benefit analysis (D) diffusion of responsibility

2021 Paper 1 Section 1 Question 19 Interpersonal processes	Which statement does not describe the general aggression model? (A) It examines how blocking a person's attainment of a goal can lead to aggression. (B) It proposes that aggression is an innate biological drive and we must adapt in order to control it. (C) It examines how person and situation input variables influence aggression through the cognitions, emotions and arousal they generate. (D) It proposes that aggression is directly learnt and aggressive acts carried out by a model will be internalised by an individual and reproduced.

2021 Paper 1 Section 1 Question 22 Interpersonal processes	Competence can lead to prosocial behaviour as a person (A) believes they have the skills and abilities required to solve the problem. (B) has the capacity to understand another person's experiences, both cognitively and emotionally. (C) has relatively extended emotional states that do not shift attention or disrupt ongoing activities. (D) behaves in a way that helps another person with no apparent gain, or with potential cost, to oneself.

2020 Paper 1 Section 1 Question 14 Interpersonal processes	Aronson and Worchel (1966) led participants to believe that the person with whom they had interacted either liked them or disliked them. The results indicated that 'liking' had a significant effect on the participants' feelings for the other person. Which origin of attraction do the results of this investigation support? (A) proximity (B) similarity (C) familiarity (D) reciprocity

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Paper 1 Section 2

2024 Paper 1 Section 2 Question 24 **Interpersonal processes**	This question refers to Buss et al.'s (1990) investigation of mate preferences across 37 cultures. The investigation found clear sex differences in mate preference that were shared by most cultures. Describe evolutionary theories of attraction with reference to this finding. [3 marks]

2023 Paper 1 Section 2 Question 24 **Interpersonal processes**	Explain how social media can influence aggression, using an example. [2 marks]

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2023 **Paper 1** **Section 2** **Question 29** **Interpersonal processes**	Explain how perceived competence can lead to increased prosocial behaviour by bystanders in emergencies. Use an example in your response. [2 marks]

2022 **Paper 1** **Section 2** **Question 22** **Interpersonal processes**	Explain how advertising, video games and social media can influence aggression. [3 marks]

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2022 Paper 1 Section 2 Question 28 Interpersonal processes	Describe altruism and provide an example of this behaviour. [2 marks]

2022 Paper 1 Section 2 Question 31 Interpersonal processes	Miller (1984) asked groups of middle-class adults and children aged 8, 11 and 15 from two different cultures to narrate antisocial behaviours and explain what prompts them. The proportion of dispositional attributions for each culture are shown. **Group** / **Culture 1** / **Culture 2** 8-year-olds / 0.13 / 0.08 11-year-olds / 0.13 / 0.07 15-year-olds / 0.30 / 0.07 Adults / 0.45 / 0.15 Describe dispositional attributions and identify two observed differences between cultures 1 and 2. Use data to explain your reasoning. [5 marks]

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2020 Paper 1 Section 2 Question 40 **Interpersonal processes**	Discuss the general aggression model (GAM) by providing an argument for and against the model. Provide an example for each argument. [4 marks]

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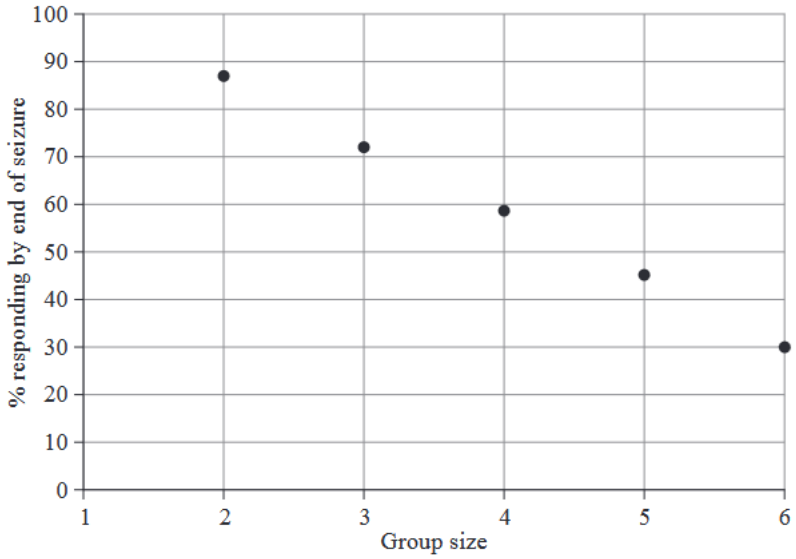
2024 Paper 2 Section 1 Question 1

Interpersonal processes

An experiment replicated Darley and Latane's (1968) methodology. Each participant was isolated in a cubicle and took part in a group discussion via intercom. Groups consisted of a single participant and confederates. At a certain point, one of the confederates — the 'victim' — faked an epileptic seizure. The percentage of participants who responded and the average time taken to respond (in seconds) were recorded. [8 marks]



Group size	Composition	Average response time (s)
2	participant and victim	56
3	participant, victim and one other	70
4	participant, victim and two others	104
5	participant, victim and three others	135
6	participant, victim and four others	170

a) Identify the lowest percentage of participants who responded and the number of bystanders in the group with this rate. [2 marks]

b) Identify the trend in the rate of participants responding and the trend in response time. Support your response with evidence. [4 marks]

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c) Predict a likely change in the data if participants were drawn from a population of medical professionals. Provide a reason for your response. [2 marks]

2023 Paper 2 Section 1 Question 6 Interpersonal processes	This question refers to an investigation by Simpson (1987) into the romantic relationships of university students. Participants completed initial surveys about their current relationships, addressing elements like satisfaction, closeness, duration, availability of alternative partners and exclusivity. Three months later, participants were asked if they were still dating the same person. If participants answered 'no' and were not yet seeking a relationship, a second survey was completed, focusing on the difficulty of emotional adjustments after the dissolution. The results demonstrated that individuals experienced more intense and prolonged distress when they were closer to the former partner, had dated them for longer and believed they would have difficulty finding a suitable alternative partner. a) Identify the phase of Rollie and Duck's (2005) stages of dissolution that the participants completing the second survey were most likely in. Justify your response by referring to the theory. [2 marks]

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	b) Predict which phase of dissolution completing the initial surveys may have triggered in some of the relationships. Justify your prediction by referring to the theory. [2 marks]

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2022 **Paper 2** **Section 1** **Question 3** **Interpersonal processes**	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] b) Describe the role of identification in group social influence and provide an example of it from the investigation. [2 marks]

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

2021 Paper 2 Section 1 Question 3 Interpersonal processes	This question refers to the cross-cultural study conducted by Buss et al. (1990). a) One of the conclusions from the research was that 'more than females, males prefer mates who are physically attractive. More than males, females prefer mates who show ambition-industriousness and other signs of earning potential.' Describe one biological theory of attraction and give two examples from the study that support this theory. [3 marks]

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b) Describe ‘culture’ and provide an example from the study. [2 marks]

c) Identify how similarity as an origin of attraction is relevant to the study. [1 mark]

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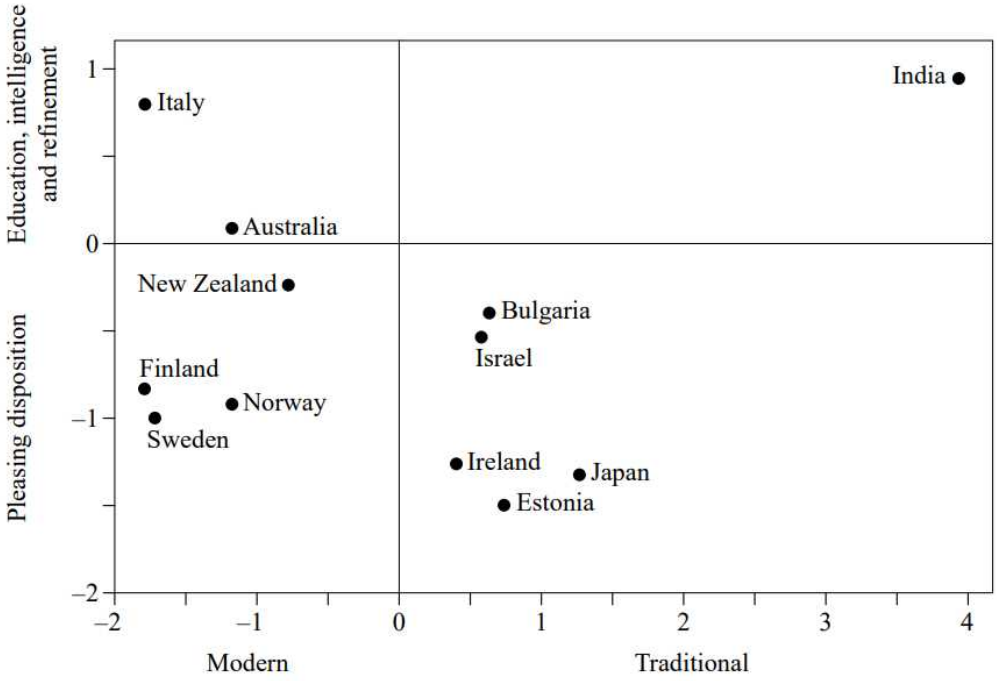
d) The graph displays the locations of each sample in the first two studied dimensions ('modern' versus 'traditional' and 'education, intelligence and refinement' versus 'pleasing disposition'). Identify one piece of evidence that is consistent and one piece of evidence that is inconsistent with similarity as an origin of attraction. [2 marks]



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2020 Paper 2 Section 1 Question 2 Interpersonal processes	This question refers to the experiments by Cialdini et al. (2006). a) Identify a factor that may have reduced the antisocial behaviour of the participants in the experiments. Give a reason for your judgement. [2 marks] b) Describe social responsibility as a factor that may have increased the prosocial behaviour of participants in the experiments. [2 marks] c) In a follow-up study, signs were placed at the entry to a beach where dune regeneration was required after a cyclone. The words on the signs were 'Please do not walk o the dunes.' and 'The vast majority of beach goers have avoided the dunes, allowing their regeneration.' Predict which sign will be more effective. Give reasons for your response based on the findings of the original experiments. [3 marks]

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Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 6 Interpersonal processes	The reciprocity principle describes the expectation that a person will help (A) those in need. (B) if they have the ability. **(C) those who have helped them. – Answer** (D) others, if they are in a large group of bystanders.

2024 Paper 1 Section 1 Question 9 Interpersonal processes	What does the general aggression model propose about habitual exposure to violent media, e.g. video games? **(A) It increases aggressive behaviour scripts. – Answer** (B) It is the result of an aggressive personality. (C) It is caused by aggressive social interactions. (D) It causes increased sensitisation to aggression.

2024 Paper 1 Section 1 Question 10 Interpersonal processes	Following a romantic breakup, social media users were observed to sever online connections with other users who were close to the ex-partner and establish connections with new online social groups. Which of Duck's stages of relationship dissolution does this represent? (A) social (B) dyadic (C) intrapsychic **(D) resurrection – Answer**

2023 Paper 1 Section 1 Question 2 Interpersonal processes	Buss et al. (1990) interviewed participants from 37 cultures and found evidence of universal traits for mate selection. This supports (A) social theories of attraction. (B) cultural theories of attraction. (C) cognitive theories of attraction. **(D) biological theories of attraction. – Answer**

2023 Paper 1 Section 1 Question 13 Interpersonal processes	The expectation that you will help a person who has previously helped you is known as (A) altruism. (B) empathy. **(C) reciprocity. – Answer** (D) cost-benefit analysis.

2023 Paper 1 Section 1 Question 14 Interpersonal processes	In an experiment by Darley and Latane (1968), participants in groups of two to six people sat in individual cubicles connected by intercoms to allow for group discussion. An experimental accomplice faked a severe epileptic seizure and the percentage of participants who sought help was measured. As interpreted by the authors, the results of this investigation were that increasing group size **(A) reduced an individual's feelings of responsibility and decreased the percentage of participants who sought help. – Answer** (B) increased an individual's feelings of responsibility and increased the percentage of participants who sought help. (C) had no effect on an individual's feelings of responsibility, resulting in an inconsistent pattern of participants who sought help. (D) only had an effect in groups larger than three, otherwise participants' sense of responsibility and percentage who sought help were unaffected.

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2021 **Paper 1** **Section 1** **Question 12** **Interpersonal processes**	Robinson and O'Leary-Kelly (2017) investigated antisocial behaviour at work. They found a positive relationship between the level of antisocial behaviour exhibited by an individual and that exhibited by their co-workers. What factor most likely affected the antisocial behaviour in this investigation? **(A) social influence – Answer** (B) audience inhibition (C) cost–benefit analysis (D) diffusion of responsibility

2021 **Paper 1** **Section 1** **Question 19** **Interpersonal processes**	Which statement does not describe the general aggression model? **(A) It examines how blocking a person's attainment of a goal can lead to aggression. – Answer** (B) It proposes that aggression is an innate biological drive and we must adapt in order to control it. (C) It examines how person and situation input variables influence aggression through the cognitions, emotions and arousal they generate. (D) It proposes that aggression is directly learnt and aggressive acts carried out by a model will be internalised by an individual and reproduced.

2021 **Paper 1** **Section 1** **Question 22** **Interpersonal processes**	Competence can lead to prosocial behaviour as a person **(A) believes they have the skills and abilities required to solve the problem. – Answer** (B) has the capacity to understand another person's experiences, both cognitively and emotionally. (C) has relatively extended emotional states that do not shift attention or disrupt ongoing activities. (D) behaves in a way that helps another person with no apparent gain, or with potential cost, to oneself.

2020 **Paper 1** **Section 1** **Question 14** **Interpersonal processes**	Aronson and Worchel (1966) led participants to believe that the person with whom they had interacted either liked them or disliked them. The results indicated that 'liking' had a significant effect on the participants' feelings for the other person. Which origin of attraction do the results of this investigation support? (A) proximity (B) similarity (C) familiarity **(D) reciprocity – Answer**

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Marking Guide – Paper 1 Section 2

2024 Paper 1 Section 2 Question 24

Interpersonal processes

This question refers to Buss et al.'s (1990) investigation of mate preferences across 37 cultures.
The investigation found clear sex differences in mate preference that were shared by most cultures.

Describe evolutionary theories of attraction with reference to this finding. [3 marks]

Sample response	The response
Evolutionary theories of attraction propose that people are attracted to potential mates who offer the best chances of successful reproduction. The findings from Buss et al. (1990) that support this theory are that males tend to prefer physically attractive mates and females tend to prefer ambitious mates with good earning capacity.	• describes evolutionary theories of attraction **[1 mark]** • identifies evidence of male preferences **[1 mark]** • identifies evidence of female preferences **[1 mark]**

2023 Paper 1 Section 2 Question 24

Interpersonal processes

Explain how social media can influence aggression, using an example. [2 marks]

Sample response	The response
Social media can provide a context where aggressive behaviours are normalised and have limited consequences, therefore increasing their frequency. For example, cyberbullies can use social media to harass, defame and threaten others, without the discomfort of seeing the victim's pain and with no resulting punishment.	• explains how social media influences aggression **[1 mark]** • provides a relevant example **[1 mark]**

2023 Paper 1 Section 2 Question 29

Interpersonal processes

Explain how perceived competence can lead to increased prosocial behaviour by bystanders in emergencies. Use an example in your response. [2 marks]

Sample response	The response
Bystanders who perceive that they have the required skills to deal with an emergency are more likely to provide help because they believe they can do so effectively. For example, if someone falls into a canal, a bystander who believes themselves to be a strong swimmer will be more likely to help because they can do so without drowning.	• explains how perceived competence can lead to increased prosocial behaviour **[1 mark]** • provides a relevant example **[1 mark]**

2022 Paper 1 Section 2 Question 22

Interpersonal processes

Explain how advertising, video games and social media can influence aggression. [3 marks]

Sample Response	The response
Advertising can desensitise aggressive behaviours, therefore making aggression more socially acceptable. Video games that are highly realistic, e.g. that involve killing people, blood and wounds, and various weapons, are believed to desensitise people to the effects of aggressive behaviours. The explosion of internet trolls and their aggressive comments on social media has led to a desensitisation to these types of comments, normalising aggressive behaviour.	• explains how - advertising influences aggression [1 mark] - video games influence aggression [1 mark] - social media influences aggression [1 mark]

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2022
Paper 1
Section 2
Question 28

Interpersonal processes

Describe altruism and provide an example of this behaviour. [2 marks]

Sample Response	The response
Altruism is the motivation to increase another person's welfare. An example of altruistic behaviour is a person giving their lunch to someone else who is hungry.	• describes altruism [1 mark] • provides an example of altruistic behaviour [1 mark]

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2022 Paper 1 Section 2 Question 31

Interpersonal processes

Miller (1984) asked groups of middle-class adults and children aged 8, 11 and 15 from two different cultures to narrate antisocial behaviours and explain what prompts them. The proportion of dispositional attributions for each culture are shown.

Group	Culture 1	Culture 2
8-year-olds	0.13	0.08
11-year-olds	0.13	0.07
15-year-olds	0.30	0.07
Adults	0.45	0.15

Describe dispositional attributions and identify two observed differences between cultures 1 and 2. Use data to explain your reasoning. [5 marks]

Sample Response	The response
A dispositional attribution is the tendency to assign responsibility for the behaviour of others to their inherent characteristics, rather than the external (situational) influences that stem from the environment or culture in which that individual is found. Culture 1 participants were proportionally more likely to use dispositional attributions for antisocial behaviours than culture 2. This is seen in the data table, where in culture 1 dispositional attributions were proportionally used up to 0.45, whereas for culture 2 they were used only up to 0.15. Additionally, the proportion of dispositional attributions increases considerably earlier for culture 1 than for culture 2. This is seen in the data table as the proportion of dispositional attributions made at 11 years old (0.13 in culture 1) is similar to adults in culture 2 (0.15).	• describes dispositional attributions [1 mark] • identifies a difference between cultures 1 and 2 [1 mark] • provides evidence from the data to support the difference [1 mark] • identifies a second difference between cultures 1 and 2 [1 mark] • provides evidence from the data to support the second difference [1 mark]

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2020 Paper 1 Section 2 Question 40

Interpersonal processes

Discuss the general aggression model (GAM) by providing an argument for and against the model. Provide an example for each argument. [4 marks]

Sample Response	The response
An argument for the general aggression model (GAM) is that it offers empirically validated insights into ways to reduce aggression, including how to stunt the development of aggressive tendencies over time. An example argument for the GAM is that a person known to be aggressive can be given strategies designed to reduce their hostile affect and increase thoughtful awareness of the violent thoughts, feelings and actions, increasing their likelihood to engage in decision-making processes when the urge to act aggressively occurs. An argument against the GAM is that it suggests that aggression is an automatic process over which an individual has little control. An example of the argument against the GAM suggests that all teenagers who play violent video games would display aggressive tendencies; however, evidence suggests that although the sale of violent games has increased over time, so has the civic involvement and volunteering of youth, providing evidence against the automatic processes proposed by the GAM.	• discusses an argument for the general aggression model (GAM) [1 mark] • identifies an example that supports the argument for the GAM [1 mark] • discusses an argument against the GAM [1 mark] • identifies an example that supports the argument against the GAM [1 mark]

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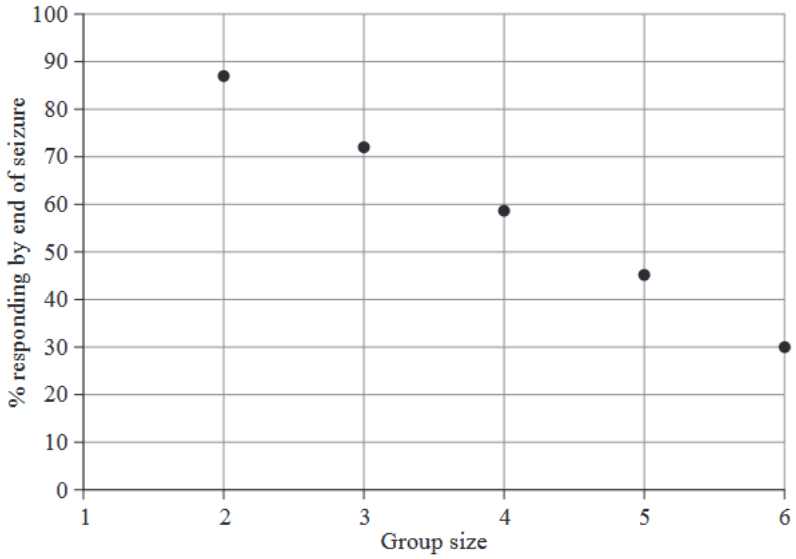
2024 Paper 2 Section 1 Question 1

Interpersonal processes

An experiment replicated Darley and Latane's (1968) methodology. Each participant was isolated in a cubicle and took part in a group discussion via intercom. Groups consisted of a single participant and confederates. At a certain point, one of the confederates — the 'victim' — faked an epileptic seizure. The percentage of participants who responded and the average time taken to respond (in seconds) were recorded. [8 marks]



Group size	Composition	Average response time (s)
2	participant and victim	56
3	participant, victim and one other	70
4	participant, victim and two others	104
5	participant, victim and three others	135
6	participant, victim and four others	170

a) Identify the lowest percentage of participants who responded and the number of bystanders in the group with this rate. [2 marks]

Sample response	The response
The lowest response rate is 30%. This group had four bystanders.	• identifies the response rate of 30% **[1 mark]** • identifies four bystanders **[1 mark]**

b) Identify the trend in the rate of participants responding and the trend in response time. Support your response with evidence. [4 marks]

Sample response	The response
The rate of response decreased with group size. For example, in the smallest group, 87% of participants responded, whereas in the largest group, only 30% responded. Response time increased as group size increased. For example, in the smallest group, responses occurred, on average, 56 seconds after the seizure commenced, while in the largest group, it took 170 seconds, on average, for participants to respond.	• identifies the trend in – rate of response **[1 mark]** – response time **[1 mark]** • provides evidence to support the trend in – rate of response **[1 mark]** – response time **[1 mark]**

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c) Predict a likely change in the data if participants were drawn from a population of medical professionals. Provide a reason for your response. [2 marks]

Sample response	The response
The rate of response is likely to increase for all group sizes, because medical professionals are likely to have greater-than-average competence and confidence in assisting someone having an epileptic seizure.	• predicts a possible change in the data **[1 mark]** • provides a reason **[1 mark]**

2023 Paper 2 Section 1 Question 6

Interpersonal processes

This question refers to an investigation by Simpson (1987) into the romantic relationships of university students. Participants completed initial surveys about their current relationships, addressing elements like satisfaction, closeness, duration, availability of alternative partners and exclusivity.

Three months later, participants were asked if they were still dating the same person. If participants answered 'no' and were not yet seeking a relationship, a second survey was completed, focusing on the difficulty of emotional adjustments after the dissolution.

The results demonstrated that individuals experienced more intense and prolonged distress when they were closer to the former partner, had dated them for longer and believed they would have difficulty finding a suitable alternative partner.

a) Identify the phase of Rollie and Duck's (2005) stages of dissolution that the participants completing the second survey were most likely in. Justify your response by referring to the theory. [2 marks]

Sample response	The response
The participants are most likely still in the grave-dressing phase. This is because these participants have not yet sought to form new relationships (resurrection stage), and so are likely still reflecting on the break-up and developing their own perspectives on what happened.	• identifies the grave-dressing phase of dissolution **[1 mark]** • provides reasoning based on the theory **[1 mark]**

b) Predict which phase of dissolution completing the initial surveys may have triggered in some of the relationships. Justify your prediction by referring to the theory. [2 marks]

Sample response	The response
Completing the surveys may have led some participants to enter the intrapsychic phase of relationship dissolution. The focus of this phase is on thinking processes occurring inside the individual related to their relationship satisfaction. As the surveys asked about things like their satisfaction, closeness and available alternatives, it may have triggered an internal dialogue that suggested a need for change.	• predicts the phase of dissolution triggered **[1 mark]** • provides reasoning based on the theory **[1 mark]**

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2022 Paper 2 Section 1 Question 3

Interpersonal processes

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]

Sample Response	The response
Being a guard carried social status and power in the prison, as they had a group identity (when wearing a uniform) and, above all, the freedom to exercise an unprecedented degree of control over the lives of the prisoners. This power was invariably expressed in terms of sanctions for the prisoners. The prisoners had little power in the experiment and therefore generally responded passively to the demands made by the guards. The prisoners used various coping strategies to deal with their loss of power, like failing to initiate any action.	• concludes the guards had high power in the experiment [1 mark] • provides an example of how guards used power [1 mark] • concludes the prisoners had low power in the experiment [1 mark] • provides an example of how prisoners adapted to a lack of power [1 mark]

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

Sample Response	The response
Identification is the change in people's attitude and behaviour because they are influenced by someone and relate to the content of their attitude. In the investigation, the guards demonstrated identification as their behaviours were influenced by the other guards within the group.	• describes identification in group social influence [1 mark] • identifies an example from the experiment [1 mark]

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

Sample Response	The response
Diffusion of responsibility can be seen in the investigation when a few of the guards were passive and rarely instigated any coercive control over the prisoners, but never spoke up about the behaviour of the more aggressive guards.	• identifies another factor that may have influenced the antisocial behaviour of the participants in the experiment [1 mark] • provides an example of that factor from the experiment [1 mark]

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2021 Paper 2 Section 1 Question 3

Interpersonal processes

This question refers to the cross-cultural study conducted by Buss et al. (1990).

a) One of the conclusions from the research was that 'more than females, males prefer mates who are physically attractive. More than males, females prefer mates who show ambition-industriousness and other signs of earning potential.'

Describe one biological theory of attraction and give two examples from the study that support this theory. [3 marks]

Sample Response	The response
Inter-sexual selection theory suggests that females, due to the higher costs experienced before, during and after child rearing, tend to pick a genetically fit partner who is able and willing to provide resources, whereas males select partners they deem to be fertile based on certain physical characteristics. Evidence for this theory from the study is that females tended to prefer males who show 'ambition-industriousness and other signs of earning potential'. Further evidence is that males in the study preferred females who were 'physically attractive', as this is often viewed as a sign of fertility.	• describes a relevant biological theory of attraction [1 mark] • identifies an example of the theory from the study [1 mark] • identifies a second example of the theory from the study [1 mark]

b) Describe 'culture' and provide an example from the study. [2 marks]

Sample Response	The response
Culture is a set of attitudes, behaviours and symbols shared by a large group of people and usually communicated from one generation to the next. It may have an influence on selecting a mate. Cultures were grouped into regions such as Asia, Oceania, Middle East and Eastern Europe for analysis, due to perceived similarity of attitudes and behaviours towards mate characteristics.	• describes culture [1 mark] • gives an example from the study [1 mark]

c) Identify how similarity as an origin of attraction is relevant to the study. [1 mark]

Sample Response	The response
The study sought to determine whether people tended to choose romantic partners on the basis of similar or shared attitudes, values and interests.	• identifies how similarity as the origin of attraction was relevant to the study [1 mark]

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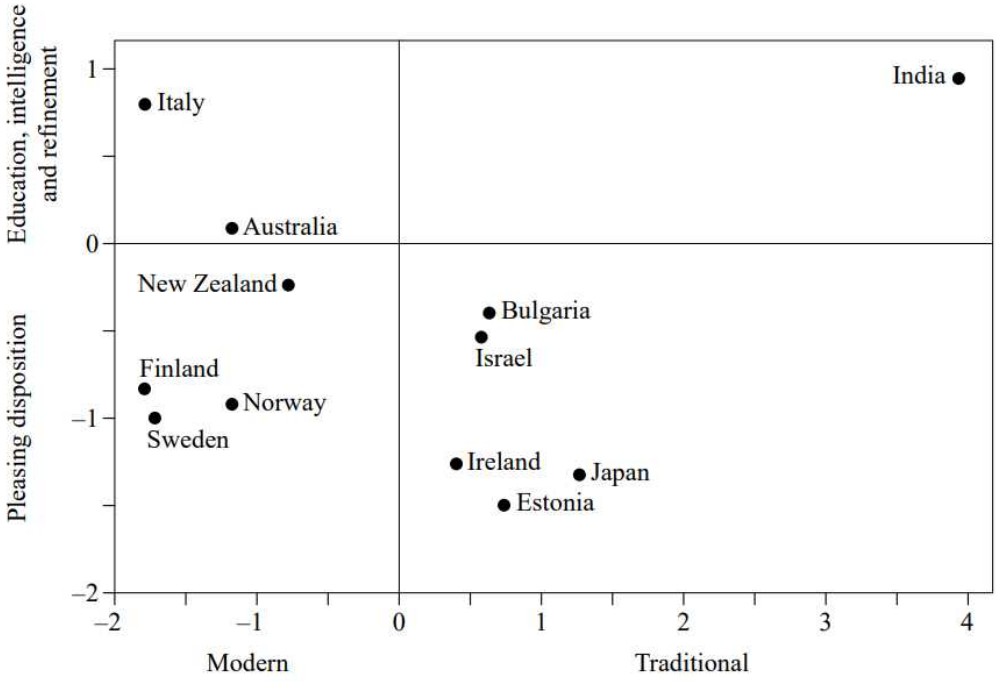
d) The graph displays the locations of each sample in the first two studied dimensions ('modern' versus 'traditional' and 'education, intelligence and refinement' versus 'pleasing disposition'). Identify one piece of evidence that is consistent and one piece of evidence that is inconsistent with similarity as an origin of attraction. [2 marks]



Sample Response	The response
Evidence consistent with similarity as an origin of attraction can be seen in countries perceived to have similar attitudes, values and beliefs tending to have similar ratings for partner preferences, e.g. the Nordic countries (Finland, Sweden and Norway). Evidence inconsistent with similarity as an origin of attraction can also be seen, with countries perceived to not have similar attitudes, values and beliefs having similar ratings for partner preferences, e.g. Estonia, Ireland and Japan.	• identifies evidence consistent with similarity as an origin of attraction [1 mark] • identifies evidence inconsistent with similarity as an origin of attraction [1 mark]

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2020 Paper 2 Section 1 Question 2

Interpersonal processes

This question refers to the experiments by Cialdini et al. (2006).

a) Identify a factor that may have reduced the antisocial behaviour of the participants in the experiments. Give a reason for your judgement. [2 marks]

Sample Response	The response
Audience inhibition Without the presence of others in the forest, participants would not feel inhibited about removing the wood or incorrectly interpreting the sign.	• identifies a factor that may have influenced the antisocial behaviour of participants [1 mark] • provides a reason relating to the experiments [1 mark]

b) Describe social responsibility as a factor that may have increased the prosocial behaviour of participants in the experiments. [2 marks]

Sample Response	The response
Social responsibility refers to the belief that everybody ought to help others that are less fortunate. In one experiment, the signs with descriptive norms attempted to appeal to the participants' sense of social responsibility, which meant that an overwhelming majority of wood wasn't stolen.	• describes social responsibility as a factor that may have influenced prosocial behaviour [1 mark] • describes how social responsibility may have affected the behaviour of participants in the experiment [1 mark]

c) In a follow-up study, signs were placed at the entry to a beach where dune regeneration was required after a cyclone. The words on the signs were 'Please do not walk o the dunes.' and 'The vast majority of beach goers have avoided the dunes, allowing their regeneration.'

Predict which sign will be more effective. Give reasons for your response based on the findings of the original experiments. [3 marks]

Sample Response	The response
The first sign, 'Please do not walk on the dunes.' will be the most effective. The experiment by Cialdini found that signs using injunctive normative beliefs, like the first sign, were the most effective in terms of changing participants' behaviour. The experiment by Cialdini also found that signs using descriptive normative beliefs, like the second sign, were the least effective in terms of changing the behaviour of participants.	• predicts that the first sign will be the most effective [1 mark] • gives a reason based on the findings of the original experiment (injunctive normative belief) [1 mark] • gives another reason based on the findings of the original experiment (descriptive normative belief) [1 mark]

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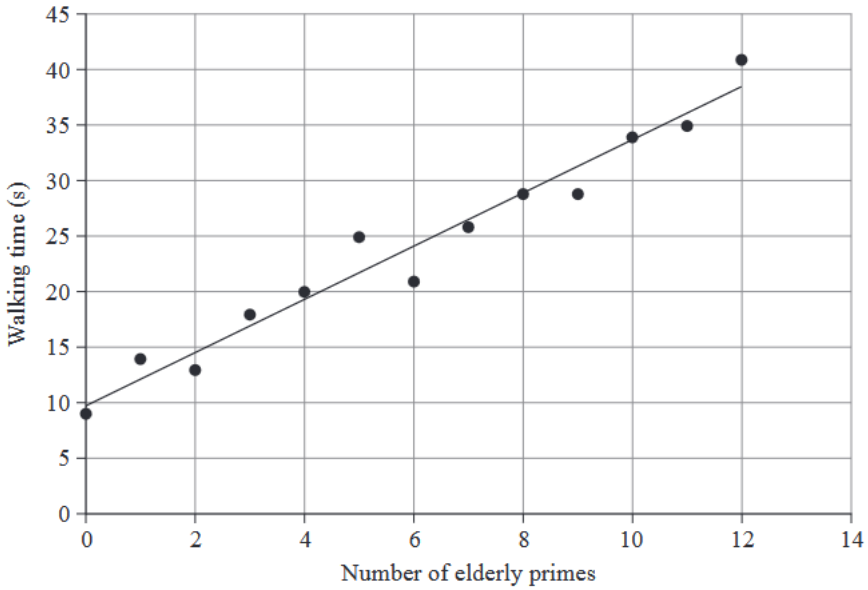
Unit 4 – Topic 3: Attitudes

Paper 1 Section 1

2024 Paper 1 Section 1 Question 8 Attitudes	The graph shows the relationship between walking time and the number of elderly primes.  Identify the relationship shown. (A) weak positive (B) strong positive (C) weak negative (D) strong negative

2024 Paper 1 Section 1 Question 19 Attitudes	A person who believes that smoking is dangerous but continues to smoke may eventually change their beliefs about smoking. This change would most likely be in response to (A) situational attribution. (B) cognitive dissonance. (C) confirmation bias. (D) self-serving bias.

2023 Paper 1 Section 1 Question 4 Attitudes	An example of discrimination is (A) holding a negative attitude towards people born in a different country. (B) avoiding interactions with people from a different race. (C) believing that men are better drivers than women. (D) thinking that young people are unreliable.

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2023 Paper 1 Section 1 Question 16 Attitudes	A study modelled on experiments by Bargh, Chen and Burrows (1996) investigated the relationship between priming with stereotypes and walking speed. Participants read word lists of different lengths in either neutral or elderly priming conditions. Their walking speed was then measured. The table shows correlations between number of words read and walking speed. **Copyright restrictions prohibit the release of this QCAA exam material.** A conclusion that can be drawn from this data is that the (A) differences between the variables in the neutral condition are statistically significant. (B) differences between the variables in the elderly condition are statistically significant. (C) variables in the elderly condition have a strong negative relationship. (D) variables in the neutral condition have no relationship.

2023 Paper 1 Section 1 Question 18 Attitudes	Kutner, Wilkins and Yarrow (1952) had a group comprised of one African-American and two white participants enter different restaurants in a predominantly white suburb in the United States. All were served a meal. Weeks later, experimenters called each restaurant to make a table reservation for a mixed-race group, and more than half of the restaurants refused this booking. Restaurants were inconsistent in which component of the tri-component model of attitudes? (A) experience (B) behaviour (C) cognition (D) affect

2022 Paper 1 Section 1 Question 6 Attitudes	In an investigation, students in shared accommodation were given questionnaires at two different times during the semester. The questionnaires asked about early and later attraction to other students. The results showed that in the first few weeks of the semester, students reported being most attracted to people they shared accommodation with. However, as the semester progressed, students reported being most attracted to people who held compatible attitudes. Identify the type of attraction experienced by students later in the semester. (A) similarity (B) proximity (C) familiarity (D) reciprocity

2022 Paper 1 Section 1 Question 8 Attitudes	Researchers investigating unfriending behaviours on a social media platform found that most people communicated their concerns in an effort to fix issues before ending the relationship. Which stage of Duck's stages of dissolution does this represent? (A) social (B) dyadic (C) intrapsychic (D) grave-dressing

2022 Paper 1 Section 1 Question 12 Attitudes	Discrimination is (A) a preconceived opinion that is not based on reason or experience. (B) an unconscious unfavourable belief about a group of people. (C) a negative overt thought about members of a cultural group. (D) the behavioural manifestation of a prejudicial attitude.

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2022 **Paper 1** **Section 1** **Question 16** **Attitudes**	Ross (1971) examined the reactions of 36 undergraduates who were presented with emergency situations in the presence of two non-responding adult confederates, or two non-responding child confederates. It was found that participants responded more quickly in the presence of children. Researchers were investigating (A) cost-benefit analysis and empathy. (B) diffusion of responsibility and competence. (C) bystander intervention and social responsibility. (D) the reciprocity principle and audience inhibition.

2021 **Paper 1** **Section 1** **Question 18** **Attitudes**	Associating people's behaviour with their internal characteristics is (A) situational bias. (B) correspondence bias. (C) situational attribution. (D) dispositional attribution.

2022 **Paper 1** **Section 1** **Question 19** **Attitudes**	In an experiment, participants were asked to select statements expressing how much they favoured one category of people over another. An example was 'I strongly prefer young people to old people'. This experiment was investigating (A) discrimination and scapegoating. (B) stereotypes and direct experience. (C) explicit attitudes and group prejudice. (D) implicit attitudes and the prejudiced personality.

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2021 Paper 1 Section 1 Question 1-3

Attitudes

These questions refer to an investigation that partially modified the methodology of Bargh, Chen and Burrows (1996) (Experiment 2). The table shows data from the investigation.

Number of elderly primes	Walking time (s)
0	7.30
1	7.45
2	7.62
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5	8.05
6	8.28
7	8.28
8	8.28
9	9.12
10	9.12

What is the mean walking time?

(A) 8.05 s
(B) 8.12 s
(C) 8.28 s
(D) 9.12 s

Researchers analysed the results using a Pearson correlation coefficient. The result was r = 0.98.

It could be inferred that this demonstrates a

(A) weak positive correlation.
(B) weak negative correlation.
(C) strong positive correlation.
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A conclusion that could be drawn from the analysed result is

(A) the number of elderly primes had no effect on walking time.
(B) the number of elderly primes had little effect on walking time.
(C) as the number of elderly primes increased, walking time increased.
(D) as the number of elderly primes increased, walking time decreased.

2021 Paper 1 Section 1 Question 4

Attitudes

Personal prejudice is

(A) blaming a group for the actions of others.
(B) attitudes held to conform with group views.
(C) negative thoughts, stereotypes and actions towards others based on race.
(D) an opinion of another person based on their real or perceived group membership.

2021 Paper 1 Section 1 Question 5

Attitudes

According to Duck's stages of dissolution, in the dyadic phase individuals

(A) retrospectively make sense of the relationship's history by developing an account that casts the individual in a favourable light.
(B) reveal their concerns regarding the relationship to their partner and attempt to redefine the relationship.
(C) internalise reflections on the state of the relationship generally and the partner specifically.
(D) recognise that relationships are embedded in social networks.

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2021 **Paper 1** **Section 1** **Question 6** **Attitudes**	Self-serving bias is the tendency for people to (A) attribute their own behavioural successes to personal factors that are in their control. (B) infer that a person's behaviour is due to the situation or environment they are in. (C) infer that self-serving factors are the cause of an event or behaviour. (D) search for approval for what they believe.

2021 **Paper 1** **Section 1** **Question 11** **Attitudes**	Superordinate goals reduce prejudice through (A) dependence on one another to meet each person's goals. (B) shared goals that a group or individuals cannot achieve alone or without other groups or individuals. (C) prolonged and involved cooperative activity in order to meet goals, rather than a casual and purposeless contact. (D) social interaction occurring at the same level in order to meet goals, without obvious differences in power or status.

2021 **Paper 1** **Section 1** **Question 17** **Attitudes**	These results are from an investigation in which smoke was introduced into a room while different groupings of participants completed a questionnaire. **Condition** / **Reporting smoke (%)** Alone — 75 Two passive confederates — 10 Three naive subjects — 38 Darley and Latane's (1968) model of bystander intervention would attribute these results to (A) a loss of social identity and inhibition. (B) the tendency for an individual to reduce their effort in a group. (C) the presence of others reducing the likelihood of prosocial behaviour. (D) individuals changing their behaviour as a result of real or implied pressure from others.

2020 **Paper 1** **Section 1** **Question 3** **Attitudes**	Explicit attitudes are (A) a person's conscious views towards people, objects or concepts. (B) learned ideas we hold about ourselves, others, objects and experiences. (C) positive and negative evaluations that are not accessible to our conscious awareness. (D) oversimplified images of people who belong to a particular group, causing them to appear more similar than they are.

2020 **Paper 1** **Section 1** **Question 5** **Attitudes**	An investigation by Minard (1952) found that below ground, 80% of white miners were friendly towards black miners, where as above ground this dropped to 20%. The behaviour of the miners above ground demonstrates (A) cognitive dissonance. (B) discrimination. (C) stereotyping. (D) prejudice.

2020 **Paper 1** **Section 1** **Question 6** **Attitudes**	Experiments by Tajfel (!970) demonstrated that dividing participants into arbitrary groups produces in-group favouritism – the tendency to respond more positively, say with rewards, to the people from in-groups ('us') than people from out-groups ('them'). Which stage of social identity theory do these experiments demonstrate? (A) social categorisation (B) social identification (C) social comparison (D) social evaluation

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2020 **Paper 1** **Section 1** **Question 23** **Attitudes**	The components of the tri-component model are known as affective, behavioural and (A) active. (B) physical. (C) cognitive. (D) emotional.

2020 **Paper 1** **Section 1** **Question 24** **Attitudes**	Blaming a person or group for the actions of others or for conditions not of their making is known as (A) scapegoating. (B) group prejudice. (C) direct experience. (D) personal discrimination.

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2023 Paper 1 Section 2 Question 25 **Attitudes**	Van der Meer et al. (2020) recruited participants with strong views on certain social issues to view eight headlines relevant to those issues. The headlines came from media outlets with different political orientations. Participants were asked to rate the likelihood that they would read each article. The study found that participants more often rated articles consistent with their views as 'highly likely to read'. a) Describe a source of cognitive dissonance from this study. [1 mark] b) Contrast confirmation bias and self-serving bias. Identify which bias was responsible for how participants rated articles. [2 marks]

2023 Paper 1 Section 2 Question 28 **Attitudes**	Describe ageism and identify a behaviour that may result from it. [2 marks]

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2022 Paper 1 Section 2 Question 25 Attitudes	Contrast self-serving bias and confirmation bias. [1 mark]

2022 Paper 1 Section 2 Question 27 Attitudes	Describe prejudice and provide two examples. [3 marks]

2022 Paper 1 Section 2 Question 30 Attitudes	Identify one strength and one limitation of social identity theory. [2 marks]

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2021 **Paper 1** **Section 2** **Question 36** **Attitudes**	Identify one strength and one limitation of social identity theory. [2 marks]

2020 **Paper 1** **Section 2** **Question 31** **Attitudes**	Describe prejudice expressed as sexism, using an example. [2 marks]

2020 **Paper 1** **Section 2** **Question 34** **Attitudes**	Describe how intergroup contact can reduce prejudice, using an example. [2 marks]

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2020 Paper 1 Section 2 Question 38 Attitudes	Contrast self-serving and confirmation biases. Give an example of each. [3 marks]

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2024 Paper 2 Section 1 Question 5 **Attitudes**	The 'what is beautiful is good' stereotype refers to a tendency to form positive attitudes about people judged physically attractive. Studies show that people tend to associate a wide variety of positive personal traits with physical attractiveness, especially traits like social competence, while traits like integrity are less affected. There is substantial research indicating that these associations lead to discrimination based on physical appearance, e.g. attractive adults receive more help and cooperation from others. a) Identify the components of the tri-component model of attitudes. [3 marks] b) Explain these findings in terms of the tri-component model of attitudes. [3 marks] c) Explain how social comparison could lead people to find members of their own group more attractive. [2 marks]

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	d) Describe personal prejudice towards those judged unattractive. Provide an example. [2 marks]

2023 Paper 2 Section 1 Question 1 Attitudes	This question refers to the theory of cognitive dissonance proposed by Festinger (1957). a) Describe the implicit attitudes and explain how cognitive dissonance may reveal them. [2 marks] b) Describe identification as a form of social influence and explain how it could lead to cognitive dissonance. [2 marks]

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2020 **Paper 2** **Section 1** **Question 3** **Attitudes**	This question refers to the study by Darley and Latane (1968). a) Describe how empathy, as a personal characteristic, may have increased the prosocial behaviour of the participants in the study. [2 marks] b) Describe situational and dispositional attributions, and then identify how each could be used to explain the behaviour of participants in the study. [4 marks] c) Describe the three stages of the model of bystander intervention, using examples from the study for each stage. [6 marks]

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d) Participants who failed to report the emergency showed signs of extreme concern when the experimenter entered the room to terminate the study. Many showed physical signs of nervousness and seemed more emotionally charged than those who did not report the emergency.

Infer why this group of participants may have reacted this way. [1 mark]

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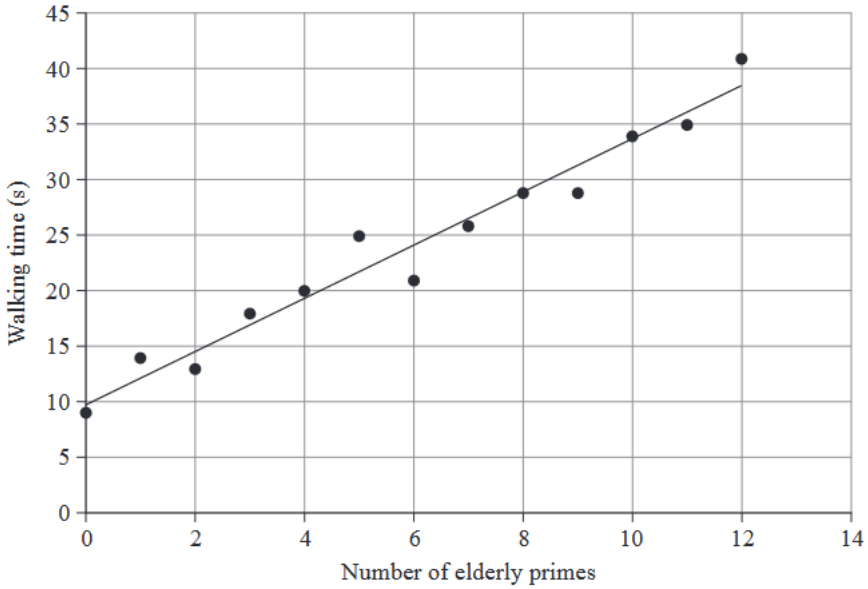
Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 8 Attitudes	The graph shows the relationship between walking time and the number of elderly primes.  Identify the relationship shown. (A) weak positive **(B) strong positive – Answer** (C) weak negative (D) strong negative

2024 Paper 1 Section 1 Question 19 Attitudes	A person who believes that smoking is dangerous but continues to smoke may eventually change their beliefs about smoking. This change would most likely be in response to (A) situational attribution. **(B) cognitive dissonance. – Answer** (C) confirmation bias. (D) self-serving bias.

2023 Paper 1 Section 1 Question 4 Attitudes	An example of discrimination is (A) holding a negative attitude towards people born in a different country. **(B) avoiding interactions with people from a different race. – Answer** (C) believing that men are better drivers than women. (D) thinking that young people are unreliable.

2023 Paper 1 Section 1 Question 16 Attitudes	A study modelled on experiments by Bargh, Chen and Burrows (1996) investigated the relationship between priming with stereotypes and walking speed. Participants read word lists of different lengths in either neutral or elderly priming conditions. Their walking speed was then measured. The table shows correlations between number of words read and walking speed. **Copyright restrictions prohibit the release of this QCAA exam material.** A conclusion that can be drawn from this data is that the (A) differences between the variables in the neutral condition are statistically significant. (B) differences between the variables in the elderly condition are statistically significant. **(C) variables in the elderly condition have a strong negative relationship. – Answer** (D) variables in the neutral condition have no relationship.

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2023 Paper 1 Section 1 Question 18 Attitudes	Kutner, Wilkins and Yarrow (1952) had a group comprised of one African-American and two white participants enter different restaurants in a predominantly white suburb in the United States. All were served a meal. Weeks later, experimenters called each restaurant to make a table reservation for a mixed-race group, and more than half of the restaurants refused this booking. Restaurants were inconsistent in which component of the tri-component model of attitudes? (A) experience **(B) behaviour – Answer** (C) cognition (D) affect

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2022 Paper 1 Section 1 Question 8 Attitudes	Researchers investigating unfriending behaviours on a social media platform found that most people communicated their concerns in an effort to fix issues before ending the relationship. Which stage of Duck's stages of dissolution does this represent? (A) social **(B) dyadic – Answer** (C) intrapsychic (D) grave-dressing

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2022 **Paper 1** **Section 1** **Question 12** **Attitudes**	Discrimination is (A) a preconceived opinion that is not based on reason or experience. (B) an unconscious unfavourable belief about a group of people. (C) a negative overt thought about members of a cultural group. **(D) the behavioural manifestation of a prejudicial attitude. – Answer**

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2021 Paper 1 Section 1 Question 1-3

Attitudes

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2021 Paper 1 Section 1 Question 4

Attitudes

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2021 Paper 1 Section 1 Question 5

Attitudes

According to Duck's stages of dissolution, in the dyadic phase individuals

(A) retrospectively make sense of the relationship's history by developing an account that casts the individual in a favourable light.
(B) reveal their concerns regarding the relationship to their partner and attempt to redefine the relationship. – Answer
(C) internalise reflections on the state of the relationship generally and the partner specifically.
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2020 Paper 1 Section 1 Question 3 Attitudes	Explicit attitudes are **(A) a person's conscious views towards people, objects or concepts. – Answer** (B) learned ideas we hold about ourselves, others, objects and experiences. (C) positive and negative evaluations that are not accessible to our conscious awareness. (D) oversimplified images of people who belong to a particular group, causing them to appear more similar than they are.

2020 Paper 1 Section 1 Question 5 Attitudes	An investigation by Minard (1952) found that below ground, 80% of white miners were friendly towards black miners, where as above ground this dropped to 20%. The behaviour of the miners above ground demonstrates (A) cognitive dissonance. **(B) discrimination. – Answer** (C) stereotyping. (D) prejudice.

2020 Paper 1 Section 1 Question 6 Attitudes	Experiments by Tajfel (!970) demonstrated that dividing participants into arbitrary groups produces in-group favouritism – the tendency to respond more positively, say with rewards, to the people from in-groups ('us') than people from out-groups ('them'). Which stage of social identity theory do these experiments demonstrate? **(A) social categorisation – Answer** (B) social identification (C) social comparison (D) social evaluation

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2020 **Paper 1** **Section 1** **Question 23** **Attitudes**	The components of the tri-component model are known as affective, behavioural and (A) active. (B) physical. **(C) cognitive. – Answer** (D) emotional.

2020 **Paper 1** **Section 1** **Question 24** **Attitudes**	Blaming a person or group for the actions of others or for conditions not of their making is known as **(A) scapegoating. – Answer** (B) group prejudice. (C) direct experience. (D) personal discrimination.

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Marking Guide – Paper 1 Section 2

2023 Paper 1 Section 2 Question 25

Attitudes

Van der Meer et al. (2020) recruited participants with strong views on certain social issues to view eight headlines relevant to those issues. The headlines came from media outlets with different political orientations. Participants were asked to rate the likelihood that they would read each article.

The study found that participants more often rated articles consistent with their views as 'highly likely to read'.

a) Describe a source of cognitive dissonance from this study. [1 mark]

Sample response	The response
For a participant with strong views, reading a headline presenting a contrasting view would create cognitive dissonance, as the view expressed in the headline is dissonant with the participant's beliefs.	• identifies the contrast between headline and existing attitude/belief as a source of cognitive dissonance **[1 mark]**

b) Contrast confirmation bias and self-serving bias. Identify which bias was responsible for how participants rated articles. [2 marks]

Sample response	The response
Confirmation bias is the preference for information that confirms existing beliefs, whereas self-serving bias describes a tendency to attribute one's successes to dispositional factors and one's failures to situational factors. Confirmation bias is responsible for the participants' ratings of articles.	• contrast confirmation bias and self-serving bias **[1 mark]** • identify confirmation bias as the best explanation for the ratings **[1 mark]**

2023 Paper 1 Section 2 Question 28

Attitudes

Describe ageism and identify a behaviour that may result from it. [2 marks]

Sample response	The response
Ageism is prejudice based on age. A behaviour that may result from ageism is an employer overlooking an older person for employment because they believe their technological skills are low.	• describes ageism as prejudice based on age **[1 mark]** • identifies a relevant behaviour **[1 mark]**

2022 Paper 1 Section 2 Question 25

Attitudes

Contrast self-serving bias and confirmation bias. [1 mark]

Sample Response	The response
Self-serving bias is the tendency to view ourselves more favourably than others in the same position, whereas confirmation bias is the tendency to search for, recall and interpret information to suit pre-existing beliefs.	• contrasts self-serving bias and confirmation bias [1 mark]

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2022 Paper 1 Section 2 Question 27

Attitudes

Describe prejudice and provide two examples. [3 marks]

Sample Response	The response
Prejudice is an unfavourable attitude towards a group of people. An example of prejudice is believing that women cannot complete work to the same standard as men. A second example of prejudice is someone thinking poorly of another person for their belonging to a certain race.	• describes prejudice [1 mark] • provides an example of prejudice [1 mark] • provides a second example of prejudice [1 mark]

2022 Paper 1 Section 2 Question 30

Attitudes

Identify one strength and one limitation of social identity theory. [2 marks]

Sample Response	The response
A strength of social identity theory is that it provides a good way to understand human behaviour, e.g. favouritism. A limitation of social identity theory is that it describes human behaviour but does not always accurately predict it.	• identifies a strength of social identity theory [1 mark] • identifies a limitation of social identity theory [1 mark]

2021 Paper 1 Section 2 Question 36

Attitudes

Identify one strength and one limitation of social identity theory. [2 marks]

Sample Response	The response
Social identity theory (SIT) demonstrates the crucial role of social categorisation in intergroup behaviour. SIT does not provide a cognitive explanation of behaviour.	• identifies one strength of social identity theory [1 mark] • identifies one limitation of social identity theory [1 mark]

2020 Paper 1 Section 2 Question 31

Attitudes

Describe prejudice expressed as sexism, using an example. [2 marks]

Sample Response	The response
Prejudice expressed as sexism is a preconceived negative opinion expressed against individuals or groups on the basis of their sex or gender. An example is an employer with the opinion that female workers must wear makeup when working at the front counter.	• describes prejudice expressed as sexism [1 mark] • identifies an example of sexism [1 mark]

2020 Paper 1 Section 2 Question 34

Attitudes

Describe how intergroup contact can reduce prejudice, using an example. [2 marks]

Sample Response	The response
Increasing contact between the people who hold the stereotype and those who are the target of the stereotype has been shown to reduce prejudice due to an increase in interpersonal understanding. For example, increasing the contact between Australians who have anti-immigration views and immigrants to Australia should increase interpersonal understanding and challenge the stereotypes.	• describes how intergroup contact can reduce prejudice [1 mark] • identifies an example of how intergroup contact can reduce prejudice [1 mark]

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2020 Paper 1 Section 2 Question 38

Attitudes

Contrast self-serving and confirmation biases. Give an example of each. [3 marks]

Sample Response	The response
Self-serving bias is the tendency to attribute our behavioural successes to personal factors and our failures to situational factors outside of our control, whereas confirmation bias is the tendency for people to search for confirmation of what they already believe. An example of a self-serving bias would be if a student gets a high score on a test it's because they studied hard, but if they get a poor score it's because the teacher doesn't like them. An example of confirmation bias would be a person who is in favour of gun control seeking out news stories and opinion pieces that reaffirm their belief, and on hearing negative stories in the media (such as shootings), reinterprets them in a way that supports their existing beliefs.	• recognises a difference between self-serving and confirmation biases [1 mark] • identifies an example of self-serving bias [1 mark] • identifies an example of confirmation bias [1 mark]

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2024 Paper 2 Section 1 Question 5

Attitudes

The 'what is beautiful is good' stereotype refers to a tendency to form positive attitudes about people judged physically attractive. Studies show that people tend to associate a wide variety of positive personal traits with physical attractiveness, especially traits like social competence, while traits like integrity are less affected. There is substantial research indicating that these associations lead to discrimination based on physical appearance, e.g. attractive adults receive more help and cooperation from others.

a) Identify the components of the tri-component model of attitudes. [3 marks]

Sample response	The response
The three components of the tri-component model of attitudes are the affective, cognitive and behavioural components.	• identifies the – affective component **[1 mark]** – cognitive component **[1 mark]** – behavioural component **[1 mark]**

b) Explain these findings in terms of the tri-component model of attitudes. [3 marks]

Sample response	The response
The tri-component model would note that people feel more positively about attractive people (affective component); that they have more positive cognitions about attractive people, assigning them positive personal traits (cognitive component); and that they discriminate in favour of more attractive people, being more likely to help them (behavioural component).	• explains the findings in terms of the – affective component **[1 mark]** – cognitive component **[1 mark]** – behavioural component **[1 mark]**

c) Explain how social comparison could lead people to find members of their own group more attractive. [2 marks]

Sample response	The response
Social comparison involves judging out-group members as inferior and in-group members as superior, to boost one's self-esteem. This would lead members of a group to find in-group members more attractive.	• describes social comparison **[1 mark]** • explains its effect **[1 mark]**

d) Describe personal prejudice towards those judged unattractive. Provide an example. [2 marks]

Sample response	The response
Personal prejudice, in this instance, is an unjustified negative opinion or feeling about those judged unattractive. For example, unattractive people might be considered unintelligent.	• describes personal prejudice **[1 mark]** • provides an example **[1 mark]**

2023 Paper 2 Section 1 Question 1

Attitudes

This question refers to the theory of cognitive dissonance proposed by Festinger (1957).

a) Describe the implicit attitudes and explain how cognitive dissonance may reveal them. [2 marks]

Sample response	The response
Implicit attitudes are unconscious attitudes that individuals are often unaware they hold, even though they may influence their behaviour. An implicit attitude may be revealed to the person as they experience a feeling of discomfort when presented with a situation in which there is a discrepancy between their beliefs and behaviours.	• describes implicit attitudes **[1 mark]** • explains how cognitive dissonance may reveal an implicit attitude **[1 mark]**

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b) Describe identification as a form of social influence and explain how it could lead to cognitive dissonance. [2 marks]

Sample response	The response
Identification occurs when a person changes their behaviour or thinking to be more like someone they want to emulate. Identification could lead to cognitive dissonance as it could prompt behaviours (copied from someone you identify with) that are discrepant with existing attitudes.	• describes identification as a form of group social influence **[1 mark]** • explains how identification could lead to cognitive dissonance **[1 mark]**

2020 Paper 2 Section 1 Question 3

Attitudes

This question refers to the study by Darley and Latane (1968).

a) Describe how empathy, as a personal characteristic, may have increased the prosocial behaviour of the participants in the study. [2 marks]

Sample Response	The response
Empathy leads to an increase in prosocial behaviour as people see another's point of view and feel what another person is feeling. For example, participants in the investigation should have felt empathy for the victim and as a result acted in a prosocial way by reporting the emergency to the experimenter.	• describes empathy as a personal characteristic that may increase prosocial behaviour [1 mark] • describes how empathy should have affected the behaviour of the participants in the investigation [1 mark]

b) Describe situational and dispositional attributions, and then identify how each could be used to explain the behaviour of participants in the study. [4 marks]

Sample Response	The response
Situational attributions are factors within the environment that are external to the individual that contribute to behaviour. Participants in the larger groups (3+ people) did not report the emergency because they believed that others in the group would do so. Dispositional attributions are factors within a person that contribute to behaviour, such as personality characteristics, motivation, ability and effort. Individual participants did not report the emergency because they felt they did not have the motivation to seek out the experimenter to inform them of the situation.	• describes situational attributions [1 mark] • identifies how situational attributions could be used to explain the behaviour of participants in the investigation [1 mark] • describes dispositional attributions [1 mark] • identifies how dispositional attributions could be used to explain the behaviour of participants in the investigation [1 mark]

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c) Describe the three stages of the model of bystander intervention, using examples from the study for each stage. [6 marks]

Sample Response	The response
Stage 1 is to determine if the person noticed the event. In the investigation, the participants noticed that the victim was having a seizure. Stage 2 is to determine if the person interprets the situation as an emergency. In the investigation, participants did not know if it was an emergency or fake. Stage 3 is to determine if the person will take personal responsibility. In the investigation, as the group size increased, participants were less likely to take personal responsibility.	• describes stage 1 of the model of bystander intervention [1 mark] • identifies an example of stage 1 from the investigation [1 mark] • describes stage 2 of the model of bystander intervention [1 mark] • identifies an example of stage 2 from the investigation [1 mark] • describes stage 3 of the model of bystander intervention [1 mark] • identifies an example of stage 3 from the investigation [1 mark]

d) Participants who failed to report the emergency showed signs of extreme concern when the experimenter entered the room to terminate the study. Many showed physical signs of nervousness and seemed more emotionally charged than those who did not report the emergency.

Infer why this group of participants may have reacted this way. [1 mark]

Sample Response	The response
The actions of the participants did not match their attitude towards the situation. They knew they should have responded to the emergency, but did not because of the social situation, demonstrating cognitive dissonance.	• identifies evidence of the likely cognitive dissonance experienced by the participants in the investigation [1 mark]

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Unit 4 – Topic 4: Cross-cultural psychology

Paper 1 Section 1

2024 Paper 1 Section 1 Question 11 Cross-cultural psychology	According to McMillan and Chavis (1986), boundaries play an important role in developing which element of a sense of community? (A) influence (B) membership (C) fulfilment of needs (D) shared emotional connection

2024 Paper 1 Section 1 Question 16 Cross-cultural psychology	One difference between multiculturalism and pluralism is that multiculturalism (A) has a single dominant culture. (B) places a higher value on tolerance. (C) does not allow unequal treatment of minorities. (D) tends to focus more on the rights of the individual.

2024 Paper 1 Section 1 Question 17 Cross-cultural psychology	Chatman and Flynn (2001) found that work groups with greater demographic heterogeneity showed lower in-team cooperation. They also found that over time, the effect faded and group members who were more culturally different from others in their team showed the greatest increase in cooperation. What was the most likely source of conflict in this study? (A) cultural diversity (B) individual differences (C) increased contact between individuals (D) group norms emphasising cooperation

2023 Paper 1 Section 1 Question 6 Cross-cultural psychology	Japanese guests removing their shoes when they enter a home is an expression of (A) culture. (B) pluralism. (C) collectivism. (D) individualism.

2023 Paper 1 Section 1 Question 19 Cross-cultural psychology	Groups working together to achieve a shared objective reduces prejudice. This is known as (A) mutual interdependence. (B) equal-status contact. (C) intergroup contact. (D) sustained contact.

2022 Paper 1 Section 1 Question 9 Cross-cultural psychology	McMillan and Chavis (1986) found that four factors combine to create a sense of community. Along with membership, these factors are (A) influence, investment and shared emotional connection. (B) shared emotional connection, spiritual bonds and investment. (C) integration and fulfilment of needs, influence and shared emotional connection. (D) integration and fulfilment of needs, spiritual bonds and shared emotional connection.

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2022 Paper 1 Section 1 Question 11 Cross-cultural psychology	Assimilation occurs when (A) there is no dominant culture and diverse religious, ethnic or cultural groups co-exist within a society. (B) a minority group's cultural markers, such as language, tradition and food, are maintained. (C) there is a dominant culture and minority groups participate fully in the dominant society. (D) a minority group gradually loses all of the markers that set it apart as a separate culture.

2021 Paper 1 Section 1 Question 13 Cross-cultural psychology	Implicit racism is characterised as negative (A) treatment of people based on race. (B) stereotypes about members of another racial group. (C) overt actions towards members of a particular cultural group. (D) unconscious actions towards members of another racial group.

2021 Paper 1 Section 1 Question 21 Cross-cultural psychology	According to McMillan and Chavis (1986), the feeling that members' desires will be met by the resources received through their involvement in a group is described as (A) influence. (B) membership. (C) shared emotional connection. (D) integration and fulfilment of needs.

2020 Paper 1 Section 1 Question 25 Cross-cultural psychology	Conversational distance refers to how close people stand to each other when talking and is related to the idea of intimate space. Conversational distance is one measure that characterises differences in (A) accommodation. (B) assimilation. (C) pluralism. (D) culture.

2020 Paper 1 Section 1 Question 26 Cross-cultural psychology	Explicit racism is characterised by (A) the unequal treatment of some people who should have the same rights as others. (B) any speech or behaviour that demonstrates a conscious awareness of prejudicial attitudes. (C) schemas and qualities to a group of people based on qualities such as ethnicity or gender. (D) unconscious biases, expectations or tendencies that exist within an individual, regardless of ill will or any self-aware prejudices.

2020 Paper 1 Section 1 Question 27 Cross-cultural psychology	Select the row in the table that best describes the differences between pluralism and multiculturalism.

	Pluralism	**Multiculturalism**
(A)	Many subcultures within a dominant culture	Lack of a dominant culture
(B)	Lack of a dominant culture	Several dominant cultures
(C)	Several dominant cultures	No subcultures
(D)	No subcultures	Many subcultures within a dominant culture

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2020 Paper 1 Section 1 Question 28 Cross-cultural psychology	Which of the following best describes culture shock? (A) absorption into the dominant culture and abandonment of the traditional culture (B) shared goals that groups or individuals cannot achieve alone or without the other person or group (C) feelings of disorientation and anxiety that occur as people from one culture encounter and adapt to another culture (D) shared rules that govern the behaviour of a group of people and enable members of that group to co-exist and survive.

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Paper 1 Section 2

2023 Paper 1 Section 2 Question 26 **Cross-cultural psychology**	Describe culture shock and explain two ways to reduce it. [3 marks]

2023 Paper 1 Section 2 Question 31 **Cross-cultural psychology**	Describe multiculturalism and pluralism and identify a difference between them. [3 marks]

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2021 Paper 1 Section 2 Question 29 Cross-cultural psychology	Describe why assimilation is a psychological challenge of immigration. [1 mark]

2020 Paper 1 Section 2 Question 32 Cross-cultural psychology	Describe how influence can lead to a sense of community according to McMillan and Chavis (1986). [1 mark]

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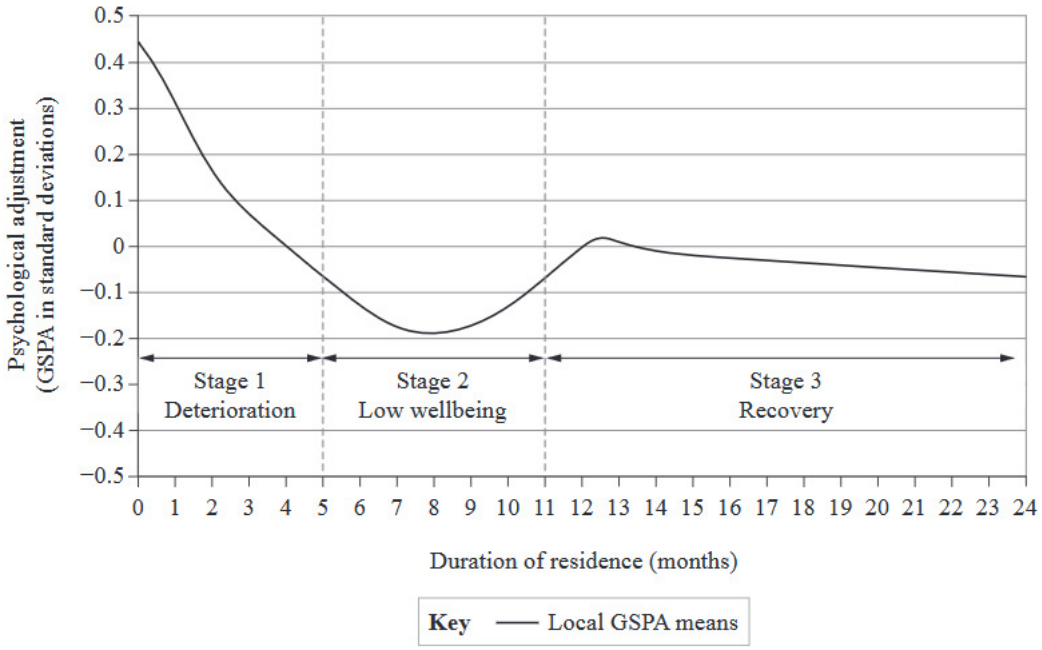
2024 Paper 2 Section 1 Question 7

Cross-cultural psychology

a) Explain how culture can influence behaviour. Provide an example. [2 marks]

Markovizky and Samid (2008) investigated the effect of duration of residence on immigrants' psychological adjustment during their first two years in the host country. The findings are shown in simplified form in the graph. Adjustment was measured using a general score of psychological adjustment (GSPA).



b) Identify the stage in which the immigrants experienced the greatest level of culture shock. [1 mark]

c) Identify two ways to reduce prejudice towards immigrants. Predict the effect of each on the data. [4 marks]

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2022 Paper 2 Section 1 Question 1 **Cross-cultural psychology**	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 or 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]

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b) Identify the type of racism experienced in the investigation and describe two ways to reduce this form of prejudice. [3 marks]

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

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Marking Guide – Paper 1 Section 1

2024 Paper 1 Section 1 Question 11 Cross-cultural psychology	According to McMillan and Chavis (1986), boundaries play an important role in developing which element of a sense of community? (A) influence **(B) membership – Answer** (C) fulfilment of needs (D) shared emotional connection

2024 Paper 1 Section 1 Question 16 Cross-cultural psychology	One difference between multiculturalism and pluralism is that multiculturalism (A) has a single dominant culture. **(B) places a higher value on tolerance. – Answer** **(C) does not allow unequal treatment of minorities. – Answer** (D) tends to focus more on the rights of the individual. **Answer is C or B. The multiple-choice scrutiny panel reviewed the question and determined that there were two keys for this item.**

2024 Paper 1 Section 1 Question 17 Cross-cultural psychology	Chatman and Flynn (2001) found that work groups with greater demographic heterogeneity showed lower in-team cooperation. They also found that over time, the effect faded and group members who were more culturally different from others in their team showed the greatest increase in cooperation. What was the most likely source of conflict in this study? **(A) cultural diversity – Answer** (B) individual differences (C) increased contact between individuals (D) group norms emphasising cooperation

2023 Paper 1 Section 1 Question 6 Cross-cultural psychology	Japanese guests removing their shoes when they enter a home is an expression of **(A) culture. – Answer** (B) pluralism. (C) collectivism. (D) individualism.

2023 Paper 1 Section 1 Question 19 Cross-cultural psychology	Groups working together to achieve a shared objective reduces prejudice. This is known as **(A) mutual interdependence. – Answer** (B) equal-status contact. (C) intergroup contact. (D) sustained contact.

2022 Paper 1 Section 1 Question 9 Cross-cultural psychology	McMillan and Chavis (1986) found that four factors combine to create a sense of community. Along with membership, these factors are (A) influence, investment and shared emotional connection. (B) shared emotional connection, spiritual bonds and investment. **(C) integration and fulfilment of needs, influence and shared emotional connection. – Answer** (D) integration and fulfilment of needs, spiritual bonds and shared emotional connection.

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2022 Paper 1 Section 1 Question 11 Cross-cultural psychology	Assimilation occurs when (A) there is no dominant culture and diverse religious, ethnic or cultural groups co-exist within a society. (B) a minority group's cultural markers, such as language, tradition and food, are maintained. (C) there is a dominant culture and minority groups participate fully in the dominant society. **(D) a minority group gradually loses all of the markers that set it apart as a separate culture. – Answer**

2021 Paper 1 Section 1 Question 13 Cross-cultural psychology	Implicit racism is characterised as negative (A) treatment of people based on race. (B) stereotypes about members of another racial group. (C) overt actions towards members of a particular cultural group. **(D) unconscious actions towards members of another racial group. – Answer**

2021 Paper 1 Section 1 Question 21 Cross-cultural psychology	According to McMillan and Chavis (1986), the feeling that members' desires will be met by the resources received through their involvement in a group is described as (A) influence. (B) membership. (C) shared emotional connection. **(D) integration and fulfilment of needs. – Answer**

2020 Paper 1 Section 1 Question 25 Cross-cultural psychology	Conversational distance refers to how close people stand to each other when talking and is related to the idea of intimate space. Conversational distance is one measure that characterises differences in (A) accommodation. (B) assimilation. (C) pluralism. **(D) culture. – Answer**

2020 Paper 1 Section 1 Question 26 Cross-cultural psychology	Explicit racism is characterised by (A) the unequal treatment of some people who should have the same rights as others. **(B) any speech or behaviour that demonstrates a conscious awareness of prejudicial attitudes. – Answer** (C) schemas and qualities to a group of people based on qualities such as ethnicity or gender. (D) unconscious biases, expectations or tendencies that exist within an individual, regardless of ill will or any self-aware prejudices.

2020 Paper 1 Section 1 Question 27 Cross-cultural psychology	Select the row in the table that best describes the differences between pluralism and multiculturalism. **Answer is A.**

	Pluralism	**Multiculturalism**
(A)	Many subcultures within a dominant culture	Lack of a dominant culture
(B)	Lack of a dominant culture	Several dominant cultures
(C)	Several dominant cultures	No subcultures
(D)	No subcultures	Many subcultures within a dominant culture

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2020 Paper 1 Section 1 Question 28 Cross-cultural psychology	Which of the following best describes culture shock? (A) absorption into the dominant culture and abandonment of the traditional culture (B) shared goals that groups or individuals cannot achieve alone or without the other person or group **(C) feelings of disorientation and anxiety that occur as people from one culture encounter and adapt to another culture – Answer** (D) shared rules that govern the behaviour of a group of people and enable members of that group to co-exist and survive.

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Marking Guide – Paper 1 Section 2

2023 Paper 1 Section 2 Question 26

Cross-cultural psychology

Describe culture shock and explain two ways to reduce it. [3 marks]

Sample response	The response
Culture shock is the feeling of being overwhelmed by the differences between cultures in a new country that has a very different set of ideals or values from your own. A way to reduce culture shock is by promoting government policies and education that enhance cultural understanding and diversity to minimise discrimination from the majority culture. A second way to reduce culture shock is through the creation of new neighbourhoods and communities whereby arriving individuals have social support and therefore experience less cultural isolation.	• describes culture shock **[1 mark]** • explains one way to reduce culture shock **[1 mark]** • explains a second way to reduce culture shock **[1 mark]**

2023 Paper 1 Section 2 Question 31

Cross-cultural psychology

Describe multiculturalism and pluralism and identify a difference between them. [3 marks]

Sample response	The response
Multiculturalism is where individuals from many cultures coexist and live under one set of rules. Pluralism is where two or more cultures coexist, each maintaining their own set of rules, traditions and rituals in the same geographical location. A difference is that pluralism allows for more individuality because it allows groups to maintain different traditions, expectations and values from the majority culture, allowing each culture to be preserved. Multiculturalism decreases individualism and increases unity within a society.	• describes multiculturalism **[1 mark]** • describes pluralism **[1 mark]** • identifies a difference between multiculturalism and pluralism **[1 mark]**

2021 Paper 1 Section 2 Question 29

Cross-cultural psychology

Describe why assimilation is a psychological challenge of immigration. [1 mark]

Sample Response	The response
Assimilation is a psychological challenge of immigration because it entails the complete absorption of a person into the dominant culture, while losing touch with their traditional culture.	• describes why assimilation is a psychological challenge of immigration [1 mark]

2020 Paper 1 Section 2 Question 32

Cross-cultural psychology

Describe how influence can lead to a sense of community according to McMillan and Chavis (1986). [1 mark]

Sample Response	The response
According to McMillan and Chavis (1986), the effect of influence within a community leads to fulfilling needs and integration.	• describes how influence can lead to a sense of community according to McMillan and Chavis [1 mark]

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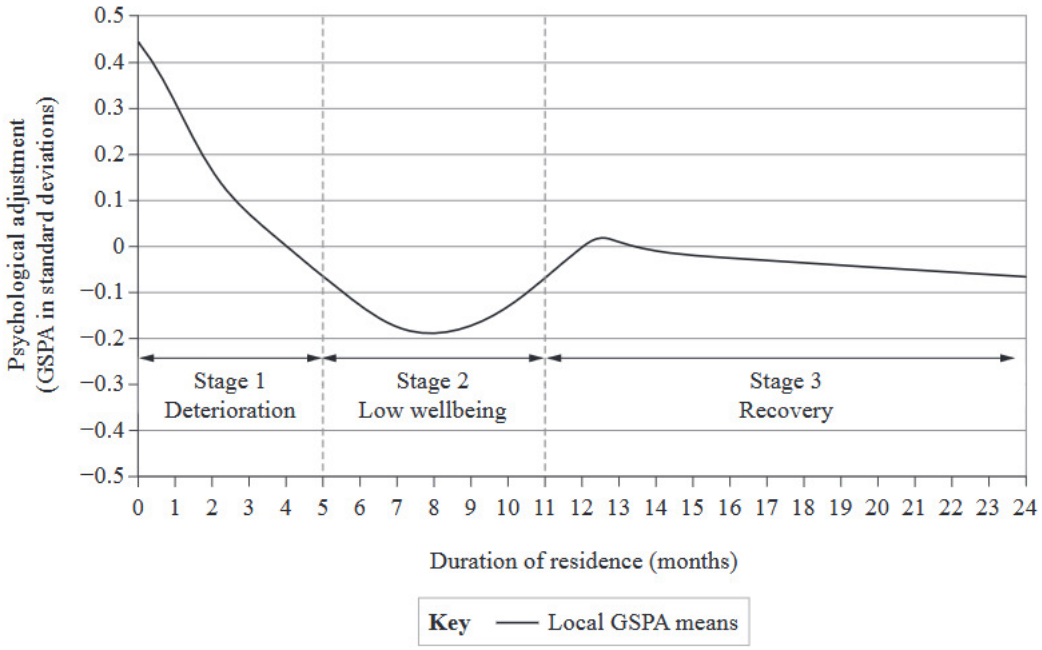
2024 Paper 2 Section 1 Question 7

Cross-cultural psychology

a) Explain how culture can influence behaviour. Provide an example. [2 marks]

Sample response	The response
Culture influences people's beliefs, customs and expectations. All of these can affect the way an individual behaves. For example, individuals in collectivist cultures might give up significant personal time to complete tasks that benefit their communities.	• explains how culture can influence behaviour **[1 mark]** • provides an example **[1 mark]**

Markovizky and Samid (2008) investigated the effect of duration of residence on immigrants' psychological adjustment during their first two years in the host country. The findings are shown in simplified form in the graph. Adjustment was measured using a general score of psychological adjustment (GSPA).



b) Identify the stage in which the immigrants experienced the greatest level of culture shock. [1 mark]

Sample response	The response
The greatest level of culture shock was experienced at stage 2.	• identifies the stage at which adjustment was lowest **[1 mark]**

c) Identify two ways to reduce prejudice towards immigrants. Predict the effect of each on the data. [4 marks]

Sample response	The response
Sustained contact with local people could reduce prejudice. This could lead to a less sharp decline in psychological adjustment in stage 1. Mutual interdependence (such as obtaining employment) can reduce prejudice. This could lead to a lesser trough in stage 2 or a higher peak in stage 3.	• identifies – a way to reduce prejudice **[1 mark]** – a second way to reduce prejudice **[1 mark]** • predicts – the effect of the first way on the data **[1 mark]** – the effect of the second way on the data **[1 mark]**

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2022 Paper 2 Section 1 Question 1

Cross-cultural psychology

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 or 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]

Sample Response	The response
Prejudice can lead to discrimination when members of two groups holding prejudicial attitudes interact, and the attitudes can manifest as discriminatory behaviours. The participants in the study who had experienced negative contact with the minority racial group were more likely to avoid face-to-face contact. They also tended to avoid culture-based topics of conversation.	• explains how prejudice can lead to discrimination [1 mark] • identifies an example from the investigation [1 mark] • identifies a second example from the investigation [1 mark]

b) Identify the type of racism experienced in the investigation and describe two ways to reduce this form of prejudice. [3 marks]

Sample Response	The response
Explicit racism. This type of racism can be reduced by encouraging intergroup contact. It can also be reduced through promoting equality within society.	• identifies explicit racism [1 mark] • describes a way to reduce explicit racism [1 mark] • describes a second way to reduce explicit racism [1 mark]

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

Sample Response	The response
The positive contact between the two groups may have increased feelings of cognitive dissonance for the dominant racial group, because their prejudicial attitudes and beliefs about the minority racial group would have conflicted with the experienced behaviour (positive contact), producing a feeling of discomfort.	• identifies a valid reason [1 mark] • explains the reason [1 mark]

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