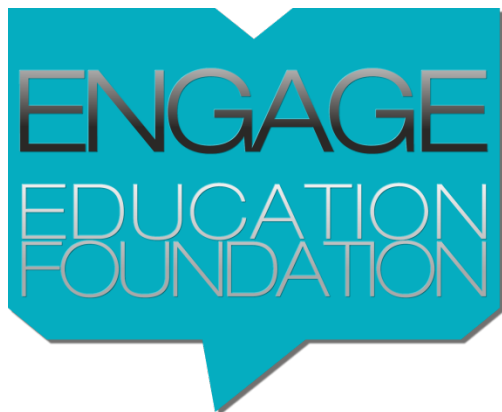




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Psychology Unit 4

Practice Exam Question and Answer Booklet

Duration: 15 minutes reading time, 90 minutes writing time

Structure of book:

Section	Number of questions	Number of questions to be answered	Number of marks
A	45	45	45
B	10	10	30
C	1	1	15
Total			90

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers and rulers.
- Students are not permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied:

- This question and answer booklet of 4 pages.

Instructions:

- You must complete all questions of the examination.
- Write all your answers in the spaces provided in this booklet.

Section A – Multiple-choice questions

Instructions

Answer all questions by circling your choice.

Choose the response that is correct or that best answers the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will not be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Questions

Question 1

Learning can be classified as:

- A. An intentional change in behaviour that results from repeated trial and error
- B. A relatively permanent change in behaviour that occurs as a result of experience
- C. Permanent changes to behaviour that results from repeated trial and error
- D. Experiences which permanently change behaviour

Question 2

An example of a reflex is:

- A. A spider creating a web
- B. Jerking your hand back after touching a hot stove
- C. The changes that occur in the body during puberty
- D. Learning a complicated dance routine

Question 3

The stages of observational learning (in order of when they occur) are:

- A. Attention, Retention, Reproduction, Motivation, Reinforcement
- B. Retention, Interest, Reproduction, Reinforcement
- C. Interest, Importance, Reproduction, Retention
- D. Interest, Motivation, Ability, Reproduction, Retention

Question 4

The role of the Amygdala in learning is to:

- A. Influence neuronal changes
- B. Release neurotransmitters which facilitate learning
- C. Store memories of how to perform learned actions
- D. Process memory of emotional reactions

Question 5

Hilda often gets headaches at work. She takes an aspirin and the headache goes away. Now she always takes an aspirin when she feels a headache coming on. This is an example of:

- A. Positive reinforcement
- B. Response cost
- C. Negative reinforcement
- D. Punishment

Question 6

Active during all three stages of General Adaptation syndrome is the:

- A. Sympathetic nervous system
- B. Parasympathetic nervous system
- C. Amygdala
- D. Somatic nervous system

Questions 7 to 8 refer to the following information.

Lola, who is eight years old, is going on a roller coaster for the first time, and is very excited. However, as they wait in line, Lola sees her mother is getting more and more anxious. By the time they get to the front of the line, Lola is so scared about riding the roller coaster that she does not want to get into the carriage.

Question 7

This is an example of:

- A. An environmental trigger
- B. Parental modelling
- C. Transmission of threat information
- D. Negative reinforcement

Question 8

Lola's father forces her to ride the roller coaster. After a few minutes on the ride, Lola is no longer afraid. This is an example of:

- A. Systematic desensitization
- B. Graduated exposure
- C. Flooding
- D. Behavioural therapy

Question 9

Workers at George's company wear Santa hats to work all during December. However, George wears the Santa hat throughout the rest of the year. George's behaviour can be determining as abnormal following the _____ approach to defining normality.

- A. Functional
- B. Sociocultural
- C. Historical
- D. Situational

Question 10

Nick was involved in a car accident. Ever since the accident, he has avoided driving and becomes anxious when he sees an approaching car. The car accident is an example of:

- A. An environmental trigger
- B. Shock
- C. Distress
- D. A social factor

Questions 11 to 13 relate to the following information:

Helen and her five-year old daughter Lulu are moving to France due to a promotion Helen received at work. Helen decides to enrol herself and Lulu into French speaking lessons, as neither of them has had any experiences learning a second language.

Question 11

Helen notices that Lulu learns to speak fluent French far more easily than she does. This is because:

- A. The brain of a child is more plastic than that of an adult
- B. An adult's brain does not have any plasticity, making it difficult to learn new things
- C. Synaptic pruning
- D. Helen already has too many neuronal connections in her brain

Question 12

Helping Lulu with her French homework, Helen decides to reward Lulu for every ten words she can learn on a vocabulary list. For every ten words Lulu remembers, Helen gives her a lolly. This is a _____ schedule of reinforcement.

- A. Variable ratio
- B. Fixed interval
- C. Variable interval
- D. Fixed ratio

Question 13

Helen wins an award for topping the class in her French exam. Lulu sees this award, and it motivates her to work very hard in learning for her own French exam, because she wants to win the award for her class. This is an example of:

- A. Insight learning
- B. Latent learning
- C. Vicarious conditioning
- D. Classical conditioning

Questions 14 to 16 relate to the following information:

Ella sets her alarm for 7am every morning. The first thing she does when she gets up is to feed her cat, Cleo. After several weeks of this routine, Ella notices that when she gets up Cleo has already run to her food bowl. However, one day Ella accidentally sets her alarm for 7pm. As soon as it goes off, Ella sees Cleo run to her food bowl.

Question 14

The neutral stimulus in this example was:

- A. The cat food
- B. The alarm
- C. The time- 7am
- D. Cleo running to her food bowl

Question 15

The conditioned stimulus in this example was:

- A. The cat food
- B. The alarm
- C. The time- 7am
- D. Cleo running to her food bowl

Question 16

Ella also notices that now, whenever the doorbell or the telephone rings, Cleo will immediately run to her food bowl. Cleo is demonstrating:

- A. Stimulus generalisation
- B. Stimulus discrimination
- C. Association
- D. Acquisition

Question 17

One way in which one-trial learning and classical conditioning vary is that:

- A. Classical conditioning is more resistant to extinction
- B. One-trial learning is much more likely to be generalised
- C. The time lapse between the presentation of the CS and CR can be far longer in one-trial learning
- D. All of the above

Question 18

The name of the experimenter who explored trial and error learning was:

- A. Pavlov
- B. Skinner
- C. Bandura
- D. Thorndike

Question 19

Aversion therapy uses _____ to eliminate or reduce unwanted behaviours.

- A. Classical conditioning
- B. Operant conditioning
- C. One-trial learning
- D. Latent learning

Question 20

A limitation of Lazarus and Folkman's Transactional Model of Stress and Coping is that:

- A. It does not consider cognitive approaches
- B. It is a static model
- C. It is subjective, with a lack of empirical evidence
- D. It does not cater to individual differences

Question 21

Meditation and relaxation differ in that:

- A. Only meditation can reduce physiological arousal
- B. Relaxation is far more effective in the long term
- C. Meditation involves an altered state of consciousness
- D. All of the above

Question 22

The fight-flight response involves a(n) _____ in the release of cortisol, and a(n) _____ in the release of adrenaline.

- A. Decrease; increase
- B. Increase; decrease
- C. Decrease; decrease
- D. Increase; increase

Question 23

GABA is a(n) _____ neurotransmitter. Glutamate is a(n) _____ neurotransmitter.

- A. Inhibitory; excitatory
- B. Inhibitory; inhibitory
- C. Excitatory; inhibitory
- D. Excitatory; excitatory

Question 24

The role of GABA and Glutamate is to:

- A. Create more synaptic gaps
- B. Help the brain recognise threats
- C. Regulate arousal
- D. Allow the sympathetic nervous system to activate

Question 25

Under the psychodynamic model:

- A. Mental disorders are a result of a conflict between our dreams and unconscious thoughts
- B. Mental disorders are a result of unconscious psychological conflicts
- C. Mental disorders are a result of a conflict between our environment and internal thoughts
- D. Mental disorders are a result of our biological changes in our minds

Question 26

Humans have the most synaptic connections when they are:

- A. Young children
- B. Young adults
- C. Middle aged
- D. Elderly

Question 27

Ben suffers a brain injury when he falls off a ladder. He loses sensation in his left arm. However, after a few months the sensation returns. His brain has demonstrated:

- A. Developmental plasticity
- B. Adaptive plasticity
- C. Synaptogenesis
- D. Synaptic pruning

Question 28

Which of the following is NOT true about the brain and learning?

- A. Learning can result in new synapses being formed
- B. Synaptic connections can be strengthened
- C. The hippocampus influences neuronal changes
- D. Neurotransmitters are electromagnetic messages which travel across the synapse

Question 29

Using biofeedback assist people in the management of stress by:

- A. Helping to control physiological responses to stressors
- B. Helping to understand why they are stressed
- C. Helping to control psychological responses to stressors
- D. Helping to prevent stress by avoiding stressors

Question 30

Henry is very scared of going to the dentist. He asks his mother how she remains so calm during their visits. By talking to his mother, Henry is using _____ strategies to help cope with his phobia.

- A. Biofeedback
- B. Social support
- C. Cultural support
- D. Appraisal

Question 31

Cognitive-behavioural therapy (CBT) is based on the assumption that:

- A. Behavioural therapy is a waste of time
- B. Only behaviour causes mental health problems
- C. The way people behave is based on their cognitions (thoughts)
- D. Only cognitions (thoughts) cause mental health problems

Question 32

Under Lazarus and Folkman's transactional model of stress and coping, the second appraisal:

- A. Evaluates the significance of the stress
- B. Determines if treatment is necessary
- C. Determines if treatment has been effective
- D. Evaluates options for coping with the stressor

Question 33

Under Lazarus and Folkman's transactional model of stress and coping, stress is viewed as the result of:

- A. An inability to cope because of a mental health issue
- B. A purely cognitive issue, which is not influenced by behaviour
- C. A purely behavioural issue, which does not require cognitive analysis
- D. An imbalance between the pressure of stressors and one's ability to cope

Question 34

The Law of Effect, in relation to trial and error learning, states:

- A. A behaviour followed by an unpleasant consequence will never be repeated
- B. A behaviour followed by a pleasant consequence is strengthened
- C. Trial and error learning leads to behaviours which are harder to extinguish
- D. A behaviour followed by an unpleasant consequence will be just as likely to be repeated

Question 35

The fight-flight response does NOT result in:

- A. An increase in heart rate
- B. The pupils are constricted
- C. Increased respiration rate
- D. Decreased salivation

Question 36

Under the biopsychosocial framework:

- A. Biological factors to understand illness are seen as the most important
- B. Biological, psychological and social factors are seen as distinct and separate
- C. Treatment should address biological, psychological and social factors individually
- D. Biological, psychological and social factors are viewed as equally important

Question 37

The DSM-IV uses the multi-axial for diagnosis of mental disorders. There are ____ axis.

- A. 2
- B. 3
- C. 4
- D. 5

Questions 38 to 43 relate to the following information:

Dr Gold wants to perform an experiment to determine whether a new drug, A73, is effective in treating medically diagnosed depression. He puts an advertisement in the local newspaper calling for participants who have been diagnosed with depression. Forty people respond to his advertisement. He divides them into two groups by drawing their names from a hat.

The first group, Group A, is given the drug A73. The second group, Group B, is given a small sugar tablet which looks and tastes like A73, but has none of the same ingredients. Neither Group A nor Group B are aware of whether they have been given A73 or the sugar tablet. However, Dr Gold does know.

At the conclusion of the trial period, Dr Gold interviews the participants to determine whether their depression has lessened. He finds that Group A and Group B both report that their feelings of depression have lessened.

Question 38

Group A was _____ while Group B was _____:

- A. The control group; the experimental group
- B. The experimental group; the control group
- C. Both groups were experimental groups
- D. Both groups were control groups

Question 39

The type of research design used by Dr Gold was:

- A. Independent groups design
- B. Matched participants design
- C. Repeated measures design
- D. Matched measures design

Question 40

In regards to the selection and allocation of participants:

- A. The selection of participants was random, the allocation was not random
- B. The selection of participants was not random, the allocation of participants was
- C. Both the selection and allocation of participants was random
- D. Neither the selection nor the allocation of participants was random

Question 41

The independent variable in this experiment was:

- A. Whether the participant had taken the drug A73
- B. The participants' level of depression before the experiment started
- C. The participants' level of depression after taking A73
- D. The sugar tablet

Question 42

The dependent variable in this experiment was:

- A. Whether the participant had taken the drug A73
- B. The participants' level of depression before the experiment started
- C. The participants' level of depression after taking A73
- D. The sugar tablet

Question 43

A possible explanation for why both groups reported their feelings of depression have lessened is:

- A. Experimenter bias
- B. The placebo effect
- C. The use of a double blind procedure
- D. Counterbalancing

Question 44

Researchers have a responsibility to maximise possible benefits to participants and minimise potential risks or harm. This is known as the principle of:

- A. Beneficence
- B. Integrity
- C. Respect for Persons
- D. Justice

Question 45

Researchers must avoid imposing an unfair burden of research on any individual or population. This is known as the principle of:

- A. Beneficence
- B. Integrity
- C. Respect for Persons
- D. Justice

Section B – Short-answer questions

Instructions

Answer all questions in the spaces provided.

In questions where more than one mark is available, appropriate working must be shown.

Unless otherwise indicated, the diagrams in this book are not drawn to scale.

Questions

Question 1

- a. Identify how punishment may result in a **decrease** in the undesirable behaviour. Give an example of how it might be used.

2 marks

- b. Explain a reason some forms of punishment could be ineffective in changing behaviour.

1 mark

Question 2

Define a Fixed Action Pattern, with an example, and explain why it is not considered a learnt behaviour.

3 marks

Question 3

Watson's 'Little Albert' experiment investigated classical conditioning in the acquisition of fears.

- a. Identify the following within the experiment performed by Watson:

The neutral stimulus

The unconditioned stimulus

The conditioned response

3 marks

- b. Identify one ethical principle which was breached in Watson's Little Albert experiment, and explain how it was breached.

2 marks

Question 4

Identify and explain one difference between classical conditioning and operant conditioning.

2 marks

Question 5

Explain the distinction between eustress and distress.

2 marks

Question 6

Ella is trying to work out how to solve a problem she was set for homework. She spends an hour on it, but cannot work out how to solve the problem. Frustrated, she decides to ask her older brother for help. However, halfway to her brother's room, she suddenly realises how to work out the answer. She goes back to her homework and solves the problem easily.

Identify what type of learning Ella has demonstrated, and explain the stages which occurred.

4 marks

Question 7

Define allostasis.

1 mark

Question 8

Normality and abnormality are extremely subjective concepts. Explain what this means, and identify two approaches that could be used to determine what is abnormal.

3 marks

Question 9

- a. Identify one strength of discrete/categorical systems of classification of mental conditions and disorders.

1 mark

- b. Identify one limitation of discrete/categorical systems of classification of mental conditions and disorders.

1 mark

- c. Identify one way in which discrete/categorical systems of classification of mental conditions and disorders differ from dimensional approaches.

2 marks

Question 10

Marcus wants to teach his dog Fido to roll over. Explain how he could use shaping techniques to teach Fido this trick.

3 marks

Section C – Extended response questions

Instructions

Answer one of the questions in 200-300 words in the space provided.

Question

Question 1

Using an application of the biopsychosocial framework, explain the biological, psychological and social contributing factors of ONE of the following types of mental disorder and its management.

- A. Mood disorder: major depression
- B. Addictive disorder: gambling
- C. Psychotic disorder: schizophrenia

Your response

Mental disorder: _____

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15 marks

End of Booklet