

VCE Psychology Unit 2

Written Examination

Suggested Solutions

SECTION A – MULTIPLE-CHOICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
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20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Question 1 D

Sensation is a passive process where sense organs and receptors detect and respond to sensory information from both external and internal environments. **D** is correct, and **B** and **C** are incorrect. Interpretation is an active process that is only accomplished by the brain and is part of the process of perception. **A** is incorrect.

Question 2 A

Incoming light enters the eye and is received by photoreceptors (reception). Light energy is changed into electrochemical energy, which is the process of transduction. The message, in the form of electrochemical energy, travels along the optic nerve (transmission) to the visual cortex in the occipital lobe of the brain, where it is interpreted (interpretation).

Question 3 D

The iris surrounds the pupil and controls its size, thus controlling the amount of light that enters the eye. **D** is correct. The cornea is a transparent, thin layer at the front of the eye. **A** is incorrect. The pupil is the opening within the iris through which light enters the eye, so **B** is incorrect. The lens is the transparent, biconcave structure just behind the iris, involved in focusing light rays on the retina, so **C** is incorrect.

Question 4 B

B is correct; the fovea is a small pit in the central region of the retina that contains a high density of photoreceptors (cones) and no rods. The blind spot is located in the retina at the point where the optic nerve leaves the eye. There are no photoreceptors in the blind spot. **A** is incorrect. The optic nerve is a bundle of neurons transmitting information to the brain. **C** is incorrect. The macula is a larger area within the central region of the retina that includes the fovea. **D** is incorrect.

Question 5 C

The rods are photoreceptors activated in lower light levels, which enable individuals to see gross, overall images and shapes, and are responsible for black and white vision. **C** is correct. Cones require bright light to operate, provide details of images and are responsible for colour vision, so **A**, **B** and **D** are incorrect.

Question 6 C

‘The whole is greater than the sum of its parts’ is the basis of Gestalt principles. Regardless of whether monocular or binocular cues are used, we tend to cluster the features of a visual scene so that we perceive them as a whole, entire form and not individual, separate parts.

Question 7 A

When experiencing the Gestalt principle of figure–ground, the contour line that separates the figure from the background always belongs to the figure. **A** is correct. If the contour line blended between the two, camouflage would occur and the figure would not be visible, so **C** is incorrect. Thus, figure–ground would not exist without a contour line.

Question 8 C

A research hypothesis is made before a research investigation begins. It is a prediction of how the dependent variable will be affected when the independent variable is deliberately manipulated by the researcher. Extraneous variables are variables that need to be controlled by the researcher before the research begins.

Question 9 D

The Gestalt process of similarity, where similar items are processed as a group, helped Jezlyn to locate students from her school at the swimming carnival when she saw the students from her school dressed in the same uniform. **D** is correct. Closure refers to when a whole image is perceived by the viewer mentally filling in gaps, which does not occur in this scenario, so **A** is incorrect. Figure–ground, where a contour line helps to delineate the figure so that it stands out from the background does not occur either; so **B** is incorrect. While proximity refers to the physical ‘nearness’ that groups visual elements together, this principle would not distinguish between the school groups. **C** is incorrect.

Question 10 B

Retinal disparity is a depth cue that relies on the left and right eyes being separated by the nose, and occurs when the brain compares the differences in the retinal images sent from the left and right eyes. The brain then uses this to calculate distance. **B** is correct. If the eyes turned inwards to look at an object close to the face, the tension of the ocular muscles would enable the person to know that the object is very close (convergence). **A** is incorrect. Distance refers to the lens changing shape to determine depth or distance. **C** is incorrect. The sizes of the images on both retinas are the same, so **D** is incorrect.

Question 11 D

Monocular depth cues enable individuals to determine distance with the use of just one eye. **D** is correct; accommodation occurs when objects are at different distances from the viewer, and the lens alters its thickness so that focusing may change. Binocular cues require the use of both eyes to enable the judgement of distance to occur. These cues include convergence and retinal disparity, so **A** and **B** are incorrect. Constancy is the tendency for an individual to perceive an object that they are familiar with as having a constant size or shape despite changes on the retina. **C** is incorrect.

Question 12 C

Penny knows that the train in the distance has not shrunk in size because she is using size constancy; size constancy is the tendency for an individual to perceive an object that they are familiar with as having a constant size despite changes on the retina. **C** is correct. Linear perspective and height in the visual field are both monocular pictorial cues used to determine distance or depth, so **A** and **B** are incorrect. Shape constancy is not applicable in this situation as the train is not undergoing any change in shape. **D** is incorrect.

Question 13 D

The population represents the wider group of research interest, which in this study is primary school children. The sample of the study is Ms Spencer’s Grade Four class. The population is not White Hall Primary School only as Ms Spencer is testing high sugar consumption on the concentration of primary school children after conferring with teachers from other primary schools.

Question 14 B

Ms Spencer used her own Grade Four class in the study because it made regular observation quick and easy. This is an example of convenience sampling; **B** is correct. It is not random sampling as not every primary school child had an equal chance of being selected to be in the sample. **A** is incorrect. It is not stratified or stratified random sampling as the population was not subdivided into separate groups (strata) from which the sample was drawn. **C** and **D** are incorrect.

Question 15 D

Perceptual set refers to the readiness or predisposition to perceive stimuli in a certain way according to our expectations. Context, past experience, motivation and culture are all factors that can influence our perception. At the football game, Joel and Harry are both motivated for their own team to play well and win, which leads to them interpreting the game differently. **D** is correct. Culture and past experience would have minimal, if any, influence on the interpretation of this situation, so **A** and **B** are incorrect. The context would not influence their interpretation. **C** is incorrect.

Question 16 A

After taste buds are stimulated, the information is sent through the cranial nerves to the thalamus, which acts as a relay station, before being sent to the gustatory cortex located in the cerebral cortex. **A** is correct and **B** is incorrect. The thalamus is located just above the midbrain, and sensory information is filtered through this part of the brain. The gustatory nerve is an incorrect term, so **C** and **D** are incorrect.

Question 17 D

D is correct; gender does not influence taste perception. Taste perception is influenced by many factors, including food packaging and genetics. **A** and **B** are incorrect. It is also influenced by age; as people age, their taste buds decline in number and their sense of smell deteriorates, so **C** is incorrect.

Question 18 B

B is correct; taste perception reduces with age due to a decline in the number of taste buds, and a decline in sense of smell. **A** is incorrect. Taste buds do not increase in number with age. **C** is incorrect. Being a supertaster means that an individual has more than the average number of taste buds, which tremendously heightens their sense of taste. **D** is incorrect.

Question 19 A

When viewing the Ames room illusion, individuals look through a peephole using one eye to prevent binocular vision and binocular cues, thus it is essential that the room is not viewed with both eyes. **A** is correct. The room has a trapezoid-shaped floor, and the back wall slants down to one side ensuring that the ceiling height of one side of the room is higher than the other. The side with the higher ceiling height is further back. Individuals are able to maintain shape constancy but cannot maintain size constancy, so the room gives the illusion of being rectangular in shape. **B** and **C** are incorrect. Furniture and decorations do not need to be removed for the illusion to occur, so **D** is incorrect.

Question 20 B

To understand the spread of data, standard deviation must be calculated. Mean, median and mode are all measures of central tendency, so they provide a sense of what is average in a set of data.

Question 21 B

Thicker consistencies tend to coat the mouth more easily, and the tastants are in contact with the taste buds for a longer period of time. Hence, the food is perceived as being more intense and **B** is correct. Food that is darker or more vibrant in colour or has a noticeable smell also gives a perceived flavour that is more intense. **A** and **D** are incorrect.

Question 22 C

C is correct; synaesthesia is an involuntary condition and cannot be suppressed at will. **A** is incorrect. It is a perceptual experience in which stimulation of one sense involuntarily stimulates another unrelated sense. It is a real experience, not imagined by the individual who has the condition. **B** is incorrect. The experience does not seem to vary in intensity each time. **D** is incorrect.

Question 23 A

The research design used by Leia was repeated measures. **A** is correct. The same group of participants was in both the control and the treatment (experimental) condition. An observational study would involve observing peoples' behaviours and then recording either qualitative or quantitative data. **B** is incorrect. In matched participants, the participants would be divided into groups according to certain characteristics, such as age or gender. **C** is incorrect. If the research design were independent groups, then half the group would have been placed in one treatment condition and the other half would have acted as a control. **D** is incorrect.

Question 24 C

C is correct; the dependent variable that was being measured was the flavour of the chocolate on a five-point scale. The independent variable, which the researcher deliberately manipulated, was the packaging of the chocolate. **B** is incorrect. The presence of possible confounding variables and extraneous variables cannot be determined by the information provided. **A** and **D** are incorrect.

Question 25 C

The rating scale provides numerical or quantitative data that the researcher can then analyse with the use of statistical tests. **C** is correct. The rating scale does not provide opinions of participants or other qualitative data. **A** and **B** are incorrect. Self-reports can be problematic in terms of data collection as people may not always be honest in their responses, or social desirability can occur, which can also affect the accuracy of the data. **D** is incorrect.

Question 26 A

The tri-component model of attitudes includes affective, behavioural and cognitive components. The cognitive component refers to a set of knowledge and beliefs about an object, group, person, event or issue, so **A** is correct. The behavioural component refers to the way that the attitude is expressed through action. **B** is incorrect. The affective component refers to the emotional part of the attitude. **C** is incorrect. An attitude is more than an opinion, which tends to be inconsistent over time. **D** is incorrect.

Question 27 A

A personal attribution, or dispositional attribution, is the manner by which behaviour is explained by personal characteristics. For example, a person's level of effort or motivation. These are internal factors, so **A** is correct. **B** and **D** are incorrect; attributing behaviour to external or environmental factors would be situational attribution. Situational attribution could include the actions of another person, so **C** is incorrect.

Question 28 C

C is correct; an attitude is an evaluation of a judgement of an object, person, place, event or issue. There is an emotional (affective) component, behavioural component and a cognitive component, so **A** and **B** are incorrect. Attitudes may not always be verbally expressed. **D** is incorrect.

Question 29 B

According to the tri-component model of attitudes, Jessica's enjoyment of running represents the affective (emotional) component of her attitude. **B** is correct. Her regular behaviour of going for a run at least twice a week represents the behavioural component of her attitude, and her belief that regular exercise is good for her health represents the cognitive component of her attitude. **A** and **C** are incorrect. There is no social component of the tri-component model of attitudes. **D** is incorrect.

Question 30 D

D is correct. Julian's attitude has been formed by repeated exposure; he has been exposed to the new brand of chips on a regular basis. It is not known through the information given if Julian has been influenced by direct instruction within his family unit or social group to enable social learning to occur. **A** and **B** are incorrect. Operant conditioning has not occurred as there is no information given regarding a consequence to influence Julian's behaviour of buying the new brand. **C** is incorrect.

Question 31 C

Modern prejudice tends to be more subtle and covert than old-fashioned prejudice, which can be more overt, obvious and explicit. Modern prejudice may be unconsciously held by the individual.

Question 32 A

A group consists of a collection of two or more people who interact with and influence each other, and who share a common goal. Two people playing cards is considered group because they will interact and influence each other as they share the common goal of playing a game. **A** is correct. A number of people is considered too large to be a group if individuals are not able achieve this, even if they have assembled together for a common purpose. The people at the football club, the cinema, and those standing in the ATM queue will not interact and influence each other, therefore they cannot be considered groups. **B**, **C** and **D** are incorrect.

Question 33 B

In this scenario Sarah has reward power, enabling her to give a promotion to two employees. **B** is correct. Coercive power is the ability to give negative consequences or to remove a positive consequence, which did not occur. **A** is incorrect. Informational power would occur if Sarah had important resources and information that the employees needed. **C** is incorrect. Expert power would be applicable if Sarah had a special skill set required by the employees. **D** is incorrect.

Question 34 A

A is correct; Kiya has expert power within her group. She has experience in media and thus has the skill set the group needs to complete their project. Each group member seems to have equal status, so Kiya does not have legitimate power. **B** is incorrect. Kiya does not have the ability to give negative consequences or remove a positive consequence, so she does not have coercive power. **C** is incorrect. Kiya does not seem to be idolised by the other group members, so she does not have referent power. **D** is incorrect.

Question 35 D

D is correct; in this scenario, Sam is displaying audience inhibition. Sam did not offer help as he was embarrassed that others in the group would negatively judge his skills and actions. The bystander effect would occur if Sam did not help the injured man simply because of the presence of others. **A** is incorrect. Sam did not weigh up the pros and cons of helping the injured man, which means that his actions were not an example of cost-benefit analysis. **B** is incorrect. Diffusion of responsibility would require Sam to think that someone else will take responsibility for him. **C** is incorrect.

Question 36 B

B is correct; June's behaviour is an example of discrimination. Discrimination goes beyond stereotyping, which in this scenario, is a set of beliefs about June's neighbours who follow a different religion to June, irrespective of who they are as individuals. **A** is incorrect. June's behaviour is not antagonism, which is hostility towards another individual, and her behaviour is more than a negative attitude (prejudice). **C** and **D** are incorrect.

Question 37 C

Nick wants Colin to drive him to the club, in return for helping to fix Colin's car. This is an example of the reciprocity norm. **C** is correct. If it were altruism, Nick would fix Colin's car with no expectation of anything in return. **A** is incorrect. Nick does not feel socially responsible for Colin, and it is unclear whether Colin has aroused feelings of empathy within Nick to prompt him to offer his help. **B** and **D** are incorrect.

Question 38 A

A is correct; Kendall does not provide the girl with help as she has been influenced by her bad mood. Kendall recognises that the girl possibly needs medical attention, and is competent to provide help as she is training to become a paramedic. **B** and **C** are incorrect. Diffusion of responsibility does not occur as the café is almost empty. **D** is incorrect.

Question 39 C

There has been considerable research that indicates that children that come from dysfunctional families are more likely to become bullies. **C** is correct. Being indulged or spoiled by parents, playing sports as a child, or failing school have not been identified as factors that influence the emergence of bullying behaviour. **A**, **B** and **D** are incorrect.

Question 40 B

B is correct; Spiro spreading humiliating rumours about Mahir for over a year would be classified as bullying. There is intention to harm or hurt, there seems to be an imbalance of power and the behaviour has been repeated over an extended length of time. **A**, **C** and **D** would not constitute bullying because they are single acts of aggressive behaviour.

SECTION B**Question 1** (3 marks)

- a. Transduction is the process by which the electromagnetic energy of light is converted into a neural impulse of electrochemical energy. 1 mark
It occurs within the retina of the eye, in the rods and cones. 1 mark
- b. Transmission is the process by which visual information is moved from the eye to the brain via the optic nerve. 1 mark

Question 2 (4 marks)

Any two of:

- Interposition: The shopfronts and people wandering down the street could partially overlap each other. This would lead the viewer to perceive that the blocked elements are further away than those in front.
- Texture gradient: The brick street's texture could be drawn as detailed in the foreground, and further back in the picture; the texture could be drawn as indistinct and blurred. This could also be implemented by drawing the shop-fronts and shop signs sharp in the foreground, but blurred in the background.
- Relative size: If some shopfronts and people are drawn larger, they would be perceived as being closer because the image on the retina is much bigger. Those objects that are drawn smaller, the Eiffel Tower for example, would produce a smaller image on the retina and be perceived as further in the distance.
- Height in the visual field: Some shopfronts and people could be drawn closer to the horizon, leading the viewer to perceive them as being further in the distance. The Eiffel Tower in the distance would be higher in the visual field.
- Linear perspective: The outer edges of the shop-lined street could be drawn so that they converge, creating the illusion of the street receding into the distance.

4 marks

1 mark for each cue identified.

1 mark for each associated description applied to the scenario.

Question 3 (2 marks)

In this scenario, motivation is influencing Joe's perceptual set. Perceptual set refers to the readiness or predisposition to perceive stimuli in a certain way according to our expectations.

1 mark

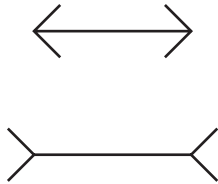
Perceptual set can also lead to perceptual distortions or errors. Joe is motivated to see a 'Food Stop' ahead because he is hungry, which leads him to misread the sign.

1 mark

Question 4 (4 marks)

- a. The lines in the Müller-Lyer illusion are the same length but are often perceived to be different lengths, with the arrow-headed line judged to be shorter than the feather-headed line.

1 mark



1 mark

- b. The eye movement theory provides an explanation of the Müller-Lyer illusion from a biological perspective. It suggests that two different lines require different amounts of eye movements;
the feather-headed line requires a longer sweep than the arrow-headed line.

1 mark

1 mark

Question 5 (9 marks)

- a. Any one of:

- The texture of food or drink will determine how much surface area comes in contact with the taste buds in the mouth. For example, juiced apple or apple sauce has a much greater surface area than a chunky piece of apple, thus the flavour of the juice or sauce is perceived as more immediate and intense.
- The length of time that food stays in the mouth affects flavour. For example, thicker, creamier foods and chewy foods are in the mouth for longer and are perceived as more flavoursome.

2 marks

*1 mark for describing one factor.**1 mark for an appropriate example.*

Note: Responses may also refer to sounds of crunching from crisp foods, or fizz from soft drinks, which are often manipulated by food manufacturers and associated advertising.

- b. consistency of the custard

1 mark

- c. flavour of the custard

1 mark

- d. It is predicted that Australians will rate thicker, creamier custard as being more flavoursome than thinner, runnier custard.

3 marks

*1 mark for independent variable.**1 mark for dependent variable.**1 mark for population.*

Note: The direction of the relationship between the independent variable and dependent variable should be clear.

e. Any two of:

- Taylah would need to provide participants with identical cups.
- The cups would need to be filled with the same amount of custard.
- The temperature/colour/flavour/sweetness of the custard would need to be the same.
- The participants would need to be provided with identical spoons to eat the custard.

2 marks

1 mark for identifying each way that the impact of extraneous variables could be minimised through standardised procedures.

Question 6 (2 marks)

Social learning theory states that our social environment plays an important part in learning attitudes and behaviours. Accordingly, individuals observe and model attitudes and behaviours of people who are close to them, or whom they respect and admire.

1 mark

Harry's parents have served as important role models and have been a major influence on him being vegetarian.

1 mark

Question 7 (3 marks)

For example:

Leonardo does not like going to Bourbon Street (affective component) as he believes that the area is dangerous (cognitive component). However, a group of his friends are going to one of the clubs in Bourbon Street for a birthday celebration and Leonardo agrees to attend (behavioural component), despite how he feels and what he thinks about the area.

3 marks

1 mark for identifying the affective, cognitive and behavioural components.

1 mark for describing consistency between the affective and cognitive components.

1 mark for describing inconsistency between the behavioural component and both the affective and cognitive components.

Note: Any suitable example is acceptable.

Question 8 (4 marks)

Any two of:

- Sustained contact: Ongoing, close contact between the players during the training camp could have helped to break down the stereotyped ideas about the other players and reduce prejudice.
- Mutual interdependence: The players would have been in direct contact with each other during the training camp and would have had to rely on each other, which could have helped to reduce prejudice.
- Superordinate goals: Having a single goal of being a successful football team at training camp would have ensured that the players worked together, which could have helped reduce prejudice.
- Equality of status: If all the players were seen to be of equal status and equal importance within the team during the training camp, this could have reduced prejudice.

4 marks

1 mark for each method identified.

1 mark for each associated description applied to the scenario.

Question 9 (3 marks)*Any three of:*

- size of the group
- whether the group members were unanimous or not
- anonymity of members within the group
- awareness of social norms and expectations of acceptable behaviour
- cultural background
- social loafing

3 marks

*1 mark for each factor identified.***Question 10** (4 marks)

- a.** The experiment was testing obedience to an authority figure. The experimenter was dressed in a white laboratory coat to increase the perception that they were a legitimate authority figure. Obedience is more likely to occur when the authority figure is seen as legitimate. 1 mark
- When the participant (teacher) is physically close to the person who is seeking obedience (the experimenter), obedience is increased. This is social proximity. 1 mark
- b.** Milgram's study was formed by volunteers responding to an advertisement, which made it convenience sampling. Thus, not every member of the target population had an equal chance of being selected. The sample consisted only of males. 1 mark
- A generalisation could not be made because the sample was not a true representation of the target population. 1 mark

Note: Students may identify either convenience sampling or that the sample was all male.

Question 11 (2 marks)

When there was only one other person in the elevator with Gillian, there was a greater feeling of personal responsibility to help, so Gillian was assisted. 1 mark

Any one of:

- When between five to ten people were in the elevator, the bystander effect occurred. In the presence of others, individuals are less likely to provide help to others, compared to when they are alone.
- When between five to ten people were in the elevator, diffusion of responsibility occurred. Each person in the elevator assumed that someone else would take responsibility and help, resulting in no one helping Gillian.

1 mark

Question 12 (10 marks)**Why a code of ethics is essential in all psychological research**

'Ethics' refers to standards and guidelines that enable individuals to abide by the best possible rules of conduct. Psychologists have a moral responsibility to protect participants (both animal and human) who are involved in their research. The Code of Ethics, as set by the American Psychological Association (APA), assists psychologists to make decisions about which behaviours are appropriate and which are inappropriate so that the rights and dignities of participants are always maintained. Ethical standards also ensure that research is necessary and that its purpose is to contribute to the existing body of research, and is therefore of benefit to the community.

Responsibilities that Zimbardo had towards the participants in his study

As a researcher, Zimbardo had the responsibility to ensure that his research had merit and integrity. He should have maintained the value of justice, with all procedures within the study being fair. Zimbardo should have shown respect for the participants' rights to privacy and confidentiality. He also should have ensured that the participants were able to make informed decisions about matters that would affect them. Above all, Zimbardo had the responsibility to ensure that the participants' physical and mental wellbeing would not be compromised in any way.

Ethical requirements that Zimbardo fulfilled when conducting his study

- Zimbardo advertised for participants and participation was voluntary.
- Zimbardo obtained informed consent from all participants before the study commenced. The informed consent was given in signed consent forms.
- Zimbardo selected participants that were of legal age and were not suffering from any condition that prevented them from understanding the nature of the study, as it was explained to them.
- Zimbardo maintained the participants' right to confidentiality. Before the study commenced, he assured the participants that all information about their participation in the study would be kept confidential unless they gave their express permission.

Ethical requirements that Zimbardo did not fulfill when conducting his study

- Zimbardo breached informed consent. Although the participants signed consent forms for participation in the study, they did not consent to being arrested by police in their own homes and then taken in police cars to the prison.
- Zimbardo did not disclose the full extent of the nature of the experiment to the participants. This has been discussed as not being strictly ethical.
- Zimbardo breached the ethical standard of withdrawal rights. Prior to commencement of the study, he should have explained withdrawal rights to all participants. He should have informed them that at any time during the course of the experiment, they had the right to withdraw. A participant's choice to withdraw should have been able to be given without the participant needing to give reasons for their withdrawal. Withdrawal should have been permitted without the possibility of suffering any negative consequences as a result. It was not made clear to the participants that they were able to leave the experiment when they felt under duress. When the first prisoner asked to leave, they were given the impression that this was not allowed. Although one prisoner was released from the study, the general message spread among the participants was that they were not allowed to leave.
- Zimbardo breached the ethical requirement of respect for the dignity and wellbeing of participants, and the no harm principle. It was obvious after two days that some prisoners were highly distressed and were suffering. Participants were exposed to degrading conditions, with the guards subjecting the prisoners to demeaning and humiliating acts. Prisoners' sleep was interrupted on a regular basis and their emotional and mental wellbeing was compromised.

At the conclusion of Zimbardo's study all participants were offered extensive individual and group debriefing to assist with removing any lasting trauma. Zimbardo's study has been subjected to much scrutiny due to the breaches in ethics. Whether the contributions to research and the community outweighed the trauma caused to participants has been debated.

10 marks

Marks allocated will depend on the quality of the response as follows:

9–10 High; 7–8 Medium–High; 5–6 Medium; 3–4 Low–Medium; 1–2 Low; 0 Not shown.

Note: The question asks for a discussion, which suggests it should be written in prose style.

The inclusion of subheadings is acceptable. The use of dot points for ethical requirements that Zimbardo did and did not fulfill is acceptable. The discussion of Zimbardo's study must include examples. Students must use the correct psychological terms when identifying the ethical principles.