



Victorian Certificate of Education
2023

Name: _____

Teacher's name: _____

STUDENT NUMBER

Letter

UNITS 3&4 PSYCHOLOGY – TRIAL 2

Written examination

2023

Reading time: 15 minutes

Writing time: 2 hours 30 minutes

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	40	40	40
B	9	9	80
			Total 120

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

Materials supplied

- Question and answer book.
- Answer sheet for multiple-choice questions.
- Additional space is available at the end of the book if you need extra space to complete an answer.

Instructions

- Write your student number in the space provided above on this page.
- Check that your name on your answer sheet for multiple-choice questions is correct.
- All written responses must be in English.

At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Multiple-choice questions**Instructions for Section A**

Answer **all** questions in pencil on the answer sheet provided for multiple-choice questions.

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.

Use the following information to answer Questions 1 and 2.

Jacinta wanted to train her fox terrier, Ian, to stop barking at passers-by. She tried to discourage the barking by spraying Ian with a water bottle every time he barked. When that was not effective, she closed the blinds in the front room whenever he barked to take away Ian's view of the outside world.

Question 1

Using the table below, identify which strategies Jacinta chose to use in the scenario to deter Ian's barking at passers-by.

	Being sprayed with water	Taking away the view of the outside world
A.	positive punishment	positive reinforcement
B.	negative punishment	negative reinforcement
C.	positive punishment	negative punishment
D.	positive reinforcement	negative reinforcement

Question 2

Ian stops barking each time Jacinta closes the blinds, leading Jacinta to continue using this strategy. What consequence is Jacinta experiencing when she closes the blinds?

- A.** negative punishment
- B.** negative reinforcement
- C.** positive punishment
- D.** positive reinforcement

Question 3

Despite developing a cold following an intense couple of months, Sally has been managing a business takeover for her boss, working many hours overtime and getting very little sleep in the process. She presents the final takeover pitch to the board which went very well. Which stage of Selye's General Adaptation Syndrome would Sally most likely have been in when presenting her final pitch to the board?

- A.** alarm-reaction
- B.** shock
- C.** resistance
- D.** exhaustion

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 4 – 6.

Jill has a new teacher, Mr Spurling, who is very assertive with his instructions and expectations. One day, Jill notices her best friend, Jack, streaming something on his phone under his desk when Mr Spurling suddenly catches him, confiscates Jack's phone, assigns him an essay on following class rules as homework and shouted at the class, 'You all know what will happen to you should you make a poor choice!'

Question 4

Following this incident, Jill has decided not to ever take out her phone in class. Which of the following best accounts for the influence that this event has had on Jill's behaviour?

- A. classical approaches to learning
- B. behaviourist approaches to learning
- C. social-cognitive approaches to learning
- D. biological approaches to learning

Question 5

Although Jill was not directly punished, she was able to form a mental representation of the behaviour that got Jack into trouble, and remember not to reproduce that behaviour for fear of Mr Spurling's reaction. This stage is known as

- A. reinforcement.
- B. acquisition.
- C. negative punishment.
- D. retention.

Question 6

After a semester with Mr Spurling, Jill is tempted to stand up to Mr Spurling and defy his expectations by using her phone. She feels that the class has been bullied after Jack's significant consequence for using his phone earlier in the semester. Which of the following stages would best describe Jill's desire to defy Mr Spurling by using her phone?

- A. retention
- B. negative punishment
- C. motivation
- D. attention

Question 7

Kellie is finding it difficult to remember all nineteen items on her mother's shopping list because as soon as she finished looking at the list, her phone battery died. Which of the following best explains why Kellie is unable to remember all the items on her mother's shopping list according to the Atkinson-Shiffrin multi-store model of memory?

	Duration	Capacity
A.	the duration of short-term memory was exceeded	the capacity of short-term memory was exceeded
B.	the duration of long-term memory was exceeded	the capacity of short-term memory was exceeded
C.	the duration of short-term memory was exceeded	the capacity of long-term memory was exceeded
D.	the duration of long-term memory was exceeded	the capacity of long-term memory was exceeded

DO NOT WRITE IN THIS AREA

Question 8

Laitham has found it difficult since starting Year 12 to fall asleep and has found it even more difficult to wake up in time for school in the morning. Out of the following, what would be the most appropriate intervention to assist Laitham in his challenges regarding his sleep?

- A. bright light therapy
- B. sleeping tablets
- C. cognitive behavioural therapy
- D. drinking three strong coffees as soon as he wakes up

Use the following information to answer Questions 9 and 10.

Jennifer feels anxious anytime she is alone for long periods; she avoids travelling by herself wherever she can, but she is quite comfortable commuting and walking around in her local area on her own.

Question 9

Identify a possible psychological protective factor that could help Jennifer maintain her mental wellbeing.

- A. adequate nutrition and hydration
- B. mindfulness meditation
- C. social support
- D. adequate sleep

Question 10

Which of the following is not a typical source of social support that Jennifer might access to help maintain her mental wellbeing?

- A. family
- B. friends
- C. pets
- D. community

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 11 – 13.

Stephen has been finding life difficult lately and has sought the help of a counselling psychologist to better understand his current levels of mental wellbeing.

He describes a lack of connection within his friendship group and wider work colleagues as well as feeling less successful in comparison to people at his stage of life. He says he often feels emotionally 'numb' and has been cautioned regarding his outbursts, during which he becomes volatile and aggressive towards others whenever he perceives that an insulting or derogatory judgement is made towards him, his friends or his family.

Question 11

Using the table below, identify which set of statements would best represent Stephen's current state regarding his social and emotional wellbeing.

	Social wellbeing	Emotional wellbeing
A.	low levels of social wellbeing as Stephen appears disconnected from his support network	low levels of emotional wellbeing as Stephen finds it difficult to express his emotions appropriately
B.	low levels of social wellbeing as Stephen feels less successful in comparison to people at his stage of life	high levels of emotional wellbeing as Stephen finds himself able to experience a wide range of emotions
C.	high levels of social wellbeing as Stephen appears able to communicate his aggression towards others	high levels of emotional wellbeing as Stephen finds himself able to express emotions at appropriate times
D.	high levels of social wellbeing as Stephen appears able to effectively counter any insults made towards him, his friends or his family	low levels of emotional wellbeing as Stephen feels emotionally 'numb'

Question 12

If Stephen were to speak with a psychologist, which of the following would be least likely to be considered in evaluating his overall state of mental wellbeing?

- A. resilience
- B. GABA dysfunction
- C. social and emotional wellbeing
- D. levels of psychological, social, and occupational functioning

Question 13

Which of the following would the psychologist be most likely to consider an appropriate strategy for Stephen to improve his levels of functioning?

- A. complete a literature review on self-help academic articles to be more informed about mental wellbeing
- B. set achievable goals relating to the completion of daily tasks and take steps towards achieving them progressively
- C. maintain a pessimistic mindset when encountering challenges or difficulties
- D. engage in authentic conversations with friends and family to assist in recognising any of Stephen's flaws

DO NOT WRITE IN THIS AREA

Question 14

Which of the following could be described as “protein molecules on the dendrites of neurons that receive and process neurochemicals”?

- A. receptor sites
- B. axon terminals
- C. action potentials
- D. neurotransmitters

Question 15

Which of the following statements best describes psychotherapeutic treatments?

- A. a biological intervention that addresses dysfunctional emotions, thoughts and behaviours through therapeutic communication
- B. a type of medication that depresses central nervous system activity and is considered a short-acting anti-anxiety medication.
- C. a psychological intervention that addresses dysfunctional emotions, thoughts and behaviours through therapeutic communication
- D. a breathing control technique that can be used to reduce overall physiological arousal

Use the following information to answer Questions 16 – 18.

Jonathan and Jenna lead busy lives raising their three young boys – Leo (14), Archie (4) and Marshall (18 months). They often find it difficult to manage the sleeping patterns and daytime naps of the children as each age poses different challenges for the overall amount of sleep that each child requires as well as considering the proportion of REM sleep compared to NREM sleep that each child needs.

Question 16

Which proportion of REM sleep compared to NREM sleep would Marshall (18 months) typically experience in a 24-hour period?

	REM sleep	NREM sleep
A.	15%	85%
B.	35%	65%
C.	55%	45%
D.	75%	25%

Question 17

What amount of time spent asleep would be considered typical for Archie (4 years old) to sleep in a 24-hour period?

- A. 11 hours
- B. 9 hours
- C. 7 hours
- D. 5 hours

Question 18

Which of the following factors is not something that typically would negatively impact Leo's sleep pattern as an adolescent?

- A. a delay in the release of melatonin
- B. social commitments
- C. early wake times for school
- D. shift work

Question 19

When comparing blood alcohol concentration (BAC) to sleep deprivation, which of the following is the most accurate?

	17 hours of wakefulness being equivalent to the cognitive deficits of a BAC of:	24 hours of wakefulness being equivalent to the cognitive deficits of a BAC of:
A.	0.05%	0.10%
B.	0.5%	0.010%
C.	0.10%	0.15%
D.	0.05%	0.010%

Use the following information to answer Questions 20 – 22.

Roberta is finding it interesting to learn about memory in VCE Psychology, particularly how many memories from when she was very little have faded over time.

Question 20

One explanation for Roberta's inability to retrieve memories that she had stored previously is due to

- A. long-term potentiation.
- B. rerouting.
- C. sprouting.
- D. pruning.

Question 21

Which of the following is not considered a structural change of the neural synapse when Roberta learns a new concept during a lesson?

- A. increased number of receptor sites on the post-synaptic neuron
- B. decreased speed of neural transmission between the pre-synaptic and post-synaptic neuron
- C. bushier dendrites on the post-synaptic neuron
- D. increased number of synaptic connections between neurons

Question 22

Roberta has now identified that certain types of neurotransmitters can have an excitatory effect on post-synaptic neurons and play an important role in learning. The main excitatory neurotransmitter in the human nervous system is

- A. GABA.
- B. glutamate.
- C. dopamine.
- D. serotonin.

Question 23

In understanding Aboriginal and Torres Strait Islander knowledge systems, it is important to remember that

- A. Songlines are the only means of knowledge transmission.
- B. knowledge is often separate from Country.
- C. ways of knowing are diverse across language and cultural groups.
- D. the individual is a learner in isolation.

DO NOT WRITE IN THIS AREA

Question 24

Aboriginal and Torres Strait Islander knowledge systems cannot be considered

- A. the oldest and longest continuing form of learning in Australia.
- B. complex and sophisticated.
- C. multimodal.
- D. the same as Western concepts of learning.

Question 25

Frida has just finished work for the day and has settled in for an afternoon of binge-watching her favourite streaming service. When considering the physiological responses of the autonomic nervous system, which division would dominate during Frida's period of rest?

- A. the sympathetic nervous system
- B. the somatic nervous system
- C. the parasympathetic nervous system
- D. the fight-flight-freeze response

Question 26

The vagus nerve connects the

- A. sympathetic nervous system and parasympathetic nervous system.
- B. somatic nervous system and spinal cord.
- C. somatic nervous system and enteric nervous system.
- D. enteric nervous system and central nervous system.

Question 27

Identify the approximate percentage of signals sent from the gut to the brain and vice-versa.

	Gut to brain	Brain to gut
A.	50%	50%
B.	10-20%	80-90%
C.	80-90%	10-20%
D.	60-70%	30-40%

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 28 – 30.

Angie has four university assignments due over the next 72 hours for subjects that she has never studied before and she is feeling stressed. Each assignment requires a significant amount of planning and is going to require Angie to work very hard over the next few days.

Question 28

How will using strategies that have high levels of context-specific effectiveness likely affect Angie's mental wellbeing?

- A. they are not likely to affect Angie's mental wellbeing
- B. they are likely to positively affect Angie's mental wellbeing
- C. they are likely to negatively affect Angie's mental wellbeing
- D. they will determine Angie's mental wellbeing

Question 29

Angie works hard on her assignments by drafting her responses and completing extra research on the assignment topics. She also reaches out to her tutors and lecturers for help. This is best described by which of the following coping strategies?

- A. avoidance
- B. approach
- C. evaluation
- D. denial

Question 30

After two days of studying hard and continuously reaching out to her tutors and lecturers without any response, Angie recognises that the strategies she has used for the past 48 hours are not working. She then chooses to text her friend, who comes around straight away, and they work on their assignments together. This shift in strategy to address the stressor of the assessment deadlines demonstrates Angie's

- A. coping flexibility.
- B. context-specific ineffectiveness.
- C. avoidance.
- D. tolerance.

Question 31

Which type of memory would a person with aphantasia most struggle to vividly recall?

- A. classically conditioned memories
- B. procedural memories
- C. semantic memories
- D. episodic memories

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 32 – 34.

Professor Smyth has developed a medical treatment for individuals with low levels of gamma-amino butyric acid (GABA). This treatment could potentially help to support optimal nervous system functioning. In developing this treatment, she conducted hundreds of trials on men who had recently become fathers and had a large volume of survey responses to evaluate and consider along with the biological markers delivered during the clinical trials.

Question 32

Which of the following best describes the function of GABA in the human nervous system?

- A. excitatory
- B. inhibitory
- C. inflammatory
- D. neuromodulatory

Question 33

Professor Smyth's survey contains a series of questions where respondents rank their nervous system functioning on a Likert scale from 1 to 5 (with '1' representing a low level of arousal and '5' indicating a heightened level of arousal). Which of the following statements would best describe these scores?

- A. primary data, as this was collected by Professor Smyth from participants
- B. primary data, as the scores were quantitative
- C. secondary data, as this was collected by Professor Smyth from participants
- D. secondary data, as the scores were qualitative

Question 34

Professor Smyth realised that her sample included 'new' fathers who had children previously, despite her best efforts to sample only men who were recent fathers for the first time. Which procedure could Professor Smyth employ to enhance the accuracy of her sampling technique?

- A. providing an informed consent statement before the commencement of the study with the use of suitability criteria for potential participants
- B. withdrawal rights which exclude participants who do not meet the suitability criteria
- C. debriefing procedures before the commencement of the study with the use of suitability criteria for potential participants
- D. voluntary participation which is explained at the conclusion of the study with the use of suitability criteria for potential participants

Question 35

Which of the following would be considered an advantage of a case study?

- A. findings from case studies tend to have high levels of external validity
- B. case studies may provide insight into associated psychological phenomena being investigated
- C. case studies can allow researchers to draw cause-and-effect conclusions
- D. case studies may be influenced by the preconceptions of researchers

DO NOT WRITE IN THIS AREA

Use the following information to answer Questions 36 – 38.

Professor Allen, a Psychology lecturer at Yeoville University, wants to investigate the effect of weather patterns on the academic performance of students between the ages of 13 and 17, over a series of decades in different states and territories of Australia.

Question 36

If Professor Allen wanted to ensure that all year levels from Years 7 to 12 were included in her sample in the same ratios as found in the population, which sampling technique would she use?

- A. biased sampling
- B. random sampling
- C. stratified sampling
- D. population sampling

Question 37

Which of the following could be a controlled variable for Professor Allen's investigation?

- A. weather patterns
- B. academic success
- C. age of participants
- D. academic testing procedures

Question 38

In what way could Professor Allen uphold the ethical concept of non-maleficence?

- A. ensuring that no harm comes to the participants as a result of the investigation
- B. ensuring that no harm comes to the participants after the investigation
- C. ensuring that any harm is disproportionate to the benefits of the investigation
- D. ensuring that there is a fair consideration of competing claims

Question 39

After being involved unexpectedly in a serious car accident, in the first minutes following the crash, Peter is trying to establish if anyone is injured and make sense of what has just occurred.

His mind then transitions to thinking about how much it will cost to repair his car and, if it were to be written off (i.e. too costly to be worthwhile repairing), how he would get to work if he was not able to afford to replace it. He knows that he does not have much money saved and this could result in him losing his job in the future.

Which of the following sequences would most likely apply to Peter's appraisal of the car accident using Lazarus and Folkman's Transactional Model of Stress and Coping?

	Primary appraisal		Secondary appraisal	
A.	benign	challenge	adequate resources	stress
B.	stressful	harm/loss	adequate resources	little/no stress
C.	stressful	threat	inadequate resources	stress
D.	benign	harm/loss	inadequate resources	little/no stress

Question 40

The explanatory power of Lazarus and Folkman's Transactional Model of Stress and Coping

- A. is limited to biological processes only.
- B. is limited to psychological processes only.
- C. is limited to social processes only.
- D. combines biological, psychological and social processes.

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SECTION B**Instructions for Section B**

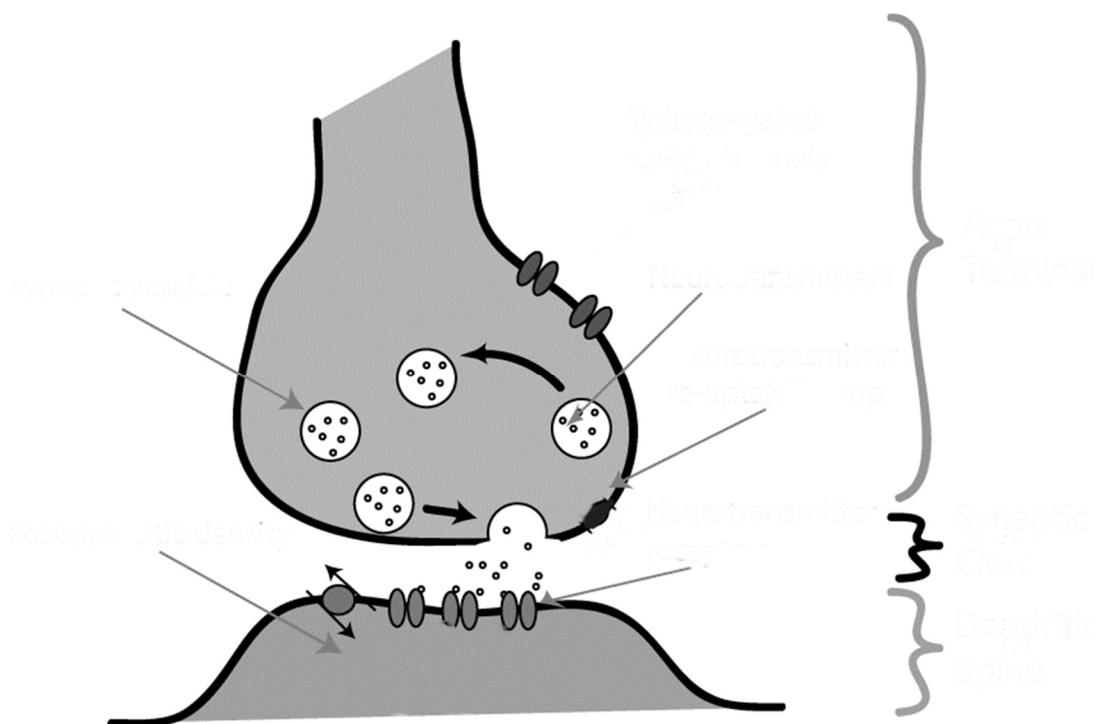
Answer **all** questions in the spaces provided.

Question 1 (8 marks)

a. Using additional arrows where necessary, label the following components of the neural synapse on the diagram:

7 marks

- pre-synaptic neuron
- post-synaptic neuron
- synaptic vesicle
- dendrite
- axon terminal
- receptor sites
- neurotransmitters



b. Which neuromodulator is highly prevalent in the gut?

1 mark

DO NOT WRITE IN THIS AREA

Question 2 (8 marks)

As a child, Dianne had a large group of moths swarm all over her near her front door, flying into her ears, hair and mouth, making her extremely distressed. She developed a specific phobia of moths as a result of this experience. Dianne's psychiatrist is trying to assist her in managing the symptoms of her specific phobia with a range of strategies.

- a. Name and explain two evidence-based biological interventions that the psychiatrist could use to assist Dianne with her phobia of moths. 6 marks

Name of intervention:

Explanation:

Name of intervention:

Explanation:

- b. The psychiatrist also encourages Dianne to take part in a study investigating the effect of a new drug on her phobic symptoms. Describe how the researcher could uphold the ethical concepts of beneficence and justice. 2 marks

DO NOT WRITE IN THIS AREA

Question 3 (11 marks)

Olaf has held a management position with a multi-national financial organisation for the past two years and is constantly under pressure to reach monthly targets for investors and the board of management. His boss is very demanding and does little to praise or acknowledge Olaf's best efforts despite the consistently long hours that he spends in the office each week.

In his personal life, Olaf is finding himself struggling to feel generally positive. He constantly worries that his efforts to spend time with his large family are not enough to keep everyone happy; he repeatedly replays recent negative conversations that he has had with his mother about prioritising his family above his work; he also is aware of his heart rate increasing significantly whenever he thinks about the end of month targets that he has not already met.

- a. Distinguish stress from stressors, and identify one internal stressor and one external stressor that Olaf is experiencing. 4 marks

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- b.** Compare chronic stress with acute stress and provide one example from Olaf's case that represent each. 4 marks

- c.** Name a key hormone involved in chronic stress, and explain its role in assisting Olaf to adapt to the stressors that he is facing, as well as one disadvantage associated with heightened levels of this hormone over a prolonged period. 3 marks

Question 4 (6 marks)

Rebecca has recently started a university degree. During orientation week, she met new friends Hannah and Karthika while queuing up at a campus café. Rebecca loves the freedom of her timetable and enjoys riding her bike to uni. A few weeks into her first semester, she gets an automatic feeling of excitement when she passes by the lecture hall for her favourite subject.

Provide an example of three different memories from the scenario that were encoded by Rebecca's hippocampus, basal ganglia and cerebellum, and name the type of long-term memory that was formed.

*An example of a memory encoded by the **hippocampus**:*

The type of long-term memory encoded:

*An example of a memory encoded by the **basal ganglia**:*

The type of long-term memory encoded:

*An example of a memory encoded by the **cerebellum**:*

The type of long-term memory encoded:

DO NOT WRITE IN THIS AREA

Question 5 (16 marks)

Paola is a 52-year-old woman who has had some issues lately surrounding her sleep. She finds that, no matter how much she tries, it takes her a long time to feel sleepy and, even when she does fall asleep, she still wakes up feeling tired and unsatisfied.

In speaking with her sleep psychologist, she has been encouraged to consider her routine and habits throughout the day and her behaviours before going to bed. She has identified some changes that she could make to her lifestyle and accepted the suggestions of her psychologist for interventions that could support her to improve her sleep experience more consistently.

- a.** Identify the expected duration of sleep each night for someone of Paola's age and the approximate proportion of REM and NREM sleep that she should be expected to have. 2 marks

- b.** Differentiate circadian rhythms from ultradian rhythms, and provide one example of each that Paola's sleep psychologist may use. 4 marks

DO NOT WRITE IN THIS AREA

- c. Paola's psychologist suggests that she undertakes monitoring in a laboratory. Using the table provided, outline the function of each device, and explain how it could indicate that Paola is in an altered state of consciousness. 6 marks

Device	Function of the device	How it may indicate that Paola is in an altered state of consciousness
EEG		

EOG		

EMG		

DO NOT WRITE IN THIS AREA

- d.** Explain how a zeitgeber can increase and decrease Paola's drowsiness, with reference to key brain areas and a sleep hormone.

4 marks

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Question 6 (3 marks)

Describe three characteristics of Songlines that distinguish them from acrostics.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Question 8 (12 marks)

One Saturday night when Xavier was working at his local supermarket, there was a very aggressive customer who was threatening and yelling at staff after not being able to find his preferred brand of toilet paper. Xavier immediately called security who successfully removed the man from the store.

A few weeks later, Xavier's manager decided to install a shoplifter alarm to improve security at the store. Unfortunately, each time more than a group of five customers entered or exited the store at the same time, a loud alarm went off, which would startle Xavier. After this happened across several shifts, Xavier noticed his heart rate increase each time he saw a large group of customers walk through the door, even if the alarm did not go off.

- a. Use a three-phase process of learning to explain why Xavier's heart rate increases each time he sees a large group of customers walk through the door. 6 marks

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DO NOT WRITE IN THIS AREA

- b.** Use a three-phase process of learning to explain why Xavier is more likely to call security the next time there is an aggressive customer. 4 marks

- c.** The aggressive customer who wanted to buy groceries was no longer able to after being removed from the store by security. Name and explain the type of consequence this is for the customer. 2 marks

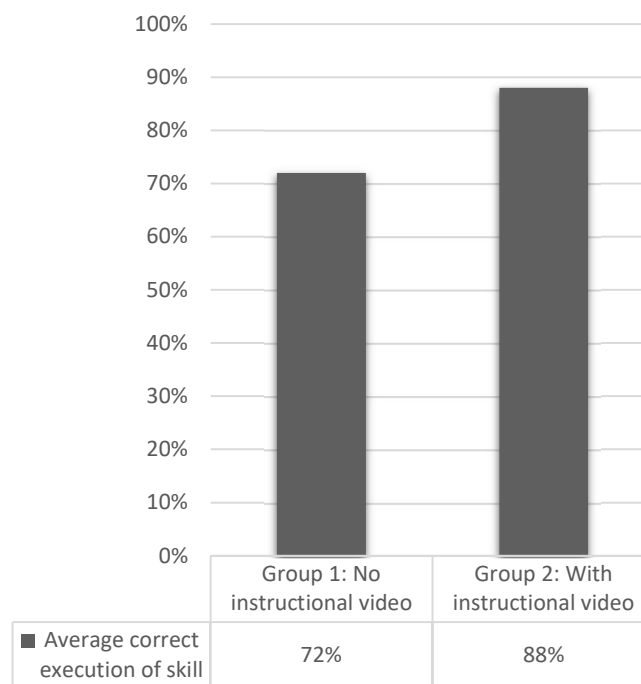
Question 9 (10 marks)

Natalie Dracos, an emerging AFLW talent, was encouraged by her manager, Greg, to create a range of merchandise to benefit from her new-found fame as a sports celebrity. One product that Natalie is particularly excited about is the 'Dracos Ball' – a custom football with coloured locations for hand placement, and nominated angles for people to hold the ball to execute a variety of styles of kicking and handballing. Natalie has recorded an instructional video to accompany the 'Dracos Ball,' demonstrating how to use the ball to execute each of the techniques as marked on the ball. In particular, the instructional video shows Natalie kicking goals by using the markings on the ball. They hope to promote the ball for use by as many junior AFL and AFLW players as they can.

Before putting the ball on sale, Natalie and Greg decided to pilot test their product at the local football club that Natalie played for as a child. Sixty junior female football players aged from eight to fifteen were allocated by their player number (odd versus even player numbers) into two groups:

- Group 1 (with odd player numbers) was only provided with the Dracos Ball and trained with their regular coach without the assistance of the instructional video. This was designed to determine if the ball design was sufficiently self-explanatory to effectively execute the techniques.
- Group 2 (with even player numbers) was given the Dracos Ball but watched the video tutorial featuring Natalie before they took part in their training session with their regular coach.

After the training session, each group was tested on executing five different techniques that were featured on the ball, including various types of kicks and handballing. The correct execution of each skill by each player was determined by Natalie and Greg. The results are summarised below.



Write a report discussing the following:

- The ethical guidelines that must be adhered to before Natalie and Greg carry out this investigation.
- Why Natalie may be the ideal model for the instructional video, and how it may engage the junior players in the process of observational learning.
- The internal and external validity of the findings by outlining the limitations of the investigation and potential improvements for a future investigation.

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END OF QUESTION AND ANSWER BOOK

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Extra space for responses

Clearly number all responses in this space.

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VCE PSYCHOLOGY
Written Examination
ANSWER SHEET – 2023

Student
name:

Use a **PENCIL** for **ALL** entries. For each question, shade the box which indicates your answer.

Marks will **NOT** be deducted for incorrect answers.

NO MARK will be given if more than **ONE** answer is completed for any question.

If you make a mistake, **ERASE** the incorrect answer – **DO NOT** cross it out.

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
19	A	B	C	D
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