The purpose of the External Assessment Specifications is to provide information about the external assessment.

The criteria to be externally assessed are: criterion 7 and three of 1, 2, 3 and 4 (refer to topic rotation)

The format of the external assessment is: a 3-hour written examination

An externally assessed Investigation Project that assesses: criterion 6 and 8 and one of 1, 2, 3 and 4 (refer to topic rotation and Investigation Project guidelines)

Number of Sections on the written examination: 3

**WRITTEN EXAMINATION STRUCTURE**

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Individual Differences</th>
<th>Psychobiological processes</th>
<th>Human Learning</th>
<th>Remembering</th>
</tr>
</thead>
</table>
| Criterion/Criteria  | C1 – examinable standard elements 2, 4 and 5  
C7 – examinable standard elements 1, 2, 3 and 6 | C2 – examinable standard elements 2, 4 and 5  
C7 – examinable standard elements 1, 2, 3 and 6 | C3 – examinable standard elements 2, 4 and 5  
C7 – examinable standard elements 1, 2, 3 and 6 | C4 – examinable standard elements 2, 4 and 5  
C7 – examinable standard elements 1, 2, 3 and 6 |
| Course Coverage     | Module 2                | Module 3                   | Module 4       | Module 5    |
| Number of Questions | 3                       | 2                          | 2              | 2           |
|                     | Candidates will respond to one question on EITHER Gender OR Intelligence OR Personality. | Candidates will respond to one question on EITHER Visual Perception OR Consciousness.  
The questions will invite | Candidates will respond to one question on EITHER Conditioning OR Observational/cognitive learning. | Candidates will respond to one question on EITHER Memory OR Forgetting.  
The questions will invite |
The questions will invite responses that provide evidence for assessment of the standard elements 2, 4 and 5 of C1.

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Question type(s)</th>
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</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Essay/long answer response format</td>
<td>Essay/long answer response format</td>
</tr>
</tbody>
</table>

The questions will invite responses that provide evidence for assessment of the standard elements 2, 4 and 5 of C2.

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<thead>
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The questions will invite responses that provide evidence for assessment of the standard elements 2, 4 and 5 of C3.

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The questions will invite responses that provide evidence for assessment of the standard elements 2, 4 and 5 of C4.

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The questions for the exam will be written in parts, (part (a) and (b)), with 2 different stimulus items. A written stimulus will be up to 200 words in length. The stimulus will have a title and be numbered.

The wording used in the question will come from the wording used in the elements of the criteria especially the verbs, for example, "outline", "describe", "explain", "analyse", "argue" or "argue a well-reasoned and coherent point of view" etc.

Wording from the syllabus document will also be used in the wording of the question e.g. "How is normal waking consciousness (NWC) distinguished from altered states of consciousness (ASC)". Also the concepts used in the question or are dot pointed in the question will come from the syllabus, e.g. Gestalt processes, constancies, depth cues, top-down processes, etc.

**Using the criteria to assess the student’s response**

**Criterion 7**

Criterion 7 will assess the student’s ability to:-
- analyse the stimulus pieces (criterion element/standard 1,2,3)
  - explain links between evidence in stimulus and psychological concepts and theories (criterion element/standard 6)

Criteria 1,2,3 & 4 will assess the student’s understanding of:
- the concepts, theories and processes involved (criterion element/standard 2,4)
- the point of view presented and the use of empirical evidence (criterion element/standard 5)

**Suggested time allocation**

<table>
<thead>
<tr>
<th>Mark / Rating allocation</th>
<th>60 minutes</th>
<th>60 minutes</th>
<th>60 minutes</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1 – ratings of A+, A, A-, ... B ..., C ..., D+,D, D-</td>
<td>Criterion 2 – ratings of A+, A, A-, ... B ..., C ..., D+,D, D-</td>
<td>Criterion 3 – ratings of A+, A, A-, ... B ..., C ..., D+,D, D-</td>
<td>Criterion 4 – ratings of A+, A, A-, ... B ..., C ..., D+,D, D-</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>IP (Folio) (Criteria 6 and 8)</td>
<td>Exam Section A</td>
<td>Exam Section B</td>
<td>Exam Section C</td>
</tr>
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<tr>
<td>2016</td>
<td>Human Learning</td>
<td>Individual Differences (Criterion 1)</td>
<td>Psychobiological Processes (Criterion 2)</td>
<td>Remembering (Criterion 4)</td>
</tr>
<tr>
<td>2017</td>
<td>Individual Differences</td>
<td>Psychobiological Processes (Criterion 2)</td>
<td>Remembering (Criterion 4)</td>
<td>Human Learning (Criterion 3)</td>
</tr>
<tr>
<td>2018</td>
<td>Psychobiological Processes</td>
<td>Remembering (Criterion 4)</td>
<td>Human Learning (Criterion 3)</td>
<td>Individual Differences (Criterion 1)</td>
</tr>
<tr>
<td>2019</td>
<td>Remembering</td>
<td>Human Learning (Criterion 3)</td>
<td>Individual Differences (Criterion 1)</td>
<td>Psychobiological Processes (Criterion 2)</td>
</tr>
<tr>
<td>2020</td>
<td>Human Learning</td>
<td>Individual Differences (Criterion 1)</td>
<td>Psychobiological Processes (Criterion 2)</td>
<td>Remembering (Criterion 4)</td>
</tr>
</tbody>
</table>
CRITERIA being externally assessed:

The following aspects of the criteria and their standards described in the course document are externally assessed.

- **Criterion 1:** Analyse theories about individual differences
  Only standard elements 2, 4 and 5 are examinable

- **Criterion 2:** Analyse perspectives about psychobiological processes
  Only standard elements 2, 4 and 5 are examinable

- **Criterion 3:** Analyse theories about human learning
  Only standard elements 2, 4 and 5 are examinable

- **Criterion 4:** Analyse theories about remembering
  Only standard elements 2, 4 and 5 are examinable

- **Criterion 7:** Use evidence to support a psychological point of view
  Only standard elements 1, 2, 3 and 6 are examinable

The external assessment includes items that separately or together give opportunities to demonstrate the standards from rating C to rating A. Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.
Written Examination Checklist

**Section: Individual Differences**

- ☐ Assesses three examinable aspects of Criterion 1 (standard elements 2, 4 and 5)
- ☐ Assesses three examinable aspects of Criterion 7 (standard elements 1, 2, 3 and 6)
- ☐ Items give opportunities to demonstrate standards from rating C to rating A on the criterion
- ☐ Includes a representative sample of course content from Module 2
- ☐ Contains 3 items – addressing EITHER Module 2 Part A Gender OR Module 2 Part B Intelligence OR Module 2 Part C Personality
- ☐ Candidates will respond to ONE question.
- ☐ Requires an essay/long answer style format response (60 minutes of writing)

**Section: Psychobiological Processes**

- ☐ Assesses three examinable aspects of Criterion 2 (standard elements 2, 4 and 5)
- ☐ Assesses three examinable aspects of Criterion 7 (standard elements 1, 2, 3 and 6)
- ☐ Items give opportunities to demonstrate standards from rating C to rating A on the criterion
- ☐ Includes a representative sample of course content from Module 3
- ☐ Contains 2 item – addressing EITHER Module 2 Part A Visual Perception OR Module 2 Part B Consciousness
- ☐ Candidates will respond to ONE question.
- ☐ Requires an essay/long answer style format response (60 minutes of writing)

**Section: Human Learning**

- ☐ Assesses three examinable aspects of Criterion 3 (standard elements 2, 4 and 5)
- ☐ Assesses three examinable aspects of Criterion 7 (standard elements 1, 2, 3 and 6)
- ☐ Items give opportunities to demonstrate standards from rating C to rating A on the criterion
- ☐ Includes a representative sample of course content from Module 4
- ☐ Contains 2 items – two options from the Module content. Candidates select one only
- ☐ Candidates will respond to ONE question. EITHER conditioning OR observational/cognitive learning
- ☐ Requires an essay/long answer style format response (60 minutes of writing)

**Section: Remembering**

- ☐ Assesses three examinable aspects of Criterion 4 (standard elements 2, 4 and 5)
- ☐ Assesses three examinable aspects of Criterion 7 (standard elements 1, 2, 3 and 6)
- ☐ Items give opportunities to demonstrate standards from rating C to rating A on the criterion
- ☐ Includes a representative sample of course content from Module 5
- ☐ Contains 2 items – two options from the Module content. Candidates select one only
- ☐ Candidates will respond to ONE question. EITHER memory OR forgetting
- ☐ Requires an essay/long answer style format response (60 minutes of writing)
Samples

These samples, attached, are examples of how the questions **may** appear in the exam. Following are further suggestions of wording that could be used for Sample 1. Part (b)

Referring to stimulus 1 and stimulus 2 explain how individual differences may occur in personality using the following concepts:
- personality traits
- environmental influences
- genetic factors

Referring to stimulus 1 and stimulus 2 describe how the following concepts relate to the psychological study of personality:
- personality traits
- environmental influences
- genetic factors

Referring to stimulus 1 and stimulus 2 and using the following concepts argue a well-reasoned and coherent point of view on how individuals differ in personality development:
- personality traits
- environmental influences
- genetic factors
**Criterion 1** analyse theories about individual differences
**Criterion 7** use evidence to support a psychological point of view

**Personality**

Examine the following stimulus items:

**Stimulus 1**  
**Causes of Personality Traits**

The two big questions about personality are: why do people have different personality types? What is the best way to describe these?

When it comes to the origins of personality, we have learned a lot. We now know that personality traits are greatly influenced by the interactions between the set of gene variants that people happen to have been born with and the social environment people happen to grow up in. The gene variants a person inherits favour certain behavioural tendencies, such as assertiveness or cautiousness, while their environmental circumstances influence the forms these innate behavioural tendencies take. The ongoing dialogue between the person’s genome* and the environment gradually establishes the enduring ways of thinking and feeling that are the building blocks of personality.

We have also learned a lot about the second big question: how to describe personality differences. We now think of every personality as a unique blend of components. To use these discoveries to assess a specific person, it is useful to organise what we know about them into four sets of components: dispositional traits, troublesome patterns, character strengths and sense of identity. Bringing these together is the best way to build a descriptive picture of someone’s personality.

(Source: Adapted from Barondes, S. (2011, August 13). ‘How to size up the people in your life’. New Scientist, pp. 28 – 29.)

*genome – The full genetic complement of an organism

(a) Use evidence from Stimulus 1 and Stimulus 2 and other relevant information to analyse and critically evaluate different theories of personality development.

(b) Explain how the following concepts relate to factors that influence personality:
   • personality traits
   • environmental influences
   • genetic factors
Question - Memory
Examine the following stimuli:

Stimulus 1 - Combined Memory Model

Stimulus 2 - Long Term Memory

Perhaps recall of names and other memory is not perfect because there is so much information stored in long-term memory. Many psychologists have suggested that the material that makes it way to long-term memory is relatively permanent (Tulving and Psotka, 1971). If they are correct, the capacity of long-term memory is vast. For instance if you are like the average college student, your vocabulary includes approximately 50 000 words, you know hundreds of mathematical ‘facts’ and you are able to recall images – such as the way your childhood house looked – with no trouble at all.

(a) Referring to stimulus 1 and stimulus 2 and other relevant information explain the following concepts in how memories are formed
   • encoding
   • storage
   • retrieval

(b) Evaluate the Multi-Store Model of Remembering with two other theories which explain memory.