PSYCHOLOGY
(BHP315116)

Time allocated:
- Working time: 3 hours
- Plus 15 minutes recommended reading time

Candidate Instructions

1. You MUST make sure that your responses to the questions in this examination paper will show your achievement in the criteria being assessed.

2. There are THREE sections to this paper.

3. You must answer:
   - ONE question from Section A
   - ONE question from Section B
   - ONE question from Section C

4. Answer each question in a separate answer booklet (3 answer booklets supplied).

5. The recommended time to be spent on a section is given in the instructions in that section.

6. All written responses must be in English.

On the basis of your performance in this examination, the examiners will provide results on each of the following criteria taken from the course document:

Criterion 1  Analyse theories about individual differences.
Criterion 2  Analyse perspectives about psychobiological processes.
Criterion 3  Analyse theories about human learning.
Criterion 7  Use evidence to support a psychological point of view.
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EXAM STARTS OVER THE PAGE
Answer **ONE** question from this section.

You must answer **ALL** parts of the chosen question.

Use a separate answer booklet for this section.

It is recommended you spend approximately 60 minutes on this section.

This section assesses **Criteria 3** and **7**.

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**Question 1 – Conditioning**

Examine the following stimulus items:

**Stimulus 1 – Classical Conditioning – Aversion Therapy**

*Figure 7. Diagram of Aversion Therapy.*


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*Question 1 continues.*
Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following concepts related to learning through conditioning:
   - Unconditioned stimulus
   - Reinforcement
   - Association

b) Analyse and critically evaluate Classical and Operant Conditioning theories of learning.
Question 2 – Observational/Cognitive Learning

Examine the following stimulus items:

Stimulus 1 – Observational/Social Cognitive Learning

Figure 9. Influences of observed consequences on learning
(Source: http://www.edpsycinteractive.org/topics/soccog/soclrn.html)

Stimulus 2 – Transfer of Learning

Figure 10. Understanding transfer of learning
(Source: https://brookespsychology.weebly.com/week-4--transfer.html)

Question 2 continues.
Question 2 (continued)

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following concepts related to cognitive processes of learning
   • Role model
   • Vicarious reinforcement
   • Transfer of learning

b) Analyse and critically evaluate theories explaining how humans learn through observational and at least one other form of cognitive learning.
The ‘Gender Bear’ suggests that there are multiple spectrums related to sex and gender, including those for gender identity, gender expression (or gender roles), biological sex, and sexual orientation. People are no longer classified solely in a binary manner as ‘male’ or ‘female’; rather we all exist somewhere on a spectrum ranging from female to male.
Question 3 (continued)

Stimulus 2 - Reducing Violence through Challenging Traditional Gender Roles and Stereotypes

‘Australia has created a world-first national framework to prevent violence against women. It identifies challenging rigid gender roles and stereotypes as a key preventative action.

Children begin to understand and act out gender roles and stereotypes at an early age. The degree to which they internalise and adopt stereotyped attitudes and behaviours can have long-term effects on their attitudes, behaviours and values. Traditional masculine gender roles and ideologies (for example, “men need to be tough”) are associated with men’s violence against women.

Parents may unintentionally reinforce gender stereotypes. For example, when reading their children storybooks, they might label gender-neutral sad characters as girls and angry characters as boys. This conveys messages about gender-appropriate emotions and attitudes.

From infancy, boys are often given more sports equipment, toy cars and tools, while girls are given more dolls, kitchen appliances and pink clothing. Yet infants often have equal and overlapping interests in toys and it is the gendered marketing of toys that subsequently influences their preferences as they age.

Supporting parents to promote more diverse concepts of gender with their young children may reduce rigid gender stereotypes tied to attitudes that support violence, and create a more gender equitable society.’


Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following terms used in relation to individual differences in gender:
   - Gender identity
   - Gender stereotypes
   - Biological differences

b) Analyse and critically evaluate the evidence for both genetic and environmental factors influencing gender-related differences.
Question 4 – Intelligence

Examine the following stimulus items:

**Stimulus 1 – Genetic Relatedness and IQ Correlations**

![IQ similarity chart](https://slideplayer.com/slide/6181837/)

Figure 2. IQ Correlations.


**Stimulus 2 – Environmental Influences on Intelligence**

‘It is now a scientific given that the brain is moulded from birth onwards and continues to be moulded through to the ‘cognitive cliff’ in old age when our grey cells start disappearing ... With brain plasticity, the brain is much more a function of experiences. If you learn a skill your brain will change, and it will carry on changing...The brain is waxing and waning much more than we ever realised. So if you haven’t had particular experiences – if as a girl you weren’t given Lego, you don’t have the same spatial training that other people in the world have.’

“The brain of a working London taxi driver will be different from that of a trainee and from that of a retired taxi driver; we can track differences among people who play videogames or are learning origami or who play the violin. Supposing these brain-changing experiences are different for different people, or groups of people? If, for example, being male means that you have much greater experience of constructing things or manipulating complex 3D representations (such as playing with Lego), it is very likely that this will be shown in your brain. Brains reflect the lives they have lived, not just the sex of their owners.’


Question 4 continues.
Question 4 (continued)

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following terms used in relation to individual differences in intelligence:
   - Heredity
   - Environmental influences
   - Biological influences

b) Analyse and critically evaluate the evidence for the influences of genetics and environment on the development of intelligence.
Question 5 - Personality

Examine the following stimulus items:

Stimulus 1 – Correlations in Personality Traits among Monozygotic and Dizygotic Twins

![Bar chart showing personality traits correlations between monozygotic and dizygotic twins.](https://picswe.net/pics/graph-fraternal-and-identical-twins-f3.html)

Figure 3. Personality Correlations. (Source: https://picswe.net/pics/graph-fraternal-and-identical-twins-f3.html)

Stimulus 2 – Carl Rogers’ person-centred theory of personality

Carl Rogers adopted a humanistic approach to the factors shaping personality. ‘In describing the development of personality, Rogers (1967) likened each person to the seed of an enormous tree. He believed that each of us contains within ourselves an enormous potential to grow and develop for the rest of our lives, unless something in the environment prevents this from happening. For example, a traumatic personal experience over which we have no control, such as the death of someone close to us, could block our growth… According to Rogers, whether or not an individual achieves their full potential – that is, whether or not they self-actualise – depends on the way others treat them, the way they view themselves, and how effectively they can deal with negative influences in their life. Thus, environmental influences and the way we respond to them are integral to the shaping of our personalities.


Question 5 continues.
Question 5 (continued)

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following terms used in relation to individual differences in personality:
   - Heredity
   - Personality theories
   - Biological influences

b) Analyse and critically evaluate the evidence for the influences of genetic and environmental factors on individual differences in personality.
Answer **ONE** question from this section.

You must answer **ALL** parts of the chosen question.

Use a separate answer booklet for this section.

It is recommended you spend approximately 60 minutes on this section.

This section assesses **Criteria 2 and 7.**

**Question 6 – Visual Perception**

Examine the following stimulus items:

**Stimulus 1 – Pictorial Depth Cues**

![Figure 4. Pictorial Depth Cues.](https://courses.lumenlearning.com/boundless-psychology/chapter/advanced-topics-in-perception/)

(Source: https://courses.lumenlearning.com/boundless-psychology/chapter/advanced-topics-in-perception/)

**Question 6 continues.**
Neisser’s Perceptual Cycle or analysis-by-synthesis model of perception, depicted above, suggests that perception is an interactive process, involving both the bottom-up feature analysis of Gibson’s model of perception and the top-down expectations of Gregory’s model.


**Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:**

a) Explain the following concepts related to visual perception:
   - Organisation and interpretation in visual perception
   - Monocular depth cues
   - Top-down processing

b) Analyse and critically evaluate theories used to explain visual perception.
Question 7 – Consciousness

Examine the following stimulus items:

Stimulus 1 – Measuring States of Consciousness

![EEG Tracings of the Four Main Brainwaves](https://www.meditation-mp3.org/brainwave-entrainment/)

*Figure 6. EEG readings. (Source: [https://www.meditation-mp3.org/brainwave-entrainment/](https://www.meditation-mp3.org/brainwave-entrainment/))*

Stimulus 2 – The Myth of Multitasking – understanding serial and parallel processes

“Multitasking involves engaging in two tasks simultaneously. But here’s the catch. It’s only possible if two conditions are met: (1) at least one of the tasks is so well learned as to be automatic, meaning no focus or thought is necessary to engage in the task (e.g., walking or eating) and (2) they involve different types of brain processing. For example, you can read effectively while listening to classical music because reading comprehension and processing instrumental music engage different parts of the brain. However, your ability to retain information while reading and listening to music with lyrics declines significantly because both tasks activate the language centre of the brain.

Despite appearances, you simply can’t talk on the phone, read e-mail, send an instant message, and watch YouTube videos all at the same time. In fact, when you think you’re cruising along the information highway, you’re actually stepping on the gas then hitting the brakes, over and over. You and every other so-called multitasker are actually serial tasking. Rather than engaging in simultaneous tasks, you are in fact shifting from one task to another to another in rapid succession.”


Question 7 continues.
Question 7 (continued)

Use the information presented in Stimulus 1 and Stimulus 2, as well as other relevant information from the course, to:

a) Explain the following concepts related to consciousness:
   - Measurements of states of consciousness
   - Normal waking consciousness
   - Attention

b) Analyse and critically evaluate theories of sleep as an altered state of consciousness.