

PSYCHOLOGY

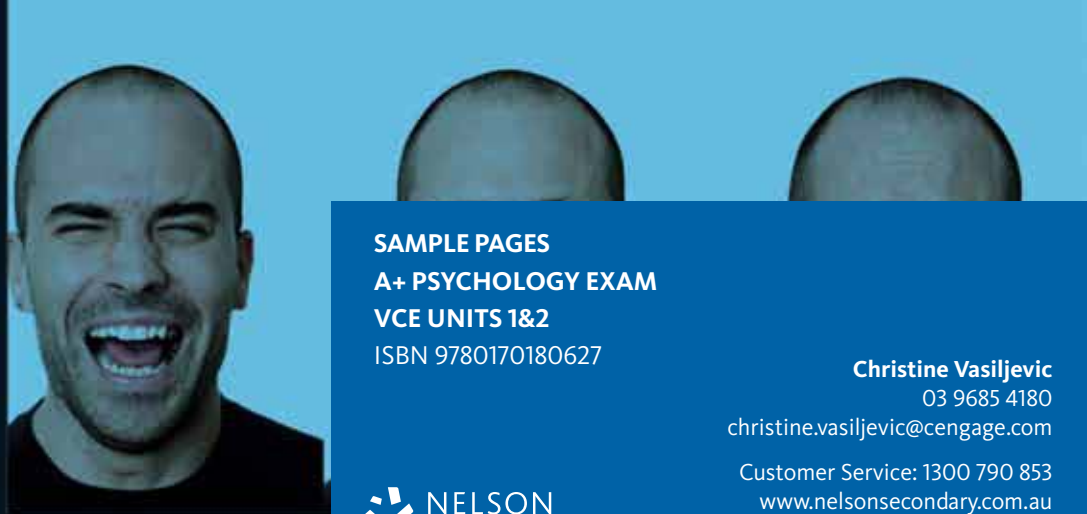
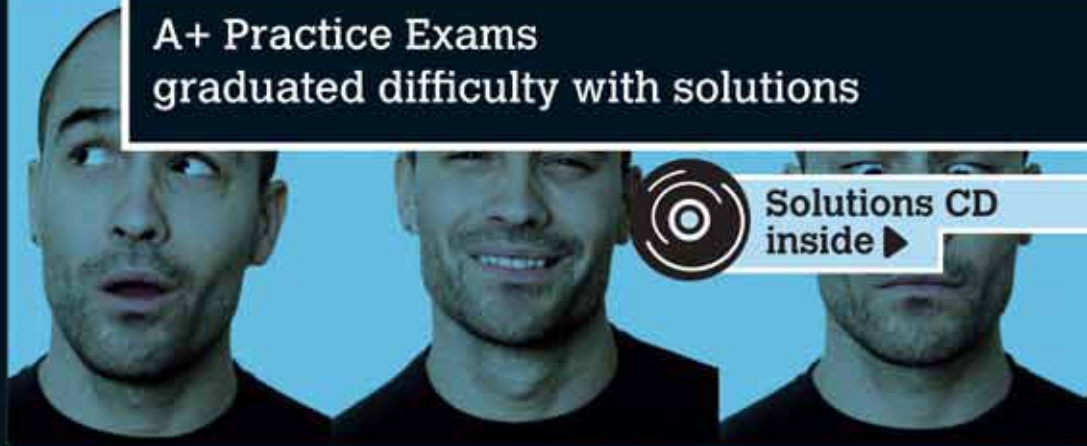
VCE Units 1 & 2 **EXAM**

12 Practice Examinations 2010–2014

A+ Practice Exams
graduated difficulty with solutions



Solutions CD
inside ▶



SAMPLE PAGES

A+ PSYCHOLOGY EXAM

VCE UNITS 1&2

ISBN 9780170180627

Christine Vasiljevic

03 9685 4180

christine.vasiljevic@cengage.com

Customer Service: 1300 790 853

www.nelsonsecondary.com.au

SEC 7535

NELSON
CENGAGE Learning



Kristy Kendall



PSYCHOLOGY

EXAM VCE Units 1&2

Detailed information	iii
Introduction	iv
About the author	iv
Acknowledgements	iv

Detailed Information

Test	Time (min)	Page	Test structure	Topics tested
1	30	1	10 multiple-choice 15 marks of short answer	Fields of psychology, theories and theorists that influenced psychology, psychology vs psychiatry, psychological perspectives, different research methods and ways to study behaviour
2	45	5	15 multiple-choice 25 marks of short answer	Content in Test 1 plus visual perception, hypotheses, independent, dependent and extraneous variables and sampling
3	30	10	10 multiple-choice 15 marks of short answer	Stages of the lifespan, influences that shape development, nature vs nurture, Gibson's infant perception theory, Bowlby and Ainsworth's attachment theory, Piaget's cognitive development theory and Erikson's psychosocial development theory
4	45	13	15 multiple-choice 25 marks of short answer	Content in Test 3 plus Kohlberg's moral development theory, mental illness across the lifespan, changes in the very old, statistics, graphical organisers and ethics
5	70	18	30 multiple-choice 40 marks of short answer	Whole Unit 1 course
6	30	26	10 multiple-choice 15 marks of short answer	Formation and attitude change, factors contributing to prejudice, social influences on the individual including, work by Zimbardo, Milgram, Asch and Smith and Bond
7	45	30	15 multiple-choice 25 marks of short answer	Content in Test 6 plus ways a group influences an individual, pro-social and antisocial behaviour, social learning theory and aggression
8	30	35	10 multiple-choice 15 marks of short answer	Intelligence and the factors that influence it, approaches to describing intelligence, strengths and weaknesses of measuring intelligence, personality, theories describing and classifying personality, operationalising variables and control and experimental groups
9	45	38	15 multiple-choice 25 marks of short answer	Content in Test 8 plus use of personality tests in the workplace, strengths and weaknesses of methodologies used to study personality, sampling and allocation, statistics (including central tendency and spread of scores), correlation and ethics

10	70	43	30 multiple-choice 40 marks of short answer	Whole Unit 2 course
11	90	52	Detachable trial examination Unit 1 45 multiple-choice 45 marks of short answer	Whole Unit 1 course
12	90	68	Detachable trial examination Unit 2 45 multiple-choice 45 marks of short answer	Whole Unit 2 course

INTRODUCTION

Psychology is a very popular subject that demands a good understanding of both theoretical and practical knowledge. As a VCE subject it requires students to perform well on school-assessed coursework throughout the year, as well as developing strong examination skills.

This book will enable you to prepare for every outcome in the study design to help you gain the best coursework mark possible. It will also become gradually more complex in the variety and style of questions to help prepare you for the mid-year and end-of-year examinations as well. A strong background in Unit 1–2 knowledge and skills will allow you to transition confidently into Unit 3–4 Psychology at the conclusion of the year.

ABOUT THE AUTHOR

Kristy Kendall graduated from Monash University with a Bachelor of Arts, majoring in Psychology. She then went on to complete her Diploma of Education and is currently the Head of Psychology at Haileybury. Kristy has been a VCAA examiner since 2003 and has recently published works in VCE Psychology, including Nelson's *Psychology VCE Units 3 & 4 Activity Manual*, Nelson's *Jumpstart Psychology*, A+ Publishing's *Exam Books for Units 3 & 4* and Nelson's *Unit 1 & 2 Psychology* textbook.

ACKNOWLEDGEMENTS

Many thanks to Amanda Ryan, for the hours of help and support she continually provides.

Section A: Multiple-choice questions**Specific instructions to students**

- A correct answer scores 1 mark, and an incorrect answer scores 0.
- Marks are not deducted for incorrect answers.
- No marks are given if more than one letter is shaded on the answer sheet.
- Choose the alternative which most correctly answers the question and mark your choice on the multiple-choice answer section at the bottom of each page as shown in the example below.

1 A B C D

- Use pencil only.

Area of study 1: Interpersonal and group behaviour**QUESTION 1**

An attitude is best defined as

- A** something that we are angry about.
- B** an evaluation that is made about a person, object or event.
- C** a stereotype or prejudice about a person or group of people.
- D** a way of expressing how you feel.

QUESTION 2

When there is a conflict between the attitude you hold and how you behave this is known as

- A** the tri-component model.
- B** affective dissonance.
- C** behavioural dissonance.
- D** cognitive dissonance.

QUESTION 3

Often stereotyping people can lead to prejudice. What is a stereotype?

- A** An oversimplified opinion of people who belong to a particular group.
- B** A true statement about every member of a group.
- C** A behaviour all members of a group share.
- D** All of the above.

QUESTION 4

Mr McDonald is the owner of a large farm in Gippsland. He has a policy of employing people with physical handicaps to help him run the farm. What can he do on his farm to try and ensure any prejudice against these employees is reduced?

- A** Give all of the handicapped workers better pay and work conditions.
- B** Encourage competitions between the handicapped workers and the other employees with financial incentives.
- C** Get the handicapped workers to have sustained contact with the other employees.
- D** Give all of the other workers better pay and work conditions.

QUESTION 5

One way to reduce prejudice is to get a group of people to work together to achieve a goal. Which of the following statements of super-ordinate goals is true?

- A** Regardless of the outcome, prejudice will decrease.
- B** When the outcome is negative, prejudice will decrease.
- C** When the outcome is positive, prejudice will decrease.
- D** When the outcome is positive, prejudice will increase.

QUESTION 6

Cemal plays soccer on the weekends at the local club and finds out at the start of the new season that a female would like to join the team. Cemal is upset about this as he likes the 'blokey' environment at the club and doesn't want the female to be able to join regardless of her ability. This prejudice is an example of

- A** sportism.
- B** racism.
- C** ageism.
- D** sexism.

QUESTION 7

Ms Bell is a highly revered teacher at her school as she is constantly telling students off for the way they wear their uniform. When she sees a student who is wearing their uniform incorrectly she issues a detention. Ms Bell holds which sort of power over her students?

- A reward power
- B coercive power
- C referent power
- D expert power

QUESTION 8

Philip Zimbardo's prison experiment was terminated after only six days when it was supposed to run for two weeks. Why was this the case?

- A The prisoners began to rebel against the guards.
- B Zimbardo and his team were too involved in the experiment and failed to see the flaws.
- C The guards and prisoners took on their roles to degrees that were unexpected.
- D The ethics committee called it off due to the prisoners abusing their power.

QUESTION 9

Which of the following is not a factor that affects whether obedience is more likely to occur?

- A whether there is pressure from a group
- B whether the authority figure is close to the learner
- C whether inflicting pain is involved
- D whether the authority figure has high status

QUESTION 10

In social loafing, what is it called when someone reduces their effort because they know someone else in the group will do the work?

- A the sucker effect
- B the free rider effect
- C the bludger effect
- D the loafer effect

ONE ANSWER PER LINE

USE PENCIL ONLY 

- | | | | | |
|---|---|---|---|---|
| 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 |

Section B: Short answer questions

Specific instructions to students

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

Area of study 1: Interpersonal and group behaviour

QUESTION 1

Macca is passionate about the environment and is scared that global warming is making a large impact on the earth. He believes that if everyone could do their bit we would be a lot better off. He decides to start an environmental club at school to raise awareness of issues relating to global warming.

Using the tri-component model of attitudes explain how Macca demonstrates the affective, behavioural and cognitive components.

Affective:

Answer:

Behavioural:

Answer:

Cognitive:

Answer:

3 marks

QUESTION 2

Discuss two examples of cognitive interventions that may be used to help overcome prejudice.

Answer:

2 marks

QUESTION 3

Complete the table below by suggesting the type of power that the following people are most likely to possess.

Person	Power
A doctor	
A famous singer	
The Prime Minister	
Your boss	

4 marks

QUESTION 4

Explain how social proximity and legitimacy of an authority figure effected the level of obedience shown by participants in Milgram's experiments on obedience.

Answer:

2 marks

QUESTION 5

Name and explain two factors that can increase the likelihood of conformity occurring.

Answer:

Section A: Multiple-choice questions**Specific instructions to students**

- A correct answer scores 1 mark, and an incorrect answer scores 0.
- Marks are not deducted for incorrect answers.
- No marks are given if more than one letter is shaded on the answer sheet.
- Choose the alternative which most correctly answers the question and mark your choice on the multiple-choice answer section at the bottom of each page as shown in the example below.

1 A B C D

- Use pencil only.

Area of study 1: Interpersonal and group behaviour**QUESTION 1**

Caitlin hates being around smokers and thinks that there should be an increased tax on cigarettes. Which components of the tri-component model of attitudes is Caitlin demonstrating in this example?

- A the affective and behavioural
- B the behavioural and cognitive
- C the affective and cognitive
- D none of the above

QUESTION 2

Which of the following is not one of the main aims of sustained contact?

- A Getting to know the person rather than the stereotype.
- B Spending a prolonged amount of time with people who hold the stereotype and those who are the target of the stereotype.
- C Having casual interactions between people who hold the stereotype and those who are the target of the stereotype.
- D Being involved in a cooperative activity with people who hold the stereotype and those who are the target of the stereotype.

QUESTION 3

Paul is driving to work and gets stuck behind an elderly driver. He is frustrated by this and says to his wife that the elderly can't drive properly and they should all be retested for their driver's permit at 60 years of age. This prejudice is an example of

- A racism.
- B ageism.
- C sexism.
- D roadism.

QUESTION 4

Tom has been appointed the school vice captain and as part of his role he is to make sure that students behave properly when travelling to school on the bus. Due to his position in the school Tom holds _____ power.

- A expert
- B coercive
- C reward
- D legitimate

QUESTION 5

According to Milgram's research into obedience, which of the following statements is most likely to be correct in regard to social proximity?

- A Obedience was greatest when the participants could not see or hear the learner.
- B Obedience was weakest when the participants could not see or hear the learner.
- C Obedience was greatest when the participants were in the same room as the learner.
- D Obedience was greatest when the participant was a friend of the learner.

QUESTION 6

The results from Milgram's original experiment on obedience revealed that

- A 18% of participants obeyed completely, going all the way to administering the top voltage of 450 volts.
- B 65% of participants obeyed completely, going all the way to administering the top voltage of 450 volts.
- C 45% of participants obeyed completely, going all the way to administering the top voltage of 450 volts.
- D No participants were willing to obey completely and go all the way to the top voltage of 450 volts.

QUESTION 7

Kyle has recently pierced his nose and a lot of his friends think that it doesn't look good on a guy. Kyle contemplates taking it out but over the weekend his friend Flynn also gets his nose pierced. According to unanimity, what is Kyle likely to do when he finds out about Flynn's nose piercing?

- A Keep his piercing in as now there is someone who feels the same way as him.
- B Take his piercing out as he wanted to be the only one with a piercing.
- C Take his piercing out as his group of friends will like it less now that two of them have their noses pierced.
- D Keep his piercing in and encourage everyone else to get one too.

QUESTION 8

Sophie has just been assigned her group for her drama ensemble. One of the group members, Spencer, is not pulling his weight and the day before the performance he does not know his lines. Sophie and the other group members stop trying to learn their lines too. This is an example of

- A the loafer effect.
- B the free-rider effect.
- C the bludger effect.
- D the sucker effect.

Questions 9 and 10 refer to the following scenario

Kelso is a keen snowboarder and is also a prefect at his school. He and two of his mates are out boarding in a remote area on the weekend when they come across a girl who has injured her leg while hiking.

QUESTION 9

After finding the girl injured, Kelso decides to help her. This is most likely due to

- A the social reciprocity norm.
- B empathy.
- C bystander intervention.
- D altruism.

QUESTION 10

If Kelso had seen the girl on a busy mountain with lots of people around, what is most likely to have happened?

- A He would have been less likely to offer help according to the bystander effect.
- B He would have been more likely to offer help according to the bystander effect.
- C He would have been more likely to help according to altruism.
- D He would have been less likely to help according to altruism.

QUESTION 11

Lauren has just had a baby girl and is finding it difficult to navigate her new pram through the supermarket checkout. A lady comes over to give her a hand and explains she remembers how difficult it was to navigate the pram when her children were younger. The lady's helping behaviour is most likely due to

- A mood.
- B a maternal instinct.
- C social norms.
- D empathy.

QUESTION 12

Peter is doing the dishes when he accidentally drops a knife which lands on his wife's foot and cuts her quite badly. Peter's act is not typically considered antisocial because

- A it was only his wife that was hurt.
- B no one else knows about it so society has not been impacted upon.
- C this is the first time it has happened, so it is not a repeated act.
- D it was unintentional.

QUESTION 13

According to social learning theory, if a model was given positive consequences, like words of encouragement, after completing an aggressive act, the learner's aggressive behaviour would

- A increase.
- B decrease.
- C increase at first but rapidly decrease when no one was watching them.
- D remain the same.

QUESTION 14


According to the ethological explanation of aggression, which of the following explanations is not correct?

- A Aggression aids a species' survival.
- B Aggression occurs due to increased levels of testosterone.
- C Aggression enables species to establish a hierarchy.
- D Aggression allows species to mark and guard their territory.

QUESTION 15

Ben wanted to write a letter to his principal to get more funding for the school cricket team. He decided to hand his classmates a survey that explored their attitudes towards cricket to show the school how passionate the students were about the sport. He had a series of statements about cricket and students were required to circle whether they strongly agreed, agreed, neither agreed nor disagreed, or disagreed or strongly disagreed with each statement. Ben was most likely surveying attitudes to cricket using

- A a Likert scale.
- B direct observation.
- C an interview.
- D a free response questionnaire.

ONE ANSWER PER LINE				USE PENCIL ONLY 					
1	A	B	C	D	9	A	B	C	D
2	A	B	C	D	10	A	B	C	D
3	A	B	C	D	11	A	B	C	D
4	A	B	C	D	12	A	B	C	D
5	A	B	C	D	13	A	B	C	D
6	A	B	C	D	14	A	B	C	D
7	A	B	C	D	15	A	B	C	D
8	A	B	C	D					

