



Government of **Western Australia**  
School Curriculum and Standards Authority



# PSYCHOLOGY

GENERAL COURSE

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Externally set task

Sample 2016

Note: This Externally set task sample is based on the following content from Unit 3 of the General Year 12 syllabus.

### **Personality**

- personality theories
  - trait theories – Eysenck, Costa and McCrae
  - humanistic theories – Maslow’s Hierarchy of Needs, Rogers
  - behaviourist theories – Pavlov, Watson, Thorndike, Skinner
  - social learning theory – Bandura

### **Cognition**

- memory
  - multi store model of memory – Atkinson and Shiffrin (1968)
  - sensory register – duration, capacity
  - working memory (short-term memory) – duration, capacity
  - long-term memory – duration, capacity, procedural memory, declarative memory – semantic and episodic
  - strategies for enhancing retrieval of information and improving memory
    - state and context dependent cues
    - mnemonics
    - chunking
    - repetition

In future years, this information will be provided late in Term 3 of the year prior to the conduct of the Externally set task. This will enable teachers to tailor their teaching and learning program to ensure that the content is delivered prior to the students undertaking the task in Term 2 of Year 12.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Psychology

## Externally set task

Working time for the task: 60 minutes

Total marks: 30 marks

Weighting: 15% of the school mark

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1. Describe how information from the environment reaches long-term memory.

(3 marks)

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2. Describe the role of the **three (3)** components of working memory. Give an everyday example of when each component would be used.

(6 marks)

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