



# **PSYCHOLOGY**

## **ATAR course examination 2022**

### **Marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

## Section One: Research methods

20% (36 Marks)

## Question 1

(20 marks)

- (a) Identify which method is experimental and give **two** reasons for your answer. (3 marks)

Description	Marks
second	1
used manipulated variables	1
used a research design	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

- (b) Explain what is meant by non-experimental research. (3 marks)

Description	Marks
does not use experimental methods	1
does not involve manipulation of variables	1
does not establish groups for comparison/uses pre-existing groups	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

- (c) List **three** characteristics of non-scientific research. (3 marks)

Description	Marks
uses casual observations	1
does not follow a repeatable method	1
does not involve formal logical reasoning	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

- (d) Design an operational hypothesis for one of her studies. (5 marks)

Description	Marks
population identified	1
independent variable manipulation	1
dependent variable stated	1
direction of dependent variable	1
how dependent variable is measured	1
<b>Total</b>	<b>5</b>

- (e) Identify and explain the **two** main ethical issues, aside from deception, in the study above. (6 marks)

Description	Marks
Any two of (2 x 3 marks)	
<ul style="list-style-type: none"><li>• informed consent (1) toddlers/children cannot consent (1) no information was given before asking for consent (1)</li><li>• the role of the experimenter (1) they could have caused harm (1) by trying to make the children aggressive (1)</li><li>• participants' rights (1) the children did not have the right to withdraw (1) or participate voluntarily (1).</li></ul>	1-6
<b>Total</b>	<b>6</b>
Accept other relevant answers. Do not accept deception.	

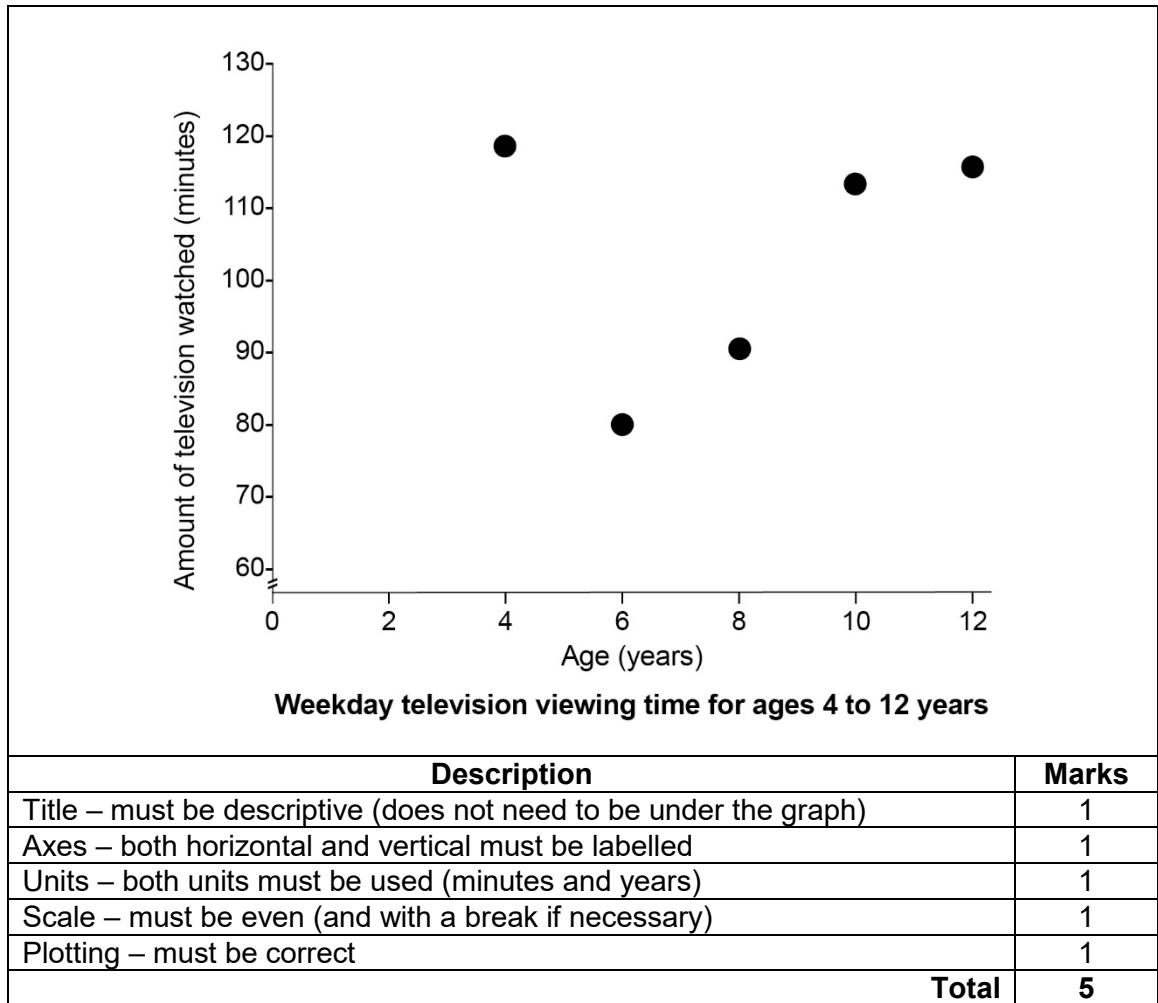
Question 2

(16 marks)

- (a) Identify the **two** behavioural variables for this data. (2 marks)

Description	Marks
age	1
amount of television watched	1
<b>Total</b>	<b>2</b>

- (b) Construct a scatterplot using the data in the table above. (5 marks)



- (c) Identify the strength and direction of the relationship. (2 marks)

Description	Marks
positive	1
strong/large	1
<b>Total</b>	<b>2</b>

- (d) Deduce a conclusion that could be drawn from this data. (1 mark)

Description	Marks
Young people watch more TV as they get older.	1
<b>Total</b>	<b>1</b>
Note: variables can be inverse	

- (e) Explain **one** limitation for the conclusion you generated for part (d). (3 marks)

Description	Marks
The data is correlational.	1
The data is not causal.	1
You can not definitively state that age is related to TV watching.	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	

- (f) Identify **one** source of error that could occur when collecting data using this new method. (1 mark)

Description	Marks
poorly designed questions/respondent bias/experimenter bias	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

- (g) Outline **two** advantages of using a physiological measure over an interview. (2 marks)

Description	Marks
physiological measures are objective	1
they are less susceptible to bias/are impartial	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

Section Two: Short answer

55% (103 Marks)

Question 3

(13 marks)

- (a) State the **three** main steps in the process of neural transmission between two cells. (3 marks)

Description	Marks
neurotransmitter released from axon of sending neuron	1
neurotransmitter travels across synapse	1
attaches to receptors on dendrite of receiving neuron	1
<b>Total</b>	<b>3</b>

- (b) Identify **three** issues that Nerim might notice or experience due to her deficit. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• more aggressive</li> <li>• negative affect issues</li> <li>• anxious</li> <li>• obsessive-compulsive</li> <li>• irritability</li> <li>• impulsive</li> <li>• sleeping issues</li> <li>• disordered eating</li> <li>• depression</li> <li>• difficulty regulating emotions</li> <li>• fatigue</li> </ul>	1–3
<b>Total</b>	<b>3</b>
Accept any other relevant answers.	

- (c) State **one** problem that Nerim might face if her dopamine levels were to drop. (1 mark)

Description	Marks
Any one of	
<ul style="list-style-type: none"> <li>• addiction</li> <li>• Parkinson's disease</li> <li>• difficulty initiating/controlling movement</li> <li>• impacts learning/concentration/memory</li> <li>• lack of pleasure/enjoyment</li> </ul>	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

- (d) Name the term given to a generational passing of traits. (1 mark)

Description	Marks
heredity	1
<b>Total</b>	<b>1</b>

- (e) (i) Explain the role of genetics in determining our thoughts, behaviours and emotions. (3 marks)

Description	Marks
Genetics is what we inherit from our parents through our biological make-up.	1
Genetics influences our thoughts/behaviours/emotions.	1
Genetics ultimately set the boundaries for what a child is capable of reaching.	1
<b>Total</b>	<b>3</b>

- (ii) State **one** impact of genetics on both thought and behaviour. (2 marks)

Description		Marks
Factor	Impact	
thought	determines intelligence level	1
behaviour	determines personality	1
<b>Total</b>		<b>2</b>
Accept other relevant answers.		
Note: accept answers that indicate genetics is innate/inherited/predisposed.		

Question 4

(13 marks)

- (a) Define the psychological term 'learning'. (1 mark)

Description	Marks
A (relatively) permanent change in behaviour as a result of experience.	1
<b>Total</b>	<b>1</b>

- (b) Complete the table below to outline the process of observational learning as it relates to Marq's new behaviour. (4 marks)

Description		Marks
Stage of process	Example from scenario	
Attention	Marq notices that the baby is attended to when it cries	1
Retention	Marq is able to remember this behaviour	1
Reproduction	Marq is able to demand attention from his parents	1
Motivation	Marq is likely to be receiving less attention from his parents so is motivated to compete for attention	1
<b>Total</b>		<b>4</b>

- (c) (i) Identify the process of learning experienced by grandfather Jay. (1 mark)

Description	Marks
Operant conditioning	1
<b>Total</b>	<b>1</b>

- (ii) Explain the process of learning identified in part (c)(i) as it relates to grandfather Jay's new behaviour. (3 marks)

Description	Marks
negative reinforcement	1
removal of negative stimulus (Marq's attention seeking)	1
when Jay gives desired behaviour (attention)	1
<b>Total</b>	<b>3</b>

- (d) Define the psychological term 'extinction' as it relates to learning. (1 mark)

Description	Marks
the fading of (non-reinforced conditioned) response/s (over time)	1
<b>Total</b>	<b>1</b>

- (e) Explain how a variable ratio schedule of reinforcement can be used to reduce the speed of extinction. (3 marks)

Description	Marks
before behaviour is reinforced (giving pellet)	1
the number of target behaviours that occur (hoop jump)	1
should be (gradually) increased over time	1
<b>Total</b>	<b>3</b>
Accept other relevant answers.	



## Question 5

(11 marks)

- (a) Identify the conflict resolution technique used by Priya and her builder. (1 mark)

Description	Marks
Negotiation	1
<b>Total</b>	<b>1</b>

- (b) Classify the type of solution reached by Priya and her builder. (1 mark)

Description	Marks
Integrative	1
<b>Total</b>	<b>1</b>

- (c) Identify **one** similarity and **one** difference between counselling and mediation. (2 marks)

Description	Marks
Any one of the following similarities	
<ul style="list-style-type: none"> <li>• both require a third party</li> <li>• both involve improved communication between parties</li> <li>• both can reduce conflict</li> <li>• both require the parties to come to an agreed solution for conflict resolution</li> </ul>	1
Any one of the following differences	
<ul style="list-style-type: none"> <li>• counselling is skills focused while mediation does not seek to develop skills</li> <li>• mediation tends to focus on a specific dispute while counselling focuses on wider ranging/recurring issues</li> <li>• counselling can involve just one party while mediation requires representation by both parties</li> </ul>	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

- (d) State the **two** dimensions of parenting styles. (2 marks)

Description	Marks
demandingness/control	1
Responsiveness/warmth	1
<b>Total</b>	<b>2</b>

**Question 5** (continued)

- (e) (i) Identify the parenting style Priya is using with Mina. (1 mark)

Description	Marks
Authoritative	1
<b>Total</b>	<b>1</b>

- (ii) Justify your answer to part (e)(i), using examples from the scenario. (4 marks)

Description	Marks
high responsiveness/warmth	1
Priya provided support to Mina by helping her find transport options <b>or</b> Priya provided a rationale for making her find her own way to school	1
high demandingness/control	1
Priya increased accountability for Mina by making her take greater responsibility for getting to school	1
<b>Total</b>	<b>4</b>
Accept other relevant answers.	

Question 6

(11 marks)

- (a) Explain what is meant by ‘communication style’. (3 marks)

Description	Marks
communication style is the social and cultural aspects of language	1
it includes accents/vocabulary/grammar/content	1
it is impacted by gender/socioeconomics/culture	1
<b>Total</b>	<b>3</b>

- (b) Explain the key findings of Labov’s work. (3 marks)

Description	Marks
Any three of	
<ul style="list-style-type: none"> <li>• BEV/AAEV was as rule-governed and complex as standard English</li> <li>• BEV/AAEV should not be viewed as a deficit</li> <li>• BEV/AAEV should be viewed simply as something different</li> <li>• BEV/AAEV should be accepted as a standard way of communicating (particularly in a school setting)</li> </ul>	1–3
<b>Total</b>	<b>3</b>

- (c) Present **one** example of a double negative that may be used in AAEV. (1 mark)

Description	Marks
He hasn’t done nothing.	1
<b>Total</b>	<b>1</b>
Accept other relevant answers.	

- (d) Name both codes and propose **one** example for each language code where it would be better to use the code. (4 marks)

Description		Marks
Code	Example	
Restricted code	Example should include a reference to situations with large amount of shared knowledge/understandings or when quick reaction is necessary.	1–2
Elaborated code	Example should include a reference to situations with little or no shared knowledge/understandings.	1–2
<b>Total</b>		<b>4</b>
Note: examples can include context, environment, situation or expressions.		

## Question 7

(13 marks)

- (a) Number the following in order of development. (4 marks)

Description		Marks
Developmental order (1st, 2nd, 3rd, 4th)	Milestone	
2nd	Symbolic thinking	1
1st	Object permanence	1
4th	Abstract thinking	1
3rd	Conservation of mass	1
<b>Total</b>		<b>4</b>

- (b) State the name of this process. (1 mark)

Description	Marks
Assimilation	1
<b>Total</b>	<b>1</b>

- (c) Referring to the scenario above, explain the process that resulted in this adaptation. (4 marks)

Description	Marks
Accommodation	1
as Michael kept experiencing more examples of sheep/he had no existing schema for sheep	1
he adapted his schema/thinking	1
he no longer experiences (cognitive) conflict/achieved equilibrium	1
<b>Total</b>	<b>4</b>

- (d) Argue why Piaget's theory is both innate and learned. (4 marks)

Description	Marks
it is innate as children go through (predetermined/set/natural) stages and achieve set milestones	1
it is learned, as the child must experience the right experiences if they do not, the development is delayed/affected	1
<b>Total</b>	<b>4</b>

Question 8

(11 marks)

- (a) Name **two** other perspectives of contemporary personality theory. (2 marks)

Description	Marks
Trait theory	1
Humanistic theory	1
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

- (b) Outline **one** limitation of social-cognitive theory of personality. (2 marks)

Description	Marks
Any one of	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the following link <a href="https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/">https://www.coursehero.com/study-guides/boundless-psychology/social-cognitive-perspectives-on-personality/</a> under 'Criticisms of the Social-Cognitive Perspective on Personality - Key Points'</li> <li>•</li> </ul>	1–2
<b>Total</b>	<b>2</b>
Accept other relevant answers.	

- (c) Complete the table below to explain why Soo will attempt to organise a game of football with her friends in their free time during school. (5 marks)

Description		Marks
Person variable	Example	
Competencies	Soo has the requisite knowledge to organise a game/the social skills to convince her friends to play	1
Expectancies	Soo expects that if she organises a game, then her friends will play	1
Cognitive strategies	Soo perceives free time as an opportunity to organise a game of football	1
Self-regulatory systems	Soo restrains herself during play to ensure her friends have an opportunity with the ball	1
Subjective values	Soo likes football so places high value on a gameplay	1
<b>Total</b>		<b>5</b>
Accept other relevant answers.		

**Question 8** (continued)

- (d) Deduce a personality signature that describes Soo's behaviour in the situation on page 18. (2 marks)

Description	Marks
if there is free time at school	1
then Soo will organise a game of football	1
<b>Total</b>	<b>2</b>
Accept other relevant answers that are in an "if-then" format.	

## Question 9

(17 marks)

- (a) State the psychological definition of the term 'group'. (2 marks)

Description	Marks
two or more people	1
who interact or depend on each other in some way	1
<b>Total</b>	<b>2</b>

- (b) Explain why Hanya performed better at the Olympics with spectators, compared to when she was training by herself, by referring to the impact of others on an individual's behaviour. (3 marks)

Description	Marks
Hanya experienced social facilitation	1
social facilitation is the increase in performance due to the presence of others	1
<b>Total</b>	<b>3</b>

- (c) Referring to Figure 1 on page 20, and your understanding of social psychology, discuss the impact of the presence of others on Hanya's cycling abilities as a learner. (6 marks)

Description	Marks
as she found the task difficult	1
she performed better with low levels of arousal when no one was watching	1
as her arousal level increased (ie more people watched) her ability to perform decreased	1
this is known as social inhibition	1
<b>Total</b>	<b>6</b>

- (d) Using your understanding of the impact of the presence of others on individual behaviour, state whether Hanya will perform competitive mountain biking better with or without an audience and justify your response. (6 marks)

Description	Marks
Hanya is likely to perform better with an audience	1
this is because competitive mountain biking is very similar to cycling and not a complex/hard task	1
because it is simple, she will perform better with high levels of arousal which is when there is a presence of others	1
this is known as social facilitation	1
<b>Total</b>	<b>6</b>

**Question 10**

**(14 marks)**

(a) Name and explain the response that Ghandi has had to the significant event. (4 marks)

Description	Marks
post-traumatic growth/PTG	1
a positive change following a traumatic event	1
that is not just a return to normal functioning	1
but excelling beyond pre-trauma	1
<b>Total</b>	<b>4</b>

(b) Name the response experienced by Hermione. (1 marks)

Description	Marks
post-traumatic stress disorder/PTSD	1
<b>Total</b>	<b>1</b>

(c) Give **one** example for each of the three categories of symptoms Hermione may have exhibited or expressed based on her negative response to the event. (3 marks)

Description		Marks
Category	Example (any one from each category)	
Physical	<ul style="list-style-type: none"> <li>• night sweats</li> <li>• headaches</li> <li>• restless</li> <li>• poor/disturbed sleep</li> </ul>	1
Cognitive	<ul style="list-style-type: none"> <li>• disorientation</li> <li>• flashbacks</li> <li>• poor concentration</li> <li>• intrusive thoughts</li> <li>• issues with attention and/or memory</li> <li>• nightmares</li> </ul>	1
Emotional	<ul style="list-style-type: none"> <li>• fear</li> <li>• anxiety</li> <li>• depression</li> <li>• withdrawal</li> <li>• guilt</li> <li>• avoidance</li> <li>• panic</li> </ul>	1
<b>Total</b>		<b>3</b>
Accept other relevant answers.		



- (d) List **three** symptoms that Hermione would have to display in order to receive a diagnosis for her strong, ongoing negative response to the event. (3 marks)

Description		Marks
Any three of		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	For copyright reasons this text cannot be reproduced in the online version of this document	1–3
<b>Total</b>		<b>3</b>
Accept other relevant answers.		

- (e) Identify **three** characteristics that she should look for in a program to build resilience. (3 marks)

Description		Marks
Any three of		
<ul style="list-style-type: none"> <li>• combine challenges with support</li> <li>• increase sense of community (community support)</li> <li>• support programs following significant events</li> <li>• past experience of successfully dealing with previous negative circumstances</li> </ul>		1–3
<b>Total</b>		<b>3</b>
Accept other relevant answers.		

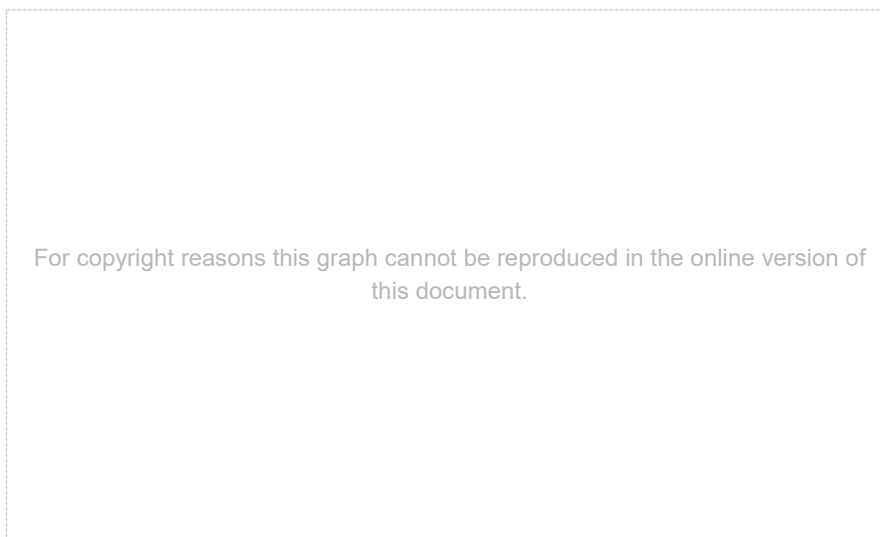
## Section Three: Extended answer

25% (52 Marks)

## Question 11

(27 marks)

Little et al. (2011) conducted a study to examine memory in students who are preparing for tests. Students read a story and were then asked questions about it. The participants in the Practise Group (Rp) were able to practise after the first test, whereas the Non-practise Group (Nrp) did not practise. They were then asked the same questions in the second test. The number of correct responses was recorded in the graph below.



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In your answer you must:

- define the term 'long-term memory' (1 mark)
- state the duration and capacity of long-term memory (2 marks)
- describe the different types of long-term memory (10 marks)
- outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning (5 marks)
- explain why both groups were able to recall more correct answers in the second test (5 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
<b>Define the term 'long-term memory'</b>	
(Relatively) permanent information storage system (that enables one to retain, retrieve, and make use of skills and knowledge hours, weeks, or even years after they were originally learned.) (APA, 2022)	1
<b>Subtotal</b>	<b>1</b>
<b>State the duration and capacity of long-term memory (LTM)</b>	
duration ranges from minutes to forever/x minutes to unlimited	1
capacity (could be) unlimited	1
<b>Subtotal</b>	<b>2</b>
<b>Describe the different types of long-term memory (LTM)</b>	
(LTM has) declarative/explicit (memory)	1
a conscious/intentional recollection/use of facts/events	1
(LTM has) procedural/non-declarative/implicit (memory)	1
non-conscious/automatic recollection	1
implicit memory includes procedural (memory)	1
procedural (memory) is (unconscious) learned (motor skills/procedures)	1
(declarative has) episodic (memory)	1
a recollection of (a person's) experiences/events/situations	1
(declarative has) semantic (memory)	1
a recollection of facts/understandings of the world	1
<b>Subtotal</b>	<b>10</b>
<b>Outline why participants in the Practise Group (Rp) showed a greater level of improvement by referring to the process of relearning</b>	
those in the practise group were allowed to relearn	1
in relearning, you remember information that you previously learned	1
this allows the person to more easily remember/retrieve information	1
which would account for them scoring higher	1
than those who did not have the opportunity to relearn/in the non-practise group (Nrp)	1
<b>Subtotal</b>	<b>5</b>
<b>Explain why both groups were able to recall more correct answers in the second test</b>	
the second time the groups saw the questions again	1
this is recognition	1
when you retrieve information from your memory	1
you experience again the same stimulus	1
this allowed both groups to score higher scores	1
<b>Subtotal</b>	<b>5</b>
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. (Does not need essay style broad introduction or conclusion for full marks.)	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>27</b>

## Question 12

(25 marks)

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Researchers were interested in exploring a proposed relationship between cognitive dissonance and the personality trait of conscientiousness in purchasing habits as illustrated in the proposed model below.

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To investigate this relationship, the researchers hypothesised that individuals would experience greater cognitive dissonance after impulse buying than after making a planned purchase.

The results from the researchers' survey on a 5-point Likert scale of shoppers after making purchases are displayed in the table below. The higher the score, the higher the level of dissonance.

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The researchers also investigated whether conscientiousness influenced the cognitive dissonance experienced by shoppers and used a Likert scale to measure conscientiousness in shopping habits.

Write an extended answer with reference to the scenario by explaining the relevant psychological concepts.

In your answer you must:

- define the concept 'cognitive dissonance' and name a key theorist (3 marks)
- outline the process of cognitive dissonance and how an individual might respond to reducing the dissonance (5 marks)
- state and justify whether the researchers' hypothesis is supported or rejected and apply your understanding of cognitive dissonance to explain this finding (5 marks)
- predict how an individual's level of conscientiousness might affect their shopping habits (4 marks)
- describe **two** ways in which the researchers could ensure the reliability of their Likert scale (4 marks)
- communicate psychological understandings clearly with correct use of psychological language. (4 marks)

Description	Marks
<b>Define the concept 'cognitive dissonance' and name a key theorist</b>	
(Leon) Festinger	1
the psychological tension/discomfort	1
arising from awareness of inconsistency among beliefs, attitudes, or actions	1
<b>Subtotal</b>	<b>3</b>
<b>Outline the process of cognitive dissonance and how an individual might respond to reducing the dissonance</b>	
individual becomes aware of inconsistent beliefs, attitudes or behaviours	1
individual takes personal responsibility for action	1
individual experiences discomfort	1
Any two of <ul style="list-style-type: none"> <li>• individual changes their perception of the event</li> <li>• individual changes behaviour to reduce inconsistency, or</li> <li>• individual adjusts their attitude to reduce dissonance</li> </ul>	1–2
<b>Subtotal</b>	<b>5</b>
<b>State and justify whether the researcher's hypothesis is supported or rejected and apply your understanding of cognitive dissonance to explain this finding</b>	
hypothesis is rejected	1
planned purchases were associated with greater levels of dissonance	1
shoppers with a low level of planning to purchase an item (1) would take less responsibility for a failed purchase (1) so experience less discomfort (1)	1–3
<b>Subtotal</b>	<b>5</b>
<b>Predict how an individual's level of conscientiousness may affect their shopping habits</b>	
A person with high conscientiousness would be more likely (1) to take time to consider the purchase or conduct research (1).	1–2
A person with low conscientiousness would be less likely to consider/research the purchase (1) and will likely take the most convenient purchase option (1).	1–2
<b>Subtotal</b>	<b>4</b>
Accept other relevant answers that state high/low on conscientiousness with link to a behaviour.	
<b>Describe two ways in which the researchers could ensure the reliability of their Likert scale - Any two of (2 x 2 marks):</b>	
<ul style="list-style-type: none"> <li>• researchers could have participants complete the scale again (1) and check for consistency across results (1)</li> <li>• researchers can compare a participant's result between the first and second half of the Likert scale (1) and check for consistency between the two halves (1)</li> <li>• researchers could have different people administer the Likert scale to the same shopper (1) and check for consistency between results from the same respondee (1)</li> </ul>	1–4
<b>Subtotal</b>	<b>4</b>
<b>Communicate psychological understandings clearly with correct use of psychological language</b>	
Candidate writes coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently, extensively, and correctly. Punctuation and grammar do not impede meaning. (Does not need essay style broad introduction or conclusion for full marks.)	4
Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident but these do not impede meaning.	3
Candidate uses paragraphs. Uses simple psychological terminology. May have some errors in punctuation/grammar evident but these do not impede meaning.	2
Candidate uses some psychological terminology correctly and may have limited correct spelling, punctuation and grammar.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>25</b>

## ACKNOWLEDGEMENTS

- Question 4(a)** Kimble, G. A. (1961). [Definition of learning]. Retrieved July, 2022, from <https://sites.google.com/site/crsmmustdiploma/home/educational-psychology>
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## Question 12

Paragraph 1 adapted from: George, B. P. & Yaoyuneyong, G. (2010, November 23). Impulse Buying and Cognitive Dissonance: A Study Conducted Among Spring Break Student Shoppers. *Young Consumers*, 11(4), pp. 291–306. Retrieved May, 2022, from <https://www.emerald.com/insight/content/doi/10.1108/17473611011093925/full/html>

Paragraphs 2–5 information from: George, B. P. & Yaoyuneyong, G. (2010, November 23). Impulse Buying and Cognitive Dissonance: A Study Conducted Among Spring Break Student Shoppers. *Young Consumers*, 11(4), pp. 291–306. Retrieved May, 2022, from <https://www.emerald.com/insight/content/doi/10.1108/17473611011093925/full/html>

Figure 1 adapted from: George, B. P. & Yaoyuneyong, G. (2010, November 23). Impulse Buying and Cognitive Dissonance: A Study Conducted Among Spring Break Student Shoppers (Fig. 1) [Diagram]. *Young Consumers*, 11(4). Retrieved May, 2022, from <https://www.emerald.com/insight/content/doi/10.1108/17473611011093925/full/html>

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