



PSYCHOLOGY

ATAR course sample examination two

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: Short Answer

70% (119 Marks)

Question 1

(17 marks)

- (a) State a psychological definition of memory. (2 marks)

Description	Marks
the process/ability/faculty of	1
encoding, storing and retrieving information	1
Total	2

- (b) Compare the sensory and long-term memory stores of the Atkinson and Shiffrin (1968) multi-store model with reference to capacity and duration. (3 marks)

Description	Marks
both have a (theoretically) unlimited capacity	1
sensory memory has a duration of 0.5 – 3 seconds	1
whereas the duration of long term memory is (theoretically) forever	1
Total	3
Accept other relevant answers.	

- (c) State
- one**
- limitation of Atkinson and Shiffrin's model of memory according to Baddeley and Hitch, and outline how the Baddeley and Hitch (1974) working memory model addresses this. (2 marks)

Description	Marks
A limitation of the Atkinson and Shiffrin model is that it's too simplistic when it comes to short term memory/depicts as a single store with minimal processing.	1
The working memory model states that short term memory is an active process with several components.	1
Total	2
Accept other relevant answers.	

- (d) Label parts A and B in the diagram above. (2 marks)

Description	Marks
A – phonological loop	1
B – long-term memory	1
Total	2

(e) Referring to Baddeley and Hitch’s (1974) model, outline the role of each of these components with respect to Vu’s and the children’s working memory.

(i) Central executive (2 marks)

Description	Marks
Vu – deciding what information to give to the children	1
Children – paying attention to what Vu was saying and ignoring other stimuli	1
Total	2
Accept other relevant answers.	

(ii) Visuospatial sketchpad (2 marks)

Description	Marks
Vu – storing the vision from the pictures before they were being interpreted	1
Children – no significant role in the scenario as they did not see anything/storing a memory of the pictures being described to them	1
Total	2
Accept other relevant answers.	

(f) Identify the name given to this new component. (1 mark)

Description	Marks
episodic buffer	1
Total	1

(g) Describe the role of this component and apply it to Vu’s children. (3 marks)

Description	Marks
a temporary storage system	1
that is capable of holding and integrating information from the other slave systems into a single structure or episode	1
the children will perceive verbal components (and any visual components) of the story as occurring in chronological order	1
Total	3

Question 2

(14 marks)

- (a) Identify the cause of memory loss in CTE. Circle the correct response. (1 mark)

Description	Marks
trauma	1
Total	1

- (b) State
- two**
- impacts that CTE can have on behaviour
- or**
- emotion. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • demonstrates impulsive behaviour • demonstrates aggressive behaviour • experiences depression • experiences apathy • demonstrates substance abuse • demonstrates slurred speech • experiences slow movements 	1–2
Total	2
Accept other relevant answers.	
Note: Answers must relate to behaviour or emotion, not cognition	

- (c) Identify the following variables in 2022 study above.

- (i) Independent (1 mark)

Description	Marks
repetitive head injuries	1
Total	1

- (ii) Dependent (1 mark)

Description	Marks
developing CTE	1
Total	1

- (d) Using your understanding of ethical guidelines and practices, explain why it is
- not**
- feasible to conduct experimental research on this topic. (3 marks)

Description	Marks
protection from harm	1
researchers need to protect participants from undue physical and psychological harm	1
deliberately exposing participants to repetitive head injuries violates this	1
Total	3

- (e) (i) Propose how researchers could conduct a longitudinal study on CTE. (4 marks)

Description	Marks
find a sample of participants who have experienced repetitive head injuries	1
record relevant data about effects on behaviour and emotions	1
continue to collect data over a period of time	1
use data to track changes over time	1
Total	4

- (ii) State **one** strength and **one** limitation of longitudinal studies as a research design. (2 marks)

Description	Marks
Strength – any one of	
<ul style="list-style-type: none"> • allows researchers to track development over time • reduces impact of cohort effect • may be used to establish a cause and effect relationship 	1
Limitation – any one of	
<ul style="list-style-type: none"> • time consuming • participant may drop out over time 	1
Total	2
Accept other relevant answers.	

Question 3

(19 marks)

- (a) Complete the table below demonstrating your understanding of **four** processes of observational learning. (8 marks)

Description			Marks
Process	Description	Application to Bruno	
Attention	Individuals need to be focused on the modelled behaviour	Bruno notices his siblings musical success	1–2
Retention	Individuals make a mental representation of the behaviour and retain it	Bruno remembers watching his siblings play at concerts	1–2
Reproduction	The mental representation is turned into an action that the individual is capable of producing	Bruno is already able to play the violin	1–2
Motivation	The individual needs to be motivated to reproduce the behaviour	Bruno’s parents praise him when he tells them he is going to audition for the school orchestra	1–2
Total			8
Accept other relevant answers.			

- (b) Describe vicarious reinforcement and include **one** example of this from the scenario above. (3 marks)

Description	Marks
individuals are more likely to engage in a particular behaviour	1
if they have observed another person receive reinforcement for it	1
Bruno has seen his siblings win many awards for music	1
Total	3

- (c) State the aim of Bandura, Ross and Ross’s (1961) research. (1 mark)

Description	Marks
to determine if social behaviours/aggression can be attained through observation and imitation	1
Total	1
Accept other relevant answers.	

- (d) Referring to the scenario on page 8, assess which sibling is likely to have had the most influence on Bruno’s behaviour. Justify your answer with findings from Bandura, Ross and Ross’s (1961) research. (3 marks)

Description	Marks
Dino	1
Bandura found that children were more likely to copy a model of the same sex	1
this is particularly evident for boys	1
Total	3

- (e) (i) With reference to their sampling method, select whether or not Bandura, Ross and Ross's (1961) sample is representative of the target population. Circle the correct response. (1 mark)

Description	Marks
no	1
Total	1

- (ii) Justify your response to part (e)(i). (3 marks)

Description	Marks
Bandura used convenience sampling	1
he used children easily available to him at Stanford University where he worked	1
a limitation of convenience sampling is that the sample will not be representative of the population	1
Total	3
Accept other relevant answers.	

Question 4

(10 marks)

- (a) Identify the type of remembering that Navneet will be experiencing while revising. (1 mark)

Description	Marks
re-learning	1
Total	1

- (b) Demonstrate your understanding of Craik and Lockhart’s (1972) levels of processing by labelling the diagram below and providing examples in relation to Navneet. (5 marks)

Description			Marks
Structural	Phonemic	Semantic	1–3
<p>Examples may include: (any one of)</p> <ul style="list-style-type: none"> • he notices that Biome has five letters • he notices that Climate zone has 11 letters • he notices that Climate zone is two separate words 	<p>Navneet thinks ‘biome’ rhymes with the phrase ‘my home’</p>	<p>Examples may include: (any one of)</p> <ul style="list-style-type: none"> • he uses the word Biome in a sentence • he knows that Biome means an area with similar flora, fauna and climate • he knows that Climate zone means an area with similar long-term weather patterns such as rainfall and temperature 	<p>1–2</p>
Total			5
Accept other relevant examples.			

- (c) Summarise the method used in their study. (3 marks)

Description	Marks
participants were presented with 60 words and were asked a yes/no style question about each word	1
the questions required participants to use either shallow or deep processing	1
the researchers then measured which of these 60 words participants were able to recognise from a list of 180 words	1
Total	3

- (d) Outline **one** contribution of Craik and Tulving's (1975) research. (1 mark)

Description	Marks
they confirmed that deeper levels of processing leads to better recall	1
Total	1
Accept other relevant answers.	

Question 5

(16 marks)

- (a) Identify **one** factor from Ryff's (1989) model of psychological wellbeing that Irene is high in and identify **one** factor she is low in. (2 marks)

Description	Marks
High: positive relations with others	1
Low: autonomy	1
Total	2

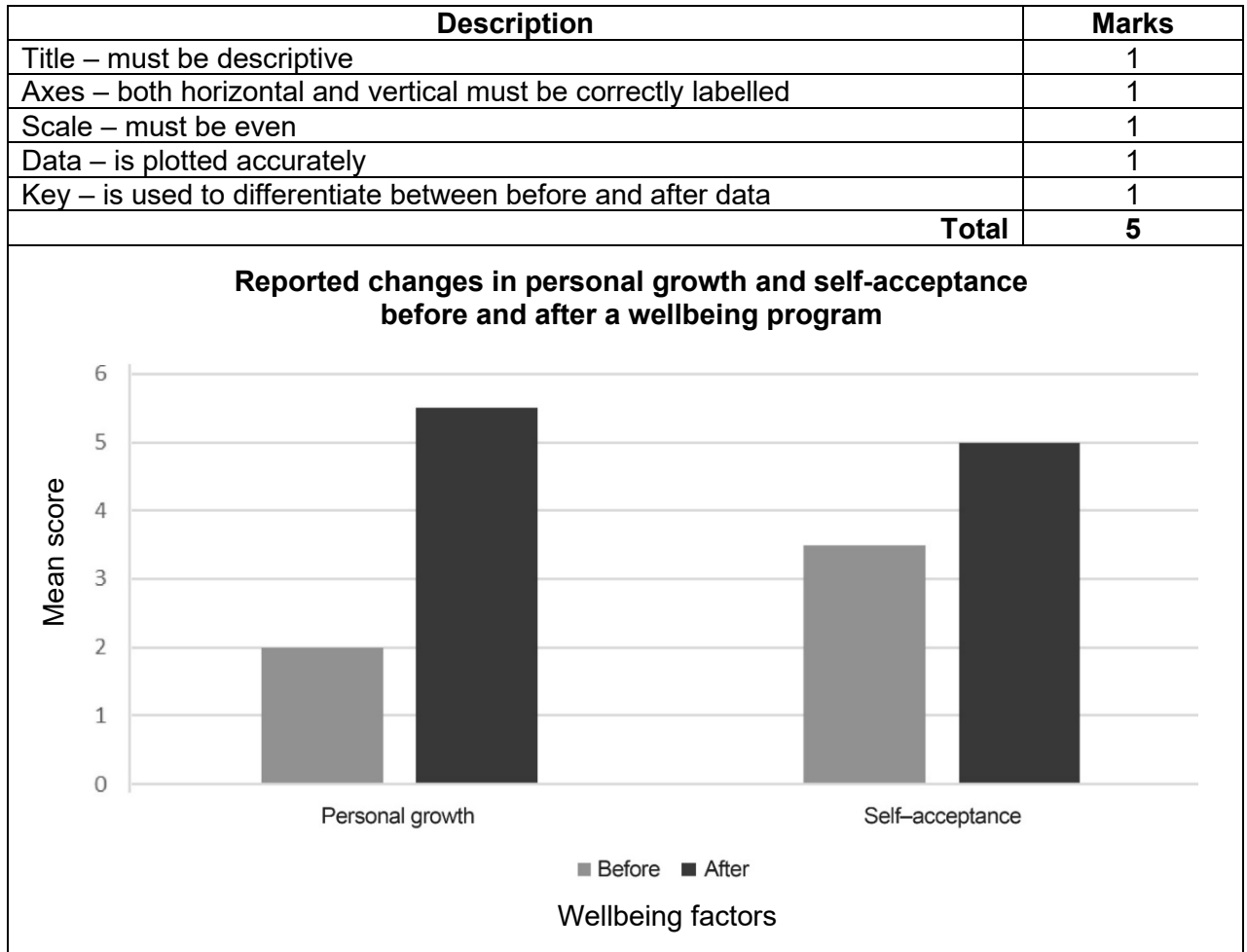
- (b) List **two** characteristics of someone who would score low on personal growth. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • are not open to new experiences • feels a personal sense of stagnation • cannot see their potential • lack of control or feels bored • experiences stagnation with their attitudes and behaviours 	1-2
Total	2
Accept other relevant answers.	

- (c) Define reliability and outline why these inventories would be more reliable than the survey administered at Irene's work. (2 marks)

Description	Marks
reliability refers to the consistency of a measure	1
the medium and long forms of Ryff's psychological wellbeing inventories provide greater (internal) consistency	1
Total	2

(d) Construct an appropriate graph to display the data. (5 marks)



(e) Describe **one** strength of a mixed methods design. (2 marks)

Description	Marks
Any one of	
<ul style="list-style-type: none"> • you are able to collect both quantitative data that can be statistically analysed (1) and qualitative data that provides more depth than statistics (1) • you are able to collect quantitative data that can be easily compared (1) and qualitative data that provide the reasoning behind participants answers (1) 	1–2
Total	2
Accept other relevant answers.	

Question 5 (continued)

- (f) Propose how the human resources manager could collect qualitative data, by applying this method to the scenario. (3 marks)

Description	Marks
<p>Any one of</p> <ul style="list-style-type: none"> • The human resources manager could run a structured interview (1) with open-ended questions that have been pre-determined by the interviewer (1). They could individually ask employees questions such as 'Why do you think your level of personal growth has/hasn't changed?' (1). • Employees could be provided with open-ended questionnaires by human resources (1) that include questions that allow them to provide as much or as little detail as they like (1). They could use this question to explain how and why they believe the wellbeing program has affected their personal development and level of self-acceptance (1). 	1–3
Total	3
Accept other relevant answers.	

Question 6

(13 marks)

- (a) State Selye’s (1936) psychological definition of stress. (1 mark)

Description	Marks
non-specific responses to the body resulting from a variety of different kinds of stimuli	1
Total	1

- (b) Describe the key idea of Lazarus and Folkman’s (1984) theory. (2 marks)

Description	Marks
a person's capacity to cope and adjust to challenges and problems is a consequence of transactions (or interactions)	1
that occur between a person and their environment	1
Total	2

- (c) Outline the role of the following cognitive appraisals and apply them to Shivanya. (4 marks)

Description	Marks
Primary	
evaluating whether the event poses a threat, will cause harm or loss/presents a challenge	1
Shivanya evaluates that her flight being delayed is a threat as she will miss her connecting flight to Paris	1
Subtotal	2
Secondary	
evaluating their resources and options for coping	1
Shivanya feels calmer when the airline tells her they can book her a seat on another flight from Singapore to Paris for no extra charge	1
Subtotal	2
Total	4

- (d) Explain the method of coping Shivanya is using in the scenario. (3 marks)

Description	Marks
problem-focused	1
identifying the problem, considering possible solutions, weighing the costs and benefits of these solutions, and then selecting an alternative	1
(Shivanya doesn’t want to spend over 18 hours waiting at the terminal), so she decides to ask the airline if they’re willing to provide her with a voucher for a hotel near the airport	1
Total	3

Question 6 (continued)

- (e) Name and outline **one** other method of coping Shivanya could use. Include an example relating to the scenario. (3 marks)

Description	Marks
emotion-focused	1
the stressor is reappraised in an effort to change or reduce the negative emotions associated with it	1
Subtotal	2
Example – any one of	
<ul style="list-style-type: none"> • she could think ‘it could be worse, at least all of my flights aren’t cancelled/at least I still get to go on my trip’ • she could look at it as an opportunity to explore Singapore for a day 	1
Subtotal	1
Total	3
Accept other relevant example.	

Question 7

(12 marks)

- (a) Identify the type of non-experimental research design used in this study. (1 mark)

Description	Marks
correlational	1
Total	1

- (b) Outline **two** characteristics of REM sleep other than eye movement and heart rate. (2 marks)

Description	Marks
Any two of	
<ul style="list-style-type: none"> • increased brain activity • dreams • muscle paralysis • decreased muscle tone 	1–2
Total	2
Accept other relevant answers.	

- (c) Construct a directional hypothesis for this study. (2 marks)

Description	Marks
as age increases	1
the amount of time in REM sleep decreases	1
Total	2
Note: accept the reverse.	

- (d) Describe and justify which sampling method would be most appropriate for this study. (3 marks)

Description	Marks
stratified sampling	1
this involves breaking a population into 'strata' or groups based on shared characteristics	1
in this study, researchers would need to make sure that different age groups are represented equally	1
Total	3

- (e) Discuss whether the hypothesis you constructed in part (c) was supported or rejected. (4 marks)

Description	Marks
accurately states whether the hypothesis has been supported or rejected	1
there is a strong (1) negative (1) relationship between age and time spent in REM sleep	1–2
this means that as age increases, the amount of time spent in REM sleep decreases	1
Total	4

Question 8

(18 marks)

- (a) Identify and describe the main cause of Nerida's sleep deprivation. (3 marks)

Description	Marks
sleep environment	1
includes environmental factors such as temperature, light, sounds, sleeping comfort and electrical devices	1
Nerida gets woken up during the night by social media notifications	1
Total	3

- (b) Complete the table below to name and demonstrate
- one**
- physiological and
- one**
- psychological impact that partial sleep deprivation could have on Nerida. (4 marks)

Description		Marks
Name	Demonstrate how it will have an impact	
Physiological	Vision/ reflex speed Any one of <ul style="list-style-type: none"> • blurry vision • sensitivity to light • slower reflex speed 	1–2
Psychological	Mood/ attention Any one of <ul style="list-style-type: none"> • decreased reaction time • increases in negative mood • decreases in positive mood • difficulty regulating • increase in irritability and anger • shorter attention span • impairs selective attention • difficulty sustaining attention 	1–2
Total		4
Accept other relevant answers.		

- (c) State the aim of He et al.'s (2020) research (1 mark)

Description	Marks
to look at the effect of restricting bedtime mobile phone use on sleep, arousal, mood, and working memory	1
Total	1

- (d) (i) State the method of data collection that the PSAS is classified as. (1 mark)

Description	Marks
(quantitative) subjective	1
Total	1

- (ii) Identify **one** strength and **one** limitation of this method of data collection. (2 marks)

Description	Marks
Strength – any one of	
<ul style="list-style-type: none"> • can be statistically analysed • data is easily compared • can understand strength and/or direction of response 	1
Limitation – any one of	
<ul style="list-style-type: none"> • results are more open to interpretation compared to objective measures • doesn't explain the reasoning behind the participant's response • interpretations of what 'extremely', 'a lot' etc. mean may vary amongst participants 	1
Total	2
Accept other relevant answers.	

- (e) Apply the findings of He et al.'s (2020) research to Nerida. (4 marks)

Description	Marks
they found that restricting mobile phone use before bedtime for four weeks was effective	1
at improving sleep quality and increasing sleep duration	1
they recommended that individuals with sleep disturbances should restrict their mobile phone usage before bed	1
Nerida should stop using social media before she goes to bed	1
Total	4

- (f) Propose **one** technique, other than environment and management of devices, that Nerida could use to improve her sleep hygiene. (3 marks)

Description	Marks
Nerida could ensure she has consistent sleep patterns.	1
It is recommended that you aim to go to sleep and wake up at the same time each day.	1
Nerida could make sure she is ready to sleep by 10 pm and set her alarm for 7 am, even on weekends.	1
Total	3
Accept other relevant answers.	

Section Two: Extended answer

30% (48 Marks)

Part A

10% (18 marks)

Question 9

(18 marks)

Write an extended answer that demonstrates Science inquiry and Psychological knowledge and understanding in relation to the scenario above.

In your answer you must:

- define classical conditioning (1 mark)
- outline the key features in the process of classical conditioning (5 marks)
- apply these features to explain why Mateo has developed a phobia of dogs (5 marks)
- summarise how systematic desensitisation could be used to treat Mateo's phobias (5 marks)
- evaluate systematic desensitisation as a treatment for phobias. (2 marks)

Description	Marks
Define classical conditioning	
an association is established between an initially neutral stimulus and one that elicits a reflexive response	1
Subtotal	1
Outline the key features in the process of classical conditioning	
during acquisition, the neutral stimulus which doesn't cause a response prior to conditioning is paired/associated with	1
the unconditioned stimulus which causes a reflex/involuntary response	1
this reflexive/involuntary response is known as the unconditioned response	1
after learning has occurred, the neutral stimulus will become the conditioned stimulus and produce	1
the conditioned response which appears to be the same as the unconditioned response but is triggered by the conditioned stimulus alone	1
Subtotal	5
Apply these features to explain why Mateo has developed a phobia of dogs	
the neutral stimulus is dogs	1
the unconditioned stimulus is being chased by the pug	1
the unconditioned response is fear	1
the conditioned stimulus is dogs	1
the conditioned response is fear	1
Subtotal	5
Summarise how systematic desensitisation could be used to treat Mateo's phobias	
the psychologist could teach Mateo relaxation techniques	1
they would then create a fear hierarchy of stimuli related to dogs	1
the hierarchy begins with the least anxiety provoking reaction to the most anxiety provoking reaction	1
Mateo will begin to go through the hierarchy, while practising relaxation techniques	1
Mateo will stay at each stage of the hierarchy until he feels no anxiety.	1
Subtotal	5
Evaluate systematic desensitisation as a treatment for phobias – any two of	
<ul style="list-style-type: none"> • research has found it to be an effective treatment of phobias • is supported by a range of empirical evidence. • treats the symptoms of the phobia but not the underlying cause • exposure is not always practical and/or ethical 	1–2
Subtotal	2
Total	18
Accept other relevant answers.	
Note: the use of appropriate well-labelled diagrams/drawings are acceptable but must be accompanied with an explanation.	

Part B

20% (30 Marks)

Question 10

(30 marks)

Write an extended answer that demonstrates Science inquiry and Psychological knowledge and understanding in relation to the scenario above.

In your answer you must:

- define motivation (1 mark)
- describe **two** key assumptions of Deci and Ryan’s (1985) self-determination theory (4 marks)
- describe **three** psychological needs according to the self-determination theory (6 marks)
- assess which **one** of these needs isn’t presently being met in Sadie’s class (3 marks)
- suggest how Sadie could support the other **two** needs in her class (4 marks)
- describe the type of motivation the lollies represent and assess the impact they will have according to the self-determination theory (3 marks)
- state **two** strengths and **one** limitation of the self-determination theory (3 marks)
- explain how the experimenter effect could have an impact on the results (3 marks)
- use appropriate psychological terminology. (3 marks)

Description	Marks
Define motivation	
a conscious or unconscious force that drives or directs behaviour	1
Subtotal	1
Describe two key assumptions of Deci and Ryan’s (1985) self-determination theory	
the need for growth drives behaviour (1) where gaining mastery over challenges is essential to develop a strong sense of self (1)	1–2
autonomous motivation whereby we experience intrinsic motivation (1) and gain knowledge and independence is important for a strong sense of self (1)	1–2
Subtotal	4
Describe the three psychological needs according to the self-determination theory	
autonomy	1
people need to feel in control of their own behaviours and goals	1
Competence	1
people need to gain mastery of tasks and learn different skills	1
Relatedness	1
people need to experience a sense of belonging and attachment to other people	1
Subtotal	6
Assess which one of these needs isn’t presently being met in Sadie’s class	
relatedness	1
competition reduces relatedness	1
Sadie had a prize for the top mark in class	1
Subtotal	3
Suggest how Sadie could support the other two needs in her class	
Autonomy – any one of <ul style="list-style-type: none"> • autonomy can be increased providing choice. The students could have a choice between several different activities they could do in class • autonomy needs can be met by having other people acknowledge your feelings. Sadie could tell her students that she understands they might not like all the content and explain why it’s important 	1–2
Competence – any one of <ul style="list-style-type: none"> • competence needs can be met by receiving positive feedback. Sadie could provide written or verbal feedback to students when they show improvement on a test or answer a challenging question • competence needs can be met by being given tasks that are challenging but not overwhelming. Sadie could make sure the work she’s giving the students isn’t too difficult 	1–2
Subtotal	4

Question 10 (continued)

Describe the type of motivation the lollies represent and assess the impact they will have according to the self-determination theory	
extrinsic motivation	1
motivation driven by external rewards	1
the rewards will reduce self-determination/intrinsic motivation as they reduce autonomy (as the motivation is being controlled by external forces)	1
Subtotal	3
State two strengths and one limitation of the self-determination theory	
Strengths	1-2
<ul style="list-style-type: none"> has many uses including in the work place supported by a range of evidence 	
Limitation	1
<ul style="list-style-type: none"> lacks falsifiability 	
Subtotal	3
Explain how the experimenter effect could have an impact on the results	
Experimenter effect refers to the influence the person conducting the experiment has on the performance of the participants/interpretation of data.	1
Any one of	1-2
<ul style="list-style-type: none"> the students get higher scores on the test because Sadie made the test easier (1) not because of an increase in motivation (1) the students could get higher scores on the test because Sadie marked easier (1) so it would look like there had been an increase in motivation (1) 	
Subtotal	3
Use appropriate psychological terminology	
Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way	3
Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts in a clear and logical way (not fluent)	2
Uses everyday language with limited relevance to theories, studies, models and concepts	1
Subtotal	3
Total	30
Accept other relevant answers.	
Note: the use of appropriate well-labelled diagrams/drawings are acceptable but must be accompanied with an explanation.	

Question 11

(30 marks)

Write an extended answer that demonstrates Science inquiry and Psychological knowledge and understanding in relation to the scenario above.

In your answer you must:

- explain the role of the hippocampus in the formation of the participant’s memories of the natural disasters (3 marks)
- name and describe a case study which has informed your understanding of the hippocampus (3 marks)
- name and explain the role of another brain structure that would be involved in the formation of the survivors’ memories of the natural disasters (4 marks)
- use Ebbinghaus’ forgetting curve to discuss why one survivor had higher levels of recall even after six months (4 marks)
- discuss why one survivor was unable recall details of the event at the start of the study (4 marks)
- discuss how Dr Lamont should ensure informed consent procedures are implemented at the start of the study (4 marks)
- evaluate this scientific inquiry (5 marks)
- use appropriate psychological terminology. (3 marks)

Description	Marks
Explain the role of the hippocampus in the formation of the participant’s memories of the natural disasters	
The hippocampus is responsible for the formation of episodic memories (1) which are personally experienced events associated with a particular time and place (1)	1–2
In the case of the survivors, it will be involved in forming their memories of their personal experiences during the natural disaster	1
Subtotal	3
Name and describe a case study which has informed your understanding of the hippocampus	
Henry Molaison	1
had his hippocampus surgically removed (as part of an experimental treatment for epilepsy)	1
after the surgery, he was unable to form new episodic memories	1
Subtotal	3
Note: must refer to new memories	
Name and explain the role of another brain structure that would be involved in the formation of the survivors’ memories of the natural disasters	
Amygdala	1
the amygdala is responsible for the formation of emotional memories (1), particularly fear (1)	1–2
the amygdala would be processing the emotions associated with their experiences during the natural disaster	1
Subtotal	4
Use Ebbinghaus’ forgetting curve to discuss why one survivor had higher levels of recall even after six months	
Ebbinghaus’ forgetting curve shows that recall of memories weakens over time, with the most dramatic decrease occurring early.	1
Ebbinghaus found that recall can be improved with (spaced) repetition (1), that reviewing information decreases the forgetting curve. (1)	1–2
The survivor with the higher recall had been engaging in repetition by discussing the events with their psychologist.	1
Subtotal	4

Question 11 (continued)

Discuss why one survivor was unable recall details of the event at the start of the study	
Motivated forgetting	1
Any two of <ul style="list-style-type: none"> forgetting that results from a strong desire to forget (typically due to the experience being too traumatic or painful to remember) a deliberate attempt to prevent memories from entering one's conscious awareness (suppression) an unconscious effort to prevent memories from entering one's conscious (repression) 	1–2
as the event may have been traumatic, this survivor may not want to recall it	1
Subtotal	4
Discuss how Dr Lamont should ensure informed consent procedures are implemented at the start of the study	
Dr Lamont should fully inform the participants of the true nature and purpose of the experiment.	1
he should obtain written consent from participants (or if under 18 years or legally unable to give consent, a parent or guardian gives consent on their behalf)	1
Dr Lamont must outline any reasonable foreseeable risks to the participant	1
Dr Lamont must inform participants of their rights, including their right to withdraw	1
Subtotal	4
Evaluate this scientific inquiry – any five of	
<ul style="list-style-type: none"> the validity of the research is questionable as his questioning/data collection technique (interviews) may lead to extraneous or confounding effects a similar study would need to be completed to assess whether the methods of data collection are leading to reliable results there is not enough detail about the participants to be able to generalise the finding. All that is known is participants are survivors on the east coast of Australia. More details of the participants needs to be included collect qualitative and quantitative data to improve the study's results the research study may cause psychological harm which does not address the ethical consideration of protection from harm to be considered ethical Dr Lamont must only include participants who volunteer 	1–5
Subtotal	5
Use appropriate psychological terminology	
Accurately uses a variety of appropriate psychological terminology relevant to theories, studies, models and concepts fluently and in a clear and logical way	3
Accurately uses some appropriate psychological terminology relevant to theories, studies, models and concepts in a clear and logical way	2
Uses everyday language with limited relevance to theories, studies, models and concepts	1
Subtotal	3
Total	30
Accept other relevant answers.	
Note: the use of appropriate well-labelled diagrams/drawings are acceptable but must be accompanied with an explanation.	

ACKNOWLEDGEMENTS

- Question 2(c)** Information from: Nowinski, J. C., Bureau, S. C., Buckland, M. E., et al. (2022, July). Applying the Bradford Hill Criteria for Causation to Repetitive Head Impacts and Chronic Traumatic Encephalopathy. *Frontiers in Neurology*, 13. Retrieved March, 2023, from <https://pubmed.ncbi.nlm.nih.gov/35937061/>
- Question 3(c), (d)** Information from: Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of Film-mediated Aggressive Models. *Journal of Abnormal and Social Psychology*, 66(1), pp. 3–11.
- Question 4(c)** Information from: Craik, F. I. M., Tulving, E. (1975). Depth of Processing and the Retention of Words in Episodic Memory. *Journal of Experimental Psychology: General*, 104(3), pp. 268–294.
- Question 5(b)** Information from: Ryff, C. D. (1989). Happiness is Everything, or is it? Explorations on the Meaning of Psychological Well-Being (Table 1). *Journal of Personality and Social Psychology*, 57(6).
- Question 8(c), (e)** Adapted from: He, J., Tu, Z., Xiao, L., et al. (2020, February). Effect of Restricting Bedtime Mobile Phone use on Sleep, Arousal, Mood, and Working Memory: A Randomized Pilot Trial. *PLoS One*, 15(2). Retrieved February, 2023, from <https://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0228756>
Used under Creative Commons Attribution 4.0 International licence.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107