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### **Psychology**

Paper 2

### Time allowed

- Perusal time 10 minutes
- Working time 90 minutes

### **General instructions**

- Answer all questions in this question and response book.
- · Write using black or blue pen.
- QCAA-approved calculator permitted.
- · Planning paper will not be marked.

### Section 1 (44 marks)

• 7 short response questions



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### Section 1

### **Instructions**

- If you need more space for a response, use the additional pages at the back of this book.
  - On the additional pages, write the question number you are responding to.
  - Cancel any incorrect response by ruling a single diagonal line through your work.
  - Write the page number of your alternative/additional response, i.e. See page ...
  - If you do not do this, your original response will be marked.
- This section has seven questions and is worth 44 marks.

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| a)  | Describe implicit attitudes and explain how cognitive dissonance may reveal them.                            | [2 marks |
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| b)  | Describe identification as a form of social influence and explain how it could lead to cognitive dissonance  | [2 marks |
| b)  | Describe identification as a form of social influence and explain how it could lead to cognitive dissonance. | [2 marks |
| b)  |  | [2 marks |
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| b)  |  | [2 marks |

| eva | g tremor. Avanzi et al. (2006) examined PD patients undergoing DRT and found that their lence of pathological gambling was significantly higher than that of control subjects. |          |
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| a)  | Describe the physical and psychological functions of dopamine, providing an example of each from the investigation.  | [4 marks |
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| b)  | Discuss the impact of DRT on PD patients.  | [2 marks |
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Pathological gambling and other impulse control disorders have similar positive emotional effects to natural

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QUESTION 2 (6 marks)

| QUESTION 3 (9 marks)   |
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| This question refers to an experiment based on methodology used by Bandura, Ross and Ross (1961; 1963a; 1963b).  |
| Children were placed in an experimental or control group. In the three experimental groups, children observed adult models demonstrating aggressive behaviour towards an inflatable doll. They then saw different levels of reward or punishment following this behaviour.                       |
| Group 1: Adult rewarded.   |
| Group 2: Adult punished.   |
| Group 3: Adult received no reward or punishment.   |
| Group 4 (the control group): Children saw the doll in the room. No adult interacted with it.   |
| The children were then placed alone in the room with the doll, and their behaviour was observed through a one-way mirror. The groups were ranked according to the children's behaviour from most to least aggressive. Experimenters found the order to be Group 1, Group 3, Group 4 and Group 2. |
| a) Explain how explicit long-term memory is required for observational learning.  Support your response by providing an example from the experiment. [2 marks]   |
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| b) Describe vicarious reinforcement, using an example from the experiment. [2 marks]   |
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| c) | Compare observational learning with operant conditioning, using examples from |         |
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| -/ | the experiment.   | [5 mark |
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|      | uestion refers to the social psychological research conducted by Milgram (1963).  Draw a conclusion about obedience, using evidence from the research. | [2 marks] |
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| u)   | Dian a conclusion accur cocarence, asing evidence from the research.   | [2 marks] |
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| eopl | e interpreting the findings of this experiment may conclude that the participants were cruel.  |           |
| b)   | Describe fundamental attribution errors and explain why this interpretation can be seen as a fundamental attribution error.                            | [2 marks  |
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deliver electric shocks to the Learner in response to errors on the tests. Group 1 saw and heard the Learner as an animation on a screen, whereas Group 2 communicated with her only through a text interface. Despite all participants knowing that both the Learner and the shocks were not real, they tended to behave as if the situation was real. c) Predict whether the two groups were likely to demonstrate similar levels of obedience. Justify your prediction based on Milgram's (1963) findings. [2 marks]

In a variation on the Milgram experiment (Slater et al. 2006), participants administered a series of word association memory tests to a female virtual character referred to as 'the Learner'. They were instructed to

| of memory. | ing one component of Baddeley and Hitch's (1974) working model   | [2 marks] |
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|            | dings of an investigation that tested participants' recall and recognition or bars reflect 95% confidence intervals. | f word    |
|            | This content has been redacted until copyright has been assessed and cleared.  |           |
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| D) | Describe recall and recognition and conclude which is more effective for eliciting information from working memory. Justify your conclusion by referring to the graph. | [4 marks |
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| c) | Distinguish between working memory and long-term memory, using an example that   |          |
|    | demonstrates their difference.   | [2 marks |
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### QUESTION 6 (4 marks)

This question refers to an investigation by Simpson (1987) into the romantic relationships of university students. Participants completed initial surveys about their current relationships, addressing elements like satisfaction, closeness, duration, availability of alternative partners and exclusivity.

Three months later, participants were asked if they were still dating the same person. If participants answered 'no' and were not yet seeking a relationship, a second survey was completed, focusing on the difficulty of emotional adjustment after the dissolution.

The results demonstrated that individuals experienced more intense and prolonged distress when they were closer to the former partner, had dated them for longer and believed they would have difficulty finding a suitable alternative partner.

| a) | Identify the phase of Rollie and Duck's (2005) stages of dissolution that the participants completing the second survey were most likely in. Justify your response by referring |          |
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|    | to the theory.  | [2 marks |
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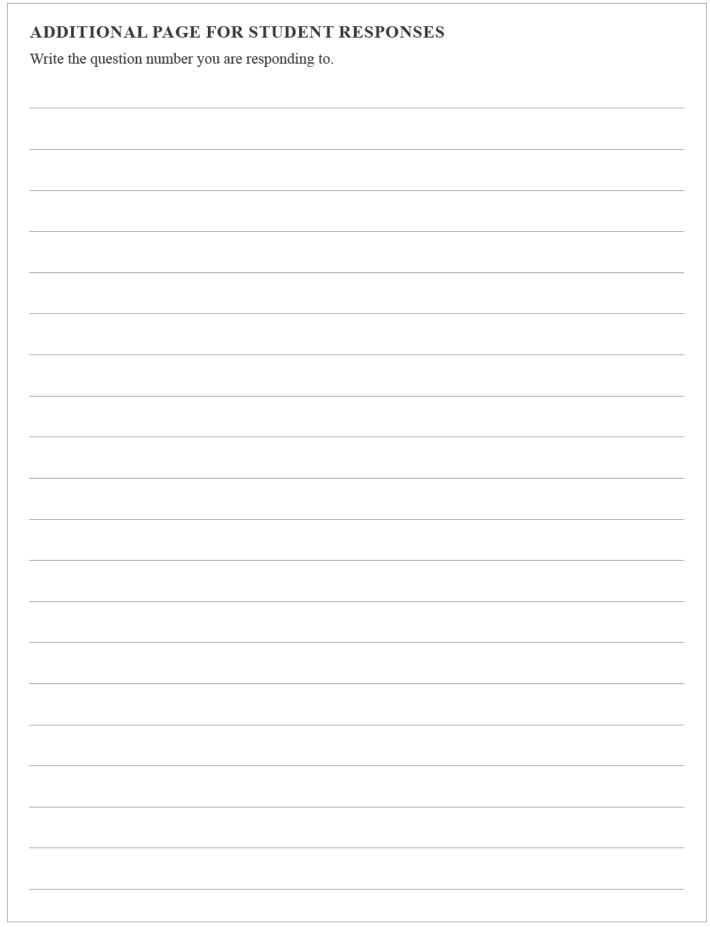
| some o | f the relationships. Justify your prediction | on by referring to the theory. | [2 mark |
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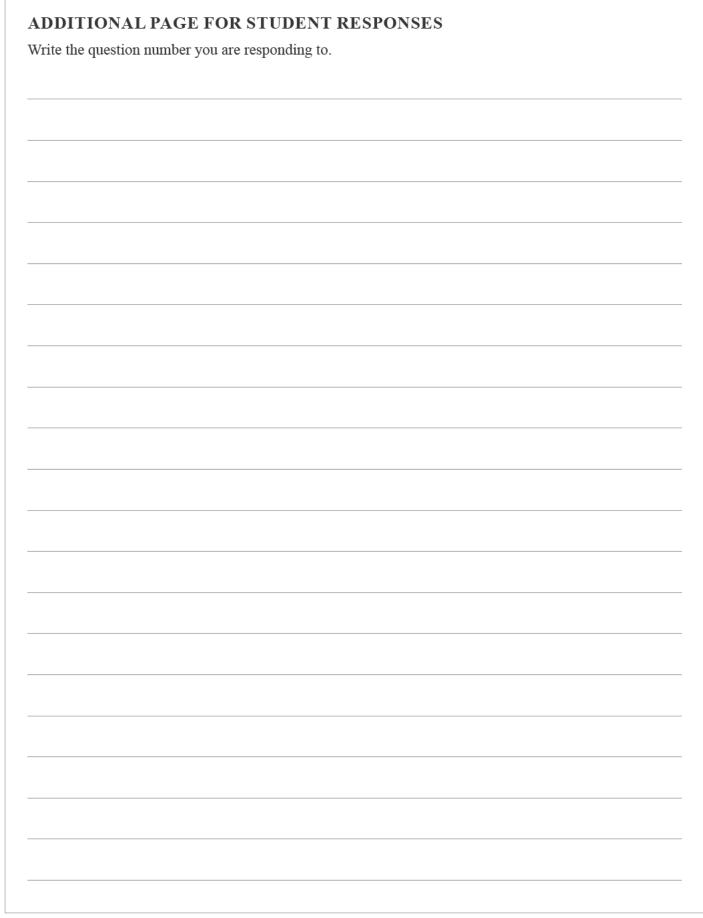
# **QUESTION 7 (7 marks)** This question refers to an experiment based on the methodology of Grant et al. (1998). In an independent groups design, students were placed in one of four conditions. They studied for and were tested with a 10-mark short answer quiz, with study and test conditions either matching or mismatching. Error bars reflect 95% confidence intervals. This content has been redacted until copyright has been assessed and cleared.

| a) | Determine the mean for the mismatching (noisy/silent) condition.   | [1 mark]              |
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| b) | Infer which condition has the least uncertainty in its measurements. Justify your inference using evidence from the graph. | [2 marks <sub>j</sub> |
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| c) | Draw two conclusions about context-dependency effects on recall. Justify your response with evidence from the graph.       | [4 marks              |
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|    | END OF PAPER   |                       |









### References

### Question 1

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#### **Question 2**

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### **Question 4**

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### Question 5

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### Question 6

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### Question 7

Refers to Grant, H et al. 1998, 'Context-dependent memory for meaningful material: Information for students', *Applied Cognitive Psychology*, vol. 12, issue 6, pp. 617-623.



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