

ATAR Psychology

Unit 2 Test 2024

Name: _____

Supervisor: _____

Instructions -

- Attempt all questions
- Answer questions clearly and concisely on the space provided
- Ensure handwriting is legible
- If you need more space for a response, use the additional pages at the back of this book.
- You must adhere to the Testing Conditions outlined in *Kolbe Catholic College Student Assessment Policy* at all times

Time allowed -

- Perusal time — 5 minutes
- Working time — 85 minutes

There are **13** pages in this test.

- Section 1 –
Short Response (60 marks)
- Section 2 –
Extended Response (18 marks)

Total – 78 marks

SECTION ONE – SHORT RESPONSE

This section has **six** questions and is worth 60 marks. Attempt all questions.

QUESTION 1 (9 marks)

Alex has always wanted to go skydiving. He is fascinated by the idea of freefalling from the sky, but he is also terrified of heights. His friends invite him to go on a Skydiving trip, but he avoids the opportunity because he is afraid that he will get hurt.

Briefly describe the three components of the ABC model of attitudes and relate them to Alex's scenario (6 marks)

a. **Affective:**

b. **Behavioural:**

c. **Cognitive:**

Alex's friends pressured him to go skydiving, and despite his initial hesitation, he found it exhilarating and enjoyed his experience.

- d. Describe how social influence from Alex's friends changed his attitude towards heights (3 marks)

QUESTION 2 (8 marks)

a. Circle **either** prejudice or discrimination: (4 marks)

i. An employer refuses to hire a person who is in a wheelchair

Prejudice

Discrimination

ii. A gender-neutral person is unable to use the toilet at her school

Prejudice

Discrimination

iii. A volleyball umpire secretly favours his hometown team

Prejudice

Discrimination

iv. A person believes that white people are supreme and inferior to any other races

Prejudice

Discrimination

b. Explain what is meant by Just world phenomenon (2 marks)

QUESTION 3 (7 marks)

Miller (1984) asked groups of middle-class adults and children aged 8, 11 and 15 from two different cultures to narrate antisocial behaviours and explain what prompts them. The proportion of dispositional attributions for each culture are shown.

Group	Culture 1	Culture 2
8-year-olds	0.13	0.08
11-year-olds	0.13	0.07
15-year-olds	0.30	0.07
Adults	0.45	0.15

- a. Explain what attribution theory is (2 marks)

- b. Describe what is meant by dispositional attributions and identify **two** observed differences between cultures 1 and 2. Use data to explain your reasoning (5 marks)

QUESTION 4 (6 marks)

Leon Festinger and James Carlsmith conducted a study on cognitive dissonance investigating the cognitive consequences of forced compliance.

Participants were asked to perform a series of dull, repetitive tasks. Afterwards, the participants were offered either \$1 or \$20 to convince another participant (actually a confederate) that the tasks were interesting and enjoyable.

- a. Identify the year in which the study took place (1 mark)

- b. Outline the key findings from the experiment, highlighting the differences between the \$1 and \$20 conditions. (3 marks)

- c. Define cognitive dissonance and identify three ways its effect can be reduced (2 marks)

QUESTION 5 (16 marks)

Jan and Norah have just finished their first year at university where they lived in a house with six other students. All the other students were very health conscious and ate only organic food. Jan had listened to their point of view and now she also eats only organic food. Norah was happy to eat organic food while in the house, but when she went home for the holidays she ate whatever her mother cooked. Both girls conformed, but for different reasons.

- a. Explain which type of conformity **each** girl was showing. (4 marks)

- b. Write **one** term that best matches with **each** statement in the box below (4 marks)

Publically changing behaviour whilst maintaining a different private view.	
Group pressure leading to a desire to fit in with the group.	
When a person lacks knowledge of how to behave and looks to the group for guidance.	
When a person looks to the group for guidance	

- c. Explain how internalization can change your beliefs, using **one** example (4 marks)

After a school bake sale, a group of students has to decide what to do with the profits they made. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.

- d. Briefly explain how **two** factors might affect whether or not Lisa and Sean will conform to the rest of the group. (4 marks)

QUESTION 6 (13 marks)

Milgram's Obedience Research (1961), conducted by psychologist Stanley Milgram, aimed to investigate the extent to which individuals would obey an authority figure.

The following results are percentages of participants who gave the maximum shock:

Condition	% Participants obeying
Experimenter and two obedient confederates are in the same room as the participant.	92.5%
Experimenter is in the same room as the participant.	65%
Experimenter is in a different room from the participant.	20.5%
Experimenter and two disobedient confederates are in the same room as the participant.	10%

- a. What do these results suggest about the power of the confederates in variations of Milgram's study? (4 marks)

- b. Explain why some participants still administered the maximum shock, despite knowing it was harmful and dangerous. (2 marks)

- c. Describe **two** ethical issues that can be illustrated by Milgram's research. (2 marks)

Ethical Issue One:

Ethical Issue Two:

- d. Choose **one** of the ethical issues identified in your answer to (c) and explain a way of dealing with it. (2 marks)

In a hospital, you are very likely to obey a nurse. However, if you meet her outside the hospital, for example in a shop, you are much less likely to obey.

- e. Explain why you are less likely to obey the nurse outside the hospital. (2 marks)

SECTION TWO – EXTENDED RESPONSE

This section has **one** question and is worth 18 marks. You must answer this question.

QUESTION 7 (18 marks)

A 2009 study published by International Ombudsman Association suggests that—in reality—there are dozens of reasons why people do not act on the spot or come forward in the workplace when they see behaviour they consider anti-social.

The most important reasons cited for not acting were:

- the fear of loss of important relationships in and out of the workplace
- a fear of "bad consequences"
- a fear of embarrassment or judgment by colleagues
- the belief that HR is supposed to handle such situations, not them.

Discuss the reasons for not acting on anti-social behaviour. Your response should include:

- (a) Definition of anti-social behavior [3 marks]
- (b) Brief analysis of each reason, relating them to a psychological process [12 marks]
- (c) Grammar/punctuation and use of correct psychological terminology [3 marks]



Do not write outside this box

Clearly indicate the question number you are responding to.

[illegible]

Clearly indicate the question number you are responding to.

[illegible]