

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Final checklist
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Psychology

2025 examination

Section 1: Short-answer questions (Questions 1 to 7) 70 marks

Answer **all** questions in Section 1

Answers may be in note form

Allow approximately 85 minutes

Section 2: Extended-response questions (Questions 8 and 9) 30 marks

Answer **all** questions in Section 2

Credit will be given for clear, well-expressed answers that are well organised and relevant to the questions

Allow approximately 45 minutes

Approved calculators may be used

Total time: 130 minutes

Total marks: 100

The SACE Board of South Australia acknowledges that this examination was created on Kaurna Land. We acknowledge First Nations Elders, parents, families, and communities as the first educators of their children, and we recognise and value the cultures and strengths that First Nations students bring to the classroom. We respect the unique connection and relationship that First Nations peoples have to Country, and their ever-enduring cultural heritage.

The coach began the training session by demonstrating the correct technique for serving the ball, so that it goes over the net, and into the receiving team's court. To encourage players to practise, the coach gave individual players verbal praise for every three serves they got over the net consecutively. Players who were not able to perform successful serves, due to a lack of practise, were required to stay at training longer and complete extra drills.

Refer to Source 1 when answering Question 1.

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Page 2 of 20

(c) Using an example from Source 1, identify and describe **one** type of punishment.

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(3 marks)

(d) Explain why, in attempts to change behaviour, reinforcement is preferred over punishment.

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The coach wants to explore other ways of using positive reinforcement and operant conditioning during volleyball training sessions.

(e) Design an investigation the coach could use to measure the effectiveness of positive reinforcement on skill development. Include features such as the research design and method of data collection.

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End of Question 1

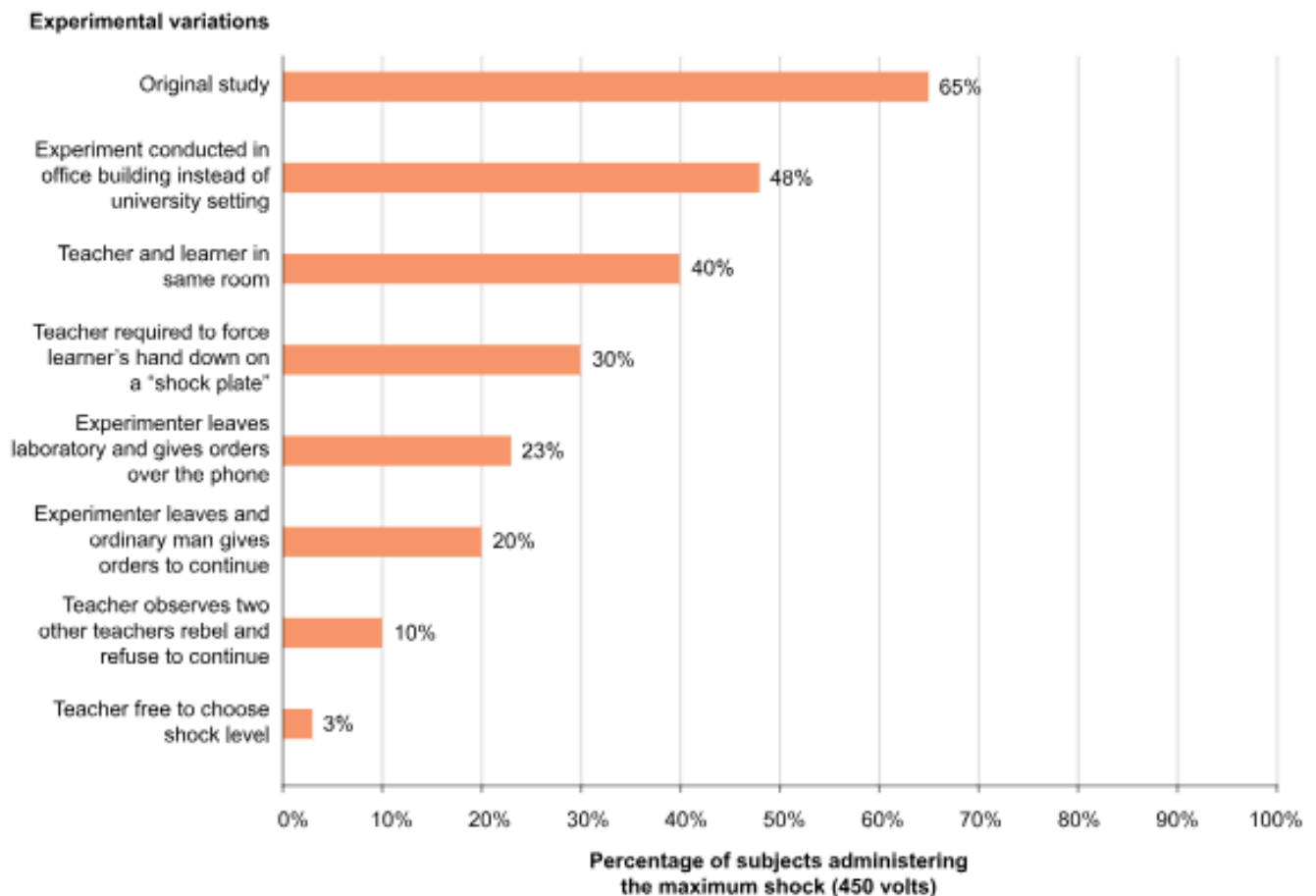
Source 2

Stanley Milgram conducted experiments in the 1960s to measure the extent to which participants would obey instructions given by authority figures, even when those instructions conflicted with their own moral beliefs. Participants in the role of the teacher were instructed to administer what they believed to be increasingly painful electric shocks (ranging from 15 volts to 450 volts) to a confederate¹ in the role of a learner. The experiments revealed the powerful influence of authority on human behaviour. Milgram then went on to make further changes to investigate the impact of different factors on obedience.

The graph in Figure 1 below shows the results.

¹ Confederate - an actor pretending to be a participant for the purposes of an experiment

Figure 1



Source: adapted from 'Obedience - just following orders', MacMillan USA, Figure 12.4, factors that decrease destructive obedience, viewed 29 May 2025, https://digfir-published.macmillanusa.com/hockenbury7e/hockenbury7e_ch12_8.html

Source 3

Since Milgram's original experiments in the 1960s, more than 20 replications have been conducted around the world, with varying degrees of similarity to the original study.

In 2009, Burger replicated Milgram's experiment but made several changes to ensure the research met modern ethical standards. These changes included lowering the maximum perceived strength of shock to 150 volts and ensuring participants were fully informed of their rights. Despite these changes, 70% of participants were still willing to administer what they believed were strong electric shocks to a confederate who was showing signs of distress.

In 2015, Dolinski conducted a similar replication of Milgram's experiments, using Burger's modifications. In Dolinski's study, 90% of participants were willing to continue to administer the highest permitted shock level.

Question 2 (a) to (d)

Refer to Source 2 when answering parts (a) to (c).

(a) Draw **one** conclusion by comparing **two** experimental variations in Source 2.

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(b) Describe **two** factors that influence obedience.

(i) Factor 1

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(ii) Factor 2

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(c) Describe how deception in Milgram's experiments was unethical but considered necessary.

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Refer to Source 2 and Source 3 when answering part (d).

(d) Evaluate the reliability of the findings from the experiments conducted by Milgram, Burger, and Dolinski.

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End of Question 2

Before conducting the intervention, the psychologist gained informed consent from the student and their guardian.

(b) Describe **one other** ethical consideration the psychologist should address.

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(2 marks)

End of Question 3

**Driving
distracted?**

STOP BEFORE WE
STOP YOU

 SOUTH AUSTRALIA POLICE
SAFER COMMUNITIES

 Government of
South Australia

 **THINK!** ROAD
SAFETY

Question 4 (a) to (b) (ii)

(a) With reference to the source, explain the use of fear as a strategy to motivate behavioural change.

(2 marks)

(b) Various factors influence attitude change. Describe **two** factors ***other than fear*** that are linked to attitude change regarding mobile phone use when driving.

(i) Factor 1

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End of Question 4

Source 5

Sharn, Fadi, and Orla are friends who regularly go to restaurants for dinner. At one restaurant, Sharn and Fadi order the same meal based on the recommendation of their waiter. Orla decides to order the same meal because everyone else has ordered that meal.

Source 6

One evening, Sharn suggests they eat at a new restaurant. Orla admires Sharn and thus quickly agrees, even though she wouldn't choose this restaurant otherwise. Although Fadi prefers a different restaurant, he agrees to Sharn's suggestion because he doesn't want to appear uncooperative. Over time, Orla and Fadi begin to trust Sharn's recommendations when it comes to choosing different restaurants. They no longer follow his lead just to fit in; they actually believe his choices are genuinely the best.

Question 5 (a) and (b)

Refer to Source 5 when answering part (a).

- (a) Explain how both informational **and** normative social influences are demonstrated in Source 5.

- (i) Informational social influence

(2 marks)

- (ii) Normative social influence

(2 marks)

Refer to Source 6 when answering part (b).

(b) Identify and describe the **three** types of conformity evident in Source 6.

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(6 marks)

End of Question 5

Source 7

Avani, a young dirt bike rider, enjoys riding at a track next to her primary school. Recently, Avani has been watching other students having fun performing techniques, such as standing while riding over the bumps and leaning into turns. Wanting to improve, she carefully observes their movements and begins to copy them while practising. Following this process, she feels more confident and able to perform the advanced techniques.

Source 8

A recent storm damaged part of the dirt track. The local council will hold focus groups with bike riders and other community members to discuss options for rebuilding or redesigning the track.

Question 6 (a) to (d)

Refer to Source 7 when answering parts (a) and (b).

(a) Describe the role of motivation in Avani's learning.

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(b) Describe **one** characteristic of the other students that may influence Avani's learning.

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Refer to Source 8 when answering parts (c) and (d).

- (c) Justify why the council may have chosen to conduct focus groups instead of conducting a Delphi technique.

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(4 marks)

- (d) Without referring to the Delphi technique, describe **one** disadvantage of conducting the focus groups in Source 8.

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End of Question 6

Introduction

Charity workers regularly set up stalls in shopping centres to ask shoppers walking past if they are willing to donate money or buy products. Often shoppers ignore these workers, not wanting to engage in conversations. For this reason, one charity is interested in exploring how they can maximise their interactions with shoppers to increase donations.

Option 1

Discuss how a person's behaviour may be inconsistent with their attitude, due to ***situational pressures***.

Option 2

Discuss how a person's behaviour may be inconsistent with their attitude, due to ***self-monitoring***.

Question 7 (a) to (d)

Refer to the Introduction in the left-hand Reference Materials panel when answering (a) to (c).

- (a) Explain how the charity workers could use the foot-in-the-door technique to persuade the shoppers to donate to their charity.

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- (b) Describe how the charity workers could obtain objective data to measure the success of the new methods to persuade shoppers to donate.

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(c) Evaluate the validity of the measurement you described in part (b).

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Read the Introduction, Option 1 and Option 2 in the left-hand Reference Materials panel before answering part (d).

(d) Choose **one** option to respond to.

Select the option that you are responding to from the following list.

☐ Option 1

☐ Option 2

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(4 marks)

End of Question 7

Source 9

A new penguin enclosure has been opened at the local zoo. When the zookeepers feed fish to the newly arrived penguins, the penguins make a loud braying noise. The zookeepers wear blue gloves when feeding the penguins. After a few weeks, the penguins start making a loud braying noise when they see the blue gloves, even when the zookeepers are not feeding them. The zookeepers also observe that the penguins demonstrate the same conditioned response of making the braying noise when the zoo vet wears green gloves, even when there are no fish present.



Source: image adapted from © Dave Collins | istockphoto.com

Question 8

Refer to Source 9 when answering Question 8.

Using your knowledge of the principles of classical conditioning, explain how the penguins learn in this scenario. In your response, refer to stimulus generalisation and contiguity.

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End of Question 8

Source 10

Operation K9 is the name of a program delivered by the Royal Society for the Blind. The program trains assistance dogs to support individuals with disabilities, including physical, sensory and psychiatric conditions. For example, assistance dogs can help to support a person with post-traumatic stress disorder (PTSD) during a panic attack.

A recent Australian study conducted by researchers from the University of South Australia, the University of Adelaide, and Military and Emergency Services Health Australia (MESHA) investigated the impact of assistance dogs on war veterans with PTSD. The study, conducted over a 12-month period, focussed on 16 war veterans who received assistance dogs through Operation K9. Data was gathered using self-report surveys, clinical assessments, and interviews. This was the first Australian study to investigate the value of an assistance dog over a period of time.

After 12 months, nearly 90% of participants in the study reported improvements in symptoms such as trauma, depression, and anxiety. The study highlighted three key themes: assistance dogs were life-changing, provided constant companionship, and helped increase social interactions. Veterans described their dogs as giving them purpose, independence, and a way to manage emotions.

Despite these positive findings, researchers noted limitations of the research study, including the small sample size and the absence of a control group. The study, published in the International Journal of Environmental Research and Public Health, supports the growing recognition of human-animal relationships in mental health treatment.

Question 9

Refer to Source 10 when answering Question 9.

- Using the biopsychosocial model, explain the relationship between the use of therapy dogs and the decrease in symptoms.
- Explain how the research outlined in the source illustrates one or more of the key concepts of science as a human endeavour, and how society could benefit from this research.



(15 marks)

End of Question 9