Captivate
EDUCATION

Given name/s	
Family name	
Teacher	

Trial 1 external assessment 2027

Question and response book

Psychology

Paper 1

SAMPLE

Time allowed

- Perusal time — 10 minutes
- Working time — 90 minutes

General instructions

- Answer all questions in this question and response book.
- QCAA-approved calculator permitted.
- Planning paper will not be marked.

Section 1 (20 marks)

- 20 multiple choice questions

Section 2 (29 marks)

- 10 short response questions

Practice material in the layout of the 2025 QCAA external assessment. Not a QCAA assessment.

Sample pages only. Full paper and marking guide: captivateeducation.com.au/trial-exams/qce/psychology

Section 1

Instructions

- This section has 20 questions and is worth 20 marks.
- Use a 2B pencil to fill in the A, B, C or D answer bubble completely.
- Choose the best answer for Questions 1–20.
- If you change your mind or make a mistake, use an eraser to remove your response and fill in the new answer bubble completely.

	A	B	C	D
Example:	●	○	○	○

	A	B	C	D
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○
16.	○	○	○	○
17.	○	○	○	○
18.	○	○	○	○
19.	○	○	○	○
20.	○	○	○	○

Ensure you have filled an answer bubble for each question.

Do not write outside this box.

SAMPLE

Section 2

Instructions

- Write using black or blue pen.
- 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 10 questions and is worth 29 marks.

DO NOT WRITE ON THIS PAGE
THIS PAGE WILL NOT BE MARKED

SAMPLE

Do not write outside this box.

QUESTION 21 (2 marks)

Describe the role of Broca's area and Wernicke's area in language processing.

SAMPLE

Do not write outside this box.

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Psychology marking guide and response

Trial 1 external assessment 2027 · Paper 1 · 49 marks

Teacher copy – not for distribution to students.

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

SAMPLE

Marking guide

Multiple choice

Question	Response	Explanation
1	**B**	The central nervous system comprises the brain and the spinal cord. A names the two divisions of the peripheral nervous system; C and D mix central and peripheral components — a common confusion between the levels of the nervous system hierarchy.
2	**A**	Glutamate is the main excitatory neurotransmitter (increases the likelihood of a postsynaptic action potential); GABA is the main inhibitory neurotransmitter (decreases it). B reverses the two — the most common error. C confuses excitation with conduction speed; D confuses inhibition with blocking other neurotransmitters.
3	**D**	Serotonin regulates mood, sleep and appetite. Dopamine (A) is associated with reward and movement, acetylcholine (B) with muscle activation and memory, glutamate (C) with excitation and learning.
4	**C**	X is an interneuron within the spinal cord; its presence between the sensory and motor neurons defines a polysynaptic reflex. A describes a monosynaptic reflex (e.g. the patellar reflex); B misplaces the synapse; D reflects the misconception that reflexes require the brain — spinal reflexes occur before signals reach the brain.
5	**B**	Shape constancy is perceiving an object's shape as stable despite changes in the retinal image. C (size constancy) is the analogous principle for size, the closest distractor; A and D are Gestalt organisational principles unrelated to the changing retinal image.

6	**C**	Transduction is the conversion of physical energy (light) into electrochemical neural signals by receptors (rods and cones). A is reception/focusing by accessory structures, B is preliminary processing in the thalamus, D is organisation and interpretation by the cortex — the other stages of the seeing process in order.
7	**A**	Iconic (visual sensory) memory lasts roughly 0.2–0.5 seconds with virtually unlimited capacity. B gives echoic memory's duration, C gives short-term memory's values, D gives long-term memory's values — each distractor is a different store's profile.
8	**D**	Old learning (the old PIN) disrupting new learning is proactive interference. A (retroactive) reverses the direction of interference — the classic error. B is implausible because Marco has attempted to learn the new PIN; C describes tip-of-the-tongue retrieval failure without competing old learning.
9	**B**	Vicarious conditioning is behaviour change from observing the consequences (reinforcement or punishment) another person receives. Classical conditioning (A) involves direct stimulus pairing; shaping (C) is direct reinforcement of successive approximations; generalisation (D) is responding to similar stimuli.
10	**D**	The behaviour (fastening the seatbelt) increases because it removes an aversive stimulus (the beeping) — negative reinforcement. A involves adding a pleasant stimulus; B and C are punishments, which decrease behaviour — the enduring misconception is equating 'negative' with punishment.
11	**A**	Internalisation is adopting a behaviour because it becomes consistent with one's own values, persisting without group pressure. B (compliance) would predict the behaviour stops when the group is absent; C (identification) ties the behaviour to a valued relationship or group membership; D (obedience) requires an authority figure.
12	**C**	Haney, Banks and Zimbardo concluded that situational forces — assigned roles and the power attached to them — produced the guards' behaviour in the simulated prison. A is the dispositional explanation their design challenged; B and D describe mechanisms (reinforcement, informational influence) that were part of neither the procedure nor the conclusion.
13	**D**	Theft rose from 2.9% (control) to 7.9% under the descriptive-norm message, so D is the only conclusion the data support. A is contradicted (1.7% is below the control); B ignores both differences; C reverses the descriptive-norm effect.
14	**A**	Cialdini et al. argued that a descriptive norm communicates what people commonly do; publicising widespread theft normalises it and increases it. B describes an injunctive norm; C and D attribute the effect to punishment or scarcity beliefs, mechanisms the sign wording does not convey.
15	**B**	Assuming somebody else will act because many others are present is diffusion of responsibility. A (audience inhibition) is fear of embarrassment in front of others; C (groupthink) concerns faulty group decision-making in cohesive groups; D (cost–benefit analysis) is a deliberate weighing of helping costs, which the scenario does not describe.

SAMPLE

16	**C**	Repeated exposure through physical closeness (adjacent lockers) is proximity. D (similarity) is plausible but the scenario gives no information about shared attitudes; A and B describe processes that typically develop after contact is established.
17	**A**	The behavioural component is the action or intended action towards the attitude object. B is the affective component, C the cognitive component; D describes implicit attitude measurement, outside the tri-component model.
18	**D**	The fundamental attribution error is overestimating dispositional causes and underestimating situational causes of other people's behaviour. A is the self-serving bias, B the confirmation bias, C the actor–observer tendency for one's own behaviour.
19	**B**	The syllabus discriminates the terms by the absence or presence of a dominant culture: multiculturalism — many cultures coexist with no single dominant culture; pluralism — smaller groups maintain their identities within a dominant culture. A reverses the definitions; C and D each describe assimilation in one of the two definitions.
20	**C**	Disorientation, anxiety and difficulty with everyday tasks on entering an unfamiliar culture is culture shock. A (assimilation) is adopting the new culture and shedding the old; B (marginalisation) is rejection of, or by, both cultures; D (integration) is maintaining both cultures successfully — outcomes of acculturation rather than the initial distress.

Short response

Question 21 (2 marks)

Sample response	The response:
Broca's area, in the frontal lobe, is responsible for the production of speech — it coordinates the movements needed to articulate words. Wernicke's area, in the temporal lobe, is responsible for the comprehension of language — it allows spoken and written words to be understood.	• describes the role of Broca's area in speech production **[1 mark]** • describes the role of Wernicke's area in language comprehension **[1 mark]**

SAMPLE