PSYCHOLOGY

Attempt all questions from Section A. Select and answer any of the "or" questions from Section B and Section C. Ensure you attempt all other questions. The intended marks for questions or parts are given in brackets [ ].

SECTION A

Question 1

(i) A disadvantage of incentives is that they may do which of the following? **[1]**

(P) Increase motivation in general

(Q) Decrease intrinsic motivation

(R) Decrease extrinsic motivation

(S) Decrease opportunities for achievement

(ii) John and Sherin are a couple. Sherin constantly yells at John to clean his dishes in the kitchen. She tells him that she will stop nagging him if he does the chore. He finally cleans the dishes and Sherin, in turn, stops nagging him. As a result, John is more likely to clean his dishes in the future. What is this scenario an example of? **[1]**

(P) Negative punishment (Q) Negative reinforcement

(R) Positive reinforcement (S) Positive punishment

(iii) Which of the following is not an attribute of a concept? **[1]**

(P) Measurability (Q) Functional and formal properties

(R) Generality (S) Meaningfulness

(iv) Dr. Smith is interested in seeing whether symptoms of depression can be manipulated using principles of classical conditioning. For several weeks of an experiment, he gives a group of patients a sweetened soda that has a mood-enhancing drug in it and notices that symptoms of depression improve significantly. Then, he removes the drug from the beverage and notices that the symptoms are still improved when the patients consume the soda. Which of the following is the conditioned stimulus in Dr.Smith's experiment? **[1]**

(P) The mood enhancing drug

(Q) The improved symptoms in response to the drug

(R) The improved symptoms in response to the soda

(S) The sweetened soda

(v) State whether the following statements are true or false:

(a) Insight learning is enhanced by reinforcement. **[1]**

(b) Divergent thinking is devoid of logical thinking. **[1]**

(vi) State the components of emotions. **[1]**

(vii) Provide an example of an artificial concept. **[1]**

(viii) Why might a student perform better on an exam if they feel slightly nervous, but struggle if they become either too calm or too anxious? Use one of the theories of motivation to explain. **[1]**

(ix) A teacher teaches a child how to tie their shoes by first teaching them to cross the laces, then make a loop with one lace, and gradually teaching the remaining steps until the child can tie their shoes independently. Which principle of operant conditioning is being used here? **[1]**

(x) Why do people often perform better in competitive environments where there is a clear reward at the end? **[1]**

(xi) How is divergent thinking different from creative thinking? **[1]**

(xii) Choose the correct option based on the given assertion and reason related to Kohler's insight learning theory. **[1]**

Assertion: In Kohler's insight learning theory, learning occurs suddenly through a cognitive process where the individual reorganizes and understands the problem in a new way.

Reason: This process does not involve trial and error but instead is a sudden realization of the solution after mentally restructuring the situation.

(P) Both assertion and reason are true, and the reason is the correct explanation of the assertion.

(Q) Both assertion and reason are true, but the reason is not the correct explanation of the assertion.

(R) The assertion is true, but the reason is false.

(S) The assertion is false, but the reason is true.

(xiii) After several weeks of not hearing the sound of a bell that was previously paired with food, a dog suddenly begins to salivate again when it hears the bell. Which principle of classical conditioning is being demonstrated here? **[1]**

(xiv) You are working with a student who is a kinesthetic learner. How would you design an activity to help them understand the concept of Newton's Laws of Motion? **[1]**

SECTION B

Question 2

(i) Explain the push and pull theory of motivation. **[4]**

(ii) Decision making is the process of making choices by identifying and gathering pertinent information and assessing alternative solutions for a particular problem. Explain the steps involved in the decision making process. **[4]**

(iii) Answer the following.

(a) In a mathematics class, which of the following strategies should be avoided for effective inclusion of students with dyscalculia? [1]

(P) Encouraging the use of manipulatives and visual aids.

(Q) Providing timed tests with strict deadlines.

(R) Allowing the use of calculators for complex calculations.

(S) Using step-by-step instructions and guided problem-solving.

(b) What are the key signs and challenges faced by students with dysgraphia? [3]

OR

(iv) Discuss the coping strategies to deal with adjustment problems associated with learning disabilities. [4]

(v) What are the common errors which may occur during the reasoning process? Give examples. [4]

OR

(vi) Briefly discuss some strategies to correct or change the faulty reasoning skills. [4]

(vii) What are the laws of learning formulated by Edward Lee Thorndike? [4]

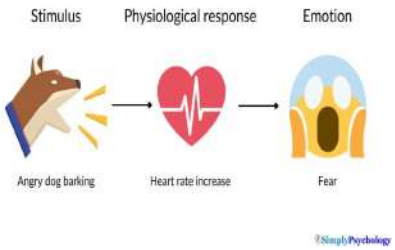
(viii) Conflict is one of the main causes of frustration. Explain the four types of conflicts that are very common in human lives. [4]

(ix) How do classical conditioning and operant conditioning differ in terms of learning mechanisms, key principles, and real-life applications? [4]

SECTION C

Question 3

(i)



(a) Identify and explain the theory from the image. [3]

(b) Evaluate subjective theory of emotion. [4]

OR

(ii) Explain the major forces behind motivation in detail. [7]

(iii) Problem solving is a process of overcoming difficulties that appear to interfere with the attainment of a goal. Elaborate on different problem solving strategies. [7]

(iv) Answer the following:

(a) Motivation = Expectancy x ---------- x ----------. [2]

(b) [5]

Discuss Maslow's need hierarchy theory with criticisms in detail.

(v)

(a) Identify the theory of learning demonstrated in the figure. **[1]**

(b) Briefly describe the key features of the given theory along with its supporting experiment. **[6]**

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