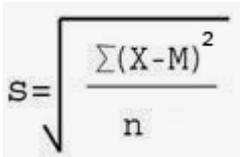


Psychology 3A00142 - F.Y.B.A. (Sem-II) (Choice Base) 96054 - Psychology Paper I_7.5.19
Q.P. CODE: 34359

Q. No.	Description	Marks
1a	Discuss the obstacles that hinder problem solving, using examples and citing relevant research.	
	Confirmation bias: explanation of the term, Wason's research, examples	04
	Fixation, explanation of the term, examples	03
	Mental set, explanation of the term, examples	03
	Total	10
1b	What do we know about animal thinking with respect to their use of concepts and numbers, display of insight and use of tools and transmission of culture?	
	Animals use of concepts and numbers: evidence from pigeons, monkeys, parrots: Alex	03
	Displaying insight: evidence from chimpanzees: Sultan and apes	02
	Using Tools: use of different types of sticks (heavy/light) for different purposes (making holes/fishing termites)	01
	Transmitting Culture: diversity in chimpanzees customs related to tool use (stick, hammer to break nuts: stone/wooden), obtaining food (sliding, lifting), cultural transmission through chain of observational learning	04
	Total	10
1c	Explain (i) reliability (ii) validity (iii) diminishing predictive power	
	Explanation of the concept of reliability	03
	Explanation of the concept of validity, content, predictive validity	03
	Explanation of the concept of diminishing predictive power illustrated with diagram/figure	04
	Total	10
2a	What psychological, cultural, and situational factors influence hunger?	
	Rozin (1998) study of patients with amnesia: memory of our last meal	02
	Taste preferences: carbohydrates – when tense, depressed; conditioned taste preferences and aversions; acquired taste preferences; exposure to and sampling of novel foods; adaptiveness of neophobia and taste preferences (spices, pregnancy related); culture, genetics, diet and taste	04
	Situational influences on eating: social facilitation, unit bias, related research, food variety	04
	Total	10
2b	What evidence points to our human need to belong with reference to (i) aiding survival and (ii) sustaining relationships?	
	Explanation of our human 'need to belong'	02
	In relation to (i) Aiding survival- benefits of infant attachment, cooperation, sharing and support	03
	(ii) Sustaining relationships: Fear of being alone and staying in abusive relationships; repeated disruption of budding attachments and difficulty forming deep attachments, dissolution of social ties - resultant stress and negative emotions when close relationships end (bereavement, migration, refugees), Social isolation and mental decline; Acceptance, connection and self esteem	05
	Total	10
2c	With reference to relevant research by Zajonc, LeDoux and Lazarus, discuss the brain's pathways for emotions.	
	Cognition may not precede emotion: Zajonc, research on subliminal priming and emotions	02
	Explanation of neural pathways ('top-down' and 'bottom-up' emotions) two track brain: "high road" for complex feelings like hatred: stimulus travels via thalamus to cortex (sensory to prefrontal): analysed, labelled, response command via amygdala (emotion-control centre) LeDoux: Automatic "low road" neural shortcut that bypasses cortex (thinking centre): for simple likes, dislikes, fears); stimulus from eye/ear (via thalamus) directly to amygdala: fMRI research evidence and	05

	examples – hypervigilant amygdala																																																							
	Lazarus: emotions from appraisal of event as harmless or dangerous with effortless/no conscious thinking	1.5																																																						
	Top-down processing: memories, expectations interpretations: personalize, generalize, positive thinking and feeling - for control of emotion	1.5																																																						
	Total	10																																																						
3a	What was Freud’s view of personality structure?																																																							
	Freud’s view of personality: the dynamics of conflict	02																																																						
	Description of Id, Ego, Superego with examples showing how each operates (2 marks each)	06																																																						
	Iceberg image: diagram with labels brief explanation of what the diagram illustrates	02																																																						
	Total	10																																																						
3b	Define personality. Describe the link between biology and personality.																																																							
	Definition of personality	01																																																						
	Research on brain-activity scans of extroverts (frontal lobe, dopamine related neural activity)	2.5																																																						
	Genes, temperament and behavioural style – autonomic nervous system reactivity	2.5																																																						
	Stable personality differences reported in animals and birds	04																																																						
	Total	10																																																						
3c	How did humanistic psychologists assess a person’s sense of self? Evaluate the influence of humanistic theories on psychology? What criticisms have they faced?																																																							
	Humanistic psychologists’ view of personality: self determination, self realization	01																																																						
	Assessment of person’s sense of self from humanistic point of view	02																																																						
	Influence of humanistic theories on Psychology	02																																																						
	Criticism of the humanistic perspective	04																																																						
	Conclusion based on the evaluation	01																																																						
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4a	(i) Calculate the mean, median and mode for the following set of scores: (7 marks) 52, 60, 59, 57, 49, 52, 56, 53, 55, 61, 54, 58, 51, 50. (ii) Why is the mean considered the most representative measure of central tendency? When would it be a less representative measure of central tendency? (3 marks)																																																							
	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Scores</th> <th style="text-align: left;">Scores ordered</th> <th></th> </tr> </thead> <tbody> <tr><td>52</td><td>61</td><td></td></tr> <tr><td>60</td><td>60</td><td></td></tr> <tr><td>59</td><td>59</td><td></td></tr> <tr><td>57</td><td>58</td><td></td></tr> <tr><td>49</td><td>57</td><td></td></tr> <tr><td>52</td><td>56</td><td></td></tr> <tr><td>56</td><td>55</td><td></td></tr> <tr><td>53</td><td>54</td><td></td></tr> <tr><td>55</td><td>53</td><td></td></tr> <tr><td>61</td><td>52</td><td></td></tr> <tr><td>54</td><td>52</td><td></td></tr> <tr><td>58</td><td>51</td><td></td></tr> <tr><td>51</td><td>50</td><td></td></tr> <tr><td>50</td><td>49</td><td></td></tr> <tr> <td></td> <td style="text-align: right;">Marks</td> <td></td> </tr> <tr> <td>Mean</td> <td>54.78571</td> <td>03</td> </tr> <tr> <td>Median</td> <td>54.5</td> <td>03</td> </tr> </tbody> </table>	Scores	Scores ordered		52	61		60	60		59	59		57	58		49	57		52	56		56	55		53	54		55	53		61	52		54	52		58	51		51	50		50	49			Marks		Mean	54.78571	03	Median	54.5	03	07
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	Median [3 marks]: ordering of scores: 1 mark, determination of the midpoint: (2 marks)																																														
	Mode: 1 mark																																														
ii	Mean is the most representative measure of central tendency as it reflects all scores (unlike mode and median, reflecting only one score) each score in a distribution enters into computation (arithmetic average, formula $\Sigma X/N$) (1.5) Explanation of the effect of extreme scores with an example (an unusually high or low scores pulls the mean in its direction) (1.5)	03																																													
	Total	10																																													
4b	Calculate the standard deviation and range of the following set of scores and the z score of 98. 92, 89, 87, 90, 94, 98, 88, 86.																																														
	Marks for steps in calculation, full marks if calculation is accurate (see values below): 07 $x (X-M)$ (2 marks), x^2 (2 marks), Σx^2 (1 mark), $\Sigma x^2/N$ (1 mark), $\sqrt{\quad}$ (1 mark) OR Marks for steps in calculation, full marks if calculation is accurate (see values below): 07 ΣX (1 mark), $(\Sigma X)^2$ (1 mark), X^2 (1 mark), ΣX^2 (1 mark), $(\Sigma X)^2/N$ (1 mark), $\Sigma X - (\Sigma X)^2/N$ $/N$ (1 mark), $\sqrt{\quad}$ (1 mark)	07																																													
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4c	Explain Type I and Type II errors. What should researchers do to avoid making decision errors?																																														
	Explanation of Type I error	02																																													
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	Avoidance of decision errors (Type I = 03 marks, Type II = 03 marks)	06																																													
	Total	10																																													
5a	Using examples and research, discuss the value of thinking in images.																																														
	What is thinking in images? examples from daily life, cases (Einstein, Liu Chi Kung)	02																																													
	Mental practice in skill training for dancers, athletes, basket ball players: why does it work, fMRI and experimental research	06																																													
	Mental Rehearsal in achieving academic goals: relevant research: outcome vs. process simulation – implication for daily life	02																																													
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5b	Discuss gender differences in emotion and nonverbal behaviour.																																														
	Women’s non verbal sensitivity: to emotional cues, decoding others’ emotions linked to greater emotional literacy and expression of more complex emotions, greater emotional responsiveness, openness to feelings: relevant research, examples	04																																													

	Exception: Anger - a masculine emotion - research	01																
	Empathy in women (physiological measures), expression of empathy – crying and reporting distress with observing distressed person, research using film clips (sad, happy, scary: no difference between male and female film viewers in self reported emotions or physiological responses, women’s faces showed more emotion), pictures of mutilation: greater brain activation in areas sensitive to emotion, better memory three weeks later	05																
	Total	10																
5c	Why has psychology generated so much research on the self? How important is self-esteem to psychology and to human well-being?																	
	Brief coverage of past literature and research on the self, based on the assumption of self as the centre of personality (02), research on the concept of possible selves (Marcus) (02), the spotlight effect (Gilovich) (02)	06																
	Research on self esteem its effects, benefits and its importance to human wellbeing	04																
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5d	(i) Prepare a frequency distribution table from the following set of scores: (6 marks) 40, 36, 39, 38, 37, 36, 39, 40, 41, 40, 36, 37, 38, 41, 40, 38, 36, 41, 38, 39, 41, 38, 41, 37, 40, 39, 40, 37, 41, 39. (ii) Why is the standard deviation a preferred measure of variability in comparison with the range? (4 marks)																	
(i)	Scores arranged in order and tabulation columns correct (score x and f frequency = 2 marks; accuracy in frequencies = 4 marks																	
	Frequency Distribution	06																
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(ii)	Definition of measure of variability (01) Definition of range and limitation of range: highest score in a distribution minus the lowest score; depends on only the two most extreme scores in a distribution (1.5) Definition of standard deviation and why it is preferred: gives some idea of how far each score is from the centre, the average amount of variation from the distribution’s mean (1.5)	04																
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