



International College of Business & Technology
Diploma in Psychology

General Psychology Converted Exam

Student Name	W.H. Yashika Dilhani Amaranath
Program	Diploma in Psychology and Counselling
Batch No.	02
Centre	ICBT Galle Campus
Duration	06 Months
Examination Date	14.12.2022

ONLY for the Assessor's use

Section A	/50
Question 01	/10
Question 02	/10
Question 03	/10
Question 04	/10
Question 05	/10
Section B	/50
Question 01	/50
Final Marks	/100
Final Grade	
Assessor's Name	

Feedback Form

International College of Business & Technology

Module: General Psychology

Student : W.H. Yashika Dilhani Amaranath

Assessor : Ms. Dinithi Samarasinghe

Assignment : General Psychology Converted Examination

Section A

Answer all the questions (10 marks*5 = 50 marks)

1. Kate, an eighth grader, has always been at the top of her class. Her parents are strict and expect her to achieve the highest possible grade. Kate works very hard to meet her parents' expectations. During the final term exam, she was devastated to learn that she had received the second-highest score for one subject. Because she was afraid to tell her parents, she considered changing one of her answers so she could get the highest score in the class. Analyze this scenario using the moral development theory by Kohlberg. [300-500 words]
 - Moral development is the method by which people come to understand the difference between right and wrong and engage in moral argumentation. With references to Jean Piaget, Lawrence Kohlberg was the one to develop the theory of moral development. According to Kohlberg, there are three stages in the evolution of morality. Preconventional, conventional, and postconventional morality are those three categories. We can classify the situation in the provided case of Kate under conventional morality the acceptance of socially prescribed standards of what is right, and moral characterizes conventional morality. Adolescents and adults internalize the moral principles they have learnt from society and their role models during this time. Conventional morality can also be divided to two substages. Those are stage 3 and stage 4. Stage 3 would apply to Kate's situation. establishing solid interpersonal connections is concerned in stage three. The good girl/good boy mentality is essentially conveyed by this. People in this stage see parental or peer approval as being very significant. To be regarded as a good person by others, the child or person must be good. They only act in ways that are considered good by others to be viewed as nice by other people. As Kate is highly focused on doing her best and living up to her parent's expectations in this situation. even when she has achieved the second highest grades in her class, she still wants to be the first, only because her parents want her to. She is so saddened by not being able to live up to her parents' expectations that she considers doing things against the law simply to please them. In this case, it clearly reflexes how parents and society's high expectations affect children and how far they are ready to go to fulfill their parent's expectations.

2. Describe an aspect of drug overdose using the classical conditioning principle. [250-400 words]

- Ivan Pavlov, Russian psychologist, discovered classical conditioning, sometimes referred to as Pavlovian or responder conditioning, which is learning through association. Simply said, two stimuli are combined to cause a person or animal to learn a new learnt response. Overdosing on drugs can happen accidentally or on purpose. When a person takes more than the dosage advised by a doctor, they develop. A dose that is still within the range of approved medical use, however, may be too much for their systems to manage because certain people may be more sensitive to specific medications and the low end of a drug may be poisonous for them. According to the idea of classical conditioning, a stimulus that was initially neutral can become responsive by being paired with either a conditioned stimulus or an unconditioned stimulus, which is an event that can elicit a response without any prior learning history. When it comes to substance misuse, consistent pairings between the subjective, emotional, and environmental signals connected to substance use and the physiological and phenomenological outcomes brought on by certain substances result in the formation of a classically conditioned response. A classically conditioned withdrawal state or craving is then induced when the substance abuser is in the presence of such cues.

3. Assume you're going to buy a new car. The car's features are described to you by the salesperson. Explain how various cognitions (such as thinking, reasoning, problem-solving, and memory) and framing by the salesperson, affect your decision-making process. [300-500 words]

- The mental processes involved in understanding and acquiring knowledge are referred to as cognition. The numerous cognitive functions include knowing, remembering, judging, and solving problems. There are many different cognitive processes, or cognitive "domains," that oversee controlling particular behaviors or activities, proving that cognition is not a monolithic idea. It is difficult to quantify different cognitive processes since these functions are frequently complex and work together. There are 4 ways that a person can frame our cognition. This method is mainly called as the framing effect. When presented in different ways, the framing effect is a cognitive bias that influences our decision-making. In other words, how a fact or question is presented can have an impact on us.
- The four primary types of framing are as follows. The first is the visual framework, which consists of imagery, color, and text size. Then, we have aural frames, which can be framed in various tones and pitches. Additionally, there are value frames that assign numbers, percentages, and other such values. In this situation what the salesman use is the auditory and visual framing. The things he says including the qualities and high technology of the car but not the errors and faults that may occur in the future leads your thoughts to be framed. Also, the salesperson talking about the car with a good confidence makes you to think that what he says is 100% true. Just like that the salesperson can frame your reasonings for not to buy this car. And, his body language (visual framing) can be also involved in this situation. Just think that you had some concerns about the car to clarify

before stepping into the shop. The salesperson's talks will make you forget everything bad you had in your mind about the car.

4. Imagine you are alone in a dark parking lot walking toward your car. A strange man suddenly emerges from a nearby row of trees and rapidly approaches you. Describe your emotional experience using two theories of emotions. [300-500 words]

- Humans' reactions to events or circumstances, or their emotions, are known as emotions. The situation that causes an emotion determines the kind of emotion that individual will feel. For instance, when someone hears excellent news, they are happy. When someone is in danger, they become afraid. Our daily lives are significantly impacted by our emotions. Depending on our emotions—happiness, rage, sadness, boredom, or frustration—we make choices. We pick interests and pastimes based on the feelings they arouse. Knowing our emotions can make life easier and more stable for us to manage.
- According to the James-Lange theory of emotion, the foundation of an emotional experience is a change in one's physical state. So, physical sensations are what triggers emotions. Applying Lange's theory to the given situation, you walk alone in the dark to your car and strange man suddenly emerging from a nearby row of trees and rapidly approaching you will rise involuntary reflexes in a person's body due to the fight or flight response provided by the nervous system itself. At this moment, your heart rate will probably increase, your blood flow will be changed, your salivation will be decreased. According to Lange, then only your emotional response, fear occurs.
- The next theory of emotions is the Cannon Bard theory. According to the Cannon-Bard theory, external stimuli might elicit both emotional and bodily reactions simultaneously. The James-Lange theory of emotion, which contends that feelings are the outcome of a bodily response to an exciting event, is directly refuted by the theory. The Cannon-Bard theory suggests that, instead, the physiological presentation of emotion and the feeling that goes along with it happen simultaneously and independently. Applying the theory of Cannon-Bard to this situation, when the strange man approached you from the row of trees, your emotions, and physical reactions both occurred at the same time. That means, you are feeling fear and having physical reactions happens at the same time.

5. There's been a steady rise in average IQ scores in many areas around the globe over the last several decades. [250-400 words]

- a. Why might this be the case?
- b. Do you think it represents an actual increase in intelligence?

- IQ is a form of standard score that shows how mentally capable a person is in relation to his or her peer group. The peer group score, which equals an IQ of 100, is calculated by administering the same test to numerous participants from every socioeconomic category in society and averaging their results. The average score on IQ testing is set at 100. Every few years, psychologists update the test in order to keep the average score at 100. Approximately 68 percent of persons have an IQ of between 85 and 115. Only a small

percentage of persons have an IQ score that falls below 70 or is extremely high (above 130). By today's standards, a person who was alive in 1910 would have an IQ of 70. This difference is explained by the Flynn effect. This describes an average increase in intelligence test scores of around three points every ten years across generations. This happens when the test results of a current examinee are contrasted with norms generated from a previous generational cohort when the performance average was lower than it is now. The impact is widely acknowledged to exist and is typically attributed to a variety of socioeconomic advancements that promote brain and nervous system growth, such as education, healthcare, and nutrition. When the test is updated and the norms are updated to represent the performance of the current generation, the effect is corrected.

- But intelligence can be explained using numerous aspects. A person's intelligence cannot be classified only by their IQ score. That's where Howard Gardner's multiple intelligence theory applies. It's not fair to discriminate people by only concerning their IQ level.

Section B

1. What motivates you to do your job? Discuss the major factors, based on the theories studied in the module. [750-1200 words] **(50 marks)**

I work as an account assistant for a private company. And I'm going to consider what motivates me to do well in my workplace using the Maslow's hierarchy of needs theory. According to Maslow's hierarchy of needs, a theory of motivation, a person's conduct is determined by five categories of basic human needs. These needs include those for physical, safety, love and belonging, esteem, and self-actualization.

According to Maslow basic human needs including food, water, shelter and safety should be met before anything. I live with my parents which helps in fulfilling my shelter and safety needs. I earn a decent salary so I can provide my own food and help my family with monthly expenses for food. social needs are on the third level of Maslow's hierarchy. Friendships and ties to the family are among these necessities. To achieve a sensation of increased kinship, physical and emotional intimacy from romantic partnerships to close emotional ties is crucial. Additionally, belonging to social groups helps fulfill this desire. Examples of social groupings include unions, clubs, and groups for people who share interests. I have a supportive group of friends both in the work setting and outside. Also, I hangout with friends once a week as a habit. Also, I'm in a healthy and stable romantic relationship where my partner is supportive and caring. So, I don't have any stressors which let me down from my emotional aspect.

Fourth stage of the hierarchy is the self esteem stage. Higher needs are ego-driven demands, starting with esteem. Self-respect (the conviction that you are valuable and deserving of dignity) and self-esteem are the foundational components of respect (confidence in your potential for personal growth and accomplishments). Maslow makes it clear that there are two different kinds of self-esteem: esteem that is based on the respect and approval of others and esteem that is

based on your own evaluation of yourself. This later form of self-esteem leads to self-assurance and independence. I think my self esteem is also at a good level because of the respect and recognition and I receive in my workplace. Also, I have set educational and professional goals to myself and I'm achieving them one at a time.

The fifth and the final step of the hierarchy is self-actualization. The term "self-actualization" refers to reaching your maximum potential as a human. Self-actualization needs, also known as self-fulfillment wants, are at the top of Maslow's hierarchy of needs. Education, skill development—the honing of talents in disciplines like music, athletics, design, cuisine, and gardening—caring for others, and more general objectives like acquiring new skills, seeing the world, and gaining accolades are all necessary for self-actualization.

Also, success in general is another factor which leads anyone to do well in anything. Success is therefore vital to me on a personal level as well as an organizational level. The growth of the company, which ultimately results in success and personal achievement, provides motivation. There may be times when I fail or stagnate, but it doesn't demotivate me. On the other hand, I feel re-energized and ready to work harder. Whatever the situation, what keeps the fire burning within me is the taste of achievement after a setback. My boss has promised me a promotion if I work hard and finish all my work before my deadlines. And I have met 8 out of my 10 deadlines on time. This motivates me to do well in my job more.

My family is another significant source of inspiration that keeps me going. They are both my greatest inspiration and my stead fastest ally. I'm inspired to work hard like my parents when I see them. Their commitment to their jobs inspires me to work hard like they do. They are motivated by their own goals. I therefore strive to incorporate their optimism into my life. The key is to put in the work to truly understand what the other person wants. This motivates me to take on bigger risks and tasks without the worry of failing or backing out. Calm assurance comes from my mother. I have learned from her how to know just where to speed up and where to calm down. They continue to be my go-to individuals whenever I'm feeling unwell or uninspired.

Additionally, I pick up a lot of new skills every day at work. The fact that I am expanding my knowledge base is itself a huge plus for me. My drive to perform well is also fueled by my desire to make effective use of my free time. Learning should never cease, in my opinion. Given the level of competition that businesses face today, it is essential to continuously reinvent yourself by gathering anything beneficial that comes your way.

References

- [1.] Barsalou, L. W. (2008). Grounded cognition. *Annual review of psychology*, 59(1), 617-645.
- [2.] Cofer, C. N., & Appley, M. H. (1964). Motivation: Theory and research.
- [3.] Dadds, M. R., Bovbjerg, D. H., Redd, W. H., & Cutmore, T. R. (1997). Imagery in human classical conditioning. *Psychological bulletin*, 122(1), 89.
- [4.] Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K., & Shaywitz, S. E. (2010). Uncoupling of reading and IQ over time: Empirical evidence for a definition of dyslexia. *Psychological science*, 21(1), 93-101.
- [5.] Flynn, J. R. (1998). IQ gains over time: Toward finding the causes.
- [6.] McLeod, S. (2007). Maslow's hierarchy of needs. *Simply psychology*, 1(1-18).
- [7.] Siegel, S. (1983). Classical conditioning, drug tolerance, and drug dependence. In *Research advances in alcohol and drug problems* (pp. 207-246). Springer, Boston, MA.
- [8.] Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. *Emotion Review*, 5(2), 119-124.
- [9.] Oatley, K., & Johnson-Laird, P. N. (1987). Towards a cognitive theory of emotions. *Cognition and emotion*, 1(1), 29-50.
- [10.] Stigler, J. W., Shweder, R. A., & Herdt, G. E. (1990). Cultural psychology: Essays on comparative human development. In *All but three of the chapters in this book are revised versions of presentations from two symposia held by the University of Chicago Committee on Human Development: "Culture and Human Development" (Oct 23-25, 1986) and "Children's Lives in Cultural Context" (Nov 5-7, 1987)*. Cambridge University Press.