



Gratia Christian College  
宏恩基督教學院

## Examination

---

Programme	:	General Education
Academic Year (Semester)	:	2023 - 2024 (Semester 2)
Course Code	:	GPS3401
Course Title	:	Introduction to Psychology
Date	:	22/04/2024 (Monday)
Time	:	2:30 pm – 4:30 pm
Time Allowed	:	2 Hours
Weighting	:	40% of the Overall Marks

---

Student ID No. : \_\_\_\_\_

---

This paper has 4 pages (including this cover page).

---

### **Instructions to candidates:**

1. This question paper contains Three sections: One Case Study in Section A, Five Short Questions in Section B, and Two Long Questions in Section C.
2. Answer all questions in Sections A, B and C.
3. Answers to Sections A, B and C should be written in the booklet using a black or blue pen.
4. This paper carries 100 marks which are allocated to each question as indicated.
5. This is an **open-book** examination.

*Only textbooks and course notes are allowed during the whole examination. If any unauthorized materials or aids are found on a candidate during the examination, the candidate will be subject to disciplinary action.*

**Do not turn this page until you are told to do so.**

**You should hand in this question paper after the examination.**

## Section A: One Case Study (20 marks)

Psychologist Walter Mischel conducted the marshmallow experiment at Stanford University in the early 1970s. It was a simple test that aimed to define the connection between delayed gratification and success in life. The marshmallow test is an experimental design that measures a child's ability to delay gratification. The child is given the option of waiting a bit to get their favorite treat, or if not waiting for it, receiving a less-desired treat. The minutes or seconds a child waits to measure their ability to delay gratification.

Children with the treat present waited for  $3.09 \pm 5.59$  minutes; children with neither treat present waited for  $8.90 \pm 5.26$  minutes. The marshmallow test showed that preschoolers' delay times were significantly affected by the experimental conditions, like the physical presence/absence of expected treats.

The instructions were fairly straightforward: children ages 4-6 were presented with a piece of marshmallow on a table and they were told that they would receive a second piece if they could wait for 15 minutes without eating the first marshmallow.

About one-third of the 600 participants succeeded in delaying gratification to receive the second marshmallow. Mischel and his team followed up on these participants in the 1990s, learning that those who had the willpower to wait for a larger reward experienced more success in life in terms of SAT scores and other metrics.

The Marshmallow Test began with Mischel and his team of researchers placing a plate of treats (usually marshmallows) on a table in an otherwise empty room. Children between the ages of three and five were led into this room one by one to be tested individually. Each child was told that the researchers would leave for a few minutes, and if the child could resist eating any of the treats until the researchers returned, they could have two marshmallows. If the child couldn't resist the treats, they were instructed to ring a bell that would bring the researchers back to the room early, and they would only be allowed to eat one marshmallow.

If the researchers were not summoned by the ringing of the bell, they returned to the room after fifteen minutes.

If a child rang the bell early and wanted to have a marshmallow immediately, they were more reliant on a "hot" system of thinking and were willing to sacrifice a bigger reward in the future (two marshmallows) for a smaller but immediately satisfying

reward (one marshmallow). On the flip side, if a child waited until the end of the fifteen minutes, they were more reliant on a “cool” system of thinking and were able to prioritize the bigger long-term reward (two marshmallows) over the smaller, immediate reward (one marshmallow).

The study suggested that gratification delay in children involved suppressing rather than enhancing attention to expected rewards. For instance, some children who waited with both treats insight would stare at a mirror, cover their eyes, or talk to themselves, rather than fixate on the pretzel or marshmallow.

**Required:**

1. What type of research method is the marshmallow experiment? Is it quantitative research, qualitative research, or mixed model research? Explain why. (10 marks)
2. What is the main research purpose of the marshmallow experiment? (5 marks)  
And what is the main finding in this study? (5 marks)

**Section B: Five Short Questions (40 marks), 8 marks for each question**

1. Describe and explain with examples the first 4 stages of Erikson's Psychosocial Development.
2. Illustrate with an example the 4 elements of Bandura's observational learning in everyday learning situations.
3. Briefly describe what attachment theory is and illustrate with examples any three patterns of attachment.
4. Identify and illustrate with examples the different types of punishment and reinforcement for behaviour modification.
5. Describe the five factors in the five-factor model of personality and provide an example.

**Section C: Two Long Questions (40 marks)**

1. Identify at least 2 psychological factors that may impact a mature working adult's academic progress in university/college studying for their first degree. (4 marks)  
Illustrate these factors with examples of how these factors may impact student progress; examples should include both positive and negative impacts. (16 marks)
2. A toddler is not eating well; their parent is trying to think of ways to encourage their toddler to eat both more and healthily. Integrating the psychological theories that you have learned, provide two potential methods to the parent for doing so and explain how these methods may contribute to sustained behavioral change. (20 marks)

**- End of Paper -**