



Gratia Christian College  
宏恩基督教學院

**Academic Year 2023-2024**

**Semester 1**

**Examination**

Course Code & Title	:	GPS3401 Introduction to Psychology
Date	:	19 December 2023 (Tuesday)
Time	:	2:30 pm – 4:30 pm
Time Allowed	:	2 Hours
Student ID	:	
Weighting	:	40% of the Overall Marks

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

1. This paper contains Three sections: 1 Case Study in Section A, 5 Short Questions in Section B and 2 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.

This is an **open-book** examination.

*Only textbook 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**

## Section A: 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 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 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 had 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? Quantitative Research, Qualitative Research or a mix model research. Explain why? (10 marks)
- 2) What is the main research purpose in 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) Briefly describe what attachment is and any three patterns of attachment generally observed in the Strange Situation Procedure.
- 3) Briefly describe the processes involved in the drive reduction theory of motivation, use examples.
- 4) Briefly describe Maslow's hierarchy of needs and provide examples.
- 5) Describe the hallmarks of the 2 types of motivation, give an examples for each.

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

1. Identify at least 2 psychological factors that may impact an adult college student's academic progress. (4 marks) Illustrate these factors with examples of how these factors may impact progress, examples should include both positive and negative impact. Remember to provide any necessary details for your examples. (16 marks)
2. A parent is trying to potty train their child (teach them how to properly use a toilet). Integrate what you understand about learning theory and provide two methods to the parent for doing so and explain to them how they may be able to cause their child to learn how to use the toilet. (20 marks)

**- End of Paper -**