

Full marks:- 100

Time:- 3 hrs

- Q1) Mention three parts of personality and their interactions as advocated by Freud.
What are the stages of personality development in Freudian theory? (WBCS' 2013)

[20 + 20]
marks

- Q2) Discuss with the help of schematic diagram, Guilford's structure of intellect model. (WBCS' 2013)

[16]
marks**WBCS MADE EASY**

- Q3) Who are gifted children?
Mention special intervention strategies for imparting education for such children. (WBCS' 2016)

[20]
marks

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- Q4) Critically discuss and evaluate the working memory.
Describe with a schematic diagram, the curve of forgetting.
What is a memory trace? Delineate the memory trace decay theory. (WBCS, 2013, WBCS, 2015)

[18]
marks

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Q1. Mention three parts of personality and their interaction as advocated by Freud.

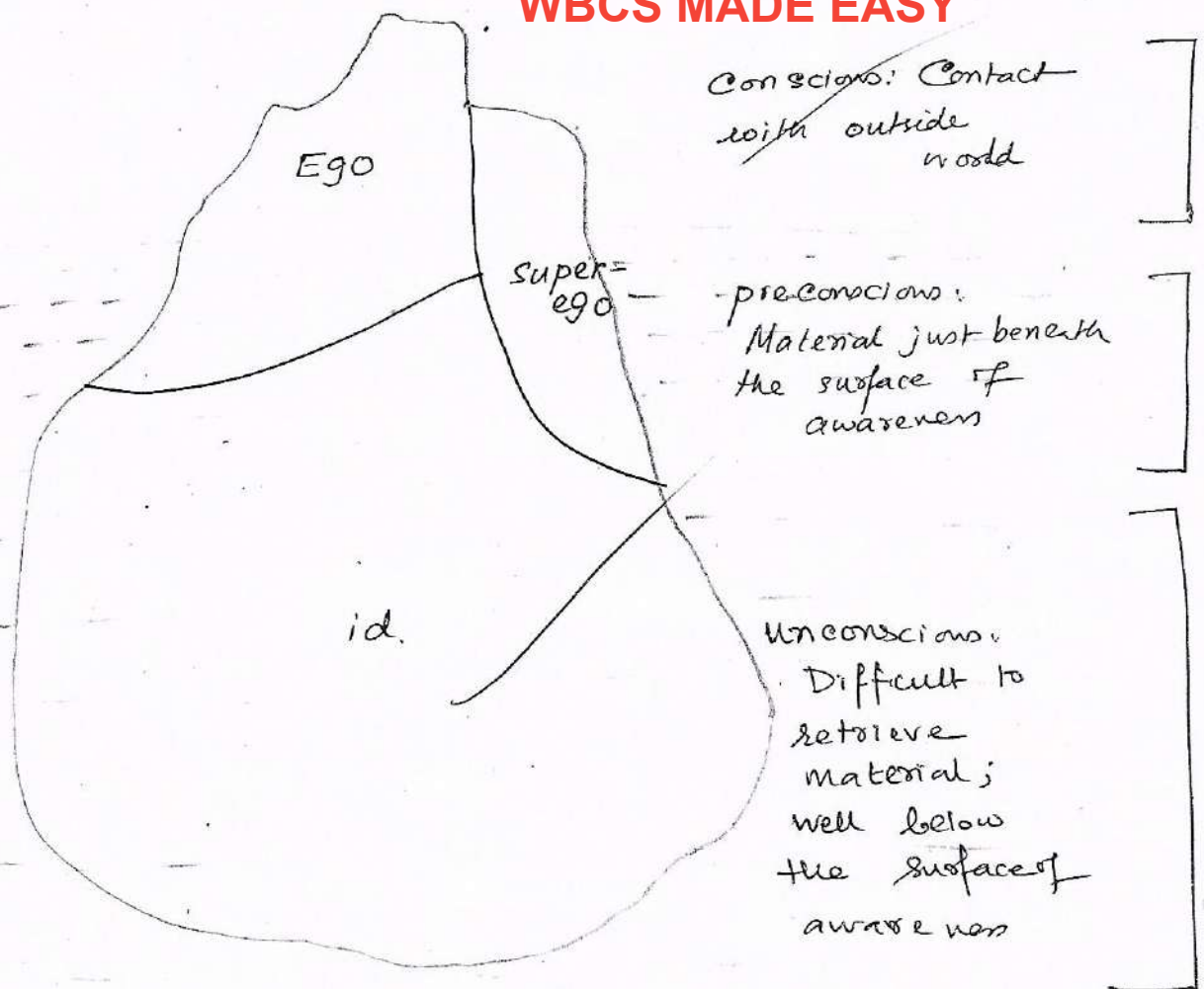
What are the stages of personality development in Freudian theory?

VBCS '2013

[20 + 20 marks]

Ans: Freud believed, based on observations of his patients, that personality itself could be divided into three parts, each existing at one or more levels of conscious awareness. The way these three parts of personality develop and interact with another became the heart of his theory.

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Freud's conception of personality.

"The iceberg presenting the three levels of the mind"

(While two of the three parts of personality (ego & super ego) exist at all the three levels of awareness, the id. is completely in the unconscious mind.)

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ID:-

The most primitive part of personality.

The id is completely unconscious, pleasure-seeking, amoral part of personality that exists at birth, containing all basic biological drives; - hunger, thirst, self-preservation, sex for example.

Freud thought babies have sex drives, which shocked & outraged the fellow victorians. By "sex drive" he really meant "pleasure drive". example Infants are demanding, irrational, illogical & impulsive. They want their needs satisfied immediately & they seldom care about anyone else's needs/desire.

Freud called this need for satisfaction as "PLEASURE PRINCIPLE" which can be defined as the desire for immediate gratification with no regard of consequences.

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EGO:-

According to Freud, to deal with reality,

a second part of personality develops called the ego.

The ego (Latin word "I") works on "reality principle" which is the need to satisfy the demands of the id only in ways that will not lead to negative consequences.

~~For eg~~ example: Infant might reach out & take an object despite parent's protest but toddler will avoid taking the object when the parent says "No!" to avoid punishment but may go for the object when the parent is not looking.

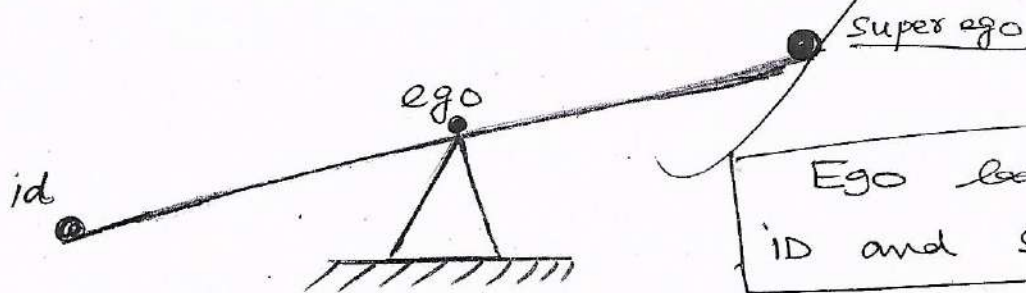
SUPER EGO:- The moral watchdog

The super ego (Latin:- "over the self") develops as a pre-school- aged child learns the rules, customs and expectations of society. The super. ego contains the conscience, the part of personality that makes people feel guilty, moral anxiety when they do the wrong thing.

So, the id makes demands, the super ego puts restrictions on how those demands can be met, and ego has to come up with a plan (based on "reality principle") that will quiet the id but satisfy the super ego.

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Despite "id" being portrayed as the devil, as a matter of fact "id" is not "evil" it is concerned with survival & immediate gratification.



Ego balancing the
ID and SUPER EGO

So the id exists at birth, but the other two parts of personality develop later.

Stages of personality development in Freudian theory

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Stage:-

① Oral.

Age:- Birth to 12-18 months.

Major characteristics:- Interest in oral gratification from sucking, eating, mouthing, biting.

personality traits associated with an "orally fixated adult"

personality: Overeating, drinking too much, chain smoking, talking too much; nail biting / gum chewing.
too much dependent / optimistic → when oral needs are overindulged & too much aggressive / pessimistic → when oral needs are denied.

Stage:- Anal

Age:- 12-18 months to 3 years

Major characteristics:-

Gratification for expelling / withholding feces & coming to terms with society's control relating to toilet training.

Personality traits associated with "anal expulsive personality"

— Some one who sees messiness as a statement of personal control & who is destructive & hostile.

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Stage:-

Phallic

Age:- 3 to 5-6 years.

Major characteristics:- Interest in genital, coming to terms with Oedipal conflict leading to identification with same-sex parent.

The conflict in phallic stage centres on the awakening sexual feelings of the child. Freud essentially believed that a phenomenon called "Oedipus complex" develops in case of boys. For girls, a similar process called "Electra complex" develops. The result of identification is the development of the "superego" the internalized moral values of same-sex parent.

Stage:- Latency

Age:- 5-6 years to adolescence

Major characteristics:- Sexual concerns largely unimportant.

From age 6 to the onset of pubert, children will remain in this stage of hidden, latent sexual feelings. So this stage is called latency.

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Stage:- Genital.

Age:- ~~5-12~~ Adolescence to adulthood.

Major characteristics :- Re-emergence of sexual interests and establishment of mature sexual relationships.

Here, Instead of the focus of sexual curiosity and attraction will become other adolescents, celebrities & other objects of adoration. Since Freud tied personality development into sexual development, the genital stage represented the final process in Freud's personality theory.

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To be psychologically healthy, we must successfully complete each stage. Mental abnormality can occur if a stage is not completed successfully - the person becomes "FIXATED" in a particular stage. This particular theory shows how adult personality is determined by their childhood experiences.

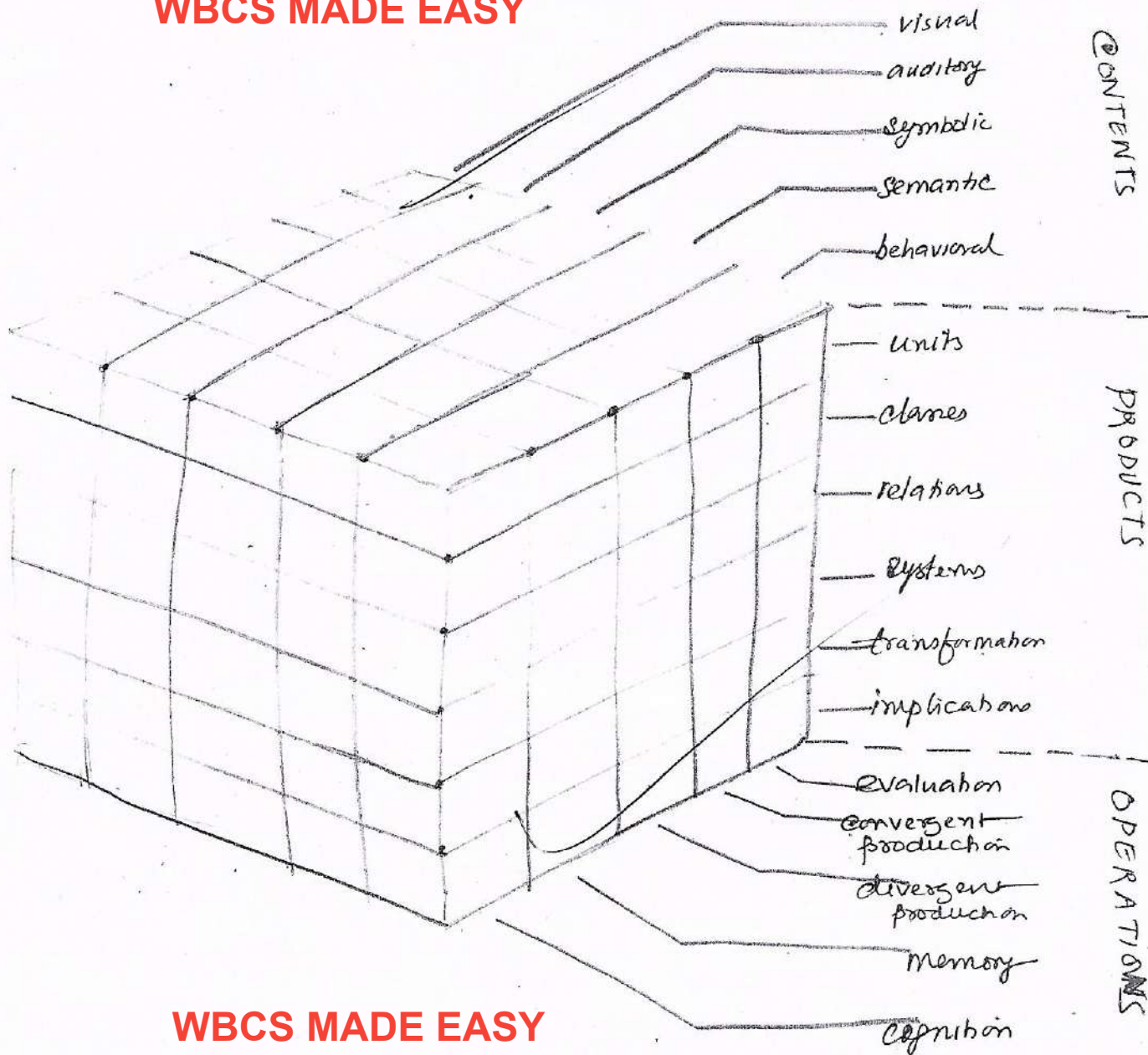
Q2 Discuss with the help of schematic diagram, Guilford's structure of intellect model.

WBCS 2013

[16 marks]

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Ans:-



Structure of Intellect (J.P. Guilford)

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For Guilford's structure of intellect (SI) theory, intelligence is viewed as comprising operation, content, & products.

There are 5 kinds of operations:-

cognition, memory, divergent production, convergent production, evaluation.

There are 6 kinds of products:-

units, classes, relations, systems, transformations, and implications,

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There are 5 kinds of contents

Visual, auditory, symbolic, semantic, behavioral

Since each of these dimensions is independent, there are theoretically 150 different components of intelligence.

Guilford researched and developed a wide variety of psychometric test to measure specific abilities predicted by SI theory.

These tests provide an operational definition of the many abilities proposed. Factor analysis was used to determine which tests appeared to measure the same or different abilities.

Application

SI theory is intended to be a general theory of human intelligence. Its major application (besides educational research) has been in personnel selection & placement. Meeker (1969) examines its application to education.

Example

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The following illustrates 3 closely related abilities that differ in terms of operation, content and product.
Evaluation of Semantic units (EMU) is measured by ideational fluency test in which individuals are asked to make judgements about concepts.

For example: Which of the following objects best satisfy the criteria, hard & round -
 (A) an iron, (B) a button (C) a tennis ball (D) a light bulb

Divergent production of semantic units (DMU) would require the person to list all items they can think, that are round & hard in given time period.

Divergent production of Semantic relations (DMR) would involve generation of ideas based upon relationships.

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Principles

- 1) Reasoning & problem solving skills (convergent and divergent operations) can be subdivided into 30 distinct abilities (6 products \times 5 contents).
- 2) Memory operation can be subdivided into 30 different skills (6 products \times 5 contents).
- 3) Decision-making skills (evaluation operation) can be subdivided into 30 distinct abilities (6 products \times 5 contents).
- 4) Language related skills (cognitive operation) can be subdivided into 30 distinct abilities (6 products \times 5 contents).

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Q. Who are gifted children?

Mention special intervention strategies for imparting education for such children.

(WBCS 2016)

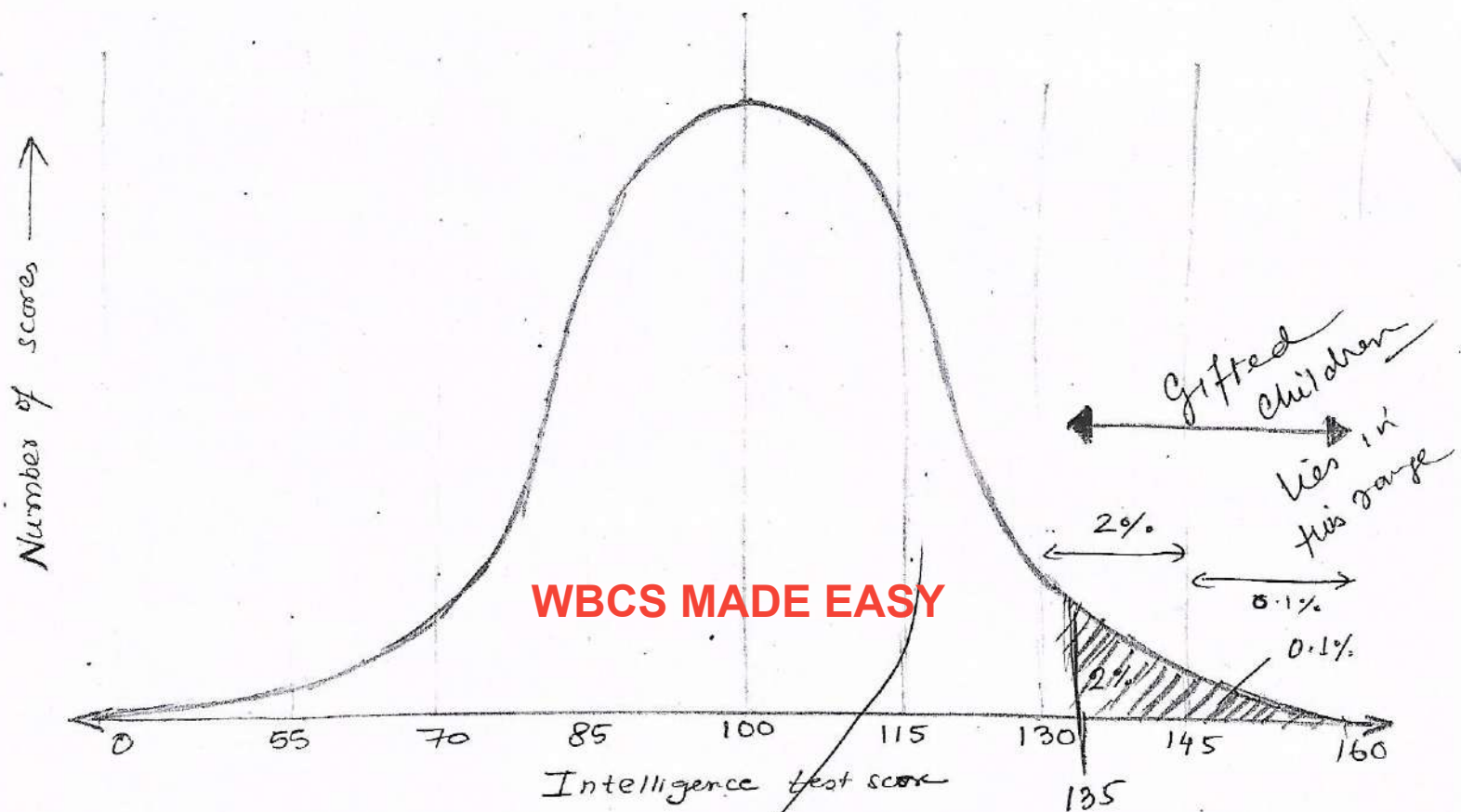
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26 marks

Answer:-

Students who have high general mental abilities or artistic skills are called gifted children. These students are deviants in the sense that they differ from normal students in a classroom. They need special guidance. Just like learning disabled and mentally retarded students, gifted students are exceptional. While mentally retarded students are at one extreme of the learning curve, gifted students are at the other extreme.

Though there is not much agreement regarding test instruments and assessment procedures to detect and label a student as gifted. Lewis Terman (1925), the developer of Stanford-Binet Scale found from a longitudinal study of twelve year old children that those with IQs above 135 can be called gifted. Although his views haven't been unanimously accepted, there is some agreement that those lying two standard deviations above the mean score of 100 are gifted.



Renzulli has observed that giftedness shouldn't be confused with success. People who have achieved recognition as gifted possess three well defined interlocking cluster of traits! —

1. Mental abilities
2. Ability for creative problem solving
3. Motivation & dedication.

In contemporary research, the stress is not on IQ score which ~~is~~ is quite subjective & culture-based, but the stress is given on traits of gifted children.

Usha Pandit, an educational consultant, elucidates some common traits of a gifted child.

- 1) Thinking, imagination, learning, leadership
- 2) Potential to perform in at least the top 5% areas of ability
- 3) Good at handling abstract and complex ideas

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- 4) Boundless curiosity
- 5) Sophisticated sense of humour
- 6) Ask interesting, difficult or unexpected questions
- 7) Skeptical, critical, evaluation & quick to spot inconsistencies

Special interventions for gifted children

Renzulli, pointed out that not every gifted child becomes successful. But every gifted child has potential to become successful. Terman's research has established that early grade advancement, motivation in childhood helps gifted students to better realize their potential. Hence in order to design special interventions we must first understand their training needs.

1) Curiosity:- Gifted children are curious. This is both a plus as well as minus. They often ask abstract thought provoking questions that may frustrate the teacher. Out of frustration or by limitation of completing a syllabus or thinking that the child is exhibiting "willful disobedience" the teacher may censure the student which may act as a discouragement!

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2) Discipline:- Though school works on principle of discipline. ~~at school~~ An environment 'E' fostering on strict discipline ~~is not~~ may not be the best environment 'E' for such children. They need a more conducive and free environment that will help bring their latent potentials.

3) Teaching methods Gifted children demand different teaching methods. Highly gifted students learn not only faster but also differently. Standard teaching methods try to simplify complex subjects, but gifted students thrive on complexity. Rote memorization, a standard learning method will hinder the development of gifted children.

Multiple Ages :- Here personality 'P' is in focus.

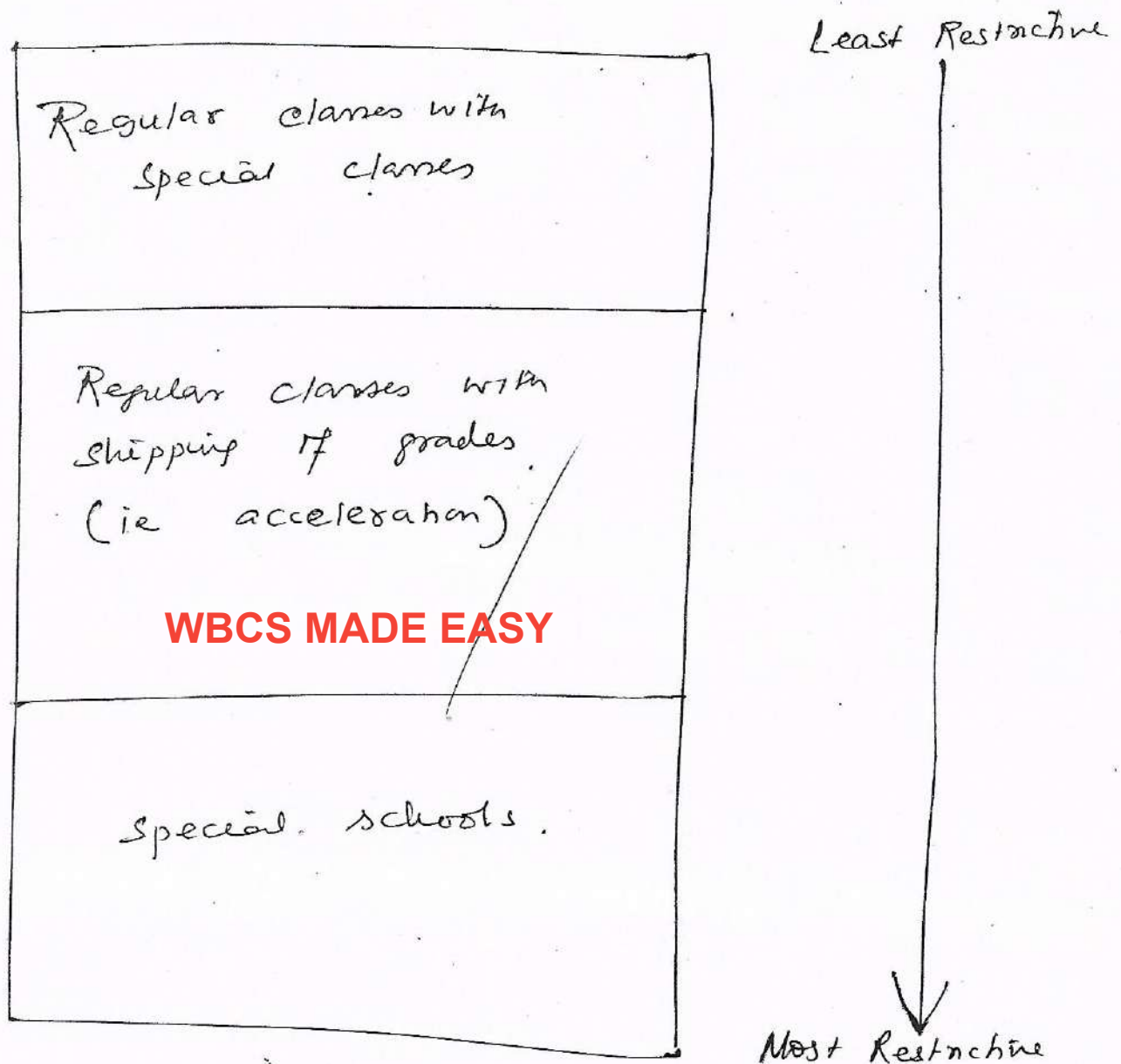
A 5 year child may read like 9 year old or exhibit a personality of 10 year old. Since the child lives many ages simultaneously and exhibit a higher personality teachers/parents may misunderstand them.

Social problems :- Here again the focus is on social environment (E). Gifted children are skeptical, critical, evaluative & quick to spot inconsistencies. Most gifted children have problems adjusting to their social context/environment (E). Hence a more conducive & encouraging environment (E) should be provided. ~~are~~

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Hence the first step of intervention is assessment. Assessment must not restrict to simply an IQ test. Because gifted students are immensely talented in one area of intelligence and quite average in others. Hence task of assessment is to evaluate the exact nature of their giftedness.

The school psychologist has to select a educational setting for gifted students' needs. The strategy should be to find the least restrictive environment subject to the condition that the child is intellectually satisfied.



Regular classrooms treat all students with the same spirit of egalitarianism. This may bore & demotivate the gifted students,

For example:-

Placing a "gifted child, who has ~~read~~ read Homer with other children just learning how to read nursery rhymes!" is nothing less than torture.

The next stage is special skill development. Earlier a general & homogeneous curriculum ~~was~~ was given to all gifted students.

Today, specialized programs focus on specific talents. For example, a child with exceptional ~~to~~ artistic and creative talent can be made to participate in after-school art. class. A student who is precocious in ~~mathematics~~ mathematics can be included in a maths club. Summer camps have become quite popular among parents of gifted children.

Conclusion:

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The task of training gifted children is as challenging as the task of training mentally retarded. Our world doesn't accommodate differences / deviation that easily. Both gifted and retarded face a problem in proper (person - environment) fit. Hence since Behaviour (B) is defined as a function of person (P) + environment (E)

$$B = f(P, E)$$

the best intervention strategy should focus both on person (P) as well as environment (E)

Critically discuss and evaluate the working memory.

Describe with a schematic diagram, the curve of Forgetting.

What is a memory trace? Delineate the memory trace decay theory.

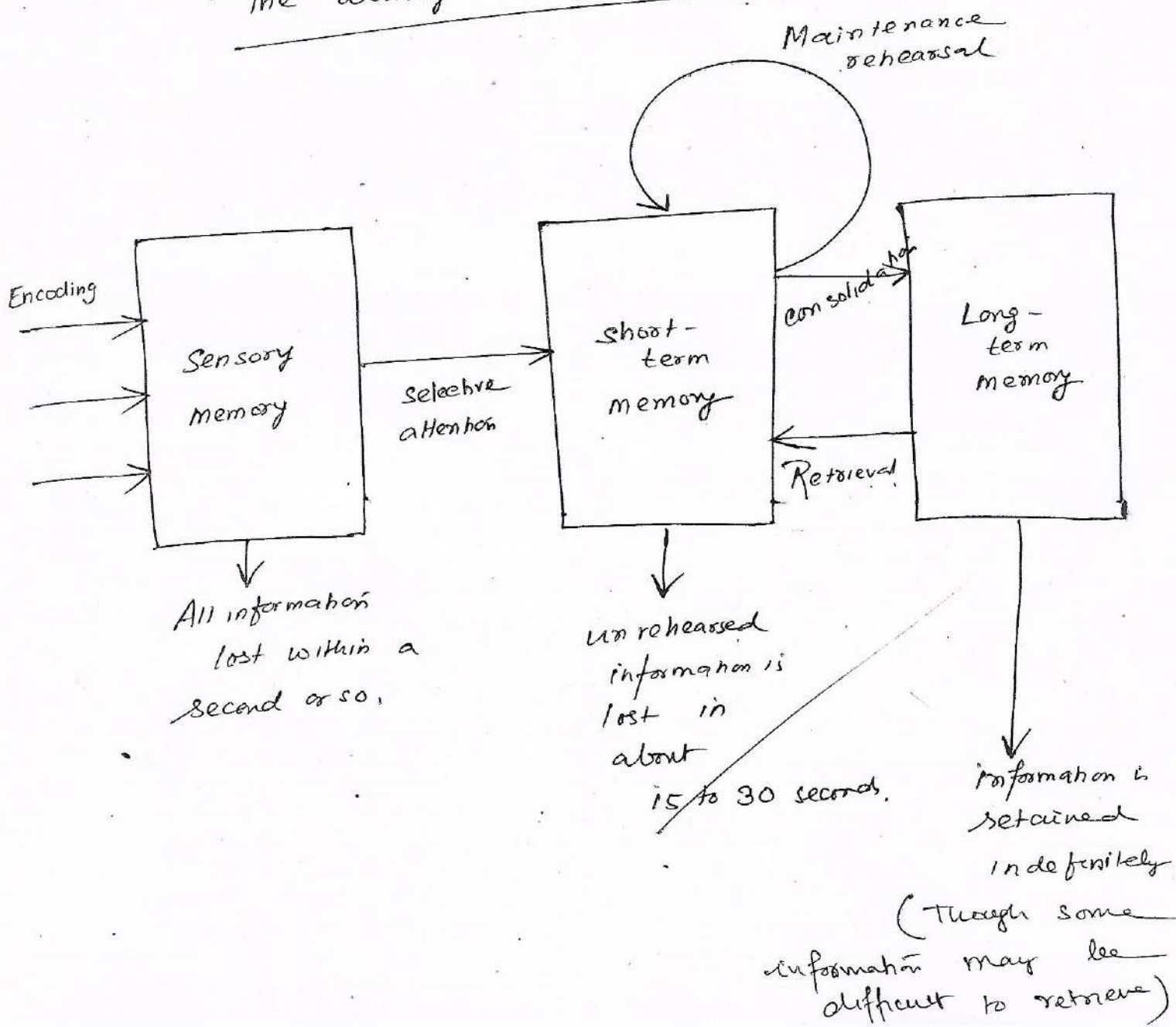
WBCS, 2013,
WBCS, 2015

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(18 marks)

Ans.

The Working Memory model



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Please turn over.

Strengths of Working memory

Researchers today generally agree that short-term memory is made up of a number of components or subsystems. The working memory model has replaced the idea of a unitary STM as suggested by multistore model.

The working memory model explains a lot more than the multistore model. It makes sense of a range of tasks - verbal reasoning, comprehension, reading, problem solving, & visual & spatial processing. The model applies to real life tasks -

- reading (phonological loop)
- problem solving (central executive)
- navigation (visual & spatial processing)

KF case study supports the working memory model. KF suffered brain damage from a motor cycle accident that damaged his STM. KF's impairment was mainly verbal information - his memory for visual information was largely unaffected.

This shows presence of separate STM components for visual information (VSS) and verbal information (phonological loop).

Working memory is supported by dual task studies

Weakness of Working memory

Liebermann (1980) criticizes the working memory model as visuo-spatial sketch pad (VSS) which implies that all spatial information was first visual. However Lieberman points out that blind people have excellent spatial awareness although they have never had any visual information. Hence Lieberman argues that VSS should be separated in two different components.

- ① for Visual information
- ② for Spatial information

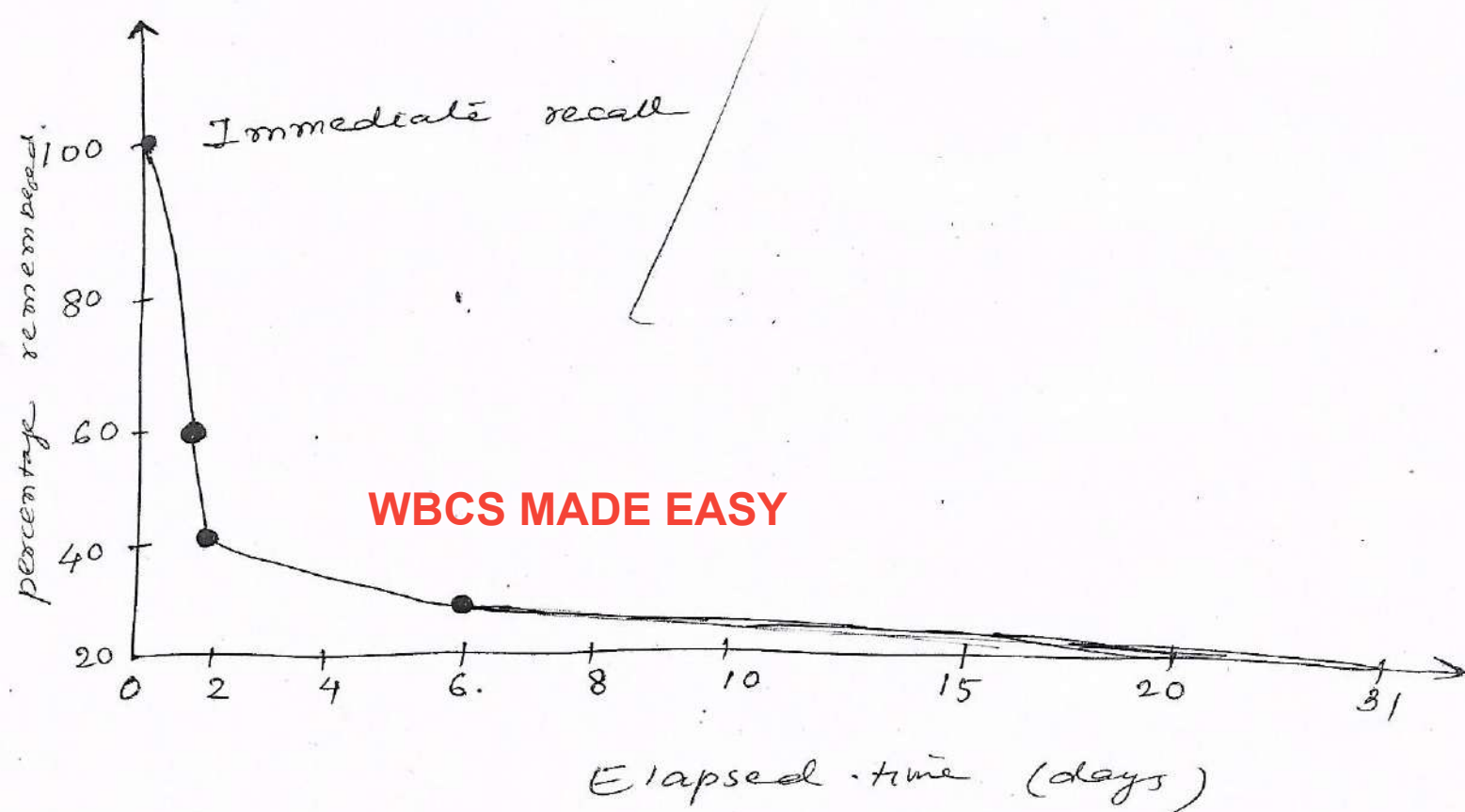
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There is also little direct evidence on how central executive works. Its capacity has never been measured.

Working memory involves only STM, so it is not a comprehensive model of memory.

Also the working memory model does not explain changes in processing ability that occur as the result of practice of time.

Ebbinghaus was one of the first researchers to study forgetting. The following 'curve of forgetting' shows that forgetting happens quickly within the first hour after learning ~~the data~~ and then tapers off gradually. Research has found that spacing out one's study session, or distributed practice, will produce far better retrieval of information studied in this way than does massed practice or the attempt to study a body of material all at once.



A memory trace is some physical change in the brain, perhaps in a neuron or in the activity between neurons, which occurs when a memory is formed.

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Over time, if these traces are not used, they may decay, fading into nothing. Forgetting in sensory memory and short-term memory seems easy to explain as decay.

Information that is not brought to attention in sensory memory or continuously rehearsed in STM will fade away. But is decay a good explanation for forgetting from LTM?

When we refer to LTM, decay theory is usually called DISUSE and the

phrase "USE IT OR LOSE IT" takes

a greater meaning.

28/5/17