

## SAMPLE ESSAY QUESTIONS 1

1. What is psychology? Discuss the goals of studying psychology.  
(Skema jawaban)

*Psychology is the study of cognitions, emotions, and behavior. Psychologists are involved in a variety of tasks. Many spend their careers designing and performing research to better understand how people behave in specific situations, how and why we think the way we do, and how emotions develop and what impact they have on our interactions with others. These are the research psychologists who often work in research organizations or universities. Industrial-organizational psychologists work with businesses and organizations to help them become more productive, effective, and efficient, and to assist them in working with their employees and their customers. Practitioners, typically counseling and clinical psychologists, work with individuals, couples, families, and small groups to help them feel less depressed, less anxious, become more productive or motivated, and overcome issues which prevent them from living up to their potential.*

*The study of psychology has five basic goals:*

- 1. Describe – The first goal is to observe behavior and describe, often in minute detail, what was observed as objectively as possible*
- 2. Explain – While descriptions come from observable data, psychologists must go beyond what is obvious and explain their observations. In other words, why did the subject do what he or she did?*
- 3. Predict – Once we know what happens, and why it happens, we can begin to speculate what will happen in the future. There's an old saying, which very often holds true: "the best predictor of future behavior is past behavior."*
- 4. Control – Once we know what happens, why it happens and what is likely to happen in the future, we can exert control over it. In other words, if we know you choose abusive partners because your father was abusive, we can assume you will choose another abusive partner, and can therefore intervene to change this negative behavior.*
- 5. Improve – Not only do psychologists attempt to control behavior, they want to do so in a positive manner, they want to improve a person's life, not make it worse. This is not always the case, but it should always be the intention.*

2. Discuss how the Jean Piaget's Cognitive Development Theory maintains that children go through specific stages as their intellect and ability to see relationships matures.

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*Probably the most cited theory in the cognitive development in children is Jean Piaget (1896-1980). As with all stage theories, Piaget's Theory of Cognitive Development maintains that children go through specific stages as their intellect and ability to see relationships matures. These stages are completed in a fixed order with all children, even those in other countries. The age range, however can vary from child to child.*

*Sensorimotor Stage. This stage occurs between the ages of birth and two years of age, as infants begin to understand the information entering their sense and their ability to interact with the world. During this stage, the child learns to manipulate objects although they fail to understand the permanency of these objects if they are not within their current sensory perception. In other words, once an object is removed from the child's view, he or she is unable to understand that the object still exists.*

*The major achievement during this stage is that of Object Permanency, or the ability to understand that these objects do in fact continue to exist. This includes his ability to understand that when mom leaves the room, she will eventually return, resulting in an increased sense of safety and security. Object Permanency occurs during the end of this stage and represents the child's ability to maintain a mental image of the object (or person) without the actual perception.*

*Preoperational Stage. The second stage begins after Object Permanency is achieved and occurs between the ages of two to seven years of age. During this stage, the development of language occurs at a rapid pace. Children learn how to interact with their environment in a more complex manner through the use of words and images. This stage is marked by Egocentrism, or the child's belief that everyone sees the world the same way that she does. The fail to understand the differences in perception and believe that inanimate objects have the same perceptions they do, such as seeing things, feeling, hearing and their sense of touch.*

*A second important factor in this stage is that of Conservation, which is the ability to understand that quantity does not change if the shape changes. In other words, if a short and wide glass of water is poured into a tall and thin glass. Children in this stage will perceive the taller glass as having more water due only because of it's height. This is due to the children's inability to understand reversibility and to focus on only one aspect of a stimulus (called centration), such as height, as opposed to understanding other aspects, such as glass width.*

*Concrete Operations Stage. Occurring between ages 7 and about 12, the third stage of cognitive development is marked by a gradual decrease in centristic thought and the increased ability to focus on more than one aspect of a stimulus. They can understand the concept of grouping, knowing that a small dog and a large dog are still both dogs, or that pennies, quarters, and dollar bills are part of the bigger concept of money.*

*They can only apply this new understanding to concrete objects ( those they have actually experienced). In other words, imagined objects or those they have not seen, heard, or*

*touched, continue to remain somewhat mystical to these children, and abstract thinking has yet to develop.*

*Formal Operations Stage. In the final stage of cognitive development (from age 12 and beyond), children begin to develop a more abstract view of the world. They are able to apply reversibility and conservation to both real and imagined situations. They also develop an increased understanding of the world and the idea of cause and effect. By the teenage years, they are able to develop their own theories about the world. This stage is achieved by most children, although failure to do so has been associated with lower intelligence.*

3. Sigmund Freud's Stages of Psychosexual Development are, like other stage theories, completed in a predetermined sequence and can result in either successful completion or a healthy personality or can result in failure, leading to an unhealthy personality. How do you relate this stages theory into your own life?

(Skema jawaban).

#### *Freud's Stages of Psychosexual Development*

*Sigmund Freud (1856-1939) is probably the most well known theorist when it comes to the development of personality. Freud's Stages of Psychosexual Development are, like other stage theories, completed in a predetermined sequence and can result in either successful completion or a healthy personality or can result in failure, leading to an unhealthy personality. This theory is probably the most well known as well as the most controversial, as Freud believed that we develop through stages based upon a particular erogenous zone. During each stage, an unsuccessful completion means that a child becomes fixated on that particular erogenous zone and either over- or under-indulges once he or she becomes an adult.*

*Oral Stage (Birth to 18 months). During the oral stage, the child is focused on oral pleasures (sucking). Too much or too little gratification can result in an Oral Fixation or Oral Personality which is evidenced by a preoccupation with oral activities. This type of personality may have a stronger tendency to smoke, drink alcohol, over eat, or bite his or her nails. Personality wise, these individuals may become overly dependent upon others, gullible, and perpetual followers. On the other hand, they may also fight these urges and develop pessimism and aggression toward others.*

*Anal Stage (18 months to three years). The child's focus of pleasure in this stage is on eliminating and retaining feces. Through society's pressure, mainly via parents, the child has to learn to control anal stimulation. In terms of personality, after effects of an anal fixation*

*during this stage can result in an obsession with cleanliness, perfection, and control (anal retentive). On the opposite end of the spectrum, they may become messy and disorganized (anal expulsive).*

*Phallic Stage (ages three to six). The pleasure zone switches to the genitals. Freud believed that during this stage boys develop unconscious sexual desires for their mother. Because of this, he becomes rivals with his father and sees him as competition for the mother's affection. During this time, boys also develop a fear that their father will punish them for these feelings, such as by castrating them. This group of feelings is known as Oedipus Complex (after the Greek Mythology figure who accidentally killed his father and married his mother).*

*Later it was added that girls go through a similar situation, developing unconscious sexual attraction to their father. Although Freud strongly disagreed with this, it has been termed the Electra Complex by more recent psychoanalysts.*

*According to Freud, out of fear of castration and due to the strong competition of his father, boys eventually decide to identify with him rather than fight him. By identifying with his father, the boy develops masculine characteristics and identifies himself as a male, and represses his sexual feelings toward his mother. A fixation at this stage could result in sexual deviancies (both overindulging and avoidance) and weak or confused sexual identity according to psychoanalysts.*

*Latency Stage (age six to puberty). It's during this stage that sexual urges remain repressed and children interact and play mostly with same sex peers.*

*Genital Stage (puberty on). The final stage of psychosexual development begins at the start of puberty when sexual urges are once again awakened. Through the lessons learned during the previous stages, adolescents direct their sexual urges onto opposite sex peers, with the primary focus of pleasure is the genitals.*

