Solutions

Each answer shows the steps, then the **result**.

2.1

- explains well: hunger or thirst, where behaviour reduces a physiological need; explains poorly: curiosity or risk-seeking, where behaviour raises arousal

2.2

- performance is best at moderate arousal, and the optimum is lower for difficult tasks than for easy ones

2.3

(a)

- the overjustification effect

(b)

- rewarding an already intrinsically motivating activity can reduce interest once the reward stops

3.1 B

- the optimum level of arousal falls as difficulty rises

3.2 B

- the activity itself supplies the motivation

3.3

(a)

- the bonus may replace intrinsic satisfaction and reduce effort when it ends

(b)

- tie recognition to competence and progress rather than to each unit of output, since feedback about mastery supports intrinsic motivation instead of substituting for it

3.4

(a)

- The children already had **intrinsic** motivation — they drew for its own sake (1). Being promised a reward supplied an **extrinsic** motive, and they came to attribute their drawing to the certificate rather than to enjoyment (1); when the reward stopped, so did the reason to draw. This is the **overjustification effect** (1)

(b)

- Group 2's certificate was unexpected, so it could not have been the reason they were drawing at the time — their explanation of their own behaviour was left intact (1)

(c)

- The **Yerkes–Dodson law** (1): performance improves with arousal up to an optimum and then declines, and that optimum is **higher for easy tasks than for difficult ones** (1)

(d)

- Drive-reduction theory says an unmet biological need creates a drive, and behaviour is motivated by reducing that drive to restore homeostasis (1). It cannot explain behaviour that **raises** arousal with no need to satisfy — riding a rollercoaster, or eating dessert when already full