

Exercise walk-through

2.1

Cognition, language and learning: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

Concepts 2

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Working memory supports current processing. Long-term memory includes explicit and implicit forms.

Language uses phonemes for sound contrasts and morphemes for meaning units.
Problem solving can be limited by fixation or biased heuristics.

Reason through the worked case

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A child hears a tune before lunch and later salivates to it. Separately, a child earns a token after reading and reads more often. Explain the different processes.

The tune predicts food; salivation to the cue fits classical conditioning. Reading produces a token and subsequently increases; adding that consequence fits positive reinforcement. A pleasant event is not automatically reinforcement: the evidence must include a change in the target action.

Check the transfer argument

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Cued retrieval succeeds, so complete absence of stored information is too strong. The difficulty may concern access without a cue. Compare free recall, cued recall and recognition for the same material, controlling exposure and test order. Recognition is easier partly because cues differ, not because it proves an entirely different permanent memory.

Accept a different explanation when its evidence and limits are justified.

Exercises 2.1·2.3

2.1 Food following a lever press that increases pressing is: [1]

A. positive reinforcement B. negative punishment C. classical extinction

2.2 The smallest meaningful unit is a: [1]

A. phoneme B. morpheme C. neuron

2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]

Exercises 2.1·2.3

2.1 Food following a lever press that increases pressing is: [1]

A. positive reinforcement B. negative punishment C. classical extinction

2.1 Answer: A. A consequence is added and behaviour increases. The other options do not satisfy the stated defining conditions.

2.2 The smallest meaningful unit is a: [1]

A. phoneme B. morpheme C. neuron

2.2 Answer: B. Morphemes carry meaning; phonemes distinguish sounds. Compare the exact process, design or evidence, rather than an associated keyword.

2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]

2.3 Use the worked case evidence to support a bounded claim and explain why a causal, universal or stronger claim needs additional evidence. The claim must fit the specific design and observed process.

Exercise 3.1

3.1 Students remember a definition when shown its first letter but fail to recall it unaided. One claims the memory never existed. Evaluate and propose a comparison. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check.

[4]

Exercise 3.1

3.1 Students remember a definition when shown its first letter but fail to recall it unaided. One claims the memory never existed. Evaluate and propose a comparison. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]

3.1 Cued retrieval succeeds, so complete absence of stored information is too strong. The difficulty may concern access without a cue. Compare free recall, cued recall and recognition for the same material, controlling exposure and test order. Recognition is easier partly because cues differ, not because it proves an entirely different permanent memory. Award B1 each (authored) for the interpretation, its reasoning, a relevant limitation/alternative and an appropriate check, up to four points. Accept a different justified answer satisfying these demands.