

Azad Jammu Kashmir Board

1st Year Arts

Psychology

Chapter-wise original notes • Introduction, Learning, Memory, Personality, Intelligence, Motivation

- Introduction to Psychology
 - Learning
 - Memory
 - Personality
 - Intelligence
- Motivation and Emotion

IMPORTANT NOTE — PLEASE READ

These are **original study and revision notes only**, written in simple, fresh wording for learning and revision. They are **NOT official AJK Board notes**, they are **NOT leaked material**, and they carry **NO guarantee** of exam questions, marks, or results.

Subjects and topics follow the standard 1st Year Arts syllabus in general terms only. No verified AJK-specific official scheme is claimed here. For the exact syllabus, textbook, and official instructions, always follow your textbook and your teacher / board guidance.

How to use this PDF: Read one section at a time, cover the answers and try the questions yourself, then check the answer key. Use the revision checklist at the end before a test.

How to Use These Notes

Each section in this PDF follows the same simple pattern so that revision stays easy and predictable. First comes a plain explanation in everyday language. Then a short list of important points to remember. After that you will find short questions and answers for quick revision, longer questions and answers for deeper understanding, and multiple-choice questions with an answer key to test yourself. At the end of the whole PDF there is a revision checklist. Tick each item only when you can explain it in your own words without looking at the notes.

A note on wording: every explanation here is written afresh for study purposes. If a word or example in your textbook is different, trust your textbook for the exact course wording and use these notes only to understand the idea more clearly.

Study tip: short, regular revision works better than reading everything once. Read, close the page, recall the main idea aloud, and then write two or three lines from memory. That small habit helps far more than re-reading alone.

Section 1 — Introduction to Psychology

Psychology is the scientific study of behaviour and mental processes. Behaviour means what a person does and how they act in a situation, while mental processes include thinking, feeling, remembering, and perceiving. Psychology tries to study these things in a careful, organised way rather than relying only on guesswork or personal opinion.

Psychologists usually work with four broad goals. First, they describe what is happening. Second, they try to explain why it is happening. Third, they try to predict what may happen in a similar situation. Fourth, they explore how behaviour or a situation might be changed in a helpful direction. These goals keep the subject practical, because understanding alone is less useful if it cannot guide better decisions in daily life.

Psychology is called a science because it uses observation, clear questions, and careful checking. A researcher first notices a question, then gathers information in a planned way, and then checks whether the pattern holds up. This careful approach helps separate a strong finding from a single story or a popular belief.

The subject has many branches. Some branches focus on learning and development across life, others on mental health and counselling, and others on work, education, health, or social life. All of them share the same basic interest: understanding people so that teaching, care, work, and relationships can improve.

Important points to remember

- Psychology studies both observable behaviour and inner mental processes.
- Its four goals are to describe, explain, predict, and help guide change.
- Scientific study means planned observation and careful checking, not guesswork.
- Different branches apply the same basic ideas to education, health, work, and social life.
- A psychologist and a medical doctor have different training and roles; both may help people, but in different ways.

Short questions and answers

Q: What is psychology in simple words?

A: It is the scientific study of behaviour and mental processes such as thinking, feeling, remembering, and perceiving.

Q: Name the four goals of psychology.

A: To describe behaviour, explain why it happens, predict what may happen next, and help guide helpful change.

Q: Why is psychology called a science?

A: Because it uses planned observation, clear questions, and careful checking instead of relying only on opinion.

Q: Give one everyday use of psychology.

A: A teacher can use ideas about attention and motivation to plan lessons that students find easier to follow.

Long questions and answers

Q: Explain how psychologists study a question scientifically.

A: A psychologist begins with a clear question, for example why students remember some lessons better than others. Then information is gathered in a planned way, such as by observing a class or asking structured questions. The results are compared carefully, and conclusions are drawn only when a pattern appears more than once. If the pattern does not hold up, the idea is revised. This step-by-step checking is what makes the study scientific.

Q: How do the different branches of psychology connect with daily life?

A: Although branches focus on different areas, they all study people. Educational ideas help in teaching and learning, health-related ideas help people build better habits, work-related ideas help in teamwork and job satisfaction, and social ideas help us understand groups and relationships. Together they show that psychology is not only about problems; it is also about learning, growth, and everyday well-being.

Multiple-choice questions

1. Psychology mainly studies:

- A. Only the brain
- B. Behaviour and mental processes
- C. Only dreams
- D. Only animals

2. Which is NOT one of the four goals of psychology?

- A. Describe
- B. Explain
- C. Predict
- D. Ignore

3. A scientific approach in psychology depends most on:

- A. Guesswork
- B. Planned observation and checking
- C. Popular sayings
- D. A single story

4. Perceiving, thinking and remembering are examples of:

- A. Mental processes
- B. Physical exercise
- C. Weather changes
- D. Tools

5. Psychology is useful in daily life because it helps us understand:

- A. Only examinations
- B. People, learning and relationships
- C. Only machines
- D. Only history

Answer key: 1-B, 2-D, 3-B, 4-A, 5-B

Section 2 — Learning

Learning means a relatively lasting change in behaviour or understanding that comes from experience. A change that lasts only a moment, or that comes only from tiredness or illness, is not usually counted as learning. When a student practises a skill and can still use it days later, that lasting change shows that learning has taken place.

One well-known way of learning is through association. When two things regularly occur together, a person begins to link them in the mind. For example, if a calm study place is regularly linked with focused work, simply sitting in that place can help a student feel ready to study. The link is learned, not inborn.

Another way is through consequences. Actions that are followed by a pleasant or useful result tend to be repeated, while actions followed by an unpleasant result tend to be avoided. Praise, a sense of achievement, or a useful reward can therefore strengthen a habit, while consistent, fair correction can reduce an unhelpful habit. The key idea is that what follows an action shapes whether it continues.

People also learn by watching others. A student may learn a good study method by watching a classmate, or learn a sport technique by watching a coach. Observation is powerful because it lets a person learn without having to try every mistake personally. For learning to last, however, practice, feedback, and motivation still matter a great deal.

Important points to remember

- Learning is a relatively lasting change that comes from experience.
- Association links two things that regularly occur together.
- Consequences shape behaviour: helpful results strengthen an action, unhelpful results weaken it.
- Observation lets people learn by watching others.
- Practice, feedback, interest, and rest all support lasting learning.

Short questions and answers

Q: Define learning in simple words.

A: Learning is a relatively lasting change in behaviour or understanding that comes from experience.

Q: What is learning by association?

A: It is learning in which two things that regularly occur together become linked in the mind.

Q: How do consequences affect learning?

A: Helpful results tend to strengthen an action so it is repeated, while unpleasant results tend to weaken it.

Q: Why is practice important?

A: Practice turns a new idea into a stable skill that can be recalled and used later.

Long questions and answers

Q: Explain learning through consequences with a study example.

A: Suppose a student revises regularly and then feels confident in class discussion. That pleasant sense of confidence acts as a helpful consequence, so the student is more likely to revise again. On the other hand, if a student leaves all revision to the last night and feels confused and stressed, that unpleasant result discourages the same habit. Over time, the pattern of consequences quietly teaches which habits are worth keeping.

Q: Why does observation alone not guarantee learning?

A: Watching someone else can give a clear idea of what to do, but the watcher still needs to try the skill, receive feedback, and practise it. Without practice, the idea may fade. Without feedback, mistakes may go unnoticed. Observation is therefore a useful starting point, while practice and correction turn it into real, lasting learning.

Multiple-choice questions

1. Learning is best described as:

- A. A momentary change
- B. A relatively lasting change from experience
- C. Only memorising words
- D. A change caused only by tiredness

2. When two regularly paired things become linked in the mind, this is learning by:

- A. Association
- B. Sleeping
- C. Forgetting
- D. Guessing

3. A helpful consequence after an action usually:

- A. Weakens the action
- B. Has no effect
- C. Strengthens the action
- D. Erases memory

4. Learning by watching others is called:

- A. Sleeping
- B. Observational learning
- C. Dreaming
- D. Copying a book

5. Which factor most supports lasting learning?

- A. No practice at all
- B. Practice with feedback
- C. Avoiding all effort
- D. Rushing once

Answer key: 1-B, 2-A, 3-C, 4-B, 5-B

Section 3 — Memory

Memory is the ability to take in information, keep it, and bring it back when it is needed. Psychologists often describe three stages. Encoding is taking information in and making sense of it. Storage is keeping it over time. Retrieval is finding it again when it is needed, for example during a test or a conversation.

Not all memory works in the same way. Some impressions last only a very short time unless we pay attention to them. Short-term memory holds a small amount of information for a brief period, such as a phone number just heard. Long-term memory can hold a much larger amount for a much longer time, including facts, skills, and personal experiences.

Forgetting is normal and has several common reasons. Sometimes information was never properly encoded because attention was divided. Sometimes similar information interferes with recall. Sometimes the cue needed to retrieve a memory is missing, so the information feels close but cannot be found at that moment. Understanding these reasons helps students stop blaming themselves and instead change their study method.

Memory improves when learning is organised and meaningful. Grouping related ideas, connecting new facts to what is already known, revising after a gap, and testing oneself all strengthen recall. Sleep and calm attention also matter, because a tired or rushed mind encodes information less clearly.

Important points to remember

- Memory involves encoding, storage, and retrieval.
- Short-term memory is brief and limited; long-term memory is larger and longer-lasting.
- Forgetting can come from weak encoding, interference, or missing retrieval cues.
- Organising ideas, spaced revision, and self-testing improve recall.
- Attention, understanding, and rest support better memory.

Short questions and answers

Q: What are the three stages of memory?

A: Encoding (taking information in), storage (keeping it), and retrieval (bringing it back).

Q: How is short-term memory different from long-term memory?

A: Short-term memory holds a small amount briefly, while long-term memory holds much more for a much longer time.

Q: Name two common reasons for forgetting.

A: Weak encoding when attention is divided, and interference from similar information.

Q: Give one practical way to improve memory.

A: Revise after a gap and test yourself instead of only re-reading the same page.

Long questions and answers

Q: Explain why a student may know something at home but forget it in a test.

A: At home the student may recall with the help of notes, a familiar place, or a relaxed mood. In a test those cues may be absent, and stress may narrow attention. If the learning was based only on re-reading, retrieval may be weak. Practising recall without notes, in varied conditions, builds stronger retrieval so the memory is less dependent on one cue.

Q: How can organisation improve memory?

A: When ideas are grouped by meaning, the mind stores them as connected patterns rather than separate fragments. A student who links causes, examples, and results together can recall one part and use it to recover the rest. Charts, headings, and summaries help because they show the structure clearly, making both storage and retrieval easier.

Multiple-choice questions

1. The three stages of memory are:

- A. Seeing, hearing, speaking
- B. Encoding, storage, retrieval
- C. Reading, writing, sleeping
- D. Birth, growth, death

2. Encoding means:

- A. Forgetting everything
- B. Taking information in and making sense of it
- C. Sleeping deeply
- D. Speaking loudly

3. Retrieval is:

- A. Bringing stored information back when needed
- B. Deleting information
- C. Ignoring information
- D. Writing notes

4. Which habit usually strengthens recall?

- A. Only re-reading once
- B. Self-testing after a gap
- C. Studying while distracted
- D. Skipping revision

5. Interference as a cause of forgetting means:

- A. Similar information gets mixed up
- B. The brain stops working
- C. Books are lost
- D. Time stops

Answer key: 1-B, 2-B, 3-A, 4-B, 5-A

Section 4 — Personality

Personality refers to the fairly consistent pattern in how a person thinks, feels, and behaves across situations. Two people may face the same event yet respond differently, and those stable differences in style are part of what we call personality. It does not mean a person never changes; it means there is a recognisable pattern over time.

One way to describe personality is through traits, which are stable tendencies such as being organised, sociable, calm, or curious. Another way is through types, which group people into broad categories. Trait descriptions are usually more flexible, because a person can be high on one trait and moderate on another, rather than fitting neatly into a single box.

Some theories give more weight to early experiences and inner conflicts, while others give more weight to growth, choice, and personal goals. Still others focus on learning and social surroundings. No single view explains everything, and modern psychology often combines ideas: inherited tendencies, family life, culture, education, and personal choices all interact.

Personality is studied through observation, interviews, and questionnaires. Each method has limits. People may answer questionnaires in a way they think is expected, and a single observation may not show the full pattern. For this reason, careful assessment looks at behaviour over time and in more than one situation, and avoids labelling a person from one test alone.

Important points to remember

- Personality is a fairly consistent pattern of thinking, feeling, and behaving.
- Traits describe stable tendencies; types place people in broad groups.
- Heredity, family, culture, education, and choice all shape personality.
- Assessment uses observation, interviews, and questionnaires.
- One test or one moment should not be used to label a whole person.

Short questions and answers

Q: What is personality?

A: It is the fairly consistent pattern in how a person thinks, feels, and behaves across situations.

Q: What is a trait?

A: A stable tendency, such as being organised, sociable, calm, or curious.

Q: Name two influences on personality.

A: Family life and culture, or inherited tendencies and education.

Q: Why should one test not label a person?

A: Because behaviour varies with situation and mood, and a single measure may be incomplete or biased.

Long questions and answers

Q: Explain the difference between trait and type descriptions of personality.

A: A type description places a person into a broad category, which is simple but can hide differences within the group. A trait description rates a person on several separate tendencies, so two people in the same broad group can still look quite different. Traits therefore give a richer picture, while types give a quicker, rougher summary.

Q: Why do psychologists consider several influences on personality instead of one cause?

A: A person grows through many interacting forces. Inherited tendencies may shape temperament, family and school shape habits and values, culture shapes expectations, and personal choices shape direction. Looking at only one cause would miss this interaction and could lead to unfair or incomplete conclusions.

Multiple-choice questions

1. Personality refers to a:

- A. Single mood
- B. Fairly consistent pattern of thinking, feeling and behaving
- C. Dress style only
- D. Exam result

2. Being organised or sociable is an example of a:

- A. Trait
- B. Dream
- C. Reflex
- D. Illness

3. Which is an influence on personality?

- A. Family and culture
- B. Weather only
- C. The colour of a book
- D. Nothing at all

4. A good personality assessment should look at behaviour:

- A. Only once
- B. Over time and in more than one situation
- C. Only in one test
- D. Only from rumour

5. Personality is best described as:

- A. Completely fixed at birth
- B. A pattern that can still develop
- C. Only about appearance
- D. The same for everyone

Answer key: 1-B, 2-A, 3-A, 4-B, 5-B

Section 5 — Intelligence

Intelligence is often described as the ability to learn from experience, solve problems, think clearly, and adapt to new situations. It is not only about remembering facts. A person may remember many facts yet struggle to apply them, while another may use fewer facts more wisely. Intelligence therefore involves understanding, reasoning, and flexible thinking.

Thinkers have debated whether intelligence is one general ability or a set of different abilities. Some views stress a general capacity that helps across tasks, while others stress separate strengths such as

verbal skill, number skill, spatial thinking, or practical problem-solving. In daily life, people often show a mix: strong in one area, average in another, and still developing in a third.

Intelligence is also discussed alongside other human qualities. Emotional awareness, social skill, creativity, and persistence all affect how well a person handles real problems. A student who manages stress, works well with others, and keeps trying after failure may succeed even when a task is difficult at first. Tests alone do not capture all of this.

Intelligence tests must be used with care. A test score can be affected by language, schooling, health, familiarity with test style, and mood on the day. A fair interpretation therefore considers background and other evidence, and never reduces a whole person to a single number. The aim of studying intelligence is to support learning, not to label learners.

Important points to remember

- Intelligence includes learning, reasoning, problem-solving, and adapting.
- It may involve one general ability, several abilities, or a mix of both.
- Creativity, persistence, and social and emotional skills also matter in real life.
- Test scores can be affected by schooling, language, health, and mood.
- A single score should never define a whole person.

Short questions and answers

Q: Define intelligence in simple words.

A: It is the ability to learn from experience, solve problems, think clearly, and adapt to new situations.

Q: Is intelligence only about remembering facts?

A: No, it also involves understanding, reasoning, and applying ideas flexibly.

Q: Name two things that can affect a test score besides ability.

A: Language familiarity and mood or health on the day, or schooling and test familiarity.

Q: Why do social and emotional skills matter?

A: Because real problems often involve working with others, managing stress, and persisting after setbacks.

Long questions and answers

Q: Why is it misleading to judge intelligence from one test alone?

A: A single test samples only certain tasks at one moment. It may favour a particular language or test style, and it cannot show creativity, practical skill, persistence, or social understanding. A fair judgement therefore combines test evidence with classroom work, observation over time, and background information.

Q: How can a student develop intelligent thinking in study?

A: By asking why an idea works, comparing examples, solving new problems rather than only repeating answers, and explaining ideas in their own words. Seeking feedback, correcting mistakes, and connecting new learning to earlier knowledge all build flexible thinking, which is closer to real intelligence than memorisation alone.

Multiple-choice questions

1. Intelligence is best described as the ability to:

- A. Only memorise facts
- B. Learn, reason, solve problems and adapt
- C. Speak loudly
- D. Avoid all mistakes

2. Which view says intelligence may include several different abilities?

- A. The multiple-abilities view
- B. The single-dream view
- C. The no-learning view
- D. The weather view

3. A test score may be affected by:

- A. Language and schooling
- B. Nothing at all
- C. Only age in years
- D. The colour of paper alone

4. Creativity and persistence are important because they help a person:

- A. Avoid thinking
- B. Handle new problems and keep trying
- C. Memorise without understanding
- D. Ignore others

5. A fair use of an intelligence test means:

- A. Labelling a person for life
- B. Considering background and other evidence
- C. Ignoring all other work
- D. Judging by one number only

Answer key: 1-B, 2-A, 3-A, 4-B, 5-B

Section 6 — Motivation and Emotion

Motivation is what starts, guides, and sustains behaviour towards a goal. A motivated student begins work, stays with it when it becomes difficult, and returns to it after a break. Without motivation, even a capable student may leave work unfinished, while strong motivation can help a student improve steadily through effort and practice.

Motives come from needs, drives, and incentives. A need is something a person requires for well-being, such as food, safety, belonging, or respect. A drive is the inner push that arises from a need, and an incentive is an outside reward or goal that attracts action, such as praise, achievement, or a future opportunity. Together, these forces explain why people act differently in the same situation.

Motivation can be intrinsic, coming from interest and enjoyment in the task itself, or extrinsic, coming from outside rewards or pressure. Intrinsic motivation often lasts longer because the activity itself feels worthwhile, while extrinsic rewards can be helpful in the short term but may lose power if the reward disappears. Good teaching and good study habits try to build both: clear goals and encouragement, plus genuine interest in the subject.

Emotion is closely linked to motivation. Feelings such as joy, fear, anger, and sadness signal how a person is judging a situation and can push behaviour in a direction. A mild sense of challenge can sharpen focus, while strong fear or anger can narrow thinking. Learning to notice feelings, pause, and respond calmly is therefore part of managing motivation well.

Important points to remember

- Motivation starts, guides, and sustains behaviour towards a goal.
- Needs create drives, and incentives are outside goals that attract action.
- Intrinsic motivation comes from interest; extrinsic motivation comes from outside rewards or pressure.
- Emotion signals how a situation is judged and can help or hinder focus.
- Clear goals, encouragement, and interest together support lasting motivation.

Short questions and answers

Q: What is motivation?

A: It is what starts, guides, and sustains behaviour towards a goal.

Q: What is the difference between a need and an incentive?

A: A need is something required for well-being, while an incentive is an outside reward or goal that attracts action.

Q: What is intrinsic motivation?

A: Motivation that comes from interest and enjoyment in the task itself.

Q: How can emotion affect study?

A: A mild challenge can sharpen focus, while strong fear or anger can narrow thinking and disturb study.

Long questions and answers

Q: Explain intrinsic and extrinsic motivation with study examples.

A: A student who reads extra material because the topic feels interesting is intrinsically motivated; the reading itself is rewarding. A student who studies mainly for praise or a prize is extrinsically motivated; the outside reward drives the effort. Both can help, but interest-based motivation usually lasts longer, because it does not depend on a reward being offered each time.

Q: How can a student manage low motivation?

A: By breaking a large task into small, clear steps, setting a short time goal, and rewarding completion with a brief break. Connecting the task to a personal goal, studying in a calm place, and reviewing progress can also help. If low mood persists, talking to a teacher, family member, or counsellor is a sensible step rather than struggling alone.

Multiple-choice questions

1. Motivation is what:

- A. Stops all action
- B. Starts, guides and sustains behaviour towards a goal
- C. Only causes sleep
- D. Replaces learning

2. An incentive is:

- A. An inner need only
- B. An outside reward or goal that attracts action
- C. A type of dream
- D. A physical illness

3. Intrinsic motivation comes from:

- A. Interest in the task itself
- B. Only punishment
- C. A prize alone
- D. Fear alone

4. Extrinsic motivation depends mainly on:

- A. Outside rewards or pressure
- B. Nothing
- C. Only curiosity
- D. Only sleep

5. Strong fear during study usually:

- A. Improves all thinking
- B. Narrows thinking and disturbs focus
- C. Has no effect
- D. Guarantees success

Answer key: 1-B, 2-B, 3-A, 4-A, 5-B

Revision Checklist

Use this checklist for Psychology. Tick an item only when you can explain it in your own words, give one example, and answer a related question without help.

- Explain psychology and its four goals in your own words.
- Describe learning by association, by consequences, and by observation, with one example of each.
- Explain encoding, storage, and retrieval, and two reasons for forgetting.
- Distinguish traits from types and name three influences on personality.
- Explain intelligence as more than memorising, and why one test score is not enough.
- Distinguish intrinsic from extrinsic motivation and explain how emotion affects study.
- Answer five MCQs from each section without looking at the key, then check your answers.

Final reminder: these are original revision notes only — not official AJK Board notes, not leaked material, and not a guarantee of any exam outcome. Always confirm the exact syllabus and textbook wording with your teacher.