



**BERJAYA SCHOOL OF HUMANITIES & SOCIAL SCIENCES**  
**Faculty of Liberal Arts**

**FINAL EXAMINATION**

Student ID (in Figures) : 

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Student ID (in Words) : \_\_\_\_\_

Course Code & Name : **MPU2232 Thinking Skills**  
Trimester & Year : January 2018  
Lecturer/Examiner : Dorcas Lam Yarn Pooi  
Duration : 2 hours

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**INSTRUCTIONS TO CANDIDATES**

1. This question paper consists of 2 parts:  
PART A (60 marks) : READING COMPREHENSION  
PART B (40 marks) : PROBLEM SOLVING
2. Candidates are not allowed to bring any unauthorized materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.
3. This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.
4. Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.

**WARNING:** The University Examination Board (UEB) of BERJAYA University College regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students' Handbook, up to and including expulsion from BERJAYA University College.

**Total number of pages = 8 (including the cover page)**

**PART A : READING COMPREHENSION (60 marks)**

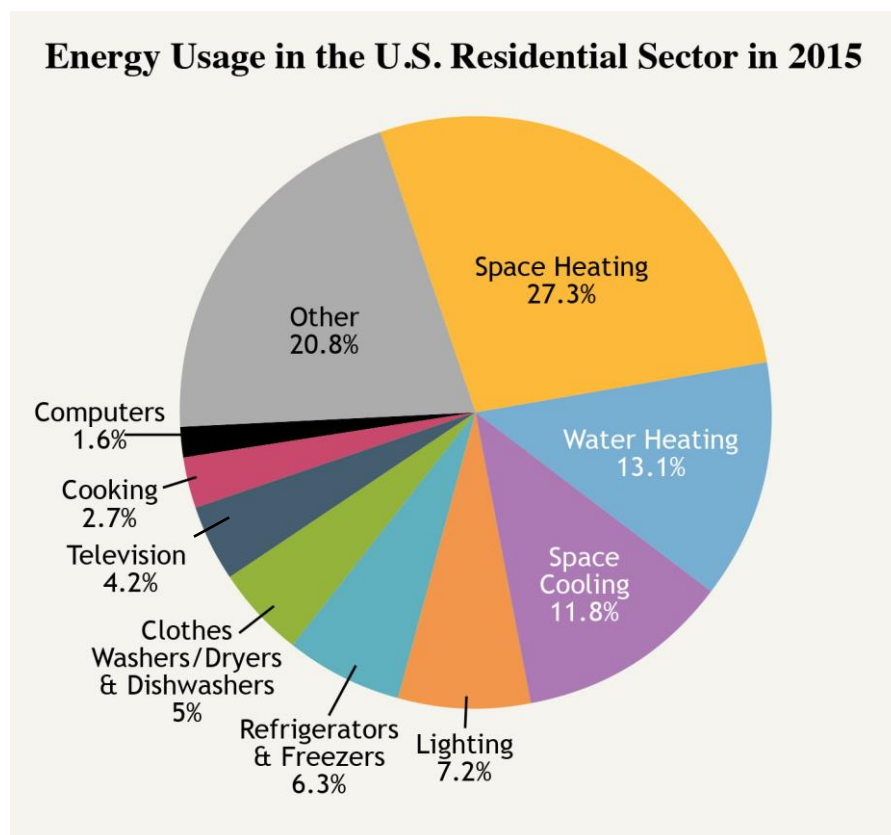
**INSTRUCTION** : There are TWO (2) sections in this part.  
Answer all questions in the answer booklet provided.

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**SECTION 1: DATA ANALYSIS (30 marks)**

**Questions 1 – 5:** Read the pie chart below along with the accompanying text, and answer each question based on the information given.

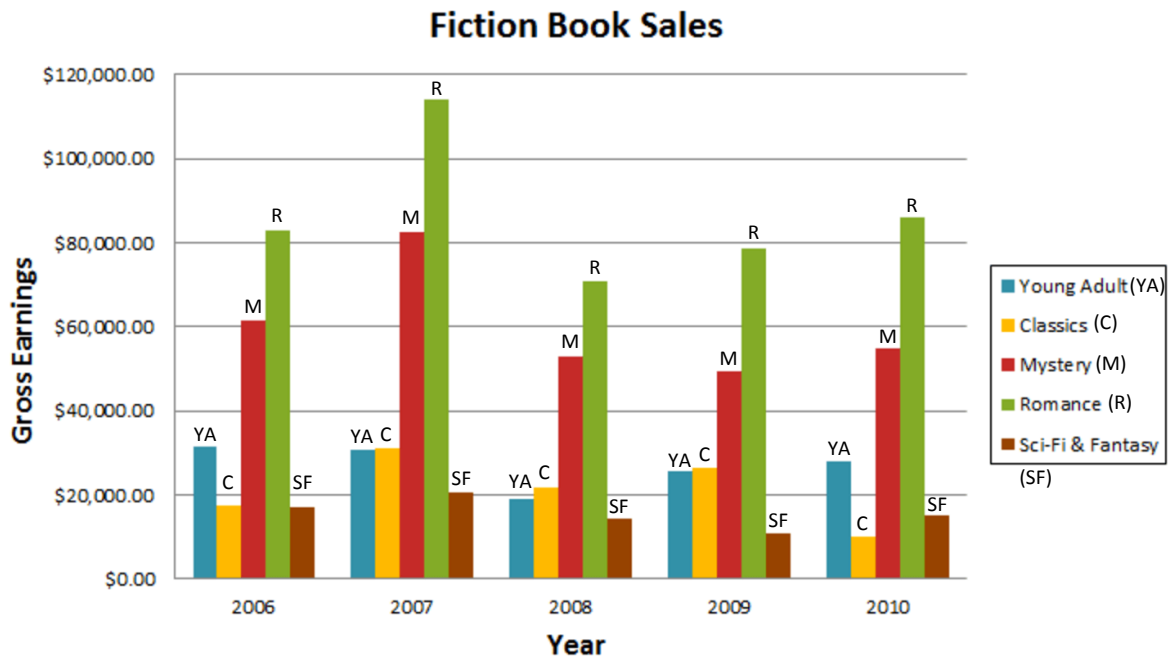
A study was conducted in the United States in 2015 to study energy consumption in the residential sector, and the pie chart below shows the findings of the study.



1. What category consumes the highest amount of energy? (1 mark)
2. What category consumes the least amount of energy? (1 mark)
3. Which category consumes more energy: lighting or refrigerators & freezers? (1 mark)
4. If this study were conducted in a tropical country like Malaysia, predict **two (2) differences** that you think will occur in the findings and explain why they might occur. (6 marks)
5. If this study were conducted in a developing country like Uganda, predict **two (2) differences** that you think will occur in the findings and explain why they might occur. (6 marks)

**Questions 6 – 10:** Read the bar graph below along with the accompanying text, and answer each question based on the information given.

The bar graph below reflects the sales of fiction books over 5 years (2006 – 2010) at Sally’s bookshop that is located within a residential area.



6. Which year has the highest overall sales of books? (1 mark)
7. In which year do the sales of sci-fi & fantasy books exceed that of classics? (2 marks)
8. The latest Star Wars movie is scheduled to be released in 2011. Name one way in which you think it will affect the sales of fiction books in 2011 and explain why. (3 marks)
9. Describe **two (2) differences** between the sales of books in 2006 and the sales of books in 2008. (4 marks)
10. Based on their sales in 2009, list the genres of books from the genre with the highest sales to the one with the lowest sales. (5 marks)

## SECTION 2: TEXTUAL ANALYSIS (30 marks)

- 1 LET'S face it. Console and computer gaming have been given a bad rap once again with the news that the World Health Organisation (WHO) is close to classifying "gaming disorder" as a mental health condition in its 2018 manual on diseases. I mean, we all saw the news two weeks ago, namely that the WHO had added gaming disorder to the category of "mental, behavioural or neurodevelopmental disorders" in its 11th update of the International Classification of Diseases (ICD-11). I definitely saw it, and I most certainly could anticipate the concern and possible outrage by some quarters on different sides of the gaming coin, namely parents and teachers on one end and gamers on the other. Indeed, the definition in the draft—that a person diagnosed with the disorder will have little to no control over gaming, give priority to gaming until it takes over other life interests and possess a habit of continuous gaming despite the negative effects—definitely sounds alarming. The ICD-11 also goes on to say that such behaviour patterns are "severe enough to significantly affect personal, family, social, educational, occupational or other important areas of functioning". I won't dispute that this definition sounds frightening and dangerous, especially when we consider that gaming is everywhere, be it on computers, consoles, tablets or mobile phones. However, having read the news-pieces knowing full well the weight the ICD carries as an international standard for defining health conditions and diseases, I felt it fit as a gamer to kick off this year with a piece that defends gaming—at least gaming in moderation, of course!
- 2 So, with that out of the way, why am I defending gaming? I'm doing it because I know that there are potential benefits that can be reaped from gaming in moderation. These benefits have been outlined and established through research conducted by psychologists and then summarized by experts like Boston University research professor Peter Gray. Gray compared limiting the time of kids on computers to being "like hunter-gatherer adults limiting their kids' bow-and-arrow time" in an article on *Psychology Today*.
- 3 He then went on to cite another study to argue that repeated playing of fast-paced video games could in fact cause a drastic increase in the scores of players when it comes to testing their visual and spatial abilities, adding that these tests are also a component of some larger examinations that aim to gauge a person's intelligence. At this point, Gray went on to say something I agreed with, namely that "other studies suggest that, depending on the type of game, video games can also increase scores on measures of working memory (the ability to hold several items of information in mind at once), critical thinking, and problem solving." I'm not going to dispute this, having seen and struggled once to play modern flight simulators like those in the Digital Combat Simulators series by Eagle Dynamics - where the function of every switch, knob and button known to civilians is modeled accurately into all the aircraft and helicopters available for the gamer to fly, along with every known quirk and nuance in its aerodynamics. You'll definitely have to hold several items of information in your mind at once to get off the ground, let alone engage the enemy in a DCS game, that much is for sure.
- 4 And moving on to other games—again from my experience—I'll argue that kids can learn a fair deal if given the right 'toys' on their computer, console or tablet. Want to spark their interest in the historical Space Race? Download Buzz Aldrin's Space Program Manager onto their iPad or get it off Steam for their computer. Hoping to launch a love for rocketry and orbital mechanics in your children? Get them a copy of Kerbal Space Program for that! Don't believe me? You can see former International Space Station commander Scott Kelly use Kerbal to teach the basics of orbital mechanics here.
- 5 With that said—how about the violent games out there? Yes, I know the vast majority of

games out there have violence in some form or another in varying degrees of graphic gore and that studies have indeed found that there is a link to violent games and a general desensitization to gruesome violence. Indeed, Gray went on to strengthen his assertion by refuting one of the common criticisms of gaming by proving that there is in fact evidence that video games do not make people violent, citing "The Hitman Study" by Christopher J. Ferguson and Stephanie M. Rueda of Texas A&M International University in an article for *Psychology Today*. "In one experiment, college students were presented with a frustrating mental task and then were assessed for their feelings both of depression and hostility. The significant finding was that regular players of violent video games felt less depressed and less hostile 45 minutes after the frustrating experience than did otherwise similar students who didn't play such games," said Gray. I would still argue that gaming per-se isn't bad, especially if parents know how to protect their children during their formative years.

- 6 The American Academy of Childhood and Adolescent Psychiatry has come up with some guidelines that I think can work, speaking from my experience growing up as a gamer under the watchful eyes of my parents. These guidelines include the advice that parents should play games with their children to be able to see what they're playing, share the experience and be able to discuss the game's content. "There should also be clear rules set about game content and playing time, both in and outside the home, and online interactions should be monitored. Children should be warned about the potential dangers of Internet contacts while playing games online. Additionally, gaming should only be allowed in public areas of the home and not in the child's bedroom and only once all homework and assigned duties have been done," said the Academy.
- 7 So yes, gaming can benefit players if it's done in moderation, and it's up to parents to build the foundation of that moderation. Growing up, my parents limited me to no more than half an hour a day of supervised play, and to that end that's something I'd recommend.

Adapted from <https://www.thestar.com.my/opinion/columnists/in-your-face/2018/01/11/in-defence-of-playing-video-games-electronic-entertainment-has-gotten-a-bad-rap-lately-does-it-deser/>.

**Questions 11 – 14:** Answer the following short-answer questions based on the passage above.

11. State the main claim of the author's argument in **one (1)** complete sentence. (4 marks)
12. What are the **two (2)** main reasons that the author gives to support his main claim? (4 marks)
13. In paragraph 2, the author mentions that "there are potential benefits that can be reaped from gaming in moderation". Paragraph 3 then names four (4) specific skills that children can gain from playing video games. What are the **four (4)** skills? (8 marks)
14. In paragraph 5, the author admits that one of the common criticisms of gaming is violent content in the games. In your opinion, what are **two (2)** other criticisms that people may have concerning gaming? (4 marks)

**Questions 15 – 19:** Each sentence below is taken directly from the passage above. Decide whether each statement is:

- (A) A reason given in support of the author’s position, *or***
- (B) An acknowledgement of a counter-argument that supports a different position, *or***
- (C) A refutation of a counter-argument, *or***
- (D) Evidence given to support a point**

- 15.** “ . . . I know that there are potential benefits that can be reaped from gaming in moderation.” (Paragraph 2) (2 marks)
- 16.** “He then went on to cite another study to argue that repeated playing of fast-paced video games could in fact cause a drastic increase in the scores of players when it comes to testing their visual and spatial abilities . . . ” (Paragraph 3) (2 marks)
- 17.** “ . . . I'll argue that kids can learn a fair deal if given the right 'toys' on their computer, console or tablet.” (Paragraph 4) (2 marks)
- 18.** “Yes, I know the vast majority of games out there have violence in some form or another in varying degrees of graphic gore and that studies have indeed found that there is a link to violent games and a general desensitization to gruesome violence.” (Paragraph 5) (2 marks)
- 19.** “ . . . Gray went on to strengthen his assertion by refuting one of the common criticisms of gaming by proving that there is in fact evidence that video games do not make people violent . . . ” (Paragraph 5) (2 marks)

**END OF PART A**

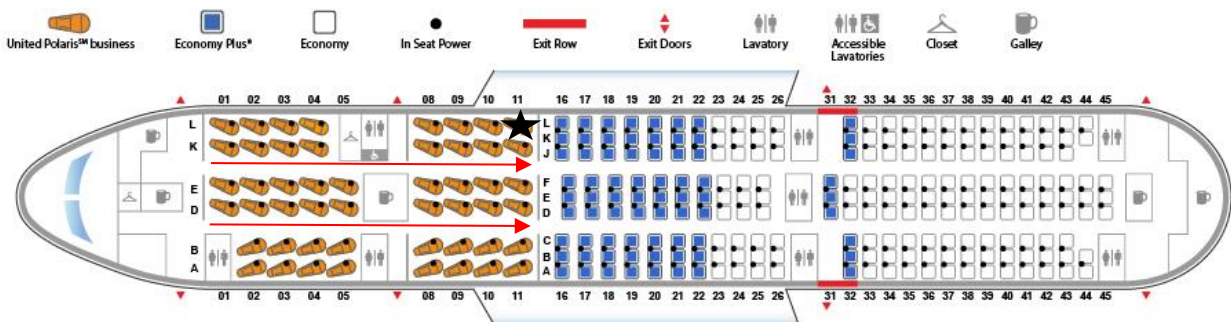
**PART B : PROBLEM SOLVING (40 marks)**

**INSTRUCTION :** There is ONE (1) section in this part.  
Complete the following task in the answer booklet provided.

**SECTION 1: CASE STUDY**

**Scenario:**

Mr. Tan is a frequent flyer with Cozy Airlines. As he was checking in for his flight from Perth, Australia back to KLIA, Malaysia, he was told that he had been upgraded to Business Class due to his loyalty to Cozy Airlines. He was assigned seat 11L.



★ *Mr. Tan's seat*

The diagram above indicates Mr. Tan's seat and also the route that the F&B trolley took when the flight attendant served the passengers' meal. For both the appetizer and the main course, the flight attendant started serving from the aisle between seats B-D before moving to serve the aisle between seats E-K (in the direction indicated by the arrows).

For appetizers, Business Class passengers could choose between:

1. Smoked salmon salad, or
2. Chicken salad

For the main course, the options were:

1. Grilled salmon
2. Grilled chicken breast

For appetizers, Mr. Tan chose smoked salmon salad, and he was told that they had run out of it. For the main course, he chose grilled salmon and was also told that they had run out of it. Mr. Tan rejected the offer of the chicken meal because he does not eat chicken due to health reasons.

**Questions 1 – 2:** Answer each question below based on the scenario presented above.

1. Describe the problem from: (6 marks)
  - i. Mr. Tan’s perspective
  - ii. The flight attendant’s perspective
  
2. Choose one of the perspectives that you have described above (either Mr. Tan’s or the flight attendant’s) and solve the problem from that perspective using the GROW Method. In your answer,
  - i. Identify the specific perspective from which you will solve this problem. (2 marks)
  - ii. Identify the four (4) parts of the GROW Method. (8 marks)
  - iii. Apply all four (4) parts of the GROW Method to the scenario, including a consideration of three (3) possible solutions. (24 marks)

**END OF EXAMINATION PAPER**