CUET PG 2025 Psychology Question Paper with Solutions

Time Allowed :1 Hour 30 Mins	**Maximum Marks :**300	**Total Questions :**75

General Instructions

Read the following instructions very carefully and strictly follow them:

1. The examination duration is 90 minutes. Manage your time effectively to attempt all questions within this period.
2. The total marks for this examination are 300. Aim to maximize your score by strategically answering each question.
3. There are 75 mandatory questions to be attempted in the Atmospheric Science paper. Ensure that all questions are answered.
4. Questions may appear in a shuffled order. Do not assume a fixed sequence and focus on each question as you proceed.
5. The marking of answers will be displayed as you answer. Use this feature to monitor your performance and adjust your strategy as needed.
6. You may mark questions for review and edit your answers later. Make sure to allocate time for reviewing marked questions before final submission.
7. Be aware of the detailed section and sub-section guidelines provided in the exam. Understanding these will aid in effectively navigating the exam.

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1. _____ felt that the soul could exist separately from the body.

(A) Plato
(B) De Anima
(C) Rene Decartes
(D) Gustav Fechner

Correct Answer: (A) Plato

Solution:

Step 1: Understanding the Concept:
The question concerns the philosophical doctrine of mind-body dualism, which posits that the mind (or soul) is a non-physical substance that is distinct and separable from the physical body. We need to identify the philosopher from the given options who is most famously associated with this view.

Step 2: Detailed Explanation:
Let's analyze the options in detail:
(A) Plato: Plato was a foundational figure in Western philosophy and a staunch proponent of dualism. He argued in his theory of Forms that the physical world is not the real world; instead, it is a mere shadow of the eternal and perfect world of Forms. The soul, according to Plato, originates from this world of Forms and is immortal. He believed the soul is imprisoned in the body and can exist independently of it, both before birth and after death. This aligns perfectly with the statement in the question.
(B) De Anima: This is not a person but the title of a famous work by Aristotle, meaning "On the Soul". Aristotle, Plato's student, actually argued against Plato's form of dualism. He proposed a theory called hylomorphism, suggesting the soul is the "form" or essence of the body and thus cannot be separated from it, just as the shape of a wax seal cannot be separated from the wax itself.
(C) René Descartes: Descartes is another very famous dualist, often called the father of modern philosophy. His version, known as substance dualism, argues that the mind (a non-extended, thinking substance) and the body (an extended, non-thinking substance) are fundamentally different. While he also believed they could exist separately, Plato's articulation of the soul's separateness is more ancient and foundational in the history of this idea. In a typical psychology or philosophy context, Plato is the classic answer for this specific concept.
(D) Gustav Fechner: Fechner was a 19th-century German psychologist who founded psychophysics. His work aimed to study the relationship between the mental (psycho) and the physical (physics), attempting to find a scientific basis for their connection, not their separation.

Step 3: Final Answer:
Based on this analysis, Plato is the most accurate and historically significant choice representing the belief that the soul can exist separately from the body.

Quick Tip

For questions on the history of psychology, remember key philosophical roots. Dualism is primarily associated with Plato (ancient) and Descartes (modern). Plato's view emphasizes an immortal soul from a higher realm, which is a classic interpretation of the soul-body separation.

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2. The ability of the nervous system, especially the brain, to adapt to the environment and replace function following damage is known as:

(A) Lateralization
(B) Localization
(C) Neuroplasticity
(D) Neural degeneration

Correct Answer: (C) Neuroplasticity

Solution:

Step 1: Understanding the Concept:
The question asks for the term that describes the brain's remarkable capacity for change. This includes reorganizing its structure, connections, and functions in response to learning, experience, or injury.

Step 2: Detailed Explanation:
Let's examine the meaning of each term:
(A) Lateralization: This refers to the division of labor between the two brain hemispheres. Certain functions, like language production (Broca's area) and comprehension (Wernicke's area), are typically controlled primarily by one hemisphere (usually the left). This describes specialization, not adaptation or recovery.
(B) Localization: This is the theory that specific areas of the brain are responsible for specific psychological functions. For example, the occipital lobe is localized for vision. This concept describes the brain's map, not its ability to redraw that map after damage.
(C) Neuroplasticity: This term, also known as brain plasticity, directly describes the brain's ability to reorganize itself by forming new neural connections throughout life. This allows neurons to compensate for injury and disease and to adjust their activities in response to new situations or changes in their environment. For example, after a stroke, neuroplasticity allows other brain areas to take over the functions of the damaged regions. This is a perfect match for the question's description.
(D) Neural degeneration: This is the opposite of adaptation. It refers to the progressive loss of structure or function of neurons, often leading to cell death. Diseases like Alzheimer's and Parkinson's are characterized by neural degeneration.

Step 3: Final Answer:
The ability of the brain to adapt and reorganize in response to experience or damage is correctly termed neuroplasticity.

Quick Tip

Think of "plastic" as in "moldable" or "changeable." Neuroplasticity means the nervous system is moldable. This concept is fundamental to understanding learning, memory, and recovery from brain injury.

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3. Identify the function of Broca's area from the following options:

(A) Understanding language
(B) Speech production
(C) Motor control
(D) Somatosensory control

Correct Answer: (B) Speech production

Solution:

Step 1: Understanding the Concept:
This question tests your knowledge of functional localization in the brain, specifically concerning the major language centers. We need to identify the primary role of Broca's area.

Step 2: Detailed Explanation:
Let's analyze the functions of key brain areas:
Broca's Area: Located in the posterior inferior frontal gyrus of the dominant hemisphere (usually the left), Broca's area is critically involved in the **production of articulate speech**. It coordinates the muscular movements of the jaw, tongue, and larynx required to speak. Damage to this area results in Broca's aphasia (or expressive aphasia), where a person struggles to form fluent grammatical sentences, although their comprehension of language is largely intact.
Now let's review the options:
(A) Understanding language: This is the primary function of **Wernicke's area**, located in the temporal lobe. Damage here causes Wernicke's aphasia (or receptive aphasia), characterized by fluent but meaningless speech and poor language comprehension.
(B) Speech production: This is the correct function of Broca's area.
(C) Motor control: While speech is a motor act, the term "motor control" generally refers to the primary motor cortex, which controls voluntary movements of the entire body. Broca's area is specialized for the motor control of speech only.
(D) Somatosensory control: This refers to the processing of sensory information from the body, such as touch, pain, and temperature. This is the function of the somatosensory cortex, located in the parietal lobe.

Step 3: Final Answer:
The primary function of Broca's area is speech production.

Quick Tip

A useful mnemonic: **B**roca's area helps you **b**abble (produce speech), while **W**ernicke's area is for **w**hat is said (understanding words). If Broca's is broken, speech is broken.

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4. The cell body of the neuron responsible for maintaining the life of the cell is known as:

(A) Dendrites
(B) Axon
(C) Soma
(D) Glial cells

Correct Answer: (C) Soma

Solution:

Step 1: Understanding the Concept:
The question asks to identify the anatomical part of a neuron that serves as its metabolic and life-sustaining center.

Step 2: Detailed Explanation:
Let's define the components listed:
(A) Dendrites: These are branch-like structures that extend from the cell body. Their primary function is to receive electrochemical signals (inputs) from the axons of other neurons and transmit them towards the soma. They are receivers, not the life-support center.
(B) Axon: This is a long, slender projection that conducts electrical impulses (the action potential) away from the cell body to other neurons, muscles, or glands. It is the output pathway.
(C) Soma: The soma is the cell body of the neuron. It contains the cell nucleus, which houses the genetic material (DNA), and other essential organelles such as mitochondria (for energy production) and ribosomes (for protein synthesis). The soma integrates signals received by the dendrites and is responsible for all the metabolic processes that keep the neuron alive and functioning properly. It is the neuron's "command center" and life-support system.
(D) Glial cells: These are non-neuronal cells that form the nervous system's support structure. They provide physical and metabolic support to neurons, insulate them, and clean up debris, but they are separate cells and not a part of the neuron itself.

Step 3: Final Answer:
The soma is the cell body of the neuron and is responsible for maintaining its life.

Quick Tip

The word "soma" comes from Greek for "body." Just as your body contains your vital organs, the neuron's soma contains its vital organelles, including the nucleus.

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5. The spinal cord is a part of _____ nervous system.

(A) Autonomic
(B) Somatic
(C) Peripheral
(D) Central

Correct Answer: (D) Central

Solution:

Step 1: Understanding the Concept:
This question tests knowledge of the basic structural divisions of the human nervous system. The nervous system is broadly categorized into two main parts.

Step 2: Detailed Explanation:
The human nervous system is organized as follows:
1. **Central Nervous System (CNS):** This is the primary command center of the body. It is composed of two main structures: the **brain** and the **spinal cord**. The CNS integrates information it receives from, and coordinates and influences the activity of, all parts of the body.
2. **Peripheral Nervous System (PNS):** This consists of all the nerves and ganglia outside of the brain and spinal cord. Its main function is to connect the CNS to the limbs and organs.

The PNS is further divided into:
- **(B) Somatic Nervous System:** Controls voluntary movements of skeletal muscles.
- **(A) Autonomic Nervous System:** Regulates involuntary functions like heartbeat, digestion, and breathing.

Since the question asks where the spinal cord belongs, it is a core component of the Central Nervous System. The Autonomic, Somatic, and Peripheral systems are all distinct from the CNS.

Step 3: Final Answer:
The spinal cord is a part of the Central nervous system.

Quick Tip

Think of the CNS (brain and spinal cord) as the "central processing unit" (CPU) of your body. The PNS is like the network of cables (nerves) that connects the CPU to all the peripherals (limbs, organs, etc.).

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6. The chemical substances that can mimic or enhance the effects of a neurotransmitter on the receptor sites of the next cell are called:

(A) Agonists
(B) Antagonists
(C) Antalogist
(D) Agnologist

Correct Answer: (A) Agonists

Solution:

Step 1: Understanding the Concept:
This question is about psychopharmacology, specifically the classification of drugs or chemicals based on how they interact with neurotransmitter receptors. Neurotransmitter receptors are like locks, and chemicals can act as keys.

Step 2: Detailed Explanation:
Let's define the relevant terms:
(A) Agonists: An agonist is a chemical that binds to a receptor and activates it, producing a biological response. It acts like a "master key," mimicking the action of the natural neurotransmitter. Some agonists can produce an even stronger effect than the natural neurotransmitter. For example, morphine is an agonist for the body's natural opioid receptors, mimicking the effect of endorphins to relieve pain. This perfectly fits the description "mimic or enhance the effects."
(B) Antagonists: An antagonist is a chemical that binds to a receptor but does not activate it. Instead, it acts like a "broken key stuck in the lock," blocking the receptor and preventing the natural neurotransmitter (or an agonist) from binding and having an effect. For example, naloxone is an opioid antagonist used to reverse opioid overdoses by blocking the receptors.
(C) Antalogist and (D) Agnologist: These are not recognized terms in pharmacology or neuroscience. They are included as distractors.

Step 3: Final Answer:
A chemical that mimics or enhances a neurotransmitter's effects is known as an agonist.

Quick Tip

A simple analogy: a protagonist in a story causes action, while an antagonist opposes it. Similarly, an **agonist** promotes a neural action, while an **antagonist** blocks it.

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7. Which neurotransmitter helps to calm anxiety?

(A) GABA
(B) Acetylcholine
(C) Glutamic acid
(D) Dopamine

Correct Answer: (A) GABA

Solution:

Step 1: Understanding the Concept:
The question asks to identify the neurotransmitter whose primary role is to reduce neuronal excitability throughout the nervous system, leading to a calming effect that is targeted by anti-anxiety medications.

Step 2: Detailed Explanation:
Let's analyze the functions of the neurotransmitters listed:
(A) GABA (Gamma-Aminobutyric Acid): GABA is the chief **inhibitory** neurotransmitter in the central nervous system. Its principal role is to reduce the activity of neurons to which it binds. It effectively acts as the "brakes" of the nervous system, preventing over-excitation. Low levels of GABA are associated with anxiety, seizures, and mood disorders. Anti-anxiety drugs like benzodiazepines (e.g., Xanax, Valium) work by enhancing the effect of GABA at the receptor site, thus promoting a calming effect.
(B) Acetylcholine: This neurotransmitter is primarily involved in activating muscles (at the neuromuscular junction), and in the brain, it plays a key role in learning, memory, and attention. It is generally excitatory.
(C) Glutamic acid (Glutamate): This is the most abundant **excitatory** neurotransmitter in the nervous system. It acts as the "accelerator," increasing the likelihood that a neuron will fire an action potential. It is essential for learning and memory but is the opposite of a calming neurotransmitter.
(D) Dopamine: Dopamine is a multifaceted neurotransmitter heavily involved in the brain's reward and pleasure centers, motivation, and motor control. While imbalances are linked to conditions like Parkinson's and schizophrenia, its primary role is not to induce a state of calm.

Step 3: Final Answer:
GABA is the neurotransmitter that helps to calm anxiety due to its primary inhibitory function in the brain.

Quick Tip

Think of GABA and Glutamate as a yin-yang pair. Glutamate *excites* neurons (Go!), while GABA *inhibits* them (Stop!). Anxiety is a state of over-excitation, so you need more "Stop" signal, which is what GABA provides.

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8. Hippocampus plays a role in _____.

(A) Emotion
(B) Balance Control
(C) Fear
(D) Sexual drive

Correct Answer: (A) Emotion

Solution:

Step 1: Understanding the Concept:
The question asks to identify a major function of the hippocampus. While the hippocampus is most famous for its role in memory, that is not an option. We must therefore consider its

other significant roles, especially within the broader brain system it belongs to.

Step 2: Detailed Explanation:
The **Hippocampus** is a critical brain structure with several key functions. Its most well-known role is in the consolidation of information from short-term memory to long-term memory (specifically, declarative memories like facts and events) and in spatial navigation.
However, the hippocampus is a central component of the **limbic system**, which is often referred to as the "emotional brain." The limbic system is a network of structures (including the amygdala, hypothalamus, and hippocampus) that are fundamentally involved in processing and regulating emotions, forming memories tied to emotions, and motivation.
Let's analyze the options:
(A) Emotion: Because the hippocampus is a key part of the limbic system, it is integrally involved in the broader domain of emotion, particularly in how memories are tagged with emotional significance. For example, it helps you remember the context in which you felt a strong emotion. Thus, this is a valid and broad function.
(B) Balance Control: This function is primarily managed by the **cerebellum**, located at the back of the brain.
(C) Fear: The processing of the raw emotion of fear and the fear response is primarily the role of the **amygdala**, another structure in the limbic system. The hippocampus works with the amygdala to remember the context of the fear (e.g., remembering the specific place where something scary happened). So, while related, the amygdala is the more precise answer for fear processing itself.
(D) Sexual drive: This is primarily regulated by the **hypothalamus**, which controls basic drives and the endocrine system.

Step 3: Final Answer:
Given the options, "Emotion" is the best answer as it represents the function of the broader limbic system, of which the hippocampus is a crucial part.

Quick Tip

If you see a question about a limbic system structure (hippocampus, amygdala, hypothalamus) and the options are functions, remember their specialties: Hippocampus = Memory (and its emotional context), Amygdala = Fear/Emotion, Hypothalamus = Four F's (Fighting, Fleeing, Feeding, and Mating). Since "Emotion" is a general function of the whole system, it's a good bet if a more specific answer isn't available or correct.

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9. Which of the following techniques is based upon the principle of Operant Conditioning?

(A) Systematic desensitization
(B) Aversive conditioning
(C) Behaviour Modification

(D) Flooding

Correct Answer: (C) Behaviour Modification

Solution:

Step 1: Understanding the Concept:
The question requires identifying the therapeutic approach that is fundamentally built on the principles of operant conditioning. Operant conditioning, primarily associated with B.F. Skinner, is a learning process where the strength of a **voluntary behavior** is modified by its consequences, such as reinforcement or punishment.

Step 2: Detailed Explanation:
Let's examine the conditioning principles behind each technique:
(A) Systematic desensitization: This is a cornerstone technique of behavior therapy based on **classical conditioning**. It treats phobias by pairing a state of deep relaxation (a conditioned response) with gradually increasing exposure to the anxiety-provoking stimulus (the conditioned stimulus). The goal is to replace the involuntary fear response with a relaxation response.
(B) Aversive conditioning: This technique uses principles from both conditioning types. In a classical sense, it pairs an undesirable behavior (e.g., drinking alcohol) with an unpleasant stimulus (e.g., a nausea-inducing drug). In an operant sense, it can involve applying a punishment after an undesirable behavior. Because it's not exclusively operant, it's a less precise answer.
(C) Behaviour Modification: This is a broad term for a set of therapies based almost entirely on **operant conditioning**. It focuses on changing observable, measurable behaviors through the systematic use of reinforcement (e.g., rewards, praise, token economies) to increase desired behaviors and punishment or extinction to decrease undesired behaviors. This is the most direct and comprehensive application of operant principles.
(D) Flooding: Like systematic desensitization, this technique is based on **classical conditioning**, specifically the principle of extinction. A person with a phobia is exposed to the feared stimulus for a prolonged period in a safe setting until their involuntary fear response disappears.

Step 3: Final Answer:
Behaviour Modification is the term that most accurately and broadly describes the application of operant conditioning principles in therapy.

Quick Tip

To differentiate, ask if the focus is on changing an **involuntary reflex** (like fear) or a **voluntary action**. Techniques for phobias (desensitization, flooding) target involuntary fear and are classical. Techniques using rewards and consequences to shape actions (token economies, shaping) are operant and fall under behaviour modification.

10. What is correct about Operant conditioning?
A. The goal is to increase the rate of an already occurring response.
B. Responses are voluntary.
C. Responses are involuntary and reflexive.
D. Reinforcement must be immediate.
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (A) A, B and D only

Solution:

Step 1: Understanding the Concept:
The question asks us to identify the key principles that accurately describe operant conditioning. We need to evaluate each statement's validity in the context of this learning theory.

Step 2: Detailed Explanation:
Let's analyze each statement:
A. The goal is to increase the rate of an already occurring response. This is a primary function of **reinforcement** in operant conditioning. A reinforcer is any consequence that strengthens or increases the frequency of a behavior. While operant conditioning also includes punishment (to decrease behavior), increasing behavior is a central goal. Therefore, this statement is correct.
B. Responses are voluntary. This is the fundamental distinction between operant and classical conditioning. Operant conditioning deals with "operants" – active, voluntary behaviors that an organism chooses to perform to operate on its environment. This statement is correct.
C. Responses are involuntary and reflexive. This statement describes **classical conditioning**, which involves associating a neutral stimulus with an unconditioned stimulus to elicit an involuntary, automatic response (e.g., Pavlov's dogs salivating). This statement is incorrect.
D. Reinforcement must be immediate. For the association between a behavior and its consequence to be learned effectively, the reinforcement should follow the behavior as closely in time as possible. This is known as the principle of contiguity. Delayed reinforcement is much less effective. Therefore, this statement is considered a correct principle for optimal conditioning.

Step 3: Final Answer:
Statements A, B, and D correctly describe aspects of operant conditioning. Statement C describes classical conditioning. Therefore, the correct combination is A, B, and D only.

Quick Tip

Remember the ABCs of Operant Conditioning: **A**ntecedent (the situation), **B**ehavior (the voluntary response), and **C**onsequence (reinforcement or punishment). This framework highlights the voluntary nature of the behavior and the importance of the consequence that follows it.

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11. Which of the following examples are related to punishment?
A. Stopping at a red light to avoid getting in an accident.
B. Losing the privilege of driving because you got into too many accidents.
C. Having to lose some of your money to pay the penalty for late tax filing.
D. Being grounded (losing your freedom) because of disobedience.
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (D) B, C and D only

Solution:

Step 1: Understanding the Concept:
In operant conditioning, **punishment** is any consequence that *decreases* the likelihood of a preceding behavior. It is crucial to distinguish this from reinforcement, which *increases* behavior. There are two types of punishment:
- **Positive Punishment:** Adding an aversive (unpleasant) stimulus to decrease a behavior.
- **Negative Punishment:** Removing a desirable (pleasant) stimulus to decrease a behavior.

Step 2: Detailed Explanation:
Let's analyze each example to see if it fits the definition of punishment (i.e., does it decrease a behavior?):
A. Stopping at a red light to avoid getting in an accident.
- The behavior is: Stopping at a red light.
- The consequence is: *Avoiding* an accident (removing a potential negative outcome).
- The effect on behavior is: The behavior of stopping at red lights is *increased* or maintained.
- Since the behavior is increased by removing an aversive stimulus, this is an example of **Negative Reinforcement**, not punishment.

B. Losing the privilege of driving because you got into too many accidents.
- The behavior is: Reckless driving (leading to accidents).
- The consequence is: *Losing* a desirable privilege (driving).
- The intended effect is: To *decrease* the behavior of reckless driving.

- This is a classic example of **Negative Punishment**.

C. Having to lose some of your money to pay the penalty for late tax filing.
- The behavior is: Filing taxes late.
- The consequence is: *Losing* a desirable thing (money).
- The intended effect is: To *decrease* the behavior of late filing.
- This is also an example of **Negative Punishment**.

D. Being grounded (losing your freedom) because of disobedience.
- The behavior is: Disobedience.
- The consequence is: *Losing* a desirable thing (freedom).
- The intended effect is: To *decrease* the behavior of disobedience.
- This is another clear example of **Negative Punishment**.

Step 3: Final Answer:
Examples B, C, and D all describe punishment, specifically negative punishment, where a desirable stimulus is removed to decrease a target behavior. Example A is negative reinforcement. Thus, the correct option is B, C, and D only.

Quick Tip

To analyze these scenarios, always ask two questions: 1. Is the goal to **increase** or **decrease** a behavior? (Increase = Reinforcement, Decrease = Punishment). 2. Is a stimulus being **added** or **removed**? (Added = Positive, Removed = Negative).

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12. Identify the schedule of reinforcement in which the number of responses required for reinforcement is different for each trial or event.

(A) Variable interval schedule
(B) Variable ratio schedule
(C) Fixed ratio schedule
(D) Fixed interval schedule

Correct Answer: (B) Variable ratio schedule

Solution:

Step 1: Understanding the Concept:
The question describes a schedule of reinforcement. We can decipher the correct term by breaking down the description into two parts: the basis for reinforcement (time vs. number of responses) and its predictability (fixed vs. variable).
- Basis: "the number of responses required for reinforcement" $\rightarrow$ This indicates a **Ratio** schedule.

- Predictability: "is different for each trial or event" → This indicates a **Variable** schedule.
Combining these gives us a "Variable Ratio" schedule.

Step 2: Detailed Explanation:
Let's define all four schedules to confirm our choice:
(A) Variable Interval (VI) Schedule: Reinforcement is delivered for the first response after an *unpredictable amount of time* has passed. Example: Checking your email; you don't know when you'll be reinforced with a new message.
(B) Variable Ratio (VR) Schedule: Reinforcement is delivered after an *unpredictable number of responses*. This is the schedule described in the question. It produces a high, steady rate of responding. Example: Playing a slot machine; you don't know how many pulls it will take to win.
(C) Fixed Ratio (FR) Schedule: Reinforcement is delivered after a *specific, predictable number of responses*. Example: A worker getting paid for every 10 widgets they produce.
(D) Fixed Interval (FI) Schedule: Reinforcement is delivered for the first response after a *specific, predictable amount of time* has passed. Example: Getting a paycheck every two weeks.

Step 3: Final Answer:
The schedule in which the number of responses required for reinforcement is unpredictable is the variable ratio schedule.

Quick Tip

Remember the keywords: **Ratio** = Repetitions/Responses. **Interval** = Time/Clock. **Fixed** = Predictable/Set. **Variable** = Unpredictable/Random. The variable ratio schedule is known to be the most resistant to extinction, which is why it's so powerful in things like gambling and video games.

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13. The tendency to falsely believe, through revision of older memories to include newer information, that one could have correctly predicted the outcome of an event is known as:

(A) Misinformation effect
(B) Constructive processing
(C) Hindsight bias
(D) Recency effect

Correct Answer: (C) Hindsight bias

Solution:

Step 1: Understanding the Concept:
The question describes a specific cognitive bias where, after an event has occurred, we feel that

the outcome was predictable all along, even if we had little or no objective basis for predicting it beforehand.

Step 2: Detailed Explanation:
Let's define the given psychological terms:
(A) Misinformation effect: This occurs when misleading information presented after an event alters a person's memory of the event itself. For example, if a witness is asked "How fast was the car going when it smashed into the other car?", they may later remember the crash as being more severe than it was. This is about memory distortion from external info, not about predictability.
(B) Constructive processing: This is a broad theory suggesting that memories are not like video recordings but are instead actively constructed and reconstructed each time they are recalled. This process can lead to errors and biases. Hindsight bias is an example of constructive processing, but it's a specific instance, not the general theory itself.
(C) Hindsight bias: This is famously known as the "I-knew-it-all-along" phenomenon. It is the exact tendency described in the question: once we know the outcome of an event, we revise our memories and believe that we could have easily predicted it. For example, after a surprise election result, many people will claim they "saw it coming" by reinterpreting past events to fit the known outcome.
(D) Recency effect: This is a memory phenomenon, part of the serial position effect, where items at the end of a list are recalled better than items in the middle. It has nothing to do with predicting outcomes.

Step 3: Final Answer:
The tendency to believe, after the fact, that an outcome was predictable is correctly identified as hindsight bias.

Quick Tip

Hindsight is 20/20. This common saying perfectly captures the essence of hindsight bias. It's a powerful bias that can make it difficult to evaluate past decisions objectively and learn from our mistakes, as we may feel the outcome was inevitable.

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14. Identify the correct sequence of steps as per the information-processing model of memory:
A. Sensory memory
B. Long-term memory
C. Selective attention
D. Short-term memory
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, D, B
(C) B, A, D, C

(D) C, B, D, A

Correct Answer: (B) A, C, D, B

Solution:

Step 1: Understanding the Concept:
The question asks for the correct sequence of stages in the influential Atkinson-Shiffrin multi-store model of memory. This model conceptualizes memory as a flow of information through three distinct storage systems.

Step 2: Detailed Explanation:
Let's trace the path of a memory according to this model:
1. **Sensory Memory (A):** Information from the environment first enters the sensory memory. This stage holds a large amount of raw sensory data (sights, sounds, etc.) for a very brief duration (e.g., iconic memory for about a second, echoic memory for 3-4 seconds).
2. **Selective Attention (C):** To move information from the fleeting sensory memory into the next stage, we must pay attention to it. Attention acts as a filter, selecting which information is important enough to be processed further. Without attention, the information in sensory memory decays and is lost.
3. **Short-Term Memory (D):** The information that we attend to moves into short-term memory (now often called working memory). This stage has a limited capacity (about 7 ± 2 items) and a limited duration (about 15-30 seconds) unless the information is actively rehearsed.
4. **Long-Term Memory (B):** Through processes like elaborative rehearsal and encoding, information from short-term memory can be transferred to long-term memory. This final stage has a seemingly limitless capacity and duration, where information can be stored for a lifetime.

Therefore, the correct chronological sequence is: Sensory memory $\rightarrow$ Selective attention $\rightarrow$ Short-term memory $\rightarrow$ Long-term memory. This corresponds to the letters A $\rightarrow$ C $\rightarrow$ D $\rightarrow$ B.

Step 3: Final Answer:
The correct sequence is represented by option (B): A, C, D, B.

Quick Tip

Think of memory like saving a file on a computer. Sensory memory is like the RAM buffer, holding everything for a split second. Attention is you deciding to click on something. Short-term memory is like having the file open on your screen. Long-term memory is when you click "Save" to store it on the hard drive.

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15. Research has shown that short-term memory lasts from about _____ seconds without rehearsal.

(A) 12 to 30
(B) 8 to 10
(C) 5 to 8
(D) 3 to 5

Correct Answer: (A) 12 to 30

Solution:

Step 1: Understanding the Concept:
The question asks for the established duration of short-term memory (STM) when an individual is prevented from actively rehearsing or repeating the information. This is a foundational concept in the study of memory.

Step 2: Detailed Explanation:
The duration of STM was famously investigated by Lloyd and Margaret Peterson in their 1959 study. Their experimental design was as follows:
- Participants were shown a meaningless three-consonant trigram (e.g., "BKG").
- Immediately after, they were given a three-digit number and asked to count backward by threes from that number. This counting task served as a distractor, preventing them from rehearsing the trigram.
- After a specific interval (e.g., 3, 6, 9, 12, 15, or 18 seconds), they were asked to recall the trigram.

The results showed a rapid decay of information from STM. Recall was around 80% after 3 seconds but plummeted to around 10% by 18 seconds. This study, and subsequent research, established that without active maintenance rehearsal, information in STM is lost quite quickly.

The commonly cited range for the duration of STM in psychology textbooks, based on this body of research, is approximately 15 to 30 seconds. Let's look at the options:
(A) 12 to 30: This range is the most accurate and widely accepted representation of STM's duration. It encompasses the period of significant information decay observed in key experiments.
(B), (C), and (D): These shorter ranges are incorrect. A duration of 3 to 5 seconds is closer to the duration of sensory memory (specifically, echoic memory) rather than short-term memory.

Step 3: Final Answer:
Based on classic research, the duration of short-term memory without rehearsal is approximately 12 to 30 seconds.

Quick Tip

Remember the two key limitations of STM: limited **capacity** (George Miller's "7 $\pm$ 2" items) and limited **duration** (Peterson and Peterson's $\tilde{1}$5-30 seconds). These two constraints are what make STM a "bottleneck" in the information-processing system.

16. The tendency to perceive two things that happen close together in time as being related is called:

(A) Continuity
(B) Symmetry
(C) Closure
(D) Proximity

Correct Answer: (D) Proximity

Solution:

Step 1: Understanding the Concept:
The question describes a principle of perceptual organization where events that occur in close temporal succession are grouped together or perceived as being causally related. This concept is closely related to the Gestalt principles of perception.

Step 2: Detailed Explanation:
Let's analyze the given Gestalt principles:
(A) Continuity: The principle of continuity suggests that we tend to perceive smooth, continuous patterns rather than discontinuous ones. For example, we see a wavy line as a single, connected line rather than a series of separate arcs. This relates to spatial arrangement, not time.
(B) Symmetry: This principle states that we tend to perceive objects as symmetrical shapes that form around their center. Symmetrical elements are perceived as a unified group. This is a principle of spatial grouping.
(C) Closure: The principle of closure states that our minds tend to fill in gaps to perceive a complete, whole object. For example, we see a circle even if it has small gaps in its outline. This is about completing spatial patterns.
(D) Proximity: While the principle of proximity is most often discussed in terms of *spatial* closeness (objects that are near each other are grouped together), it is also applied to *temporal* closeness. The tendency to associate events that happen close together in time is also known as **contiguity** or temporal proximity. Among the given Gestalt options, Proximity is the broadest term and the best fit for this concept. For example, when we see a lightning flash and hear thunder shortly after, we perceive them as related parts of the same event due to their temporal proximity.

Step 3: Final Answer:
The tendency to perceive events that happen close together in time as related is best described by the principle of Proximity (or more specifically, contiguity).

Quick Tip

Remember that Gestalt principles are about how our brain "groups" stimuli. Proximity is about grouping things that are close, and this "closeness" can be in space (most common) or in time.

---

17. Which of the following is associated with depth perception?
A. Monocular cues
B. Binocular cues
C. Proximity
D. Liner perspective
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (A) A, B and D only

Solution:

Step 1: Understanding the Concept:
Depth perception is the ability to perceive the world in three dimensions (3D) and to judge the distance of objects. Our brain uses various visual cues, categorized as monocular and binocular, to achieve this.

Step 2: Detailed Explanation:
Let's evaluate each item:
A. Monocular cues: These are depth cues that are available to each eye separately. They are also known as pictorial cues because artists use them to create the illusion of depth in 2D drawings. This is directly associated with depth perception.
B. Binocular cues: These are depth cues that depend on the use of both eyes. They include retinal disparity (the difference in the images seen by each eye) and convergence (the extent to which the eyes turn inward when looking at an object). This is also directly associated with depth perception.
C. Proximity: This is a Gestalt principle of grouping, which states that we perceive objects that are close to each other as belonging together. It is a principle of perceptual organization, not a cue for perceiving depth or distance.
D. Linear perspective: This is a specific *type* of monocular cue where parallel lines appear to converge in the distance. This convergence is a powerful cue for depth. Therefore, it is directly associated with depth perception.

Step 3: Final Answer:
Items A (Monocular cues), B (Binocular cues), and D (Linear perspective) are all associated

with depth perception. Item C (Proximity) is not. Therefore, the correct combination is A, B, and D only.

Quick Tip

Remember the main categories of depth cues are Monocular (one eye) and Binocular (two eyes). Specific cues like linear perspective, relative size, and texture gradient fall under the Monocular category.

---

18. In the trichromatic theory of color vision, which of the following cones has been included?
A. Yellow cones
B. Blue cones
C. Red cones
D. Green cones
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (D) B, C and D only

Solution:

Step 1: Understanding the Concept:
The question refers to the Trichromatic Theory of color vision, also known as the Young-Helmholtz theory. This theory proposes that the human retina contains three different types of photoreceptor cells (cones), and each type is most sensitive to a specific range of light wavelengths.

Step 2: Detailed Explanation:
According to the trichromatic theory, all the colors we perceive are a result of the combined stimulation of these three types of cones. The three cone types are:
- **Short-wavelength cones**, which are most sensitive to blue light. (**B**)
- **Medium-wavelength cones**, which are most sensitive to green light. (**D**)
- **Long-wavelength cones**, which are most sensitive to red light. (**C**)

Let's evaluate the items given:
A. Yellow cones: The theory does not propose the existence of a separate cone for yellow. Instead, the perception of yellow is created by the simultaneous stimulation of both the red and green cones.

B. Blue cones: This is one of the three primary cone types in the theory.
C. Red cones: This is one of the three primary cone types in the theory.
D. Green cones: This is one of the three primary cone types in the theory.

Step 3: Final Answer:
The trichromatic theory includes blue, red, and green cones. Therefore, the correct combination of items is B, C, and D only.

Quick Tip

Remember the primary colors of light: Red, Green, and Blue (RGB). The trichromatic theory is based on these three primary colors, with a specific cone type for each. Yellow is a key color in the opponent-process theory, which explains color vision at a higher level in the brain.

---

19. The snail-shaped structure of the inner ear that is filled with fluid known as:

(A) Auditory nerve
(B) Pinna
(C) Eardrum
(D) Cochlea

Correct Answer: (D) Cochlea

Solution:

Step 1: Understanding the Concept:
The question asks to identify a specific anatomical structure within the ear, based on its shape (snail-shaped) and contents (fluid-filled). This structure is crucial for the process of hearing.

Step 2: Detailed Explanation:
Let's examine the parts of the ear listed in the options:
(A) Auditory nerve: This is a nerve that transmits auditory information from the inner ear to the brain. It is a bundle of nerve fibers, not a snail-shaped structure.
(B) Pinna: This is the visible, external part of the ear. Its function is to collect sound waves and channel them into the ear canal. It is not in the inner ear and is not snail-shaped.
(C) Eardrum (Tympanic membrane): This is a thin membrane that separates the outer ear from the middle ear. It vibrates in response to sound waves. It is a membrane, not a snail-shaped structure.
(D) Cochlea: This is a spiral, snail-shaped, bony chamber located in the inner ear. It is filled with fluid and contains the organ of Corti, where the hair cells (auditory receptors) are located. The vibrations transmitted to the fluid in the cochlea stimulate these hair cells, which then convert the vibrations into neural signals. This perfectly matches the description.

Step 3: Final Answer:
The snail-shaped, fluid-filled structure of the inner ear is the cochlea.

Quick Tip

The word "Cochlea" comes from the Greek word "kokhlias," which literally means "snail." Remembering this etymology makes it easy to associate the term with the snail-shaped structure.

---

20. The sense of movement and body position is called:

(A) Kinesthetic sense
(B) Skin senses
(C) Vestibular senses
(D) Olfactory sense

Correct Answer: (A) Kinesthetic sense

Solution:

Step 1: Understanding the Concept:
The question asks for the term that describes our sense of the location, position, orientation, and movement of our body parts. This is a crucial sense for coordinating movement.

Step 2: Detailed Explanation:
Let's define the senses listed:
(A) Kinesthetic sense (or Kinesthesia): This is the sense that provides information about the position and movement of our body parts. Receptors for this sense are located in the muscles, joints, and tendons. It's how you can touch your nose with your eyes closed or know where your legs are without looking. This matches the question perfectly.
(B) Skin senses (or Cutaneous senses): These are the senses of touch, pressure, temperature, and pain, with receptors located in the skin.
(C) Vestibular senses: This sense provides information about balance, equilibrium, and the orientation of the head in space. The receptors are located in the semicircular canals and vestibular sacs of the inner ear. While it's related to body position, it's specifically about balance and the head's position relative to gravity, not the position of individual limbs.
(D) Olfactory sense: This is the sense of smell.

Step 3: Final Answer:
The sense of movement and body position is the kinesthetic sense.

Quick Tip

To distinguish between kinesthetic and vestibular senses, remember: **Kinesthetic** is about the position of your **limbs** (e.g., kicking a ball). **Vestibular** is about your sense of **balance** and whole-body orientation in space (e.g., not falling over when you spin).

---

21. "When the lights are turned on in a sequence, they appear to move". This phenomenon is known as:

(A) Autokinetic effect
(B) Phi-phenomenon
(C) Muller-lyer illusion
(D) Perceptual set

Correct Answer: (B) Phi-phenomenon

Solution:

Step 1: Understanding the Concept:
The question describes an illusion of apparent motion, where a sequence of stationary stimuli creates the perception of a single moving stimulus. This is a fundamental concept in Gestalt psychology and the basis for motion pictures and animations.

Step 2: Detailed Explanation:
Let's define the given phenomena:
(A) Autokinetic effect: This is a perceptual illusion where a single, stationary point of light in an otherwise dark or featureless environment appears to move. This is due to small, involuntary eye movements. It involves one light, not a sequence.
(B) Phi-phenomenon: This is an optical illusion of perceiving a series of still images, when viewed in rapid succession, as continuous motion. The description in the question—lights turned on in a sequence appearing to move—is the classic definition of the phi phenomenon. It was first described by Max Wertheimer and is the principle behind animated signs and movies.
(C) Muller-Lyer illusion: This is a famous optical illusion involving two lines of the same length. One line has arrowheads pointing inwards, and the other has arrowheads pointing outwards. The line with the outward-pointing arrowheads is perceived as being longer. It is an illusion of length, not motion.
(D) Perceptual set: This is a predisposition or readiness to perceive things in a certain way. It is a top-down processing phenomenon where our expectations and context influence our perception, not a specific illusion of motion.

Step 3: Final Answer:
The phenomenon where a sequence of flashing lights creates the appearance of movement is known as the phi-phenomenon.

Quick Tip

Think of old-fashioned movie theater marquees with chasing lights. The lights aren't actually moving; they are just blinking in sequence. That's the Phi-phenomenon in action.

---

22. Arrange Maslow's hierarchy of needs in their correct sequence:
A. Physiological needs
B. Safety needs
C. Esteem needs
D. Belongingness and love needs
Choose the correct sequence from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) A, B, D, C
(D) C, B, D, A

Correct Answer: (C) A, B, D, C

Solution:

Step 1: Understanding the Concept:
Abraham Maslow's hierarchy of needs is a theory of motivation that presents a five-tier model of human needs, often depicted as a pyramid. The theory suggests that individuals must satisfy lower-level needs before progressing on to meet higher-level needs. The question requires arranging the given four levels in the correct ascending order.

Step 2: Detailed Explanation:
The correct sequence of Maslow's hierarchy, from the most basic (bottom of the pyramid) to the higher levels, is as follows:
1. **Physiological needs (A):** These are the most basic biological requirements for human survival, such as air, food, water, shelter, clothing, warmth, and sleep.
2. **Safety needs (B):** Once physiological needs are met, the need for security and safety becomes salient. This includes personal security, employment, resources, health, and property.
3. **Belongingness and love needs (D):** After physiological and safety needs are fulfilled, the third level of human needs is social and involves feelings of belongingness. This includes friendship, intimacy, family, and a sense of connection.
4. **Esteem needs (C):** The fourth level is the need for appreciation and respect. Maslow classified these into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).
(The fifth level, not listed here, is Self-Actualization.)

Therefore, the correct ascending sequence of the given needs is A $\rightarrow$ B $\rightarrow$ D $\rightarrow$ C.

Step 3: Final Answer:
The correct sequence is A, B, D, C, which corresponds to option (C).

Quick Tip

To remember the order, think about what a person needs in a survival situation. First, you need **Physiology** (food, water). Then, you need **Safety** (shelter from danger). Once you are safe, you seek out others for **Love/Belonging**. Finally, you work on your status and **Esteem** within that group.

---

23. The theory that states the importance of cognition, or thinking, in the determination of emotion is referred as:

(A) Schachter and Singer's theory of emotion
(B) James-Lange theory of emotion
(C) Common Sense theory of emotion
(D) Cannon-Bard theory of emotion

Correct Answer: (A) Schachter and Singer's theory of emotion

Solution:

Step 1: Understanding the Concept:
The question asks to identify the theory of emotion that explicitly incorporates a cognitive component (thinking/appraisal) as a crucial step in the experience of emotion.

Step 2: Detailed Explanation:
Let's analyze the major theories of emotion:
(A) Schachter and Singer's theory of emotion (Two-Factor Theory): This theory is unique in its emphasis on cognition. It proposes that emotion is the result of two factors: (1) physiological arousal and (2) a cognitive label or interpretation of that arousal. We feel an arousal, and then we look to the external environment to understand why we feel that way. This cognitive label determines the specific emotion we experience. This theory directly highlights the importance of cognition.
(B) James-Lange theory of emotion: This theory suggests that emotions occur as a result of physiological reactions to events. The sequence is: Event $\rightarrow$ Physiological Arousal $\rightarrow$ Interpretation of Arousal as Emotion. For example, "I am afraid because I am trembling." Cognition is not a central part; the emotion is the perception of the bodily changes.
(C) Common Sense theory of emotion: This is the intuitive but scientifically challenged view that an event causes an emotional experience, which in turn causes a physiological response. Sequence: Event $\rightarrow$ Emotion $\rightarrow$ Physiological Arousal. For example, "I am trembling because I am afraid."
(D) Cannon-Bard theory of emotion: This theory argues that an event simultaneously triggers both a physiological response and the subjective experience of emotion. They are

independent but co-occurring processes mediated by the thalamus. Sequence: Event → Simultaneous Physiological Arousal AND Emotion. This theory downplays the role of cognition in differentiating emotions.

Step 3: Final Answer:
The Schachter and Singer's two-factor theory is the one that explicitly states the importance of cognition (the cognitive label) in determining emotion.

Quick Tip

Remember the key formulas for emotion theories:
- **James-Lange:** Arousal → Emotion
- **Cannon-Bard:** Arousal + Emotion (simultaneously)
- **Schachter-Singer:** Arousal + Cognitive Label → Emotion
The "Cognitive Label" is the thinking part that makes Schachter-Singer the correct answer.

---

24. Which of the following are the elements of emotion?
A. Physical reaction
B. Subjective experience
C. Attention
D. Physical reaction
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (B) A, B and C only

Solution:

Step 1: Understanding the Concept:
The question asks to identify the core components or elements that constitute an emotional experience. Psychologists generally agree that emotions are complex states involving several distinct components. Note that item A and item D are identical, which is likely a typo in the question. We will proceed by treating them as the same single element.

Step 2: Detailed Explanation:
The widely accepted components of emotion are:
1. **Physiological Arousal:** This involves the bodily changes that accompany an emotion, such as a racing heart, sweating, and rapid breathing. This corresponds to items **A** and **D** (Physical reaction).

2. **Subjective Experience:** This is the personal, conscious feeling of the emotion itself—the "feeling" part of being happy, sad, or angry. This corresponds to item **B**.
3. **Cognitive Appraisal:** This is the interpretation or evaluation of the situation that gives rise to the emotion. Our thoughts about a situation influence which emotion we feel.
4. **Expressive Behavior:** This is the outward expression of the emotion, such as smiling, frowning, or crying.

Now let's evaluate the given items:
- **A/D. Physical reaction:** This clearly refers to physiological arousal, a core component.
- **B. Subjective experience:** This refers to the conscious feeling, another core component.
- **C. Attention:** Attention is a cognitive process that allows us to focus on specific stimuli. While emotions can certainly direct our attention, and attending to a stimulus is necessary to have an emotional reaction to it, it is not typically listed as one of the fundamental elements of an emotion itself in the same way as the other components. However, in cognitive theories of emotion, the cognitive appraisal process inherently involves attention. Given the options, it's possible that "Attention" is being used as a proxy for the cognitive component of emotion.

Let's look at the combinations offered. Since A and B are definitely correct, we must choose between a combination that includes them. Option (A) is "A, B and D," which is redundant (just A and B). Option (B) is "A, B and C." This combination includes the two undisputed components (Physical reaction, Subjective experience) and the cognitive process (Attention). This is the most plausible intended answer, interpreting "Attention" as part of the cognitive element of emotion.

Step 3: Final Answer:
Assuming "Attention" is included to represent the cognitive aspect, the key elements listed are the physical reaction, the subjective experience, and this cognitive component. Therefore, A, B, and C is the most comprehensive choice among the options.

Quick Tip

Remember the three main pillars of emotion: Body (Physiological Arousal), Mind (Subjective Feeling/Cognitive Appraisal), and Face (Expressive Behavior). When analyzing questions, try to map the options onto these three categories.

---

25. People who have a strong desire to succeed in attaining goals may be high in the need for:

(A) Attention
(B) Power
(C) Affiliation
(D) Achievement

Correct Answer: (D) Achievement

Solution:

Step 1: Understanding the Concept:
The question describes a specific type of motivation focused on success and goal attainment. This relates to David McClelland's theory of needs, which identifies three primary motivators in individuals.

Step 2: Detailed Explanation:
According to McClelland's Acquired-Needs Theory, individuals are primarily motivated by one of three needs:
(B) Need for Power (nPow): This is the desire to have impact, to be influential, and to control others. Individuals high in nPow enjoy being in charge and competing.
(C) Need for Affiliation (nAff): This is the desire for friendly and close interpersonal relationships. People high in nAff value being liked and seek social interaction.
(D) Need for Achievement (nAch): This is the drive to excel, to achieve in relation to a set of standards, and to strive to succeed. Individuals high in nAch seek out challenging goals, prefer to work alone or with other high achievers, and desire feedback on their performance. The description in the question, "a strong desire to succeed in attaining goals," is the very definition of the need for achievement.
(A) Attention: While people with a high need for achievement or power may desire attention as a byproduct of their success, the need for attention itself is not one of McClelland's primary motivators. The core drive described is success, not simply being noticed.

Step 3: Final Answer:
A strong desire to succeed in attaining goals is characteristic of a high need for Achievement (nAch).

Quick Tip

McClelland's three needs are often summarized as: **Achievement** (want to succeed), **Affiliation** (want to be liked), and **Power** (want to be in charge). Match the description in the question to these simple definitions.

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26. In the self-determination theory of motivation, some inborn and universal needs help people gain a complete sense of self and whole, healthy relationship with others. These needs are:
A. Autonomy
B. Competence
C. Relatedness
D. Acceptance
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (B) A, B and C only

Solution:

Step 1: Understanding the Concept:
The question asks to identify the three universal, innate psychological needs proposed by Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan. According to SDT, the fulfillment of these needs is essential for psychological growth, integrity, and well-being.

Step 2: Detailed Explanation:
Self-Determination Theory posits three fundamental needs:
A. Autonomy: This is the need to feel in control of one's own behaviors and goals. It means feeling that one's actions are self-endorsed and volitional, not coerced or controlled by external forces.
B. Competence: This is the need to feel effective in dealing with the environment. It involves seeking to control outcomes and experiencing mastery over one's tasks and challenges.
C. Relatedness: This is the need to feel a sense of belonging and connection with others. It involves developing secure and satisfying relationships and feeling cared for by others.

Now let's evaluate the given items:
- A, B, and C are the three core needs of SDT.
- **D. Acceptance:** While the need for acceptance is a powerful human motive and is related to the concept of Relatedness, it is not one of the three specific, formally named needs in Self-Determination Theory. Relatedness is a broader concept that includes giving and receiving care and support.

Step 3: Final Answer:
The three universal needs identified by Self-Determination Theory are Autonomy, Competence, and Relatedness. Therefore, the correct combination is A, B, and C only.

Quick Tip

Remember the acronym **ARC** to recall the three needs of Self-Determination Theory: **A**utonomy, **R**elatedness, and **C**ompetence.

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27. Yerkes-Dodson law states that performance is related to:

(A) Affilition
(B) Attention
(C) Arousal
(D) Affect

Correct Answer: (C) Arousal

Solution:

Step 1: Understanding the Concept:
The question asks to identify the key variable that the Yerkes-Dodson law links to performance. The Yerkes-Dodson law is a fundamental principle in psychology that describes the relationship between physiological or mental arousal and performance on a task.

Step 2: Detailed Explanation:
The Yerkes-Dodson law states that performance increases with physiological or mental **arousal**, but only up to a certain point. When levels of arousal become too high, performance decreases. The relationship is typically illustrated as an inverted U-shaped curve.
- **Low Arousal:** Leads to low performance (e.g., being too tired or bored to concentrate).
- **Optimal Arousal:** Leads to peak performance.
- **High Arousal:** Leads to decreased performance (e.g., being too anxious or stressed to perform well).

Let's look at the options:
(A) Affiliation: This is the need for social connection, a motive, not the variable in the Yerkes-Dodson law.
(B) Attention: While attention is necessary for performance, arousal is the more general physiological and psychological state that the law describes. Arousal levels affect our ability to pay attention.
(C) Arousal: This is the correct term. The law specifically describes the performance-arousal relationship.
(D) Affect: This refers to the experience of feeling or emotion. While affect is related to arousal (emotions have an arousal component), the law is specifically framed in terms of arousal level.

Step 3: Final Answer:
The Yerkes-Dodson law states that performance is related to arousal.

Quick Tip

Visualize the inverted "U" of the Yerkes-Dodson law. The peak of the "U" is the sweet spot of optimal arousal for peak performance. Too little or too much arousal leads to poor performance on either side of the peak.

28. The need for social approval is an example of a(n) _____ drive.

(A) primary
(B) instinctive
(C) innate
(D) acquired

Correct Answer: (D) acquired

Solution:

Step 1: Understanding the Concept:
The question asks to classify the "need for social approval" according to the different types of drives in motivation theory. Drives are typically categorized into primary (unlearned, biological) and secondary (learned, social).

Step 2: Detailed Explanation:
Let's define the different types of drives:
(A) Primary drives: These are unlearned, biological drives that are vital for survival. They include the needs for food, water, sleep, and temperature regulation.
(B) Instinctive and (C) Innate: These terms are similar to "primary" and refer to behaviors or needs that are unlearned and biologically determined.
(D) Acquired drives: Also known as secondary drives, these are drives that are learned through experience or conditioning. They are not biologically necessary for survival but are learned because they are associated with satisfying primary drives or have social value. The need for money, social approval, achievement, and power are all classic examples of acquired or secondary drives. We learn to value social approval because it often leads to better access to resources, security, and other rewards.

The need for social approval is not something we are born with in the same way we are born with the need for food. It is developed through social interaction and learning.

Step 3: Final Answer:
The need for social approval is an example of an acquired (or secondary) drive.

Quick Tip

To differentiate drive types, ask: "Is this needed for basic physical survival?" If yes, it's a primary drive (like hunger). If no, and it's related to social status, money, or achievement, it's an acquired/secondary drive.

---

29. _____ intelligence refers to accumulated knowledge-information we store over a lifetime of experience, plus the application of skills and knowledge to

solving specific problems.

(A) Fluid
(B) Crystallized
(C) Practical
(D) Contextual

Correct Answer: (B) Crystallized

Solution:

Step 1: Understanding the Concept:
The question describes a type of intelligence defined by the accumulation of knowledge, facts, and skills over a lifetime. This relates to the theory of fluid and crystallized intelligence proposed by Raymond Cattell.

Step 2: Detailed Explanation:
Let's define the types of intelligence listed:
(A) Fluid intelligence (Gf): This refers to the ability to reason and solve novel problems, independent of any previously acquired knowledge. It involves abilities such as pattern recognition, abstract reasoning, and working memory. Fluid intelligence is thought to decline with age.
(B) Crystallized intelligence (Gc): This refers to the ability to use learned knowledge and experience. It is the store of information, skills, and strategies that people have acquired through their education and prior experiences. The description in the question—"accumulated knowledge-information we store over a lifetime"—is the exact definition of crystallized intelligence. This type of intelligence tends to increase with age.
(C) Practical intelligence and (D) Contextual intelligence: These terms are from Robert Sternberg's Triarchic Theory of Intelligence. Practical intelligence refers to the ability to solve everyday problems ("street smarts"). Contextual intelligence is another name for the practical sub-theory, focusing on adapting to and shaping one's environment. While related to applying knowledge, "crystallized intelligence" is the specific term for the accumulated knowledge itself.

Step 3: Final Answer:
The intelligence that refers to accumulated knowledge and skills is crystallized intelligence.

Quick Tip

A simple analogy: **Fluid** intelligence is like the processing power (CPU) of your brain—raw speed and problem-solving ability. **Crystallized** intelligence is like the information stored on your hard drive—your library of facts, vocabulary, and learned skills.

30. Match the LIST-I with LIST-II

LIST-I (Theorist)	LIST-II (Theory/Phenomenon)
A. Robert Sternberg	**I. PASS theory**
B. Cattell	**II. Multiple intelligence**
C. Das, Naglieri and Kirby	**III. Triarchic theory**
D. Howard Gardner	**IV. Fluid intelligence**

Choose the correct answer from the options given below:

(A) A - I, B - II, C - III, D - IV
(B) A - I, B - III, C - II, D - IV
(C) A - I, B - II, C - IV, D - III
(D) A - III, B - IV, C - I, D - II

Correct Answer: (D) A - III, B - IV, C - I, D - II

Solution:

Step 1: Understanding the Concept:
The question requires matching prominent theorists in the field of intelligence with their respective theories. This tests knowledge of the major theoretical frameworks for understanding human intelligence.

Step 2: Detailed Explanation:
Let's perform the matching for each theorist:
A. Robert Sternberg: He is the proponent of the **Triarchic theory** of intelligence, which posits three types of intelligence: analytical, creative, and practical. So, **A matches with III**.
B. Raymond Cattell: He is known for his theory distinguishing between **Fluid intelligence** (Gf) and Crystallized intelligence (Gc). So, **B matches with IV**.
C. Das, Naglieri and Kirby: These researchers developed the **PASS theory** of intelligence, which is based on Luria's work on the functional organization of the brain. PASS stands for Planning, Attention-Arousal, Simultaneous, and Successive cognitive processes. So, **C matches with I**.
D. Howard Gardner: He proposed the theory of **Multiple Intelligences**, which argues that intelligence is not a single entity but comprises several distinct modalities, such as linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. So, **D matches with II**.

Step 3: Final Answer:
The correct set of matches is: A-III, B-IV, C-I, D-II. This corresponds to option (D).

Quick Tip

Create flashcards for major theorists and their key contributions. Use mnemonics: Sternberg's has **three** parts (**Tri**archic). Gardner has a **garden** of different intelligences (**Multiple** Intelligences). Cattell separated intelligence into a flowing **Fluid** and a solid **Crystal**.

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31. Match the LIST-I with LIST-II

LIST-I (Test/Syndrome)	LIST-II (Description)
A. Picture completion	**I. Performance test**
B. Similarities	**II. Usually IQ below 50**
C. Down Syndrome	**III. Verbal test**
D. William Syndrome	**IV. Low IQ with musical talent**

Choose the correct answer from the options given below:

(A) A-I, B-II, C - III, D - IV
(B) A-II, B-III, C-I, D - IV
(C) A-I, B-II, C - IV, D - III
(D) A-III, B-IV,C-I,D - II

Correct Answer: None of the options is correct. The correct matching is A-I, B-III, C-II, D-IV.

Solution:

Step 1: Understanding the Concept:
This question requires matching specific psychological tests and syndromes with their correct descriptions or classifications. This involves knowledge of intelligence testing (specifically Wechsler scales) and the characteristics of certain genetic syndromes.

Step 2: Detailed Explanation:
Let's analyze and match each item from LIST-I to LIST-II:
A. Picture completion: This is a classic subtest from the Wechsler intelligence scales. It requires the test-taker to identify and name the essential missing part of a picture. It measures visual perception and organization, and is categorized as a **Performance test (I)**. So, **A matches with I**.
B. Similarities: This is another core subtest from the Wechsler scales. The test-taker is asked to explain how two different things are alike. It measures verbal abstract reasoning and concept formation, and is categorized as a **Verbal test (III)**. So, **B matches with III**.
C. Down Syndrome: This is a genetic condition (Trisomy 21) that causes developmental delays and intellectual disability. The degree of intellectual disability is often in the mild to moderate range, with IQ scores that are **usually below 50 (II)** not being uncommon in more severe cases. So, **C matches with II**.
D. Williams Syndrome: This is a rare neurodevelopmental genetic disorder characterized by a distinctive cognitive profile. Individuals often have mild to moderate intellectual disability,

but show relative strengths in language and, most notably, in music. The description **Low IQ with musical talent (IV)** is a hallmark characteristic of this syndrome. So, **D matches with IV**.

Step 3: Final Answer:
The logically correct matching is: **A-I, B-III, C-II, D-IV**.
Upon reviewing the options provided:
1. A-I, B-II, C-III, D-IV
2. A-II, B-III, C-I, D-IV
3. A-I, B-II, C-IV, D-III
4. A-III, B-IV, C-I, D-II

None of these options correctly matches all four pairs. The question appears to have flawed options.

Quick Tip

In matching questions, always try to match the items you are most certain about first. Here, "Picture completion" as a performance test (A-I) and "Similarities" as a verbal test (B-III) are standard classifications. This can help you quickly eliminate incorrect options, though in this case, it reveals an error in the question itself.

---

32. Identify the subtests of the Wechsler Adult Intelligence Scale from the following:
A. Arithmetic
B. Digit symbol
C. Similarities
D. Object assembly
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (C) A, B, C and D

Solution:

Step 1: Understanding the Concept:
The question asks to identify which of the listed tests are components (subtests) of the Wechsler Adult Intelligence Scale (WAIS). The WAIS is a prominent IQ test that is divided into various subtests measuring different aspects of verbal and performance intelligence.

Step 2: Detailed Explanation:
Let's examine each of the options provided:
A. Arithmetic: This is a classic Verbal subtest of the WAIS. It involves solving a series of arithmetic problems mentally and responding orally. It measures numerical reasoning, concentration, and mental computational skill.
B. Digit symbol: This is a classic Performance subtest, often called Digit Symbol-Coding in later versions. It requires the test-taker to fill in symbols that correspond to numbers using a key. It measures processing speed, visual-motor coordination, and learning ability.
C. Similarities: This is a core Verbal subtest. It requires the test-taker to explain how two objects or concepts are alike. It measures abstract verbal reasoning and concept formation.
D. Object assembly: This is a classic Performance subtest. It consists of jigsaw-like puzzles that the test-taker must assemble to form a meaningful object. It measures visual-motor coordination and the ability to see part-whole relationships.

All four listed tests have been core or supplemental subtests in various editions of the Wechsler Adult Intelligence Scale (e.g., WAIS, WAIS-R, WAIS-III).

Step 3: Final Answer:
Since Arithmetic, Digit symbol, Similarities, and Object assembly are all established subtests of the WAIS, the correct option includes all of them.

Quick Tip

Remember that the Wechsler scales are broadly divided into Verbal and Performance subtests. Knowing which subtest belongs to which category can be helpful. Verbal: Information, Similarities, Arithmetic, Vocabulary, Comprehension. Performance: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Digit Symbol-Coding.

---

33. Which one of the following is a group test of intelligence?

(A) Army Alpha
(B) Wechsler Adult Intelligence Scale
(C) Stanford-Binet Scale
(D) Bhatia Battery

Correct Answer: (A) Army Alpha

Solution:

Step 1: Understanding the Concept:
The question asks to identify a group intelligence test from a list of options. Intelligence tests can be classified based on their administration method: individual tests (administered to one

person at a time) and group tests (administered to multiple people simultaneously).

Step 2: Detailed Explanation:
Let's analyze the tests listed:
(A) Army Alpha: This test was developed by Robert Yerkes and his colleagues for the U.S. Army during World War I. It was a written, paper-and-pencil test designed to be administered to large groups of recruits to assess their intellectual and emotional fitness. The Army Beta was a non-verbal counterpart for illiterate or non-English-speaking recruits. The Army Alpha is a classic example of a group intelligence test.
(B) Wechsler Adult Intelligence Scale (WAIS): This is one of the most widely used intelligence tests. It is administered one-on-one by a trained examiner to a single individual.
(C) Stanford-Binet Scale: This is another historically significant and widely used IQ test. It is also administered individually by a trained examiner.
(D) Bhatia Battery: This is a performance-based battery of intelligence tests developed by C. M. Bhatia in India. It is designed to be administered individually.

Step 3: Final Answer:
Among the given options, only the Army Alpha test was designed for group administration.

Quick Tip

Most of the famous, comprehensive IQ tests like the Wechsler scales and the Stanford-Binet are individually administered to allow for detailed observation and rapport-building. Group tests like the Army Alpha or Raven's Progressive Matrices are designed for efficiency in large-scale testing situations.

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34. The formula of IQ is:

(A) (Mental Age/Chronological Age) × 100
(B) (Chronological Age/Mental Age) × 100
(C) 2(Mental Age/Chronological Age) × 100
(D) 2(Chronological Age/Mental Age)× 100

Correct Answer: (A) (Mental Age/Chronological Age) × 100

Solution:

Step 1: Understanding the Concept:
The question asks for the original formula used to calculate the Intelligence Quotient (IQ). This formula, known as the ratio IQ, was developed to provide a standardized score for intelligence tests.

Step 2: Key Formula or Approach:
The concept of IQ was proposed by the German psychologist William Stern in 1912, and later

adopted by Lewis Terman for the Stanford-Binet Intelligence Scale. The formula is designed to represent an individual's intellectual development relative to their age peers.
The formula is:

$$\text{IQ} = \frac{\text{Mental Age (MA)}}{\text{Chronological Age (CA)}} \times 100$$

- **Mental Age (MA):** A measure of an individual's intellectual level, based on the age level of the test items they can pass. - **Chronological Age (CA):** The individual's actual age in years. - Multiplying by 100 is done to remove the decimal and set the average IQ for any age group to 100.

Step 3: Detailed Explanation:
Let's evaluate the given options based on this formula:
(A) (Mental Age/Chronological Age) × 100: This is the correct, classic formula for the ratio IQ.
(B) (Chronological Age/Mental Age) × 100: This inverts the ratio and would give a nonsensical result (a person with a higher mental age than chronological age would have an IQ below 100).
(C) 2(Mental Age/Chronological Age) × 100: This incorrectly adds a multiplier of 2.
(D) 2(Chronological Age/Mental Age)× 100: This is both inverted and incorrectly multiplied by 2.

Step 4: Final Answer:
The correct formula for IQ is (Mental Age / Chronological Age) × 100.

Quick Tip

Note that this "ratio IQ" formula is primarily used for children and is not used in modern tests like the WAIS. Modern tests use a "deviation IQ," where an individual's score is compared to the statistical average (mean) of their age group, which is set at 100. However, for historical and conceptual questions, the MA/CA formula is the one to know.

---

35. In the Triarchic theory of intelligence, the three aspects are analytical, creative, and _____ intelligence.

(A) General
(B) Specific
(C) Practical
(D) Logical

Correct Answer: (C) Practical

Solution:

Step 1: Understanding the Concept:
The question refers to Robert Sternberg's Triarchic Theory of Intelligence and asks for the third component of the theory, given the first two (analytical and creative). This theory proposes a broader view of intelligence than traditional IQ tests.

Step 2: Detailed Explanation:
Robert Sternberg's Triarchic Theory of Intelligence identifies three distinct types of intelligence that he believes are essential for successful living:
1. **Analytical Intelligence (Componential):** This is the ability to analyze, evaluate, judge, compare, and contrast. It is the type of intelligence typically measured by traditional IQ tests and is important for academic success.
2. **Creative Intelligence (Experiential):** This is the ability to create, design, invent, originate, and imagine. It involves dealing with novel situations and automating responses in familiar situations.
3. **Practical Intelligence (Contextual):** This is the ability to use, apply, implement, and put ideas into practice. It is often referred to as "street smarts" and involves adapting to, shaping, and selecting environments to meet one's needs.

The missing component in the question is **Practical** intelligence.
Let's review the options:
(A) General and **(B) Specific**: These terms are from Spearman's two-factor theory ('g' factor and 's' factors).
(C) Practical: This is the correct third component of Sternberg's theory.
(D) Logical: This is a component of analytical intelligence, not a separate third category in this theory.

Step 3: Final Answer:
The three aspects of the Triarchic theory are analytical, creative, and practical intelligence.

Quick Tip

Remember the three components of Sternberg's theory as "Book Smarts" (Analytical), "Street Smarts" (Practical), and "Innovative Smarts" (Creative).

---

36. The concept of emotional intelligence was first introduced by:

(A) Goleman
(B) Salovey and Mayer
(C) Sternberg
(D) Spearman

Correct Answer: (B) Salovey and Mayer

Solution:

Step 1: Understanding the Concept:
The question asks to identify the originators of the academic concept of "emotional intelligence" (EI or EQ). It is important to distinguish between the researchers who first defined the construct and the author who later popularized it.

Step 2: Detailed Explanation:
Let's analyze the contributions of the individuals listed:
(A) Goleman: Daniel Goleman is a science journalist who brought emotional intelligence to a wide audience with his best-selling 1995 book, "Emotional Intelligence: Why It Can Matter More Than IQ". While he is the person most associated with EQ in the public mind, he did not coin the term or introduce the original theory.
(B) Salovey and Mayer: The term "emotional intelligence" was first formally defined in a 1990 academic paper titled "Emotional Intelligence" by two psychologists, Peter Salovey (now president of Yale University) and John D. Mayer. They defined it as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." They are credited as the originators of the concept in scientific literature.
(C) Sternberg: Robert Sternberg is known for his Triarchic Theory of Intelligence (analytical, creative, practical).
(D) Spearman: Charles Spearman is known for his two-factor theory of intelligence, proposing a general intelligence factor ('g') and specific abilities ('s').

Step 3: Final Answer:
The concept of emotional intelligence was first introduced by Salovey and Mayer.

Quick Tip

Remember the distinction: **Salovey and Mayer** were the academic **pioneers** who defined the theory. **Daniel Goleman** was the **popularizer** who made it a household name. For questions about the "first introduction," the answer is Salovey and Mayer.

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37. Arrange the following steps involved in person centered therapy in their correct sequence:
A. Unrealistic conditions of worth
B. Therapy
C. Distorted self concept
D. Enhanced adjustment, progress toward self-fulfillment
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) B, A, D, C

(D) C, B, D, A

Correct Answer: (B) A, C, B, D

Solution:

Step 1: Understanding the Concept:
The question asks for the correct sequence of events describing the development of psychological distress and its resolution through Person-Centered Therapy, developed by Carl Rogers. The theory posits that distress arises from a state of incongruence between the real self and the ideal self.

Step 2: Detailed Explanation:
The sequence outlines the cause of the problem and the process of therapy:
1. **Cause of Distress:** The process begins when an individual internalizes **Unrealistic conditions of worth (A)** from significant others. This means they feel they are loved and valued only if they meet certain standards or expectations.
2. **Result of Distress:** In trying to live up to these external standards, the individual develops a **Distorted self-concept (C)**. Their view of themselves becomes incongruent with their actual organismic experiencing, leading to anxiety and maladjustment.
3. **The Intervention:** The individual enters **Therapy (B)**. In the safe, non-judgmental environment of person-centered therapy, characterized by unconditional positive regard, empathy, and genuineness, the client can begin to explore their true feelings and experiences.
4. **The Outcome:** Through this therapeutic process, the client's self-concept becomes more congruent with their experience. This leads to **Enhanced adjustment, progress toward self-fulfillment (D)**, which is the ultimate goal of the therapy.

This logical flow shows the cause (A $\rightarrow$ C) and the cure (B $\rightarrow$ D). The overall sequence is therefore A, C, B, D.

Step 3: Final Answer:
The correct sequence that describes the problem and its therapeutic solution according to person-centered theory is A, C, B, D.

Quick Tip

Think of the sequence as a story: 1. External pressure (**Conditions of Worth**) leads to 2. Internal conflict (**Distorted Self-Concept**). 3. Seeking help (**Therapy**) leads to 4. Resolution and growth (**Self-Fulfillment**).

---

38. Which therapy focuses on persuading individuals to recognize and change irrational assumptions that underlie their thinking?

(A) Cognitive Behavior Therapy
(B) Behavior Therapy
(C) Rational-Emotive Therapy
(D) Psychodynamic Therapy

Correct Answer: (C) Rational-Emotive Therapy

Solution:

Step 1: Understanding the Concept:
The question asks to identify a specific type of psychotherapy based on its core technique: actively persuading clients to change their underlying irrational beliefs.

Step 2: Detailed Explanation:
Let's analyze the therapeutic approaches:
(A) Cognitive Behavior Therapy (CBT): This is a broad category of therapies that aim to change maladaptive thinking patterns and behaviors. While it involves changing thoughts, the term "persuading" and the focus on "irrational assumptions" is the hallmark of a specific type of CBT.
(B) Behavior Therapy: This approach focuses primarily on changing observable behaviors through principles of learning, such as classical and operant conditioning. It does not focus on underlying thoughts or assumptions.
(C) Rational-Emotive Therapy (RET), now Rational Emotive Behavior Therapy (REBT): Developed by Albert Ellis, this therapy is founded on the A-B-C model where an Activating event (A) does not directly cause an emotional Consequence (C); rather, it is the individual's irrational Beliefs (B) about the event that cause the distress. The therapist's role is highly directive and involves actively disputing, challenging, and persuading the client to replace these irrational beliefs with more rational and effective ones. The language in the question is a textbook description of REBT.
(D) Psychodynamic Therapy: This therapy focuses on exploring how unconscious conflicts and early life experiences shape current feelings and behaviors. It is insight-oriented, not focused on challenging irrational thoughts.

Step 3: Final Answer:
While REBT is a form of CBT, it is the most specific and accurate answer given the description's emphasis on "persuading" individuals to change "irrational assumptions."

Quick Tip

Remember Albert Ellis and REBT by the ABC model: **A**ctivating Event → **B**elief → **C**onsequence. The therapy's goal is to directly attack and change the irrational **B**eliefs.

---

39. In the context of Beck's Cognitive Behavior Therapy, arrange the following circumstances in sequence that lead towards psychological disorder.

A. Negative affect
B. Illogical ideas
C. Depression
D. Negative thoughts, memories, ideas
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) B, A, D, C
(D) C, B, D, A

Correct Answer: (C) B, A, D, C

Solution:

Step 1: Understanding the Concept:
The question asks for the causal sequence of depression according to Aaron Beck's cognitive model. Beck's theory posits that dysfunctional thinking is the primary cause of emotional disorders. The sequence describes how underlying beliefs lead to the full-blown disorder.

Step 2: Detailed Explanation:
According to Beck's cognitive model, the development of depression follows a specific pathway:
1. **Illogical ideas (B):** The process begins with underlying dysfunctional schemas or core beliefs, which are deep-seated, maladaptive assumptions about oneself, the world, and the future (the negative cognitive triad). These are the "illogical ideas." For example, a core belief might be "I am worthless."
2. **Negative affect (A):** These core beliefs, when activated by a stressful life event, can directly trigger feelings of sadness, anxiety, or hopelessness. This is the initial emotional response.
3. **Negative thoughts, memories, ideas (D):** The negative emotional state (affect) then primes the individual to have specific, automatic negative thoughts (ANTs). The feeling of sadness might lead to thoughts like "I will never succeed," or "No one likes me." This creates a vicious cycle where negative feelings and negative thoughts reinforce each other.
4. **Depression (C):** This persistent cycle of negative core beliefs, negative affect, and automatic negative thoughts, along with accompanying behavioral symptoms (like withdrawal), constitutes the clinical syndrome of **Depression**.

This sequence, B $\rightarrow$ A $\rightarrow$ D $\rightarrow$ C, represents a plausible causal chain where core beliefs trigger feelings, which in turn trigger specific thoughts, leading to the disorder.

Step 3: Final Answer:
Based on this plausible interpretation of Beck's model, the correct sequence is B, A, D, C.

Quick Tip

Beck's model is about a cascade of negative thinking. It starts deep with core **Beliefs** (Illogical Ideas), which trigger negative **Feelings** (Affect) and automatic negative **Thoughts**, ultimately resulting in the disorder of **Depression**.

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40. In DSM-5, Obsessive-compulsive disorder has been classified in:

(A) Anxiety disorders
(B) Mood disorders
(C) Dissociative disorders
(D) Obsessive-compulsive and related disorders

Correct Answer: (D) Obsessive-compulsive and related disorders

Solution:

Step 1: Understanding the Concept:
The question asks for the correct classification of Obsessive-Compulsive Disorder (OCD) according to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). The classification of mental disorders evolves with new research, and the placement of OCD was a significant change in the DSM-5.

Step 2: Detailed Explanation:
Let's review the classification history and the current status:
- **Previous Classification (e.g., in DSM-IV-TR):** OCD was historically categorized under **Anxiety Disorders**. This was because the obsessions typically cause significant anxiety, and the compulsions are performed to reduce that anxiety.
- **Current Classification (in DSM-5):** Released in 2013, the DSM-5 created a new, separate chapter titled **"Obsessive-Compulsive and Related Disorders."** This change was made to reflect growing evidence that OCD is distinct from anxiety disorders in terms of its neurobiology, genetic factors, and treatment response. This new chapter also includes disorders like Body Dysmorphic Disorder, Hoarding Disorder, and Trichotillomania (hair-pulling disorder).

Therefore, according to the current DSM-5:
(A) Anxiety disorders: This is the outdated classification.
(B) Mood disorders: This category includes depressive and bipolar disorders. Incorrect.
(C) Dissociative disorders: This category includes disorders of memory and identity. Incorrect.
(D) Obsessive-compulsive and related disorders: This is the correct, current classification in DSM-5.

Step 3: Final Answer:
In DSM-5, OCD is classified in its own category of Obsessive-compulsive and related disorders.

Quick Tip

A key update to remember for the DSM-5 is the "divorce" of OCD and PTSD from the Anxiety Disorders chapter. Both were given their own new chapters, reflecting a better understanding of their unique features.

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41. According to DSM-5, anxiety disorders comprise:
A. Depression
B. Social Phobia
C. Panic disorder
D. Generalized anxiety disorder
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (D) B, C and D only

Solution:

Step 1: Understanding the Concept:
The question asks to identify which of the listed conditions are classified under the "Anxiety Disorders" chapter in the DSM-5.

Step 2: Detailed Explanation:
Let's analyze the classification of each condition in the DSM-5:
A. Depression: Major Depressive Disorder is the primary diagnosis in the "Depressive Disorders" chapter. It is a mood disorder, not an anxiety disorder.
B. Social Phobia: Now officially termed **Social Anxiety Disorder** in the DSM-5, this condition is a core member of the "Anxiety Disorders" chapter. It is characterized by intense fear or anxiety of social situations.
C. Panic disorder: This is another key disorder within the "Anxiety Disorders" chapter, characterized by recurrent, unexpected panic attacks.
D. Generalized anxiety disorder (GAD): This is also a primary diagnosis in the "Anxiety Disorders" chapter, characterized by excessive, uncontrollable worry about numerous events or activities.

Step 3: Final Answer:
Based on the DSM-5 classification, Social Phobia (Social Anxiety Disorder), Panic Disorder, and Generalized Anxiety Disorder are all anxiety disorders. Depression is not. Therefore, the correct combination is B, C, and D only.

Quick Tip

The core Anxiety Disorders in DSM-5 include Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder (Social Phobia), Panic Disorder, Agoraphobia, and Generalized Anxiety Disorder. Depression is always classified as a Mood/Depressive Disorder.

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42. In DSM-5, Body Dysmorphic Disorder is placed in:

(A) Mood Disorder
(B) Somato-form disorder
(C) Anxiety disorder
(D) OCD and related disorders

Correct Answer: (D) OCD and related disorders

Solution:

Step 1: Understanding the Concept:
The question asks for the diagnostic category of Body Dysmorphic Disorder (BDD) in the DSM-5. BDD is characterized by a distressing or impairing preoccupation with imagined or slight defects in appearance.

Step 2: Detailed Explanation:
Let's trace the classification of BDD:
- **Previous Classification (DSM-IV-TR):** BDD was classified as a **Somatoform Disorder**. This was because it involves preoccupation with the body, although the focus is on appearance rather than physical symptoms or illness.
- **Current Classification (DSM-5):** Recognizing the strong clinical similarities between BDD and OCD, the DSM-5 moved BDD into the new chapter on **Obsessive-Compulsive and Related Disorders**. The similarities include obsessive preoccupation with the perceived defect and compulsive behaviors, such as mirror checking, excessive grooming, or seeking reassurance.

Therefore, the correct placement in the DSM-5 is:
(A) Mood Disorder: Incorrect.
(B) Somato-form disorder: This is the old classification from DSM-IV. Incorrect for DSM-5. (Note: The Somatoform Disorders category was also renamed to "Somatic Symptom and Related Disorders").
(C) Anxiety disorder: Incorrect.
(D) OCD and related disorders: This is the correct, current classification.

Step 3: Final Answer:
In DSM-5, Body Dysmorphic Disorder is placed in the chapter for OCD and related disorders.

Quick Tip

Remember that the new "OCD and Related Disorders" chapter in DSM-5 is a "family" of conditions linked by obsessive thoughts and/or compulsive behaviors. This family includes OCD, Body Dysmorphic Disorder, and Hoarding Disorder, among others.

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43. Match the LIST-I with LIST-II

LIST-I (Personality Disorders)	LIST-II (Characteristics)
A. Paranoid	**I. Suspiciousness and mistrusts of others**
B. Histrionic	**II. Impulsiveness**
C. Borderline	**III. Self-dramatization**
D. Schizotypal	**IV. Peculiar thought patterns**

Choose the correct answer from the options given below:

(A) A-I, B-II, C-III, D - IV
(B) A-I, B-III, C-II, D - IV
(C) A-I, B-II, C - IV, D - III
(D) A-III, B-IV, C-I, D - II

Correct Answer: (B) A-I, B-III, C-II, D - IV

Solution:

Step 1: Understanding the Concept:
The question requires matching four specific personality disorders with their key characteristic features. This tests knowledge of the diagnostic criteria for personality disorders as outlined in the DSM.

Step 2: Detailed Explanation:
Let's match each personality disorder from LIST-I to its defining characteristic in LIST-II:
A. Paranoid Personality Disorder: This disorder is in Cluster A (the odd, eccentric cluster). Its defining feature is a pervasive pattern of distrust and **suspiciousness of others (I)** such that their motives are interpreted as malevolent. So, **A matches with I**.
B. Histrionic Personality Disorder: This disorder is in Cluster B (the dramatic, emotional, erratic cluster). It is characterized by a pattern of excessive emotionality and attention-seeking. Individuals are often lively and dramatic, which can be described as **self-dramatization (III)**. So, **B matches with III**.
C. Borderline Personality Disorder: Also in Cluster B, this disorder is characterized by a pervasive pattern of instability in interpersonal relationships, self-image, and affects, along with marked **impulsiveness (II)**. This impulsivity can manifest in areas like spending, sex, substance abuse, or reckless driving. So, **C matches with II**.
D. Schizotypal Personality Disorder: This is another Cluster A disorder. It is marked by acute discomfort in close relationships, cognitive or perceptual distortions, and eccentricities of behavior. The cognitive distortions can include magical thinking, odd beliefs, and **peculiar thought patterns (IV)** or speech. So, **D matches with IV**.

Step 3: Final Answer:
The correct set of matches is A-I, B-III, C-II, D-IV. This corresponds to option (B).

Quick Tip

Remember the personality disorder clusters:
- **Cluster A (Weird):** Paranoid, Schizoid, Schizotypal
- **Cluster B (Wild):** Antisocial, Borderline, Histrionic, Narcissistic
- **Cluster C (Worried):** Avoidant, Dependent, Obsessive-Compulsive
Associating the disorders with their cluster can help you remember their core features.

---

44. _____ is a sensory experience that seems real to the person having it, but occurs in the absence of any external perceptual stimulus.

(A) Delusion
(B) Illusion
(C) Hallucination
(D) Depression

Correct Answer: (C) Hallucination

Solution:

Step 1: Understanding the Concept:
The question asks for the psychological term for a perceptual experience that happens without any external sensory input. This is a key symptom in psychotic disorders.

Step 2: Detailed Explanation:
Let's define the terms to find the correct match:
(A) Delusion: A delusion is a disorder of *thought content*, not perception. It is a false, fixed belief that is held with strong conviction despite evidence to the contrary. For example, a belief that one is being spied on by the government.
(B) Illusion: An illusion is a disorder of *perception*, but it involves the misinterpretation of a *real external stimulus*. For example, perceiving a shadow in a dark room as a person. The key here is that a stimulus is actually present.
(C) Hallucination: A hallucination is a disorder of *perception* where a sensory experience occurs in the *absence of any external stimulus*. The person may see, hear (most common), feel, taste, or smell something that is not there. This definition perfectly matches the question.
(D) Depression: This is a mood disorder characterized by persistent sadness, loss of interest, and other emotional and physical problems. It is a disorder of mood, not perception.

Step 3: Final Answer:
The correct term for a sensory experience in the absence of an external stimulus is a halluci-

nation.

Quick Tip

Remember the key difference: **Illusion** = Misinterpretation of a **real** stimulus. **Hallucination** = Perception with **no** real stimulus. **Delusion** = A false **belief**, not a perception.

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45. The _____ is directly related to the variance and is figured by taking the square root of the variance.

(A) Average Deviation
(B) Quartile Deviation
(C) Standard Deviation
(D) Range

Correct Answer: (C) Standard Deviation

Solution:

Step 1: Understanding the Concept:
The question asks to identify the statistical measure of dispersion (variability) that is defined as the square root of the variance. This is a fundamental concept in descriptive statistics.

Step 2: Key Formula or Approach:
Let's define variance and its relationship to other measures.
- **Variance (σ^2)**: The variance is the average of the squared differences from the Mean. It measures how spread out the data points are. However, its units are squared (e.g., dollars squared), which can be difficult to interpret.
- **Standard Deviation (σ)**: To return the measure of spread to the original units of measurement, we take the square root of the variance.
The formula is:

$$\text{Standard Deviation} = \sqrt{\text{Variance}}$$

$$\sigma = \sqrt{\sigma^2}$$

Step 3: Detailed Explanation:
Let's evaluate the given options:
(A) Average Deviation: The mean of the absolute deviations from a central point. It is not calculated from variance.
(B) Quartile Deviation: A measure of spread based on the difference between the first and third quartiles of a distribution. It is not related to variance.
(C) Standard Deviation: By definition, the standard deviation is the positive square root of the variance. This perfectly matches the description.
(D) Range: The difference between the maximum and minimum values in a dataset. It is the

simplest measure of spread and is not calculated from variance.

Step 4: Final Answer:
The statistical measure that is the square root of the variance is the standard deviation.

> Quick Tip
>
> Think of variance and standard deviation as two sides of the same coin. You calculate variance first (average squared difference from the mean), and then you take the square root to get the standard deviation. The standard deviation is more commonly reported because it's in the same units as the original data.

---

46. The formula for changing a raw score to a Z score is:
Where X= Raw Score, M=Mean, SD= Standard Deviation

(A) Z= (X-M)/SD
(B) Z= (X+M)/SD
(C) Z= (X-SD)/M
(D) Z= (M-SD)/X

Correct Answer: (A) Z= (X-M)/SD

Solution:

Step 1: Understanding the Concept:
A Z-score is a standardized score that indicates how many standard deviations a raw score is from the mean of a distribution. It allows for the comparison of scores from different distributions. The formula calculates this by finding the difference between a raw score and the mean, and then dividing that difference by the standard deviation of the distribution.

Step 2: Key Formula or Approach:
The formula for a Z-score is defined as:

$$Z = \frac{\text{Raw Score} - \text{Mean}}{\text{Standard Deviation}}$$

Using the notation provided in the question (X for Raw Score, M for Mean, and SD for Standard Deviation), the formula is:

$$Z = \frac{X - M}{SD}$$

Step 3: Detailed Explanation:
Let's analyze the steps involved in the formula:
1. **(X - M):** This part of the formula calculates the deviation of the raw score (X) from the mean (M). A positive result means the score is above the mean, while a negative result means it is below the mean.

2. **/ SD:** This part divides the deviation by the standard deviation (SD). This standardizes the deviation, expressing it in terms of standard deviation units.

Now, let's evaluate the given options:
(A) Z= (X-M)/SD: This matches the correct formula.
(B) Z= (X+M)/SD: This incorrectly adds the mean instead of subtracting it.
(C) Z= (X-SD)/M: This incorrectly subtracts the standard deviation and divides by the mean.
(D) Z= (M-SD)/X: This formula is completely incorrect.

Step 4: Final Answer:
The correct formula for changing a raw score to a Z-score is Z = (X - M) / SD.

> Quick Tip
>
> Remember that a Z-score answers the question: "How many standard deviations is this score away from the average?" The formula logically follows this question: first find the distance from the average (X-M), then measure that distance in standard deviation units (/SD).

---

47. Which of the following are parametric statistics?
A. Spearman rank order correlation
B. Pearson product moment correlation
C. t-test
D. Mann-Whitney U test
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B and C only

Correct Answer: (D) B and C only

Solution:

Step 1: Understanding the Concept:
Statistical tests are broadly divided into two categories: parametric and non-parametric.
- **Parametric tests** are those that make assumptions about the parameters of the population distribution from which the sample is drawn. These assumptions often include that the data is normally distributed and measured on an interval or ratio scale.
- **Non-parametric tests** (or distribution-free tests) are used when the assumptions of parametric tests are not met. They are suitable for data that is not normally distributed or is

measured on a nominal or ordinal scale.

Step 2: Detailed Explanation:
Let's classify each of the listed statistical tests:
A. Spearman rank order correlation: This is a **non-parametric** test that measures the strength and direction of association between two ranked variables. It is the non-parametric equivalent of the Pearson correlation.
B. Pearson product moment correlation: This is a **parametric** test that measures the linear relationship between two continuous variables. It assumes that the data is normally distributed and the relationship is linear.
C. t-test: The t-test is a **parametric** test used to compare the means of two groups. It assumes that the data is normally distributed and has homogeneity of variance.
D. Mann-Whitney U test: This is a **non-parametric** test used to compare differences between two independent groups when the dependent variable is either ordinal or continuous but not normally distributed. It is the non-parametric alternative to the independent samples t-test.

Step 3: Final Answer:
Based on the classification, the parametric statistics from the list are the Pearson product moment correlation (B) and the t-test (C). Therefore, the correct option is B and C only.

Quick Tip

A helpful way to remember is that many non-parametric tests have a parametric counterpart. For instance:
- **Spearman** is the non-parametric version of **Pearson**.
- **Mann-Whitney U** is the non-parametric version of the independent **t-test**.

---

48. The significance level, which is the chance of making a Type I error, is called _____.

(A) Alpha
(B) Beta
(C) Gama
(D) Delta

Correct Answer: (A) Alpha

Solution:

Step 1: Understanding the Concept:
In hypothesis testing, we make decisions about a population based on sample data, and there is always a risk of making an error. There are two types of errors:
- **Type I Error:** Rejecting the null hypothesis when it is actually true. This is a "false positive."

- **Type II Error:** Failing to reject the null hypothesis when it is actually false. This is a "false negative."
The question asks for the statistical term for the probability of committing a Type I error.

Step 2: Detailed Explanation:
Let's define the Greek letters used in hypothesis testing:
(A) Alpha (α): Alpha is the probability of making a Type I error. Researchers set this value before conducting a study, and it is also known as the **significance level**. Common values for alpha are 0.05 (a 5% chance of a Type I error) and 0.01. If the p-value of a test is less than or equal to alpha, the result is considered statistically significant. This is the correct answer.
(B) Beta (β): Beta is the probability of making a Type II error. The power of a statistical test is calculated as $1 - \beta$.
(C) Gamma (γ): Gamma is a statistic used in some non-parametric tests to measure the strength of association, but it does not represent the significance level.
(D) Delta (Δ): Delta is often used to represent a difference or change, or in the calculation of effect size, but it does not represent the probability of a Type I error.

Step 3: Final Answer:
The significance level, representing the probability of a Type I error, is called alpha (α).

Quick Tip

Remember the relationship:
- **Alpha (α)** = Probability of **Type I Error** (Significance Level)
- **Beta (β)** = Probability of **Type II Error**
The p-value is what you calculate; the alpha level is what you set as the threshold for significance.

---

49. In the normal probability distribution, what percent of scores lies between +1 SD and -1 SD?

(A) 47.72%
(B) 34.13%
(C) 68.26%
(D) 49.87%

Correct Answer: (C) 68.26%

Solution:

Step 1: Understanding the Concept:
The question asks about the percentage of scores that fall within a specific range in a normal distribution (also known as a bell curve). This is governed by the empirical rule, or the 68-95-

99.7 rule.

Step 2: Key Formula or Approach:
The empirical rule states that for a normal distribution:
- Approximately **68%** of the data falls within 1 standard deviation (SD) of the mean (between -1 SD and +1 SD).
- Approximately **95%** of the data falls within 2 standard deviations of the mean (between -2 SD and +2 SD).
- Approximately **99.7%** of the data falls within 3 standard deviations of the mean (between -3 SD and +3 SD).

Step 3: Detailed Explanation:
The question specifically asks for the percentage of scores between -1 SD and +1 SD. According to the empirical rule, this is approximately 68%.
Let's analyze the options:
(A) 47.72%: This is the approximate percentage of scores between the mean and +2 SD.
(B) 34.13%: This is the approximate percentage of scores between the mean and +1 SD (or between the mean and -1 SD). The question asks for the range between -1 SD and +1 SD, which would be 34.13% + 34.13%.
(C) 68.26%: This is the precise value for the percentage of scores lying between -1 SD and +1 SD (34.13% + 34.13% = 68.26%). This is the correct answer.
(D) 49.87%: This is the approximate percentage of scores between the mean and +3 SD.

Step 4: Final Answer:
In a normal distribution, 68.26% of scores lie between +1 SD and -1 SD of the mean.

Quick Tip

Memorize the 68-95-99.7 rule as it is a fundamental concept for understanding the normal distribution and is frequently tested. Also, remember that the distribution is symmetrical, so the percentage between the mean and +1 SD is the same as between the mean and -1 SD ($\tilde{3}4\%$).

50. John B. Watson is a _____.

(A) Structuralist
(B) Functionalist
(C) Behaviorist
(D) Psychoanalist

Correct Answer: (C) Behaviorist

Solution:

Step 1: Understanding the Concept:
The question asks to identify the school of thought in psychology with which John B. Watson

is associated. This requires knowledge of the major historical movements in psychology and their key figures.

Step 2: Detailed Explanation:
Let's review the schools of thought and their proponents:
(A) Structuralist: Structuralism, founded by Wilhelm Wundt and promoted by his student Edward Titchener, was the first school of psychology. It focused on breaking down mental processes into their most basic components using introspection. This is not associated with Watson.
(B) Functionalist: Functionalism, influenced by William James, focused on the purpose of consciousness and behavior, asking what the mind does and how it helps an organism adapt to its environment. This is also not Watson's school.
(C) Behaviorist: John B. Watson is widely regarded as the **founder of behaviorism**. In his 1913 manifesto, "Psychology as the Behaviorist Views It," he argued that psychology should be the science of observable behavior, rejecting the study of internal mental states like consciousness, which he felt were too subjective to be studied scientifically. His work, including the famous "Little Albert" experiment, established behaviorism as a dominant force in psychology.
(D) Psychoanalyst: Psychoanalysis was founded by Sigmund Freud. It emphasizes the influence of the unconscious mind on behavior and utilizes techniques like free association and dream analysis. Watson's behaviorism was, in many ways, a direct reaction against the unobservable concepts of psychoanalysis.

Step 3: Final Answer:
John B. Watson is a key figure in and the founder of the behaviorist school of thought.

Quick Tip

Associate key figures with their schools:
- **Wundt/Titchener** → Structuralism
- **William James** → Functionalism
- **Watson/Skinner** → Behaviorism
- **Freud/Jung** → Psychoanalysis

---

51. The science of behavior that focuses on observable behavior only is called:

(A) Behaviorism
(B) Psychoanalysis
(C) Gestalt Psychology
(D) Functionalism

Correct Answer: (A) Behaviorism

Solution:

Step 1: Understanding the Concept:
The question asks for the name of the school of psychology whose central tenet is the exclusive study of observable behavior.

Step 2: Detailed Explanation:
Let's define the approaches listed:
(A) Behaviorism: This is the precise definition of behaviorism. Founded by John B. Watson and later championed by B.F. Skinner, behaviorism holds that all behaviors are acquired through conditioning and that psychology should be a purely objective experimental branch of natural science. Its theoretical goal is the prediction and control of behavior. It explicitly rejects the study of internal mental processes.
(B) Psychoanalysis: Founded by Sigmund Freud, this school focuses on the unconscious mind, including hidden desires, conflicts, and memories, as the primary driver of behavior. It is the opposite of focusing only on the observable.
(C) Gestalt Psychology: This school of thought, with figures like Max Wertheimer, focuses on the idea that the whole of experience is greater than the sum of its parts. It emphasizes perception and the study of conscious experience as a whole, not just observable behavior.
(D) Functionalism: This school, associated with William James, was interested in the purpose or function of mental processes in helping organisms adapt to their environment. It studied both behavior and consciousness.

Step 3: Final Answer:
The science of behavior that focuses on observable behavior only is called behaviorism.

Quick Tip

The keyword in the definition of behaviorism is "observable." Behaviorists believe that if you can't see it and measure it objectively, it's not a valid subject for scientific psychology.

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52. In the definition of psychology, the mental process means:

(A) Facial expression
(B) Outward or overt actions and reactions
(C) Internal, covert process
(D) Only human behavior

Correct Answer: (C) Internal, covert process

Solution:

Step 1: Understanding the Concept:
Psychology is often defined as the scientific study of behavior and mental processes. The ques-

tion asks for the specific meaning of the term "mental processes" within this definition.

Step 2: Detailed Explanation:
Let's break down the components of the definition of psychology:
- **Behavior:** Refers to any action or reaction of an organism that can be directly observed and measured. This includes things like talking, walking, and facial expressions.
- **Mental Processes:** Refers to the internal, subjective experiences we infer from behavior. These are processes that are not directly observable. They include thinking, feeling, remembering, believing, and dreaming.

Now let's evaluate the options:
(A) Facial expression: This is an observable behavior, an outward sign that might reflect an internal state, but it is not the mental process itself.
(B) Outward or overt actions and reactions: This is the definition of "behavior," not "mental processes."
(C) Internal, covert process: This accurately describes mental processes. "Internal" means they happen inside the mind, and "covert" means they are hidden from direct observation.
(D) Only human behavior: This is incorrect. Psychology studies the behavior and mental processes of both humans and animals, and this option describes behavior, not mental processes.

Step 3: Final Answer:
In the definition of psychology, "mental process" refers to an internal, covert process.

Quick Tip

A simple way to distinguish is: if you can see it, it's **behavior** (overt). If you can't see it (e.g., a thought), it's a **mental process** (covert).

---

53. The goals of psychology are to uncover the mysteries of human and animal behaviors through their:
A. Description
B. Explanation
C. Prediction
D. Control
Choose the correct answer from the options given below:

(A) A, B and D only
(B) A, B and C only
(C) A, B, C and D
(D) B, C and D only

Correct Answer: (C) A, B, C and D

Solution:

Step 1: Understanding the Concept:
The question asks to identify the four primary goals of psychology as a science. These goals provide a framework for psychological research and practice.

Step 2: Detailed Explanation:
The four main goals of psychology are widely recognized as:
1. **Description (A):** To describe behavior or mental processes as accurately as possible. This involves observing and documenting what is happening. It answers the "what" question.
2. **Explanation (B):** To explain why a behavior or mental process occurs. This involves developing theories and hypotheses about the causes of the observed phenomena. It answers the "why" question.
3. **Prediction (C):** To predict future behavior or mental processes based on past observations and explanations. This involves identifying the conditions under which a behavior is likely to occur. It answers the "when" or "what if" question.
4. **Control (or Influence) (D):** To apply psychological knowledge to influence or change behavior in beneficial ways. This is the practical, applied aspect of psychology, aiming to solve problems and improve lives. It answers the "how can it be changed" question.

All four items listed (A, B, C, and D) are the established goals of psychology.

Step 3: Final Answer:
The correct option is the one that includes all four goals: A, B, C, and D.

Quick Tip

Remember the four goals in their logical order with the acronym **DEPC**: **D**escribe, **E**xplain, **P**redict, **C**ontrol. You must first describe what's happening before you can explain why, then use that explanation to predict future occurrences and potentially control or change the outcome.

---

54. _____ involves observing a behavior and noting everything about it.

(A) Description
(B) Prediction
(C) Control
(D) Analyzing

Correct Answer: (A) Description

Solution:

Step 1: Understanding the Concept:
The question asks to identify which of the goals of psychology is defined by the process of careful observation and documentation of behavior.

Step 2: Detailed Explanation:
Let's revisit the goals of psychology:
(A) Description: This is the first goal. It involves making a detailed record of observations. It answers the questions: What is happening? Where is it happening? To whom is it happening? And under what circumstances does it seem to happen? The phrase "observing a behavior and noting everything about it" is a perfect definition of description.
(B) Prediction: This involves forecasting future outcomes based on an understanding of the relationships between variables. It goes beyond simple observation.
(C) Control: This is the application of knowledge to modify behavior. It is an active intervention, not just passive observation.
(D) Analyzing: Analysis is part of the second goal, *Explanation*. After describing a behavior, a psychologist analyzes the data to understand why it occurred. So, while related, "Description" is the specific term for the act of observing and noting.

Step 3: Final Answer:
The goal that involves observing a behavior and noting everything about it is Description.

Quick Tip

Think of the goals as steps in a scientific investigation. The very first step is always to gather the raw data by observing and describing the phenomenon of interest.

---

55. Match the LIST-I with LIST-II

LIST-I (Types of Psychological Tests)	LIST-II (Characteristics)
A. Intelligence tests	**I. Measures the traits, qualities, or behaviors that**
B. Aptitude tests	**II. Measures a person's degree of learning, success**
C. Personality tests	**III. Measures an individual's ability in relatively g**
D. Achievement tests	**IV. Measures the capability for a relatively specifi**

Choose the correct answer from the options given below:

(A) A-I, B-II, C-III, D - IV
(B) A-I, B-III, C-II, D - IV
(C) A-I, B-II, C-IV, D - III
(D) A-III, B-IV, C-I, D - II

Correct Answer: (D) A-III, B-IV, C-I, D - II

Solution:

Step 1: Understanding the Concept:
The question requires matching different categories of psychological tests with their correct definitions. This involves distinguishing between tests that measure general ability, specific potential, current knowledge, and personal traits.

Step 2: Detailed Explanation:
Let's perform the matching for each test type:
A. Intelligence tests: These tests are designed to assess an individual's overall cognitive abilities, such as reasoning, problem-solving, and abstract thinking. They aim to measure general intellectual potential across a broad range. This matches the description "Measures an individual's ability in **relatively global areas (III)**." So, **A matches with III**.
B. Aptitude tests: These tests are designed to predict a person's future performance or capacity to learn a new skill. They measure the potential or **capability for a relatively specific task or type of skill (IV)**, such as mechanical aptitude or clerical aptitude. So, **B matches with IV**.
C. Personality tests: These tests aim to measure an individual's unique and stable patterns of thoughts, feelings, and behaviors. They assess the **traits, qualities, or behaviors that determine a person's individuality (I)**. So, **C matches with I**.
D. Achievement tests: These tests are designed to measure what a person has already learned or accomplished in a particular area. They assess the "degree of learning, **success or accomplishment in a subject or task (II)**," such as a final exam in a course. So, **D matches with II**.

Step 3: Final Answer:
The correct set of matches is A-III, B-IV, C-I, D-II. This corresponds to option (D).

Quick Tip

Remember the key distinctions:
- **Intelligence** = Broad, global ability (What can you do in general?)
- **Aptitude** = Potential for something specific (What could you learn to do?)
- **Achievement** = Acquired knowledge (What do you already know?)
- **Personality** = Traits and characteristics (Who are you?)

---

56. A test that measures cognitive, sensory, perceptual and motor performance can be categorized under:

(A) Aptitude test
(B) Interest inventories
(C) Personality test
(D) Neuropsychological test

Correct Answer: (D) Neuropsychological test

Solution:

Step 1: Understanding the Concept:
The question asks to classify a type of test based on the functions it measures: a comprehensive assessment of cognitive, sensory, perceptual, and motor skills. This points towards a specific area of psychological assessment focused on brain-behavior relationships.

Step 2: Detailed Explanation:
Let's analyze the options:
(A) Aptitude test: An aptitude test measures a person's potential to succeed in a specific area, like mechanical reasoning or music. It doesn't typically cover the broad range of sensory, perceptual, and motor functions mentioned.
(B) Interest inventories: These are tools designed to assess a person's preferences for different activities and occupations. They measure interests, not cognitive or motor performance.
(C) Personality test: A personality test measures an individual's characteristic patterns of thinking, feeling, and behaving. It does not directly measure cognitive or motor skills.
(D) Neuropsychological test: This is the correct category. Neuropsychological tests are specifically designed to measure a wide range of psychological functions that are known to be linked to particular brain structures and pathways. A comprehensive neuropsychological evaluation assesses areas such as attention, memory, language, executive function (cognitive), visual-spatial skills (perceptual), sensory perception, and motor speed and dexterity. The goal is often to identify the extent of impairment following a brain injury or illness.

Step 3: Final Answer:
A test that measures cognitive, sensory, perceptual, and motor performance is categorized as a neuropsychological test.

Quick Tip

The prefix "neuro-" indicates a connection to the brain and nervous system. Neuropsychological tests are the tools used to assess how well the brain is functioning by measuring the behaviors it controls.

---

57. Arrange the following steps in sequence followed in the test construction:
A. Testing the items
B. Selecting a scaling method
C. Defining the test
D. Constructing the items
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) B, A, D, C
(D) C, B, D, A

Correct Answer: (D) C, B, D, A

Solution:

Step 1: Understanding the Concept:
The question asks for the logical, sequential order of the major steps involved in developing a new psychological test. This process follows a systematic, scientific methodology to ensure the final test is reliable and valid.

Step 2: Detailed Explanation:
Let's arrange the steps in their logical order:
1. **Defining the test (C):** The very first step is to clearly define the purpose of the test. What construct is it intended to measure (e.g., anxiety, intelligence)? Who is the target population? How will the scores be used? This foundational step guides all subsequent decisions.
2. **Selecting a scaling method (B):** Once the test is defined, the developer must decide on the format of the items and how responses will be measured. This involves choosing a scaling method (e.g., Likert scale, Guttman scale, multiple-choice format).
3. **Constructing the items (D):** With a clear definition and scaling method, the next step is to actually write or create the test questions (items). This involves creating an initial item pool that is larger than the final version of the test.
4. **Testing the items (A):** After the items are constructed, they must be tested. This involves administering the draft test to a representative sample of the target population. The data collected is then analyzed (item analysis) to evaluate the quality of each item (e.g., difficulty, discrimination) and to select the best items for the final version of the test.

The correct sequence is C $\rightarrow$ B $\rightarrow$ D $\rightarrow$ A.

Step 3: Final Answer:
The correct sequence of steps in test construction is C, B, D, A, which corresponds to option (D).

Quick Tip

Think of building a house. First, you need a blueprint (**Defining the test**). Then you choose your materials and measurements (**Selecting a scaling method**). Then you build the structure (**Constructing the items**). Finally, you inspect it for quality (**Testing the items**).

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58. Match the LIST-I with LIST-II

LIST-I (Types of scale)	LIST-II (Essential Characteristics)
A. Nominal	**I. Arbitrary zero**
B. Ordinal	**II. Absolute zero**
C. Interval	**III. Allows for categorizing**
D. Ratio	**IV. Allows for ranking**

Choose the correct answer from the options given below:

(A) A-I, B-II, C-III, D - IV
(B) A-I, B - III, C - II, D - IV
(C) A-I, B-II, C-IV, D - III
(D) A-III, B-IV, C-I, D - II

Correct Answer: (D) A-III, B-IV, C-I, D - II

Solution:

Step 1: Understanding the Concept:
The question requires matching the four levels (or scales) of measurement in statistics with their defining characteristics. These scales, proposed by Stanley Smith Stevens, describe the nature of information within the values assigned to variables and determine which statistical analyses are appropriate. The levels are hierarchical, meaning each level possesses the properties of the one below it.

Step 2: Detailed Explanation:
Let's define each scale and match it to its characteristic:
A. Nominal Scale: This is the most basic level of measurement. Data at this level are labels or names used to identify an attribute of an element. The numbers serve only as tags or labels and have no order or quantitative value. This scale's fundamental property is that it **allows for categorizing (III)**. Examples include gender (1=Male, 2=Female) or jersey numbers on a sports team. So, **A matches with III**.

B. Ordinal Scale: This scale has the property of order, but the differences between ranks are not necessarily equal. The numbers represent a rank or position in a sequence. It tells us the relative order of things but not the magnitude of the difference between them. This scale **allows for ranking (IV)**. Examples include race finishing places (1st, 2nd, 3rd) or satisfaction ratings (e.g., dissatisfied, neutral, satisfied). So, **B matches with IV**.

C. Interval Scale: This scale has the properties of order and equal intervals between points. It allows for measuring the difference between two values in meaningful units, but it lacks a true or absolute zero point. The zero on an interval scale is **arbitrary (I)**; it does not indicate a complete absence of the measured attribute. The classic example is temperature in Celsius or Fahrenheit (0°C does not mean no heat). So, **C matches with I**.

D. Ratio Scale: This is the highest level of measurement. It has all the properties of an interval scale (order, equal intervals) but also has a meaningful **absolute zero (II)** point. An absolute zero indicates the complete absence of the variable being measured, which allows for meaningful ratio comparisons (e.g., "twice as tall," "half the weight"). Examples include height, weight, age, and income. So, **D matches with II**.

Step 3: Final Answer:
The correct set of matches is A-III, B-IV, C-I, D-II. This corresponds to option (D).

Quick Tip

Remember the properties are cumulative with the acronym **NOIR**:
- **N**ominal: Categories only.
- **O**rdinal: Nominal + Order/Rank.
- **I**nterval: Ordinal + Equal Intervals.
- **R**atio: Interval + Absolute Zero.

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59. Match the LIST-I with LIST-II

LIST-I (Index scores)	LIST-II (Core subtest as per WISC-IV)
A. Verbal Comprehension Index	**I. Similarities**
B. Perceptual Reasoning Index	**II. Digit Span**
C. Working Memory Index	**III. Picture Concepts**
D. Processing Speed Index	**IV. Coding**

Choose the correct answer from the options given below:

(A) A-I, B-II, C- III, D - IV
(B) A-I, B-III, C-II, D - IV
(C) A-I, B-II, C-IV, D - III
(D) A-III, B-IV, C-I, D - II

Correct Answer: (B) A-I, B-III, C-II, D - IV

Solution:

Step 1: Understanding the Concept:
The question requires matching the four main index scores of the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) with one of their corresponding core subtests. Each index score is a composite measure calculated from the results of several subtests that assess a specific domain of cognitive ability.

Step 2: Detailed Explanation:
Let's identify the core subtests that contribute to each index score on the WISC-IV:
A. Verbal Comprehension Index (VCI): This index measures verbal reasoning, concept formation, and knowledge acquired from one's environment. Its core subtests are **Similarities (I)**, Vocabulary, and Comprehension. The Similarities subtest, which asks how two words are alike, is a key measure of verbal abstract reasoning. So, **A matches with I**.
B. Perceptual Reasoning Index (PRI): This index measures non-verbal and fluid reasoning, spatial processing, and visual-motor integration. Its core subtests are Block Design, **Picture Concepts (III)**, and Matrix Reasoning. The Picture Concepts subtest requires the child to choose pictures from different rows that belong together based on an underlying concept. So, **B matches with III**.
C. Working Memory Index (WMI): This index measures attention, concentration, and the ability to hold and manipulate information in short-term memory. Its core subtests are **Digit Span (II)** (repeating numbers forward and backward) and Letter-Number Sequencing.

So, **C matches with II**.
D. Processing Speed Index (PSI): This index measures the speed of mental and graphomotor processing. It assesses how quickly a child can work on simple, repetitive visual scanning and tracking tasks. Its core subtests are **Coding (IV)** (copying symbols that are paired with numbers) and Symbol Search. So, **D matches with IV**.

Step 3: Final Answer:
The correct set of matches is A-I, B-III, C-II, D-IV. This corresponds to option (B).

Quick Tip

While there are many subtests in the Wechsler scales, it's useful to memorize at least one core subtest for each of the four main indexes (VCI, PRI, WMI, PSI). This will help you answer matching questions like this one quickly.

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60. Match the LIST-I with LIST-II

LIST-I (Psychologist)	LIST-II (Personality Theory)
A. Eysenck	**I. Psychoanalytic theory**
B. Allport	**II. Interpersonal theory**
C. Freud	**III. Type theory**
D. Horney	**IV. Trait theory**

Choose the correct answer from the options given below:

(A) A-I, B-II, C-III, D - IV
(B) A-III, B-I, C-II, D - IV
(C) A-III, B-II, C-IV, D - I
(D) A-III, B-IV, C-I, D - II

Correct Answer: (D) A-III, B-IV, C-I, D - II

Solution:

Step 1: Understanding the Concept:
This question requires matching major personality psychologists with the school of thought or type of theory they are most associated with. This tests knowledge of the history and major perspectives within personality psychology.

Step 2: Detailed Explanation:
Let's match each psychologist with their primary theoretical contribution:
A. Eysenck (Hans Eysenck): Eysenck's theory is a blend of trait and type approaches. He used factor analysis to identify basic personality dimensions (traits) like Extraversion-Introversion and Neuroticism-Stability. He then organized these traits into broader categories or types, linking them to ancient Greek typologies (e.g., melancholic, choleric). His hierarchical model is often classified as a **Type theory (III)** built upon a trait foundation. So, **A matches**

with III.

B. Allport (Gordon Allport): Allport is one of the founding figures of personality psychology and a pioneer of the **Trait theory (IV)**. He emphasized the uniqueness of the individual and proposed a hierarchy of traits: cardinal, central, and secondary, defining personality as the dynamic organization of these traits. So, **B matches with IV**.

C. Freud (Sigmund Freud): Freud is the founder of **Psychoanalytic theory (I)**. His theory revolutionized the understanding of personality by emphasizing the role of the unconscious mind, psychosexual development, and the structural model of id, ego, and superego. So, **C matches with I**.

D. Horney (Karen Horney): Horney was a prominent neo-Freudian psychoanalyst. While her roots are in psychoanalysis, she broke from Freud by emphasizing social and cultural factors in personality development, particularly the concept of basic anxiety. Her work, which focused on how individuals cope with anxiety through interpersonal strategies (moving toward, against, or away from people), is often classified as a social or **Interpersonal theory (II)**. So, **D matches with II**.

Step 3: Final Answer:
The correct set of matches is A-III, B-IV, C-I, D-II. This corresponds to option (D).

Quick Tip

To navigate personality theories, group the theorists:
- **Psychoanalytic:** Freud (founder), Jung, Adler, Horney (neo-Freudians).
- **Trait/Type:** Allport, Cattell, Eysenck, Costa & McCrae (Big Five).
- **Humanistic:** Rogers, Maslow.
- **Social-Cognitive:** Bandura, Mischel.

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61. Arrange the following personality theories in chronological order.
A. Social Learning Theory
B. Humanistic Psychology
C. Psychoanalytic Theory
D. Interpersonal Theory
Choose the correct answer from the options given below:

(A) C, D, A, B
(B) B, A, D, C
(C) A, C, B, D
(D) A, B, C, D

Correct Answer: (A) C, D, A, B

Solution:

Step 1: Understanding the Concept:
The question requires ordering major schools of thought in personality psychology based on their historical emergence. This involves knowing the key figures and approximate time periods when these theories became prominent.

Step 2: Detailed Explanation:
Let's establish the approximate timelines for each theory:
C. Psychoanalytic Theory: This was the first major modern theory of personality, developed by Sigmund Freud. Its foundational ideas were formulated in the late 1890s and dominated the early 20th century (approx. 1900-1940).
D. Interpersonal Theory: This theory grew out of psychoanalysis, developed by Neo-Freudians like Karen Horney and Harry Stack Sullivan. They broke with Freud to emphasize social and cultural factors. Their major contributions were in the 1930s to 1950s, placing them chronologically after classical psychoanalysis.
A. Social Learning Theory: This theory evolved from behaviorism. While behaviorism was prominent from the 1920s to 1950s, Social Learning Theory, which added cognitive elements, gained prominence with the work of Albert Bandura in the 1960s and 1970s.
B. Humanistic Psychology: This school of thought, championed by Carl Rogers and Abraham Maslow, emerged in the 1950s and 1960s as the "third force" in psychology, reacting against the perceived limitations of both psychoanalysis and behaviorism.

Chronological Order:
1. Psychoanalytic Theory (C) - early 1900s
2. Interpersonal Theory (D) - 1930s-1950s
3. Social Learning Theory (A) and Humanistic Psychology (B) - emerged around the same time (1950s-1960s). The option places A before B. Given the strong roots of SLT in behaviorism of the 40s and 50s, and the rise of Humanism as a "third force" in the late 50s and 60s, this sequence is plausible.

The most logical sequence is C $\rightarrow$ D $\rightarrow$ A $\rightarrow$ B.

Step 3: Final Answer:
Based on the historical development, the best sequence among the choices is C, D, A, B.

Quick Tip

Remember the major historical "waves" in psychology: Psychoanalysis was first, followed by Behaviorism. Humanism arose as a reaction to both. Social Learning Theory was an evolution of Behaviorism, incorporating cognitive ideas.

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62. "Personality is the dynamic organization within the individual of those Psychophysical systems that determine his unique adjustments to his environment".

This definition of personality was given by:

(A) Gordon Allport
(B) Carl Gustav Jung
(C) Alfred Adler
(D) Karen Horney

Correct Answer: (A) Gordon Allport

Solution:

Step 1: Understanding the Concept:
The question asks to identify the author of one of the most influential and widely cited definitions of personality in the history of psychology.

Step 2: Detailed Explanation:
Let's analyze the definition and the theorists:
The definition emphasizes several key aspects:
- **Dynamic organization:** Personality is not static; it is constantly evolving and organized.
- **Within the individual:** Personality is an internal phenomenon.
- **Psychophysical systems:** Personality is not just mental or just biological; it is an integration of both mind and body.
- **Determine his unique adjustments:** Personality is not just a collection of traits but an active system that causes a person's characteristic behavior and thought.

This specific, comprehensive definition was formulated by **Gordon Allport** in his 1937 book, "Personality: A Psychological Interpretation." He is considered one of the founders of the study of personality.
The other theorists are known for different contributions:
- **Carl Jung:** Founder of analytical psychology, known for concepts like the collective unconscious, archetypes, and psychological types.
- **Alfred Adler:** Founder of individual psychology, known for concepts like the inferiority complex and the striving for superiority.
- **Karen Horney:** A neo-Freudian known for her theories on basic anxiety, basic hostility, and interpersonal coping strategies.

Step 3: Final Answer:
The given definition of personality was provided by Gordon Allport.

Quick Tip

Gordon Allport's definition of personality is a classic and frequently quoted. Memorizing it and its author is beneficial for any psychology exam. The key elements "dynamic organization" and "psychophysical systems" are unique identifiers of his definition.

63. Match the LIST-I with LIST-II

LIST-I (Defense Mechanism)	LIST-II (Key Elements)
A. Repression	**I. Making excuses**
B. Reaction formation	**II. Blaming others**
C. Projection	**III. Forgets by pushing down**
D. Rationalization	**IV. The best defense is a good offense**

Choose the correct answer from the options given below:

(A) A-III, B-IV,C-I,D - II
(B) A-I, B-III, C-II, D - IV
(C) A-I, B-II,C-IV, D - III
(D) A-III, B-IV, C-II, D-I

Correct Answer: (D) A-III, B-IV, C-II, D-I

Solution:

Step 1: Understanding the Concept:
The question requires matching four of Freud's ego defense mechanisms with their corresponding descriptions or key elements. Defense mechanisms are unconscious psychological strategies used to cope with anxiety and unacceptable thoughts or feelings.

Step 2: Detailed Explanation:
Let's match each defense mechanism with its definition:
A. Repression: This is the most basic defense mechanism. It involves unconsciously pushing threatening or distressing thoughts, memories, or feelings out of conscious awareness. The description **"Forgets by pushing down" (III)** is a perfect colloquial summary of repression. So, **A matches with III**.
B. Reaction formation: This mechanism involves behaving in a way that is the exact opposite of one's true, unacceptable feelings. For example, a person with unconscious hostile feelings might act overly friendly. The phrase **"The best defense is a good offense" (IV)** captures the essence of this over-the-top, opposite behavior. So, **B matches with IV**.
C. Projection: This involves attributing one's own unacceptable thoughts, feelings, or motives to another person. Essentially, it is **"Blaming others" (II)** for one's own internal state. For example, someone who is angry might accuse others of being hostile. So, **C matches with II**.
D. Rationalization: This involves creating logical-sounding but false excuses to justify unacceptable behavior or feelings. It is, quite simply, **"Making excuses" (I)** to make a behavior seem more acceptable. So, **D matches with I**.

Step 3: Final Answer:
The correct set of matches is A-III, B-IV, C-II, D-I. This corresponds to option (D).

Quick Tip

Remember the core ideas:
- **Repression** = Pushing it Down
- **Projection** = Putting it on Others
- **Rationalization** = Making it sound Reasonable (excuses)
- **Reaction Formation** = Doing the Reverse

---

64. Arrange the following stages of Psychosexual Stages of Development in their order:
A. Phallic Stage
B. Anal Stage
C. Oral Stage
D. Latency Period
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) C, B, A, D
(D) C, B, D, A

Correct Answer: (C) C, B, A, D

Solution:

Step 1: Understanding the Concept:
The question asks for the correct chronological order of Sigmund Freud's psychosexual stages of development. Freud proposed that personality develops through a series of childhood stages, during which the id's pleasure-seeking energies focus on different erogenous zones.

Step 2: Detailed Explanation:
The correct sequence of Freud's psychosexual stages is as follows:
1. **Oral Stage (C):** (Birth to 18 months) - The infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is the erogenous zone.
2. **Anal Stage (B):** (18 months to 3 years) - The primary focus of the libido is on controlling bladder and bowel movements. Toilet training is a primary issue. The anus is the erogenous zone.
3. **Phallic Stage (A):** (3 to 6 years) - The primary focus of the libido is on the genitals. During this stage, children discover the differences between males and females. The Oedipus complex (in boys) and Electra complex (in girls) arise.
4. **Latency Period (D):** (6 years to puberty) - The libido interests are suppressed. The ego and superego develop further, and the child acquires new social values and skills.
5. **Genital Stage:** (Puberty to death) - Sexual interests mature.

Arranging the given stages in this order gives: C $\rightarrow$ B $\rightarrow$ A $\rightarrow$ D.

Step 3: Final Answer:
The correct sequence is C, B, A, D, which corresponds to option (C).

> Quick Tip
>
> A common mnemonic to remember the order of Freud's stages is: "**O**ld **A**ge **P**ensioners **L**ove **G**rapes" for **O**ral, **A**nal, **P**hallic, **L**atency, **G**enital.

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65. Who has discussed 'Basic anxiety' and Basic hostility'?

(A) Karen Horney
(B) Dollard and Miller
(C) B. F. Skinner
(D) Albert Bandura

Correct Answer: (A) Karen Horney

Solution:

Step 1: Understanding the Concept:
The question asks to identify the psychologist associated with the core theoretical concepts of 'basic anxiety' and 'basic hostility'. These concepts are central to a specific neo-Freudian theory of personality.

Step 2: Detailed Explanation:
Let's examine the theorists and their key ideas:
(A) Karen Horney: Horney was a neo-Freudian who developed a theory of neurosis based on interpersonal relationships. She proposed that a child's early perception of parental indifference or inconsistency creates **basic hostility** toward the parents. Because the child is dependent, this hostility is repressed and gives rise to **basic anxiety**—a feeling of being isolated and helpless in a potentially hostile world. These two concepts are the cornerstone of her personality theory.
(B) Dollard and Miller: These were social learning theorists who tried to integrate psychoanalytic concepts with behaviorist principles. They are known for the frustration-aggression hypothesis.
(C) B. F. Skinner: A radical behaviorist, Skinner's work focused on operant conditioning and the role of reinforcement and punishment in shaping observable behavior. He did not focus on internal states like anxiety.
(D) Albert Bandura: A social cognitive theorist, Bandura is known for his work on observational learning (Bobo doll experiment) and self-efficacy.

Step 3: Final Answer:
The concepts of 'basic anxiety' and 'basic hostility' were discussed by Karen Horney.

Quick Tip

Associate Karen Horney with the idea that social and interpersonal factors in childhood, particularly the parent-child relationship, create the foundation for personality and neurosis through the mechanisms of basic hostility and basic anxiety.

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66. According to Allport, a single trait that dominates an individual's entire personality is called:
According to Allport, a single trait that dominates an individual's entire personality is called:

(A) Central trait
(B) Cardinal trait
(C) Source trait
(D) Secondary trait

Correct Answer: (B) Cardinal trait

Solution:

Step 1: Understanding the Concept:
The question refers to Gordon Allport's trait theory of personality, specifically his classification of traits into a hierarchy based on their influence on an individual's behavior. We need to identify the term for the most dominant type of trait.

Step 2: Detailed Explanation:
Allport proposed three levels of traits:
(B) Cardinal trait: This is a single trait that is so dominant and pervasive that it shapes all aspects of an individual's behavior. A person's whole life and personality can seem to be organized around this one trait. Allport believed cardinal traits are rare, and most people do not have one. Examples might include the Machiavellianism of Niccolò Machiavelli or the Christ-like compassion of Mother Teresa. This matches the question's description.
(A) Central trait: These are the major characteristics that form the basic foundation of personality. They are the 5 to 10 most descriptive traits that one would use in a letter of recommendation (e.g., honest, intelligent, shy). Most people's personalities are composed of several central traits.
(D) Secondary trait: These are traits that are more limited in scope and appear only in specific situations or under certain circumstances. They are less consistent and influential than central traits. Examples include preferences or attitudes, like getting anxious when speaking in public.
(C) Source trait: This term is from Raymond Cattell's trait theory, not Allport's. Cattell

identified 16 source traits as the underlying basic factors of personality.

Step 3: Final Answer:
According to Allport, a single, all-consuming trait that dominates a personality is called a cardinal trait.

Quick Tip

Remember Allport's hierarchy by their influence: A **Cardinal** trait is like a king that rules the entire personality (rare). **Central** traits are like the king's main advisors, consistently influential. **Secondary** traits are like minor officials, only appearing for specific duties.

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67. Match the LIST-I with LIST-II

LIST-I (Big Five factors)	LIST-II (Range)
A. Extraversion	**I. Calm-nervous**
B. Agreeableness	**II. Self-discipline-disorganized**
C. Conscientiousness	**III. Enthusiastic-reserved**
D. Neuroticism	**IV. Cooperative-uncooperative**

Choose the correct answer from the options given below:

(A) A-I, B-II, C-III, D - IV
(B) A-I, B - III, C - II, D - IV
(C) A-III, B-IV, C-II, D - I
(D) A-I, B-II, C - IV, D - III

Correct Answer: (C) A-III, B-IV, C-II, D - I

Solution:

Step 1: Understanding the Concept:
The question requires matching the Big Five personality factors with the bipolar range of traits that defines each factor. The Big Five model is the most widely accepted framework for personality traits.

Step 2: Detailed Explanation:
Let's define each Big Five factor and match it to its corresponding range:
A. Extraversion: This factor reflects an individual's level of sociability, assertiveness, and emotional expressiveness. The range is from being outgoing and **enthusiastic** on the high end to being solitary and **reserved** on the low end. So, **A matches with III**.
B. Agreeableness: This factor reflects an individual's tendency to be compassionate and cooperative towards others. The range is from being trusting and **cooperative** on the high end to being suspicious and **uncooperative** on the low end. So, **B matches with IV**.
C. Conscientiousness: This factor reflects a tendency to show self-discipline, act dutifully,

and aim for achievement. The range is from being organized and demonstrating **self-discipline** on the high end to being careless and **disorganized** on the low end. So, **C matches with II**.
D. Neuroticism: This factor reflects the tendency to experience negative emotions, such as anger, anxiety, or depression. It represents emotional instability. The range is from being emotionally unstable and **nervous** on the high end to being emotionally stable and **calm** on the low end. So, **D matches with I**.

Step 3: Final Answer:
The correct set of matches is A-III, B-IV, C-II, D-I. This corresponds to option (C).

Quick Tip

Use the acronym **OCEAN** or **CANOE** to remember the Big Five factors: **O**penness, **C**onscientiousness, **E**xtraversion, **A**greeableness, and **N**euroticism.

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68. The light-rays pass through different parts of the eye in order to convert light energy to a neural code. Arrange the following in their correct sequence of light passes through :
A. Pupil
B. Cornea
C. Retina
D. Lens
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) B, A, D, C
(D) C, B, D, A

Correct Answer: (C) B, A, D, C

Solution:

Step 1: Understanding the Concept:
The question asks for the correct sequence of structures that light passes through as it enters the eye and travels to the photoreceptors where transduction occurs.

Step 2: Detailed Explanation:
Let's trace the path of light through the eye:
1. **Cornea (B):** Light first enters the eye through the cornea, which is the transparent outer layer at the very front. The cornea's primary function is to bend (refract) the light as it enters.
2. **Pupil (A):** After passing through the cornea, light travels through the pupil, which is the opening in the center of the iris. The iris controls the size of the pupil to regulate the amount of light that enters the eye.

3. **Lens (D):** Immediately behind the pupil is the lens. The lens further focuses the light rays onto the back of the eye. It can change its shape (accommodation) to focus on objects at different distances.
4. **Retina (C):** Finally, the focused light reaches the retina, which is the light-sensitive layer of tissue at the back of the eye. The retina contains the photoreceptor cells (rods and cones) that convert the light energy into neural signals (transduction).

The correct sequence for the given structures is B $\rightarrow$ A $\rightarrow$ D $\rightarrow$ C.

Step 3: Final Answer:
The correct sequence is B, A, D, C, which corresponds to option (C).

Quick Tip

Think of the eye like a camera. The **Cornea** is the outer protective glass. The **Pupil/Iris** is the aperture that controls light intake. The **Lens** is the focusing mechanism. The **Retina** is the film or digital sensor where the image is captured.

69. Arrange the milestones of locomotor development of a baby up to 4 months in their correct order:
A. Lift chest
B. Lift head
C. Fetal posture
D. Reach and miss
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) C, B, A, D
(C) B, A, D, C
(D) C, B, D, A

Correct Answer: (B) C, B, A, D

Solution:

Step 1: Understanding the Concept:
The question asks for the correct chronological sequence of motor development milestones in an infant from birth up to about 4 months. Motor development follows a cephalocaudal (head-to-tail) and proximodistal (center-outward) pattern.

Step 2: Detailed Explanation:
Let's establish the typical timeline for these milestones:
1. **Fetal posture (C):** At birth (0 months), a newborn typically lies in a flexed position, similar to their posture in the womb.
2. **Lift head (B):** By about 1 month, an infant lying on their stomach can momentarily lift

their head. By 2 months, they can hold it up more steadily.
3. **Lift chest (A):** Following head control, around 2 to 3 months, an infant can use their arms to push up and lift their chest off the surface while on their stomach.
4. **Reach and miss (D):** Around 3 to 4 months, infants begin to develop hand-eye coordination. They will start reaching for objects, but their movements are often uncoordinated, resulting in a "reach and miss."

The correct sequence is therefore C $\rightarrow$ B $\rightarrow$ A $\rightarrow$ D.

Step 3: Final Answer:
The correct sequence of locomotor development milestones is C, B, A, D, which corresponds to option (B).

Quick Tip

Remember the cephalocaudal principle: development proceeds from head to toe. An infant gains control over their head and neck muscles (**lift head**) before their chest and trunk muscles (**lift chest**).

---

70. Arrange the following major stages of a baby's development from birth as mentioned in Piaget's Theory.
A. Formal Operations
B. Concrete Operations
C. Preoperational
D. Sensorimotor
Choose the correct answer from the options given below:

(A) A, B, C, D
(B) A, C, B, D
(C) D, C, B, A
(D) C, B, D, A

Correct Answer: (C) D, C, B, A

Solution:

Step 1: Understanding the Concept:
The question asks for the correct chronological order of Jean Piaget's four stages of cognitive development. Piaget's theory posits that children progress through these four distinct, sequential stages from birth through adolescence.

Step 2: Detailed Explanation:
The correct sequence and approximate age ranges for Piaget's stages are:

1. **Sensorimotor Stage (D):** (Birth to 2 years) - The infant learns about the world through their senses and motor actions. Key developments include object permanence and the beginning of symbolic thought.
2. **Preoperational Stage (C):** (2 to 7 years) - The child learns to use language and represent objects with images and words. Thinking is still egocentric, and they struggle with logic and taking the perspective of others.
3. **Concrete Operational Stage (B):** (7 to 11 years) - Children gain the ability to think logically about concrete events. They understand concepts like conservation and mathematical transformations.
4. **Formal Operational Stage (A):** (12 years and up) - The adolescent can think logically about abstract concepts and hypothetical situations. Abstract reasoning and systematic problem-solving emerge.

The correct order from birth onwards is D $\rightarrow$ C $\rightarrow$ B $\rightarrow$ A.

Step 3: Final Answer:
The correct sequence of Piaget's stages is D, C, B, A, which corresponds to option (C).

Quick Tip

A mnemonic to remember the order of Piaget's stages is: "**S**mart **P**eople **C**ook **F**ish" for **S**ensorimotor, **P**reoperational, **C**oncrete operational, and **F**ormal operational.

---

71. Match the LIST-I with LIST-II based on Piaget's Theory.

LIST-I (Age)	LIST-II (Major Accomplishments)
A. 0-2 Years	**I. Various forms of logical thoughts**
B. 2-6 or 7 Years	**II. Object permanence**
C. 7-11 or 12 Years	**III. Represent the objects or events symbolically**
D. 12-Adult	**IV. Understanding the principles**

Choose the correct answer from the options given below:

(A) A-I, B-II, C - III, D - IV
(B) A-II, B - III, C - IV, D-I
(C) A-I, B-II, C-IV, D - III
(D) A-III, B-IV,C-I,D - II

Correct Answer: (B) A-II, B - III, C - IV, D-I

Solution:

Step 1: Understanding the Concept:
This question requires matching the age ranges of Piaget's stages of cognitive development with the major cognitive accomplishments that characterize each stage.

Step 2: Detailed Explanation:
Let's match each age range (stage) with its key accomplishment:
A. 0-2 Years (Sensorimotor Stage): The most significant cognitive achievement of this stage is the development of **Object permanence (II)**, the understanding that objects continue to exist even when they cannot be seen, heard, or touched. So, **A matches with II**.
B. 2-6 or 7 Years (Preoperational Stage): A hallmark of this stage is the development of symbolic thought, where a child can use symbols (like words or images) to stand for things that are not physically present. This is the ability to **represent objects or events symbolically (III)**. So, **B matches with III**.
C. 7-11 or 12 Years (Concrete Operational Stage): During this stage, children begin to think logically about concrete events. A key achievement is the **understanding of principles (IV)** like conservation (the idea that quantity remains the same despite changes in appearance) and reversibility. So, **C matches with IV**.
D. 12-Adult (Formal Operational Stage): This final stage is characterized by the ability to think abstractly and hypothetically. Individuals can engage in **various forms of logical thought (I)**, including deductive reasoning and systematic problem-solving. So, **D matches with I**.

Step 3: Final Answer:
The correct set of matches is A-II, B-III, C-IV, D-I. This corresponds to option (B).

Quick Tip

Associate a keyword with each Piagetian stage:
- **Sensorimotor** → Object Permanence
- **Preoperational** → Symbolic Thought / Egocentrism
- **Concrete Operational** → Conservation / Logic
- **Formal Operational** → Abstract Thought

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72. Who has developed a theory of cognitive development, which emphasizes the role of social factors and language?

(A) Lev Vygotsky
(B) Newcombe and Huttenlocher
(C) Piaget
(D) Kohlberg

Correct Answer: (A) Lev Vygotsky

Solution:

Step 1: Understanding the Concept:
The question asks to identify the developmental theorist whose theory of cognitive development places a primary emphasis on sociocultural influences, particularly the roles of social interaction

and language.

Step 2: Detailed Explanation:
Let's analyze the contributions of the theorists listed:
(A) Lev Vygotsky: Vygotsky's Sociocultural Theory of Cognitive Development is centered on the idea that social interaction plays a fundamental role in the development of cognition. He argued that learning is a social process. Key concepts like the Zone of Proximal Development (ZPD), scaffolding, and the role of language (as a tool for thought and social communication) are central to his theory. This perfectly matches the question's description.
(B) Newcombe and Huttenlocher: Nora Newcombe and Janellen Huttenlocher are contemporary developmental psychologists known for their work on spatial development and memory.
(C) Piaget: Jean Piaget's theory of cognitive development emphasizes the child as an active "little scientist" who constructs knowledge through individual exploration and interaction with the physical world. While he acknowledged social factors, they were not the central mechanism of development in his theory.
(D) Kohlberg: Lawrence Kohlberg's theory is focused specifically on the development of moral reasoning, which he proposed occurs in a series of stages.

Step 3: Final Answer:
Lev Vygotsky is the theorist who developed a theory of cognitive development emphasizing the role of social factors and language.

Quick Tip

Remember the key difference between Piaget and Vygotsky: Piaget saw the child as an independent explorer, constructing knowledge on their own. Vygotsky saw the child as a social apprentice, with cognitive development being co-constructed through interaction with more knowledgeable others.

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73. According to Kohlberg's theory of moral development, in which stage morality is judged in terms of what satisfies own needs or those of others?
According to Kohlberg's theory of moral development, in which stage morality is judged in terms of what satisfies own needs or those of others?

(A) Stage 1
(B) Stage 2
(C) Stage 3
(D) Stage 4

Correct Answer: (B) Stage 2

Solution:

Step 1: Understanding the Concept:
The question asks to identify the specific stage in Lawrence Kohlberg's theory of moral development that is characterized by a self-interested, transactional view of morality.

Step 2: Detailed Explanation:
Let's review the early stages of Kohlberg's theory, which are part of the Preconventional Level of morality (where morality is externally controlled):
(A) Stage 1: Obedience and Punishment Orientation. In this stage, right and wrong are determined by what is punished. The individual's focus is on avoiding punishment from a figure of authority.
(B) Stage 2: Individualism and Exchange (or Instrumental Purpose Orientation). In this stage, the individual follows rules only when it is in their immediate interest. Right action is what **satisfies one's own needs** and occasionally the needs of others if it results in a fair exchange ("you scratch my back, I'll scratch yours"). Morality is judged in terms of reciprocity and self-interest. This perfectly matches the description in the question.
(C) Stage 3: Good Interpersonal Relationships. This is the first stage of the Conventional Level. Moral reasoning is based on living up to the expectations of others and the desire to be seen as a "good" person.
(D) Stage 4: Maintaining the Social Order. In this stage, the individual becomes aware of the wider rules of society. Moral judgments are based on upholding laws and avoiding guilt to maintain a functioning society.

Step 3: Final Answer:
The stage where morality is judged by what satisfies one's own needs is Stage 2.

Quick Tip

Think of Stage 2 as the "What's in it for me?" stage. It's a pragmatic, self-serving view of morality, common in young children.

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74. Our ability to recognize the emotions of others, to understand these feelings, and to experience them ourselves at least to a degree is called:

(A) Temperament
(B) Sympathy
(C) Empathy
(D) Attachment

Correct Answer: (C) Empathy

Solution:

Step 1: Understanding the Concept:
The question asks for the term that describes the capacity to understand and share another

person's emotional state. This is a key component of social and emotional intelligence.

Step 2: Detailed Explanation:
Let's define the options:
(A) Temperament: This refers to an individual's innate, biologically based behavioral and emotional style. It is about one's own characteristic way of reacting, not about understanding others' feelings.
(B) Sympathy: This is the feeling of care and concern for someone, often accompanied by a wish to see them better off or happier. It is feeling for someone, but not necessarily feeling with them.
(C) Empathy: This is the ability to understand and share the feelings of another person. It involves two components: cognitive empathy (the ability to understand another's perspective) and affective empathy (the ability to experience an appropriate emotional response). The definition in the question, "to recognize... to understand... and to experience them ourselves," is a textbook definition of empathy.
(D) Attachment: This refers to the deep and enduring emotional bond that connects one person to another across time and space, such as the bond between an infant and a caregiver.

Step 3: Final Answer:
The ability to recognize, understand, and share the feelings of others is called empathy.

Quick Tip

A simple way to distinguish sympathy and empathy: **Sympathy** is "I feel sorry *for* you." **Empathy** is "I feel your sorrow *with* you."

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75. According to Erikson's stages of Psychosocial Development, the "trust versus mistrust phase" is the developmental task of:

(A) Infant
(B) Toddlers
(C) Preschoolers
(D) Adolescents

Correct Answer: (A) Infant

Solution:

Step 1: Understanding the Concept:
The question asks to identify the life stage associated with the very first of Erik Erikson's eight stages of psychosocial development. Erikson's theory posits that individuals face a specific psychosocial crisis at each stage of life, which must be resolved for healthy personality development.

Step 2: Detailed Explanation:
Let's look at Erikson's early stages:
(A) Infant (Birth to 18 months): This is Erikson's first stage, and the central crisis is **Trust vs. Mistrust**. During this period, the infant is completely dependent on caregivers. If the caregiver is responsive and provides consistent care, the infant develops a sense of trust. If care is inconsistent or neglectful, the infant develops mistrust. This is the correct answer.
(B) Toddlers (18 months to 3 years): The psychosocial crisis of this stage is **Autonomy vs. Shame and Doubt**. The child is developing a sense of personal control over physical skills and a sense of independence.
(C) Preschoolers (3 to 5 years): The crisis of this stage is **Initiative vs. Guilt**. Children begin to assert their power and control over the world through directing play and other social interaction.
(D) Adolescents (12 to 18 years): The crisis of this stage is **Identity vs. Role Confusion**. Teenagers explore their independence and develop a sense of self.

Step 3: Final Answer:
The "trust versus mistrust" phase is the developmental task of the infant.

Quick Tip

Erikson's first stage, Trust vs. Mistrust, is foundational. It sets the stage for all future development. The resolution of this crisis depends heavily on the quality of the infant's early attachment relationships.
