

PSYCHOLOGY ENTRANCE EXAMINATIONS

Useful for CUET-PG Psychology, GATE & Other M.A/ M.Sc
Psychology Entrances

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CUET-PG 2024

National Testing Agency

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

Explanation:

Content Validity (a) corresponds to (ii): Content validity involves a systematic examination of the test to ensure it covers a representative sample of the behavior being measured.

Concurrent Validity (b) corresponds to (iii): Concurrent validity refers to the validity of a test when compared with another measure that maps the same behavior.

Predictive Validity (c) corresponds to (iv): Predictive validity assesses the effectiveness of a test in forecasting an individual's future performance.

Face Validity (d) corresponds to (i): Face validity pertains to whether the test appears valid to the examinees who take it.

2. (C) I, II, IV only.

Explanation:

I. Aware of all experiences - Being aware of all experiences reflects a level of self-awareness and consciousness, which are attributes of a fully functioning person.

II. Able to face difficulties - Being able to face difficulties implies resilience and coping skills, which are important aspects of a fully functioning individual.

IV. Adapt to changing environmental conditions - Adaptability to changing environmental conditions is another characteristic of a fully functioning person, as it demonstrates flexibility and the ability to thrive in different circumstances.

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

Explanation:

Cannon-Bard Theory (a) corresponds to (iv): The Cannon-Bard theory posits that emotion-provoking events induce simultaneous subjective experiences (which are labeled as emotions) and the physiological experiences that accompany them.

James-Lange Theory (b) corresponds to (iii): The James-Lange theory suggests that subjective emotional experience results from physiological changes within our body.

Schacter-Singer Theory (c) corresponds to (ii): The Schacter-Singer theory, also known as the two-factor theory of emotion, states that emotional states are determined by the cognitive labels attached to feelings of arousal.

Opponent Process Theory (d) corresponds to (i): The opponent process theory of emotion

suggests that emotional reactions to a stimulus are followed automatically by an opposite reaction.

4. (D) I only.

Explanation:

Explanation: In an experiment, the control group is the group that does not receive the experimental treatment or intervention. It serves as a baseline to compare the effects of the treatment. In this case, Group A, with no video gaming, serves as the control group because it does not participate in any video gaming, thus providing a baseline for comparison with the other groups that engage in different amounts of video gaming.

5. (B) II, IV, III, I.

Explanation:

In simple random sampling, the correct sequence of steps is:

Determine the Size of the Present Population (II): Understand the total number of individuals or units in the population from which the sample will be drawn.

Identify Sampling Units in the Population (IV): Clearly define and list all the individual units in the population.

Decide on the Sample Size (n) (III): Determine the number of units that will be included in the sample.

Select 'n' Cases Randomly (I): Use a random selection method, such as the fishbowl method or a random number table, to choose the sample units from the population.

6. (C) Absolute Threshold.

Explanation: The absolute threshold refers to the minimum intensity of a stimulus that is required for the stimulus to be detected at least 50% of the time. In the context of vision, it's the minimum amount of light energy that must be present for an individual to perceive light.

7. (C) College Grades.

Explanation: Intelligence tests are designed to measure cognitive abilities, including reasoning, problem-solving, and understanding complex ideas, which can correlate with academic performance. Therefore, they are often successful at predicting college grades or academic success. While factors like financial success, winning prestigious scientific awards, or happiness may have some correlation with intelligence, these outcomes are influenced by a much wider array of factors beyond just cognitive ability, making intelligence tests less directly predictive of these outcomes.

Answer Key

8. (B) Separate Verbal and Performance Scores.

Explanation: The Wechsler tests, unlike the Stanford-Binet, provide separate scores for verbal (now often referred to as “Verbal Comprehension”) and performance (now often referred to as “Perceptual Reasoning” among other indices) components, in addition to an overall IQ score. This feature allows for a more nuanced understanding of an individual’s cognitive abilities, recognizing that people might have different strengths in verbal vs. non-verbal (or performance) areas.

9. (D) Gestalt.

Explanation: The Gestalt principles of perceptual organization suggest that we tend to perceive objects as whole units rather than a collection of separate parts. This holistic approach to perception is exemplified in how we recognize faces: we see a coherent, unified face instead of just individual features like eyes, nose, and mouth. The principle emphasizes that the whole is greater than the sum of its parts, a key concept in Gestalt psychology.

10. (C) Permissive.

Explanation: Permissive parenting is characterized by a high degree of warmth and affection with very few rules or guidelines. Parents who adopt this style may fail to set firm limits on age-appropriate behavior, allowing children more freedom and failing to enforce discipline consistently. This contrasts with authoritarian (strict rules, high expectations, less warmth) and authoritative (balance of warmth and rules, high expectations with support) parenting styles. “Disciplinarian” isn’t a commonly used term in the established parenting styles framework.

11. (B) III only.

Explanation: In the analogy comparing parts of a television system to components of a neuron, the TV set’s antennae are most analogous to dendrites. Dendrites are the parts of neurons that receive signals from other neurons. Similarly, the TV set’s antennae receive signals transmitted through the air, much like dendrites receive chemical and electrical signals from other neurons.

12. (C) Ganglion Cells.

Explanation:

Receptor Cells in the sense organs first detect the stimulus (like light hitting your eye).

These cells then convert the stimulus into electrical signals.

The signal travels to Ganglion Cells, which are specialized neurons that carry the information onwards.

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

Explanation:

- a. Drive Theory - (ii) Biological needs produce unpleasant states of arousal which people seek to reduce.
- b. Arousal Theory - (iv) General level of activation varies throughout the day which can motivate many forms of behavior.
- c. Expectancy Theory - (i) Behavior is 'pulled' by expectation of desired outcomes.
- d. Goal Setting Theory - (iii) Setting specific and challenging but attainable aims and objectives.

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

Explanation:

- a. Nominal - (ii) Diagnostic groups of Mental Disorders
- b. Ordinal - (i) Division of people on the basis of their Socio Economic Status
- c. Interval - (iv) Measurement of temperature on a centigrade scale
- d. Ratio - (iii) Measurement of weight

15. (B) I, IV, III, II.

Explanation:

Illogical ideas, e.g., a tendency to overgeneralize setbacks. These are the cognitive distortions or negative automatic thoughts that an individual may have.

Negative affect, which refers to the experience of negative emotions that result from these illogical ideas or cognitive distortions.

Negative behavior in terms of ideas and thoughts, meaning the actions or behavioral patterns that emerge as a consequence of the negative affect and distorted thinking.

Depression, which can develop as a result of the prolonged experience of negative affect and engagement in negative behaviors, rooted in illogical ideas.

16. (C) Exhaustion

Explanation: Selye's model describes how stress affects the body in three stages: the alarm reaction, resistance, and finally, exhaustion, where the body's resources are depleted leading to decreased stress tolerance, burnout, or health problems.

17. (B) Temporal Lobe

Explanation: The temporal lobe is part of the cerebral cortex, not the central core of the brain. The central core is more primitive and includes structures such as the medulla, pons, and hypothalamus, which are crucial for regulating basic life functions.

Answer Key

18. (B) Stimulus Discrimination

Explanation: Stimulus discrimination refers to the ability to distinguish between different stimuli, responding to some but not others. In this case, the cat has learned to differentiate between the sound of a doorbell (to which it responds by meowing) and a phone ring (to which it does not respond), indicating stimulus discrimination.

19. (B) Directing it.

Explanation: Attention influences memory by directing it towards certain stimuli, events, or information, thereby making it more likely that these attended-to details will be encoded into memory. By focusing our attention, we are essentially selecting what information to process and remember.

20. (A) Tactile Sensation

Explanation: Harry Harlow's study on baby monkeys demonstrated that attachment formation is more strongly associated with tactile sensation (comfort and physical touch) provided by a soft, cloth-covered surrogate mother, rather than nourishment provided by a wire surrogate mother equipped with a feeding bottle. This finding emphasized the importance of physical comfort and security in the development of attachment.

21. (C) Cathexis

Explanation: In psychoanalytic theory, cathexis refers to the process of investment of mental or emotional energy in a person, object, or idea. This concept is often related to how libido (sexual or psychic energy) is focused on these entities.

22. (A) Color Discrimination

Explanation: Color discrimination is least likely to be a focus of the Binet intelligence test. Alfred Binet's tests primarily aimed to measure higher cognitive skills such as reasoning, problem-solving, memory, and verbal comprehension, which are more directly related to academic and everyday intellectual tasks.

23. (A) Interference

Explanation: The phenomenon described is known as "retroactive interference" in psychology, which is a specific type of interference. Interference theory suggests that the ability to remember can be disrupted by what we have previously learned (proactive interference) or by new learning that follows (retroactive interference). In this case, the forgetting of new information because of previously acquired material specifically refers to proactive interference, but both are commonly encompassed under the general term "interference."

24. (A) Free Association

Explanation: Free association is a psychoanalytic technique originally developed by Sigmund Freud. In this method, the patient is asked to freely share thoughts, words, and anything else that comes to mind, regardless of how trivial, nonsensical, or irrelevant it may seem. This technique is used to uncover unconscious thoughts and feelings that might be related to the patient's current issues or symptoms.

25. (A) Avoidance Learning

Explanation: Avoidance learning is a type of conditioning in which an individual learns a behavior to avoid a noxious or unpleasant stimulus. This form of learning involves the conditioning of a response that prevents an aversive situation from occurring. It's a fundamental concept in behavioral psychology, illustrating how behaviors can be shaped by the consequences they lead to, specifically the avoidance of negative outcomes.

26. (A) I, II, and IV only.

Explanation:

Population should be normally distributed: Many parametric tests assume that the data come from a population that follows a normal distribution.

II. Variables should be measured in Interval and/or Ratio Scale: Parametric statistics typically require the data to be on an interval or ratio scale because these levels of measurement support the mathematical assumptions underlying these tests.

III. There should be many outliers: This is incorrect. Parametric statistics often assume that there are few or no outliers, as outliers can significantly affect the results of parametric tests.

IV. Data should be based on Probability Sampling: While not always a strict requirement, probability sampling methods are preferred because they ensure that the sample is representative of the population, which supports the generalizability of the statistical inferences made.

27. (C) Suppression

Explanation: Suppression refers to the conscious effort to put aside or force out of consciousness desires, thoughts, or feelings that are deemed unacceptable or uncomfortable. Unlike repression, which is an unconscious process, suppression is a deliberate attempt by an individual to manage their mental state and reactions by choosing not to engage with certain thoughts or feelings.

28. (D) (a)-3, (b)-4, (c)-1, (d)-2

Answer Key

Explanation:

Procedural Memory (a) corresponds to (III): Procedural memory involves knowing how to perform tasks and actions, such as riding a bicycle.

Sensory Memory (b) corresponds to (IV): Sensory memory refers to the brief retention of sensory information, such as visual memory for a short span of time.

Semantic Memory (c) corresponds to (I): Semantic memory involves the storage of general knowledge and facts, representing the deepest level of processing.

Episodic Memory (d) corresponds to (II): Episodic memory is the memory of specific events and experiences in one's life.

29. (A) Functionalism

Explanation: Functionalism is a school of psychology that focused on how mental and behavioral processes function - how they enable the organism to adapt, survive, and flourish. It emerged as a reaction to structuralism and was heavily influenced by the work of William James. Functionalists sought to understand the practical applications of mental processes, in contrast to structuralists who were more interested in the structure of the mind.

30. (b) II and III only.

Explanation: Learning is permanent as compared to performance (II): Learning represents a relatively permanent change in behavior or knowledge due to experience. Performance, on the other hand, can vary and does not always reflect the underlying learning.

Learning can be measured directly; performance must be inferred (III): Learning can often be assessed through various direct methods like tests and quizzes that measure knowledge or skill acquisition. Performance, however, is an observable behavior or action that may indicate learning but is influenced by other factors such as motivation, fatigue, or context, and thus must be inferred.

31. (D) Figure and Ground

Explanation: The principle of Figure and Ground in Gestalt psychology refers to the way we automatically separate elements of our perception into the object of focus (the figure) and the less distinct background (the ground). When reading a text, we instinctively perceive the words (figure) as the meaningful content against the backdrop of the page (ground), rather than just seeing a mixture of black and white patches. This principle helps explain how we organize visual fields into objects that stand out from their surroundings.

32. (B) Classical Conditioning

Explanation: This scenario exemplifies classical conditioning, a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus. Initially, Raghu's fear was a direct response to being bitten by a snake (an unconditioned stimulus naturally causing an unconditioned response - fear). However, through classical conditioning, the location of the event (walking near the river) has become associated with the snake bite. Now, the sight or thought of walking near the river (a neutral stimulus that has become a conditioned stimulus) elicits fear (a conditioned response) in Raghu, even without the presence of a snake.

33. (A) Historical Determinism

Explanation: The view that 'Personality is fixed in the early years of life and subject to little change thereafter' is known as Historical Determinism. This perspective suggests that events in our early life largely determine our personality in later life. It's a concept often associated with psychoanalytic theories, particularly those of Sigmund Freud.

34. (B) Iris

Explanation: The iris is the colored part of the eye that surrounds the pupil. It functions like the diaphragm of a camera, controlling the size of the pupil and, consequently, the amount of light that enters the eye. The iris contracts or expands to change the size of the pupil in response to the light's intensity in the environment, helping to protect the retina and improve the focus of the images that are formed on it.

35. (D) Reinforcement

Explanation: B.F. Skinner, a leading figure in behaviorism, emphasized the role of reinforcement in shaping and controlling behavior. According to Skinner, reinforcement is any event that strengthens or increases the probability of a behavior it follows. He distinguished between positive reinforcement, which involves presenting a motivating/rewarding stimulus after the desired behavior, and negative reinforcement, which involves removing an aversive stimulus after the desired behavior. Skinner believed that through the appropriate use of reinforcement, desired behaviors could be acquired and maintained.

36. (C) Control Group

Explanation: In experimental research, the control group refers to the group of participants that does not receive the experimental treatment or is exposed to the standard condition. This group serves as a baseline that researchers compare against the experimental group (the group that receives the treatment or condition being tested) to determine the effect of the treatment or condition. The control group helps to ensure that the results of the experiment can be attributed to the variable under study, rather than other factors.

Answer Key

37. (B) Fixed Ratio Schedule

Explanation: A fixed ratio schedule of reinforcement is one in which reinforcement is provided after a specific, fixed number of responses have been made. For example, a rat might be reinforced with food every fifth lever press it makes. This type of schedule tends to produce a high rate of responding, with a brief pause following the delivery of the reinforcement (post-reinforcement pause), after which the rate of responding quickly increases again until the next reinforcement is delivered.

38. (A) Cell's interior becoming positive

Explanation: An action potential is a temporary reversal of the electrical state of the neuron's membrane, where the inside of the neuron becomes positively charged relative to the outside. This occurs due to the rapid influx of sodium ions (Na⁺) into the cell, followed by the outflow of potassium ions (K⁺), which restores the initial electrical state. This sequence of events allows for the transmission of nerve impulses along neurons, essential for neural communication.

39. (D) (a)-3, (b)-4, (c)-1, (d)-2

Explanation:

- Mean - III. Average: The mean is the arithmetic average of a set of values, or distribution, calculated by adding all the numbers in a data set and then dividing by the count of those numbers.
- Median - IV. The point above and below which lies 50% of the scores
- Mode - I. The value repeated maximum number of times in a given series
- Variability - II. The extent of Individual Differences around the Central Tendency

40. (B) crystallized

Explanation: Crystallized intelligence refers to the accumulation of knowledge, skills, and experiences that one has learned over time. This type of intelligence grows as people age and accumulate more knowledge through both formal education and informal life experiences. It contrasts with fluid intelligence, which is the ability to think logically and solve problems in novel situations, independent of acquired knowledge.

41. (D) Adaptation

Explanation: Sensory adaptation refers to the adjustment of sensory receptors to the level of stimulation they are exposed to, resulting in decreased sensitivity to a constant or repetitive stimulus over time. This phenomenon allows organisms to tune out non-essential stimuli and focus on changes in their environment, which could be crucial for survival. For

example, when you enter a room with a distinct smell, you may initially notice the odor strongly, but after a while, you no longer perceive it because of sensory adaptation.

42. (A) Developmental

Explanation: Developmental psychologists study the psychological growth of individuals, including how they develop intellectually, emotionally, and socially throughout their lifespan. A study examining the changes in problem-solving skills with increasing age falls directly within the realm of developmental psychology, as it concerns how cognitive abilities evolve and possibly decline over time.

43. (D) Dissociative fugue

Explanation: Dissociative fugue, a subtype of dissociative amnesia, is characterized by sudden, unexpected travel away from home or one's customary place of work, with an inability to recall one's past and confusion about personal identity or the adoption of a new identity. Individuals experiencing a dissociative fugue often seem normal to others and may start new relationships or jobs, even though they cannot remember their previous lives. This condition is associated with severe stress or trauma.

44. (A) Discrimination Index

Explanation: The discrimination index refers to a statistical measure used in test analysis to determine how well a particular test item (question) discriminates between high scorers and low scorers on the entire test. It's calculated by comparing the performance of those at the top of the distribution of scores (e.g., the top 27%) with the performance of those at the bottom of the distribution of scores (e.g., the bottom 27%). Items with a high discrimination index are considered good because they effectively differentiate between individuals who have a strong grasp of the material being tested and those who do not.

45. (C) Symbolic

Explanation: The nervous system is divided into several parts based on structure and function, but "symbolic" is not one of them. The somatic nervous system controls voluntary movements and transmits sensory information to the central nervous system. The sympathetic nervous system is part of the autonomic nervous system that prepares the body for action, often referred to as the "fight or flight" response. The central nervous system consists of the brain and spinal cord. "Symbolic" does not refer to any part of the nervous system; it's more commonly associated with symbolic thought, language, or representation in psychology, not a physical component of the nervous system.

Answer Key

46. (C) TAT

Explanation: The Thematic Apperception Test (TAT) is a projective psychological test consisting of a series of pictures in which the examinee is asked to create a story based on what they see in each picture. This test is designed to uncover the underlying motives, concerns, and the way the subject sees the social world through the stories they create. The scenario described with Monica's therapist asking her to invent stories for pictures is very similar to the TAT, where ambiguous images are used to elicit stories from individuals. The Rorschach Inkblot Test also uses a projective method but with inkblots instead of pictorial scenes.

47. (C) Case Study

Explanation: A case study is a research method that involves the intensive examination of an individual or a small group. It provides detailed insights into aspects of the subject's life, behavior, or condition and is often used in clinical research to explore rare or unique cases. Surveys, experiments, and longitudinal studies generally aim to include samples that are representative of a larger population to generalize their findings, making them more dependent on representative sampling techniques.

48. (C) Sigmund Freud

Explanation: Sigmund Freud's psychoanalytic theory emphasizes that personality is primarily formed by early childhood experiences and that the structure of the personality is set in early life. According to Freud, personality development essentially finishes by the end of adolescence, with adult experiences refining but not fundamentally changing the established personality structure. In contrast, theorists like B.F. Skinner (behaviorism), Ivan Pavlov (classical conditioning), and John B. Watson (also a behaviorist) focus on the role of environmental factors and learning experiences across the lifespan in shaping behavior, implying a more continuous potential for change.

49. (C) Sympathetic System

Explanation: The sympathetic nervous system is part of the autonomic nervous system that prepares the body for quick action in emergencies; this is often referred to as the "fight or flight" response. When a bear jumps out at you, the sympathetic nervous system is activated to increase heart rate, release adrenaline, and redirect blood flow to muscles, preparing you to either fight the bear or flee from it. This system operates involuntarily and is crucial for immediate reactions to stress or danger. The parasympathetic system, in contrast, helps the body to rest and digest, the glial system supports neurons in the nervous system, and the somatic system controls voluntary movements of the body.

50. (D) Anterograde Amnesia

Explanation: Anterograde amnesia is a condition in which a person cannot form new memories after the onset of amnesia, though they can often remember events that occurred before it. This means they have difficulty incorporating present events into their memory, aligning with the description of Parul's condition. Retrograde amnesia refers to an inability to recall past events or previously learned information. Proactive interference is when old memories interfere with the recall of new memories, and retroactive interference occurs when new memories interfere with the recall of old memories.

51. (A) Type A

Explanation: Type A personality is characterized by a constant sense of urgency, excessive competitive drive, aggressiveness, and an intense commitment to work. Individuals with a Type A personality often push themselves with deadlines, and they can be highly stressed and impatient. This personality type is also linked to a higher risk of heart disease.

52. (B) high anxiety

Explanation: Neurosis is a class of functional mental disorders involving chronic distress but neither delusions nor hallucinations, thereby differentiating it from psychosis. Common symptoms of neurosis include high anxiety, phobias, depression, obsessive-compulsive behaviors, and various stress-related issues. It does not typically involve loss of contact with reality or hallucinations, which are more characteristic of psychotic disorders. Immoral behavior is not a symptom of neurosis within the context of clinical psychology.

53. (A) Nativist

Explanation: The nativist perspective argues that many skills or abilities are innate and not acquired through learning or experience. According to nativism, certain biological structures that govern perceptual, linguistic, and cognitive abilities are present at birth. This perspective is often contrasted with the empiricist view, which suggests that knowledge comes from sensory experiences and that humans start as "blank slates." Behaviorists focus on observable behaviors and the ways in which they are learned through interaction with the environment.

54. (C) Physiological

Explanation: EEG (Electroencephalogram) and GSR (Galvanic Skin Response) are physiological measures. An EEG records electrical activity of the brain, providing data on brain wave patterns that can be analyzed for various purposes, including sleep studies, diagnosing epilepsy, and researching cognitive processes. GSR measures changes in

Answer Key

the electrical conductance of the skin, which varies with moisture level and can indicate emotional or psychological arousal. These tools are used to gather objective data on physiological responses, unlike self-report measures which rely on individual's accounts of their feelings or behaviors, behavioral measures which observe actions directly, or projective measures which are designed to reveal hidden emotions and internal conflicts through ambiguous stimuli.

55. (B) Constructivist

Explanation: The concept of perceptual set is closely associated with the constructivist approach to perceptual processing. This approach suggests that perception is constructed by the brain based on sensory input, past experiences, expectations, and cognitive processes. The perceptual set is a mental predisposition or readiness to perceive something in a particular way, influenced by expectations, context, emotions, and culture, among other factors. It demonstrates how our perceptions are not just determined by the stimuli that hit our senses (as suggested by bottom-up or data-driven processing) but also by our preconceived ideas and expectations (top-down processing)

56. (A) Retrieval Cues

Explanation: Retrieval cues are stimuli or signals that can trigger the recall of information stored in long-term memory. They act as reminders or prompts that guide the memory search process towards the relevant part of the memory store, making it easier to access specific pieces of information. Retrieval cues can be external (like a scent or a place) or internal (like a thought or an emotion) and play a critical role in how we recall past experiences, facts, and knowledge. They are fundamental in explaining how associative memory works, demonstrating that memories are linked together in complex networks of associations.

57. (A) Test-Retest Reliability

Explanation: Test-retest reliability assesses the consistency of a psychological test's scores over time. This method involves administering the same test to the same group of people on two different occasions and then comparing the scores. High correlation between the two sets of scores indicates that the test has good test-retest reliability, meaning it is capable of producing stable and consistent results over time. This method is particularly useful for measuring traits or abilities that are expected to remain relatively stable, such as intelligence or personality traits.

58. (C) Perception

Explanation: Perception refers to the brain's process of organizing and interpreting sensory information from the environment to understand its meaning and context. This goes beyond mere sensation, which is the initial detection of stimulus energies by the sensory receptors. Perception integrates sensory inputs with previous experiences, knowledge, and expectations to make sense of what is being sensed.

59. (B) (a)-2, (b)-3, (c)-4, (d)-1

Explanation:

- a. Autonomy vs Shame and Guilt - II. Toddler
- b. Initiative vs Guilt - III. Early Childhood
- c. Generativity vs Stagnation - IV. Middle Adulthood
- d. Ego Integrity vs Despair - I. Late Adulthood

60. (C) Gordon Allport

Explanation: Gordon Allport is the psychologist associated with the distinction between Central Traits, Cardinal Traits, and Secondary Traits. These are part of his trait theory, which focuses on describing personality as a set of enduring characteristics and behaviors that differentiate one person from another. Allport emphasized the uniqueness of the individual and the importance of the present context for understanding personality.

61. (B) systematically collected data

Explanation: Psychology, as a science, relies on systematically collected data as its primary source of information. This involves careful observation, experimentation, and measurement to study and understand mental processes and behavior, distinguishing it from common sense or informal observation by its systematic approach and reliance on empirical evidence.

62. (D) (a)-2, (b)-1, (c)-4, (d)-3

Explanation:

Repression (a) corresponds to (II): Repression involves pushing unacceptable thoughts, feelings, or memories into the unconscious mind.

Regression (b) corresponds to (I): Regression refers to reverting to earlier stages of development or behaviors in response to stress or frustration.

Displacement (d) corresponds to (IV): Displacement involves redirecting emotions or impulses from their original source to a substitute target.

Projection (c) corresponds to (III): Projection is attributing one's own unacceptable thoughts, feelings, or motives to another person or object.

Answer Key

63. (A) Binocular Disparity

Explanation: Binocular disparity refers to the difference in the images seen by the left eye and the right eye due to their different positions on the head. This disparity provides a cue for depth perception that requires the use of both eyes, making it not available for only one eye. Motion parallax, linear perspective, and texture gradient are monocular cues, meaning they can be perceived with just one eye.

64. (B) Eight Stages of Psychosocial Development

Explanation: Erik Erikson's developmental theory is characterized by eight stages of psychosocial development, each with its own unique challenge or crisis that the individual must resolve. These stages span from infancy through late adulthood.

65. (B) Selective Attention

Explanation: Selective attention allows an individual to focus on a specific stimulus while ignoring others, which in this scenario enables the basketball player to concentrate on shooting the free throw without being distracted by the surrounding environment.

66. (C) Effector

Explanation: Sensory neurons carry signals from receptors (sensory organs) toward the central nervous system (CNS), while motor neurons carry signals from the CNS to effectors (muscles or glands) to produce a response. Therefore, just as sensory relates to receptor (signal input), motor relates to effector (response/output).

67. Norms and standard score

Explanation:

Descriptive statistics based on test scores of representative groups of individuals are commonly referred to as norms or standard scores.

(B) Norms: Norms provide information about the typical performance of a group of individuals on a particular test or measure. They describe the distribution of scores and can include measures such as mean, median, and standard deviation for various subgroups within the population.

(D) Standard Scores: Standard scores are scores that have been transformed to have a predetermined mean and standard deviation, typically allowing for easy comparison of an individual's performance to the performance of the norm group.

68. (B) Short Term Memory

Explanation: Short-term memory (STM), also known as working memory, is where

information is temporarily held and manipulated for a brief period of time, typically around 20-30 seconds, but it can extend up to a few minutes with active rehearsal. If you forget something like an address within three minutes after looking it up, without actively trying to remember it or use it, it indicates that the information was held in your short-term memory and was not transferred to long-term memory.

69. (D) (a)-3, (b)-1, (c)-4, (d)-2

Explanation:

- a. Psychosexual Perspectives - III. Freud
- b. Psychosocial Theory - I. Erikson
- c. Moral Development Theory - IV. Kohlberg
- d. Cognitive Dissonance Theory - II. Festinger

70. (C) Cognitive

Explanation: Artificial Intelligence (AI) is most closely related to the cognitive psychological approach. Cognitive psychology focuses on understanding internal mental processes such as perception, memory, thought, and problem-solving, which are central to the development of AI systems. AI seeks to replicate or simulate human cognitive functions through algorithms and machine learning, making cognitive psychology a foundational discipline for AI research and development.

71. Such topics are too complex to study, common sense beliefs are not always true

Explanation: Psychological research on everyday human concerns indeed reveals that:

(A) Such topics are too complex to study: Many everyday human concerns involve multiple interacting factors, making them complex to study. While this complexity doesn't make them impossible to study, it does require sophisticated methods and approaches to understand fully.

(C) Common sense beliefs are not always true: Research often debunks or refines common sense beliefs, demonstrating that what we intuitively think about human behavior and mental processes is not always accurate. Empirical evidence often reveals complexities and nuances that common sense overlooks.

72. (D) CS, CR.

Explanation: During the process of extinction in classical conditioning, the conditioned stimulus (CS) is consistently presented without the unconditioned stimulus (UCS), and as a result, the conditioned response (CR) undergoes a gradual reduction. In simpler terms, when the stimulus that has come to elicit a particular response (due to its association with

Answer Key

an unconditioned stimulus) is repeatedly presented without the unconditioned stimulus, the response it elicits (the conditioned response) begins to decrease and eventually may cease.

73. (A) Preconventional

Explanation: According to Lawrence Kohlberg's theory of moral development, a child who is motivated by the avoidance of punishment is operating at the Preconventional level. This is the first level of moral development and is characterized by an individual's reasoning based on personal consequences, such as avoiding punishment or seeking rewards, rather than any deeper ethical principles or social conventions.

74. (A) I only.

Explanation: Cognitive psychology focuses on understanding internal mental processes such as perception, memory, thought, language, and problem-solving. The question about how a child acquires the concept of color directly pertains to cognitive development and cognitive processes, making it of primary interest to a cognitive psychologist.

75. (C) (a)-2, (b)-3, (c)-4, (d)-1

Explanation:

- a. 'g' Factor Theory - II. Spearman
- b. Hierarchical Theory - III. Vernon
- c. Multifactor Theory - IV. Thurstone
- d. Cubical Model - I. Guilford

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