

St. Mary's School, Dwarka
Holiday Homework
Class –XII
Subject: Psychology (037)

Worksheet 1

Chapter 1: Variations in Psychological Attributes (Part-1)

Solve Very Short type Questions

1. _____ refer to distinctiveness and variations among people's characteristics and behavior patterns.
2. While many psychologists believe that our behaviors are influenced by our personal traits, some others hold the view that our behaviors are influenced more by situational factors, called _____
3. _____ states that situations and circumstances in which one is placed influence one's behavior.
4. The situationist perspective views human behavior as resulting from interaction of _____ and _____ factors.
5. _____ is the first step in understanding a psychological attribute.
6. Assessment refers to the measurement of _____ of individuals and their evaluation, often using multiple methods in terms of certain standards of comparison.
7. Any attribute will be said to exist in a person only if it can be measured by using _____. Assessment may be _____ or _____ is objective, standardised, and organized.
8. _____ varies from case to case and from one assessor to another and, therefore, is open to subjective interpretations. _____ uses systematic testing procedures to evaluate abilities, behaviours, and personal qualities of individuals.

9. Psychological attributes are not _____, _____ but are _____ and _____ and expressed in terms of dimensions.

10. _____ is the global capacity to understand the world, think rationally, and use available resources effectively when faced with challenges.

11. Intelligence tests provide a _____ of a person's general cognitive competence including the ability to profit from schooling.

12. _____ refers to an individual's underlying potential for acquiring skills.

13. Aptitude tests are used to predict what an individual will be able to do if given proper _____ and _____.

14. _____ is an individual's preference for engaging in one or more specific activities relative to others.

15. _____ refers to relatively enduring characteristics of a person that make her or him distinct from others.

16. _____ tests try to assess an individual's unique characteristics

17. Personality assessment helps us to explain an individual's _____ and predict how she/he will behave in future.

18. _____ are enduring beliefs about an ideal mode of behaviour.

19. A person having a _____ sets a standard for guiding her/his actions in life and also for judging others.

20. In value assessment we try to determine the _____ values of a person.

21. Psychological Test is an _____ and _____ measure of an individual's mental and/or behavioural characteristics.

22. _____ have been developed to measure all the dimensions of psychological attributes

23. Psychologists have also developed certain projective tests, especially for the assessment of _____.

24. Interview involves seeking information from a person on a _____ basis.
25. Case Study is an _____ of the individual in terms of her/his psychological attributes, psychological history in the context of her/his psychosocial and physical environment.
26. Case studies are based on data generated by _____ like interview, observation, questionnaire, psychological tests, etc.
27. _____ involves employing systematic, organised, and objective procedures to record behavioural phenomena occurring naturally in real time.
28. The major problems with _____ are that the observer has little control over the situation and the reports may suffer from subjective interpretations of the observer.
29. _____ is a method in which a person provides factual information about herself/himself and/or opinions, beliefs, etc. that s/he holds.
30. Psychological notion of _____ is quite different from the common sensical notion of intelligence.
31. The _____ explains intelligence as the power of perceiving, learning, understanding, and knowing.
32. _____ was one of the first psychologists who worked on intelligence and defined intelligence as the ability to judge well, understand well, and reason well.
33. Wechsler understood intelligence in terms of its _____, i.e. its value for adaptation to environment.
34. _____ defined intelligence as the global and aggregate capacity of an individual to think rationally, act purposefully, and to deal effectively with her/his environment.
35. _____ and _____ have suggested that an intelligent individual not only adapts to the environment, but also actively modifies or shapes it.
36. The _____ considers intelligence as an aggregate of abilities and expresses the individual's performance in terms of a single index of _____.

37. The _____ describes the processes people use in intellectual reasoning and problem solving. 38. The major focus of _____ approach is on how an intelligent person acts rather than focusing on structure of intelligence or its underlying dimensions, information processing approaches emphasise studying cognitive functions underlying intelligent behaviour.

39. Binet conceptualised intelligence as consisting of _____ which can be used for solving any or every problem in an individual's environment.

40. _____ theory of intelligence is called Uni or one factor theory of intelligence.

41. Charles Spearman proposed a two-factor theory of intelligence employing a statistical method called _____.

42. Charles Spearman showed that intelligence consisted of a _____ (g-factor) and some _____ (s-factors).

43. The _____ includes mental operations which are primary and common to all performances. 44. In addition to the g-factor, individual's may have _____ which allow them to excel in their respective domains.

45. _____ proposed the theory of primary mental abilities according to which intelligence consists of seven primary abilities.

46. Arthur Jensen proposed a hierarchical model of intelligence consisting of abilities operating at _____ levels, called Level I and Level II.

47. _____ is the associative learning in which output is more or less similar to the input.

48. _____ called cognitive competence, involves higher-order skills as they transform the input to produce an effective output.

49. J.P. Guilford proposed the structure-of-intellect model which classifies intellectual traits among three dimensions: _____, and _____.

50. Operations are what the _____ does.

51. _____ refer to the nature of materials or information on which intellectual operations are performed.

52. _____ refer to the form in which information is processed by the respondent.
53. _____ proposed the theory of multiple intelligences, as he sees intelligence as not a single entity; rather in humans distinct types of intelligences exist.
54. _____ is the capacity to use language fluently and flexibly to express one's thinking and understand others, like poets and writers.
55. _____ is a skills in which people can think logically and critically, can engage in abstract reasoning, and can manipulate symbols to solve mathematical problems.
56. _____ is the abilities involved in forming, using, and transforming mental images.
57. _____ is the capacity to produce, create and manipulate musical patterns.
58. _____ skill consists of the use of the whole body or portions of it for display or construction of products and problem solving.
59. _____ is the skill of understanding the motives, feelings and behaviours of other people so as to bond into a comfortable relationship with others.
60. _____ refers to the knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others.
61. _____ involves complete awareness of our relationship with the natural world.
62. _____ (1985) proposed the triarchic theory of intelligence.
63. _____ views intelligence as "the ability to adapt, to shape and select environment to accomplish one's goals and those of one's society and culture".
64. According to Sternberg theory, there are three basic types of intelligence: _____ and _____.
65. Componential Intelligence is the _____ to solve problems.
66. Componential intelligence has _____, each serving a different function.
67. First is the _____ component, which is responsible for learning and acquisition of the ways of doing things.

68. The second is the _____ component, which involves planning concerning what to do and how to do.

69. The third is the _____, which involves actually doing things.

70. _____ is involved in using past experiences creatively to solve novel problems.

Worksheet 2

Chapter 1: Variations in Psychological Attributes (Part-2)

Solve Very Short type Questions

1. Experiential Intelligence is reflected in _____.

2. _____ intelligence involves the ability to deal with environmental demands encountered on a daily basis.

3. Contextual Intelligence is called 'street smartness' or 'business sense'.

4. Sternberg's triarchic theory of intelligence represents the _____ approach to understand intelligence.

5. Planning, Attention Planning, Attention-arousal, and Simultaneous-successive (PASS) Model of Intelligence has been developed by _____

6. According to this model, intellectual activity involves the _____, called the functional units of brain.

7. These units are responsible for _____, _____, and _____ respectively.

8. State of arousal is basic to any behaviour as it helps us in _____ to stimuli. 79. Arousal and attention enable a person to _____.

10. Simultaneous processing takes place when you perceive the relations among various concepts and integrate them into _____ for comprehension.

11. Simultaneous processing helps you in _____ and relationship between the given _____.

12. _____ takes place when you remember all the information serially so that the recall of one leads to the recall of another

13. _____ is an essential feature of intelligence.

14. Planning allows us to _____ of the possible courses of action, _____ them to reach a target, and _____ their effectiveness.

15. PASS model operates on a knowledge base developed either _____ (by reading, writing, and experimenting) or _____ from the environment.

16. These processes are _____ and _____ in nature; yet each has its own distinctive functions. Das and Naglieri have also developed a battery of tests, known as the _____ (CAS).

17. It consists of _____ as well as _____ tasks that measure basic _____ presumed to be _____ of schooling.

18. The battery of tests is meant for individuals between _____ years of age.

19. In 1905, _____ and _____, made the first successful attempt to formally measure intelligence.

20. In 1908, they gave the concept of _____ (MA), which is a measure of a person's _____ relative to people of her/his age group.

21. Chronological Age (CA) is the _____ from birth.

22. A _____ MA is more than her/his CA but for a _____, MA is below the CA.

23. Retardation was defined by _____ and _____ as being two mental age years below the chronological age.

24. In 1912, _____, devised the concept of Intelligence Quotient (IQ).

25. IQ refers to _____ divided by _____, and multiplied by 100.

26. The two groups i.e Intellectually gifted and intellectually _____ considerably from the normal population in respect of their _____, _____, and _____ characteristics.

27. The children who show _____ are termed as 'mentally challenged' or 'mentally retarded'.

28. The American Association on Mental Deficiency (AAMD) views mental retardation as "significantly _____ general intellectual functioning existing concurrently with _____ in _____ and manifested during the developmental period".

29. In order to be judged as mentally retarded, a person must show significantly _____ functioning.

30. Persons having IQs _____ are judged to have sub-average intelligence.

31. Such individuals show deficits in _____

32. _____ refers to a person's capacity to be independent and deal effectively with one's environment.

33. Such individual's show deficits must be observed during the _____, that is between 0 and 18 years of age.

34. Individuals who are categorised as having mental retardation show significant variation in their abilities, ranging from those who can be _____ and _____ with special attention, to those who _____ and require _____ throughout their lives.

35. The different levels of retardation are: _____ (IQs 55–69), _____ (IQs 40–54), _____ (IQs 25–39), and _____ (IQs below 25).

36. People with mild retardation is typically slower than that of their peers, they can function _____, _____ and _____.

37. People with moderate retardation lag behind their peers in.

38. They can be trained in _____, and _____ and _____ skills.

39. They need to have _____ in everyday tasks.

40. Individuals with profound and severe retardation are _____ and need _____ for their entire lives.

41. Intellectually gifted individuals show _____ because of their outstanding potentialities.
42. The study of gifted individuals began in 1925, when _____ followed the lives of about 1500 children with IQs of 130 and above to examine how intelligence was related to occupational success and life adjustment.
43. Giftedness is _____ shown in superior performance in a wide variety of areas.
44. Talent is a _____ and refers to remarkable ability in a _____ (e.g., spiritual, social, aesthetic, etc.).
45. The highly talented are sometimes called _____.
46. It has been suggested by psychologists that giftedness from the teachers' point of view depends on a combination of _____, _____, and _____.
47. Gifted children show early signs of intellectual _____.
48. Even during infancy and early childhood, they show larger _____, _____, _____, _____, and _____ of language skills.
49. To equate giftedness with brilliant academic performance is _____.
50. Performance on _____ is not the only measure for identifying the gifted.
51. Intelligence tests are of several types, on the basis of their _____, they can be categorised as individual or group tests.
52. They can also be classified as either _____ tests on the basis of the _____ used.
53. Depending upon the extent to which an intelligence test favours one culture over another, it can be judged as either _____.
54. An individual intelligence test is one which can be administered to _____.
55. A group intelligence test can be administered to _____.
56. An intelligence test may be _____, or it may consist of a mixture of items from each category.
57. Verbal tests require subjects to give verbal responses _____ form.

58. Verbal tests can be administered only to _____.
59. The non-verbal tests use _____ as test items.
60. Performance tests require subjects to _____ and other materials to perform a task.
61. _____ is not necessary for answering the items
62. A major advantage of performance tests is that they can be easily administered to _____.
63. Non-verbal and performance tests help reduce the _____ usually associated with verbal tests.

Worksheet 3

Project Work

Prepare a case Profile of an individual who has excelled in areas like sports, academics, music etc. or having special needs like learning disability, autism, Down's syndrome, etc. or those with interpersonal social problems, i.e. Poor body image, obesity, temper tantrums, substance abuse, not getting along with peers, withdrawn, etc.

Find the background information and developmental history of the individual.

Format for preparing case profile

1. Introduction
2. Identification of data
3. Case history
4. Concluding comments

Worksheet 4

Defense Mechanisms

Identify the defense mechanisms in the cases given below.

1. Which defence mechanism is also a sign of maturity according to Freud.

- a. Rationalisation
- b. Sublimation
- c. Reaction formation
- d. Projection

Q2. Sandhya was abused as a child. She doesn't remember the abuse but now struggles to trust others and form relationships.

- 1. Displacement
- 2. Rationalisation
- 3. Projection
- 4. Repression

Q3. Bill's friends confront him about his excess drinking, but he thinks she doesn't have a problem. Bill is experiencing:

- a. Denial
- b. Rationalisation
- c. Displacement
- d. Sublimation

Q4. Clare gets fired and blames her job loss on her co-workers. This is an example of which defense mechanism?

- a. Projection
- b. Rationalisation
- c. Displacement
- d. Sublimation

Q5. A person may explain a natural disaster as 'God's will'.

- a. Projection
- b. Rationalisation

- c. Displacement
- d. Sublimation

Q6. A boy who is angry with a teacher comes home and yells at his dog.

- a. Projection
- b. Rationalisation
- c. Displacement
- d. Sublimation

Q7. Kanika says "I cheated but everyone cheats so it's ok"

- a. Projection
- b. Rationalisation
- c. Displacement
- d. Sublimation

Q8. "A patient unconsciously hates his father continuously and says how great his father is."

- a. Projection
- b. Rationalisation
- c. Reaction Formation
- d. Sublimation

Q9. A woman cannot remember a sexual assault.

- a. Repression
- b. Rationalisation
- c. Reaction Formation
- d. Sublimation

Q10. A Person with strong sexual urges channelizes his/her energy in to religious favours.

- 1. Rationalisation
- 2. Reactionformation
- 3. Projection
- 4. Repression

Q11. An individual rejected in a job interview, claims that his present job is better

- 1. Rationalisation
- 2. Reactionformation
- 3. Projection

4.Repression

Q12.Aman drives a car meets with an accident, starts blaming the speed breaker son the road.

1.Rationalisation

2.Projection

3.Repression

4.Reactionformation

Q13.Your friend says something hurtful, but instead of confronting your friend you lash out at your sister.

a. Reaction formation

b. Rationalisation

c. Displacement

d. Denial

Q14.Ramit is frustrated with his married life however he chooses to hit the gym when he is frustrated.

a. Sublimation

b. Displacement

c. Reaction formation

d. Rationalisation

Q15.Tanmay lost his mother in a car accident but he still believes that his mother is alive and she meets him in his dream

1.Rationalisation

2.Denial

3.Projection

4.Reaction formation