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VA - 27

CEX-V-0263/18

Number of Questions : **30**

Test Drive

Time Limit

5 Minutes

Directions for questions 1-3: In each of the following questions, a paragraph is given where the sentences have been jumbled up. Select the most logical order of the sentences to create a meaningful paragraph.

(GBO, 2015)

- A. She got offers to sing from a number of music directors.
 - B. Consequently, today her name is all over as a popular singer.
 - C. However, she was really reluctant to give auditions, which delayed her entry into the field of music.
 - D. Not only was she good looking, she had tremendous talent for music, especially singing.
 - E. When she did start singing, she made a mark for herself in a short time.

- | | |
|-----------|-----------|
| (1) AECDB | (2) BCAED |
| (3) DCEAB | (4) EACBD |

- A. Presently, we have thirteen IIMs.
 - B. The first IIM was established in 1961 in Kolkata.
 - C. At the time of independence, India did not have any management institute of high repute.

- D. However, the need to have more IIMs was still felt.
- E. Subsequently, a few more IIMs were set up at various locations in India.

- | | |
|-----------|-----------|
| (1) EDBAC | (2) DBACE |
| (3) CBDEA | (4) BCAED |

- A. As indicate by a number of surveys in 2012, Indian employer will have trouble finding highly qualified people.
 - B. This has made it a perennial challenge for HR managers in the days to come.
 - C. India Inc has transformed into a volatile ground for breeding talent with the amplification of the demand-supply gap.
 - D. This trend is set to continue for the next three years.
 - E. This revelation has come as an eye-opener, as in order to run the game from here on, the challenge of a talent crunch will be amongst the foremost snags.

- | | |
|-----------|-----------|
| (1) ECDAB | (2) BDEAC |
| (3) CBADE | (4) BAEDC |

Genre: Psychology

What is Psychology?

"It is the scientific discipline that studies mental states and processes and behaviour in humans and other animals." – Encyclopaedia Britannica

Points of discussion:

- Difference between Psychiatrists, Psychologists, and Psychotherapists
- Difference between Psychopaths, Sociopaths, and Narcissists
- Why is Mental Health in news and how should we proceed?
- What is depression?
- What is NLP – is it relevant to Psychology?
- What's difference between phobia and mania?

Tips to improve you understanding of Psychology:

- (a) Go through the crash course videos on YouTube.
- (b) Read articles on motivation and NLP.
- (c) Familiarise yourself with the works of Freud and Jung.
- (d) Make sure to understand the concept of Id, Ego, and Superego, a Freud specialty.

Class Exercise:

4. Match the psychologists with the names of their theory.

Psychologist	Theory
(1) Sigmund Freud	i. Conditioned / Unconditioned Response
(2) Ivan Pavlov	ii. Collective Consciousness and Archetypes
(3) Carl Jung	iii. Self-regulated learning
(4) William James	iv. Psychoanalysis
(5) Barry Zimmerman	v. Stream of Consciousness

Direction for questions 5-15: Read each question and name the psychological disorder.

5. A personality disorder where one has exaggerated feelings of self-importance:
6. A mental disorder where people feel the need to check things repeatedly or perform certain routines (called rituals) repeatedly:

7. The phrase that describes the feeling that men are superior to women first used by Clifford Odets play "Till the Day I die" (1935):
8. The obsession with stealing things:
9. A morbid fear of pain:
10. A psychological state characterized by delusions of grandeur:
11. An uncontrollable desire to set fire to things:
12. A fear of foreigners or strangers:
13. What's the term that describes the human tendency to respond to stimulus (image or sound) by finding a pattern or shape where none exists?
14. Fear of marriage or commitment:
15. Fear of being buried alive:

Direction for questions 16- 30: Read each passage and answer the questions that follow.

Passage 1

For Sigmund Freud and his followers, our lives are shaped by forces we are totally unaware of. Although we think we're in charge, we just keep repeating the same blunders without knowing it. Like a broken record, we choose jobs we don't enjoy, we fall out with friends and we alienate our partners. Sometimes we are forced to realize that something is awry: a bad dream that won't go away, an unexplained physical symptom or a bizarre intrusive thought makes us realize that we are not masters in our own house. This, Freud believed, is the unconscious at work.

Sigmund Freud's fascination with the unconscious was triggered by his work as a neurologist. In case

after case, he found symptoms that did not behave as anatomy dictated. The distribution of pain or the loss of sensation ought to have followed the medical, biological map. Instead it was as if these bodies obeyed a different anatomy, made up of words and ideas. In one case, a boy's hand froze after his mother urged him to sign a letter denouncing his father in a divorce: the paralysis saved him from the violence of the denunciation.

Why couldn't the boy just have refused to sign the letter? The boy may have felt both the wish to sign and not to sign the letter. This would have stirred up his oedipal conflict with his father and the guilt that went with it. The symptom allowed him not to sign and, through the physical pain of the paralysis, punished him for his guilty wish.

Contradictory thoughts generate tensions in our minds, and symptoms in our bodies. Through listening carefully to his patients, Freud discovered that our conscious thought is just the tip of the iceberg: most of what we think takes place at an unconscious level, yet exerts powerful effects on our lives.

The other major discovery Freud made at the same time was about our need to rationalize. If a hypnotized subject is told there is no furniture in a room, and then instructed to cross it, he will naturally avoid the furniture. When asked why he took such an odd route, rather than admit the existence of the furniture he will invent false explanations: for example, the picture on the wall looked interesting so he moved towards it. Rather than seeing these false explanations as restricted to the hypnotic state, Freud believed that they were a basic feature of the human ego.

Although we might not crash into furniture, we spend every day deceiving ourselves about why we do things. We tell ourselves we love this person because of some inner quality, rather than because they share some trait with our mother.

We think we get angry with our bosses because they are unreasonable, without noticing it is because they are echoing the behaviour of our father. We are excessively kind to other people, not realizing this is overcompensation against our wish to harm them.

16. Based on the above passage, which of the following is not true?
- (1) Sigmund Freud's concept of the unconscious was a departure from the prevailing belief that people are fully aware of the forces affecting their behavior.
 - (2) Sigmund Freud's approach towards the unconscious grew out of his efforts to treat mental disorders.
 - (3) Sigmund Freud's work with patients and his own self-exploration persuaded Freud of the existence of what he called the unconscious.
 - (4) Sigmund Freud found that psychological disturbances are largely caused by personal conflicts existing at an unconscious level.
17. Why does Freud give the example of the paralysis of the boy?
- (1) To show that our unconscious thoughts are much more powerful than our conscious thoughts.
 - (2) To show that our unconscious thoughts conflict with our conscious thoughts.
 - (3) To show that our unconscious thoughts are undermined by our conscious thoughts.
 - (4) To show that our conscious and unconscious thoughts are never in alignment.
18. According to the passage,
- (1) the world of unconsciousness isn't good.
 - (2) we are in control of our actions and lives.
 - (3) paradoxical thoughts effect are bodies.
 - (4) getting to know one's own consciousness isn't tough.

Passage 2

Most people think of Sigmund Freud as a psychologist or a psychiatrist. But he was neither. He was trained as a neuroscientist and went on to create a new discipline that he called 'psychoanalysis'. But Freud should also be thought of as a philosopher – and a deeply insightful and prescient one at that. As the philosopher of science Clark Glymour observed in 1991:

For neuroscientific researchers, the daunting scientific challenge of figuring out how the brain works (without the benefit of the sophisticated technologies available today) was compounded by the equally formidable philosophical challenge of explaining the relationship between the electrochemical impulses coursing through a massively complex network of neurons and the experiential fabric of our subjective mental lives – our thoughts, values, perceptions, and choices.

Unlike most scientists today, the neuroscientists and psychologists of that era understood that science is inevitably rife with philosophical assumptions. For the most part, they worked within a paradigm that they had inherited from the 17th-century polymath René Descartes. Two components of the Cartesian intellectual tradition were especially relevant to their work. One concerned the 'mind-body problem' – the problem of understanding the precise relation that holds between our mental states and our bodily states. The other concerned what might be called 'the mind-mind problem' – the problem of understanding how our minds are related to themselves. The first of these was primarily of interest to neuroscientists, while the second was mainly of interest to psychologists.

With regard to the first problem, 19th-century neuroscientists mostly took the view that minds and bodies are radically different kinds of things. Bodies are material things – flesh-and-blood machines that can be studied from a third-person perspective. But minds are immaterial things that can be accessed only from the 'inside', a view that was later ridiculed by the British philosopher Gilbert Ryle as the theory

of 'the ghost in the machine'. With regard to the second problem, psychologists had the view that minds are transparent to themselves – in other words, that the mind is entirely conscious. Each of us has direct access only to our own mental states, and we cannot be mistaken about those states. This implied that psychological research should proceed by means of introspection, which is why the first psychologists came to be known as 'introspectionists'.

During the course of the 19th century, the Cartesian concept of mind-body dualism came under increasing pressure. Early on, the law of the conservation of energy – the principle that the quantity of energy in the physical universe remains constant – clashed with the notion that bodily movement is explained by a non-physical mind injecting energy into the physical world. The study of the aphasias, disorders of speech caused by lesions to the brain, showed that the mental faculty of language was intimately bound up with particular regions of the ball of nerve tissue between our ears.

Scientists of the mind responded to this sort of challenge with two explanatory strategies, both based on the assumption that nothing that is mental can be unconscious, and nothing that is unconscious can be mental. Some granted that ostensibly unconscious mental states were indeed mental but insisted that they were not really unconscious. According to this view, a person's consciousness can be split apart, resulting in a 'main' consciousness and one or more 'sub'-consciousnesses, an approach that's sometimes called dissociationism. These hypothetical centres of consciousness were considered to be something akin to separate and distinct persons inhabiting a single human brain, each of which has direct access only to its own mental states, but without access to the mental states of the others.

A second strategy was to accept that ostensibly unconscious mental states are genuinely unconscious, but to deny that they are mental. Advocates of this dispositionalist approach believed

that the (non-physical) mind is distinct from the (physical) brain, and that only the brain processes behaviour. They believed that mental states accompany these physical processes, but denied that they make any contribution to human behaviour. So, in their view, the so-called unconscious mental states weren't really mental at all. As the 19th-century neuroscientist Gustav Fechner put it: 'Sensations, ideas, have, of course ceased to actually exist in the state of unconsciousness.'

Both of these theories were also harnessed to explain the puzzling phenomenology of mental illness. Consider the splitting of the mind associated with the mental disorder that was then known as hysteria. Many of those diagnosed as suffering from hysteria seemed to have multiple personalities, each of which was separate or 'dissociated' from the others. It was natural to explain this phenomenon as the splitting or fragmentation of a single self into several others. As the philosopher and psychologist William James put it in *The Principles of Psychology* (1890):

A hysterical woman abandons part of her consciousness because she is too weak nervously to hold it together. The abandoned part may meanwhile solidify into a secondary or subconscious self. This 'dispositionalist' story was also deployed to throw light on psychiatric disorders. The fact that mentally ill people often engaged in compulsive behaviours that they could neither control nor understand could perhaps be explained by unconscious brain activity that is somehow cut off from the person's mind. In cases of compulsive hand-washing, for instance, the sufferer seemed to be hostage to alien forces within himself that were not part of his consciousness, and therefore – according to the prevalent assumptions of the time – not mental at all.

19. Which of the following is true about Sigmund Freud according to the passage?
- (1) Freud made use of ideas without acknowledging his predecessors for the sources of those ideas.

- (2) Current neurologists are re-evaluating the works of Sigmund Freud in the light of Cartesian theory of mind-body dualism knowledge.
- (3) Freud's contributions to the development of psychoanalysis have been greatly appreciated by Clark Glymour.
- (4) Philosophers should re-examine Freud's place in neuro-analysis theory.

20. Which of the following, if true, most strongly supports the psychologists' interpretation of the study?

- (1) Most human behaviours have conveyed either acceptance or rejection through their mental states and physical actions.
- (2) The human behaviours indicating acceptance or rejection are exhibited by trauma and emotional imbalances.
- (3) Acceptance and rejection are the easiest to recognise of all sensational human behaviours.
- (4) In dispositionalist approach, the mind is distinct from the brain and only the brain processes behaviour.

21. According to the passage, which of the following can be inferred about mental illness?

- (1) The study of mental illness is a bewildering doctrine based on neuro-analysis and dispositionalist approach.
- (2) Freud believed that when we explain our behaviour to ourselves or others (conscious mental activity), we rarely give a true account of our motivation.
- (3) On the surface is consciousness, which consists of those thoughts that are the focus of our attention now, is seen as the tip of the iceberg.
- (4) The basic dilemma of all human existence is that each element of the psychic apparatus makes demands upon us.

22. The word 'ostensibly' means

- (1) Lightly
- (2) Apparently
- (3) Beautifully
- (4) Lively

23. Which of the following can be inferred from the last paragraph of the given passage?
- (1) A mentally ill person's activities may be related to his/her mind and not the unconscious pineal lobe.
 - (2) A mentally ill person's activities can be explained by his/her unconscious brain.
 - (3) A mentally ill person's activities are a result of only dispositionalist nature of the unconscious brain.
 - (4) A mentally ill people often fail to differentiate real from apparent.
24. What can be inferred from the given passage about author's intentions?
- (1) Analysis of mind and brain based on dispositionalist and neuro analysis.
 - (2) Analysis of mental illness based on Freudian psychoanalysis and Cartesian theory.
 - (3) Philosophical analysis of psychological trauma experienced by human.
 - (4) Analysis of human mind and human brain via Cartesian theory.

Passage 3

In the mid-1980s, Betty Hart and Todd Risley, psychologists who lived in Kansas, studied how 42 families spoke to their children. The sample was small, but they tracked the families—who were from welfare homes, working-class homes and professional homes—for three years. They found that the professionals' children were exposed to an average of more than 1,500 more spoken words per hour than kids in the welfare homes. That's 8 million words a year, by age four, rich kids had a 32 million-word gap advantage over poor kids.

The 32 million-word gap has become a short-hand way to explain an achievement gap that starts young, and is stubbornly persistent. It is among the arguments underpinning programs like Head Start and universal pre-kindergarten, which have gained

momentum in the US, including in places like New York City where mayor Bill de Blasio announced last month that he intended to expand the program for four-year-olds to three-year-olds. But others argue the push for more academic pre-K is overwrought. Kids are expected to sit for longer and focus on more academic tasks, relegating play to recess time. According to Daphna Bassok, an assistant professor of education and public policy at the University of Virginia, 80% of teachers believed that children should learn to read while in kindergarten in 2001, up from 30% in 1998.

Many Head Start programs and pre-kindergartens have been designed to better prepare kids for school, leading some educators to wonder if too much academic pressure on children could be crowding out play, and critical, social, and emotional skills children also need, including emotional regulation, perseverance, and empathy.

These advocates argue the development of these skills underpins the academic ones, enabling or unleashing them: A child who cannot control his/her emotions cannot learn; a child who is hungry, or does not feel he/she belongs, or who lacks in love and care will have a harder time learning.

When children reach the age of three, they are not only rapidly developing thinking skills that are important predictors of academic success in school, but also developing life skills, like how to work in a group, stay on task, and control one's emotions. Many developmental psychologists and progressive educators share the belief that too much academics too soon can squash a childhood, which should be protected for child-led inquiry and imagination. Peter Gray, a psychologist, wrote: "My hypothesis is that the generational increases in externality, extrinsic goals, anxiety, and depression are all caused largely by the decline, over that same period, in opportunities for free play and the increased time and weight given to schooling."

(XAT, 2017)

25. How do kids belonging to affluent backgrounds hold an advantage over kids from impoverished backgrounds?

- (1) Kids who belong to affluent backgrounds are exposed to more words per hour and this provides an advantage early on in life.
- (2) Kids who belong to affluent backgrounds get more time to play and this makes a huge difference.
- (3) Kids who belong to affluent backgrounds are more empathetic.
- (4) Kids who belong to affluent backgrounds need not encounter working class environment and thus have ample time to study.

26. What is the major critique against a program like Head Start?

- (1) That it is elitist in nature and shuns away the marginalized.
- (2) That too much academic pressure on children can have an adverse effect on childhood and stunt essential areas of psychic development.
- (3) That the program is not well staffed.
- (4) That, kids should not learn to read before the age of 6.

27. How does the imbalance in school time and play time help in creating anxiety related problems in children?

- (1) Too much academics can squash child-led inquiry and imagination which would result in distortion of childhood and generating psychological disorders from a young age.
- (2) Without proper play time children will have difficulty in learning to read and thus propel a child towards depression.
- (3) Too much academic pressure makes kids utter less words than children who have more than enough play time. This gap creates anxiety.
- (4) Kids who do not engage in play as much as they engage themselves in studies turn out to be anti-social and thus suffer from depression over their inability to connect.

Some psychologists and sociologists believe that psychopathy can be an asset in business and politics and that, as a result, psychopathic traits are over-represented among successful people. This would be a puzzle if it were so. If our moral feelings evolved through natural selection, then it shouldn't be the case that one would flourish without them. And, in fact, the successful psychopath is probably the exception. Psychopaths have certain deficits. Some of these are subtle. The psychologist Abigail Marsh and her colleagues find that psychopaths are markedly insensitive to the expression of fear. Normal people recognize fear and treat it as a distress cue, but 13 psychopaths have problems seeing it, let alone responding to it appropriately. Other deficits run deeper. The overall lack of moral sentiments - and specifically, the lack of regard for others - might turn out to be the psychopath's downfall. We non-psychopaths are constantly assessing one another, looking for kindness and shame and the like, using this information to decide whom to trust, whom to affiliate with. The psychopath has to pretend to be one of us. But this is difficult. It's hard to force yourself to comply with moral rules just through a rational appreciation of what you are expected to do. If you feel like strangling the cat, it's a struggle to hold back just because you know that it is frowned upon. Without a normal allotment of shame and guilt, psychopaths succumb to bad impulses, doing terrible things out of malice, greed, and simple boredom. And sooner or later, they get caught. While psychopaths can be successful in the short term, they tend to fail in the long term and often end up in prison or worse. Let's take a closer look at what separates psychopaths from the rest of us. There are many symptoms of psychopathy, including pathological lying and lack of remorse or guilt, but the core deficit is indifference toward the suffering of other people. Psychopaths lack compassion. To understand how compassion works for all of us non-psychopaths, it's important to distinguish it from empathy. Now, some contemporary researchers use the terms interchangeably, but there is a big difference between caring about a person

(compassion) and putting yourself in the person's shoes (empathy).

I am too much of an adaptationist to think that a capacity as rich as empathy exists as a freak biological accident. It most likely has a function, and the most plausible candidate here is that it motivates us to care about others. Empathy exists to motivate compassion and altruism. Still, the link between empathy (in the sense of mirroring another's feelings) and compassion (in the sense of feeling and acting kindly toward another) is more nuanced than many people believe. First, although empathy can be automatic and unconscious - a crying person can affect your mood, even if you're not aware that this is happening and would rather it didn't - we often choose whether to empathize with another person. So when empathy is present, it may be the product of a moral choice, not the cause of it. Empathy is also influenced by what one thinks of the other person. Second, empathy is not needed to motivate compassion. As the psychologist Steven Pinker points out, "If a child has been frightened by a barking dog and is howling in terror, my sympathetic response is not to howl in terror with her, but to comfort and protect her" Third, just as you can have compassion without empathy, you can have empathy without compassion. You might feel the person's pain and wish to stop feeling it - but choose to solve the problem by distancing yourself from that person instead of alleviating his or her suffering. Even otherwise good people sometimes turn away when faced with depictions of pain and suffering in faraway lands, or when passing a homeless person on a city street.

28. The core deficit of Psychopaths affects their long term success because:
- (1) they cannot sustain the behaviour.
 - (2) they are less likely to succeed as HR managers than as finance managers.
 - (3) they cannot hide their lack of compassion for long.
 - (4) empathy is essential for long term success.
 - (5) natural selection enables moral feelings.
29. Which of the following options is correct according to the author?
- (1) Compassion exists for a reason.
 - (2) Empathy is a chance event.
 - (3) Empathy is the cause of moral choice.
 - (4) Caring for others is psychopathy.
 - (5) Long term success in business is a freak accident.
30. A student approached a faculty pleading to increase his marks because failure in one more subject will result in the student having to leave the program. The faculty said, "I am sorry. But I cannot change your grades as it would be unfair to others". In the given circumstance, which of the following best describes the faculty?
- (1) The faculty is a psychopath.
 - (2) The faculty was compassionate.
 - (3) The faculty was both empathetic and compassionate but unfair.
 - (4) The faculty displayed empathy but not compassion.
 - (5) The faculty displayed compassion but not empathy.

Visit "Test Gym" for taking Topic Tests / Section Tests on a regular basis.

VA - 27 : RC - 9

Answers and Explanations

CEX-V-0263/18

1	3	2	3	3	3	4	–	5	–	6	–	7	–	8	–	9	–	10	–
11	–	12	–	13	–	14	–	15	–	16	3	17	2	18	3	19	3	20	4
21	1	22	2	23	2	24	1	25	1	26	2	27	1	28	3	29	1	30	4

Test Drive

1. 3 B is clearly the last sentence. All the other sentences talk about the singer's story before she became famous. There are two mandatory pairs in the paragraph: DC (however shows the contrast between her talent and her reluctance), EAB (when she did ... she got offers...consequently became famous).
2. 3 CBDE is a definite sequence as C talks about lack of IIM during independence. It is followed by the establishment of the first IIM. 'However' in D refers to B. E is a result of the need mentioned in D. So, 3 is the correct answer.
3. 3 It is easy to answer this question by the law of elimination. E or B can't open the paragraph. 3 is the only choice left.

Class Exercise

4. 1-iv, 2-i, 3-ii, 4-v, 5-iii
5. NPD or Narcissistic Personality Disorder
6. OCD or Obsessive-compulsive Disorder
7. Male chauvinism (Chauvinism – extreme form of patriotism; nationalism or patriotism are temperate pride in one's motherland but chauvinism is intemperate)
8. Kleptomania
9. Algophobia
10. Megalomania
11. Pyromania
12. Xenophobia
13. Pareidolia
14. Gamophobia

15. Taphophobia
16. 3 Option 1 is true as it can be inferred from the opening sentence of the passage. Option 2 is indicated in the opening sentence of paragraph 2. Option 4 can be inferred from the example of the paralysis of the boy. Option 3 is beyond the scope of the passage; hence it is the correct answer.
17. 2 In paragraph 3, where the author speaks about the paralysis of the boy, he states- "The boy may have felt both the wish to sign and not to sign the letter. This would have stirred up his oedipal conflict with his father and the guilt that went with it. The symptom allowed him not to sign and, through the physical pain of the paralysis, punished him for his guilty wish." This shows that our conscious and unconscious thoughts conflict with each other. Which of the two is more powerful, cannot be ascertained. all that is stated is that the unconscious exerts a powerful effect. Option 4 is incorrect since 'never' is a strong assertion, which is not mentioned in the passage.
18. 3 The passage states- "Contradictory thoughts generate tensions in our minds, and symptoms in our bodies." This makes option 3 correct. Other options are beyond the scope of the passage.
19. 3 Refer to the 1st paragraph of the given passage. "...and a deeply insightful and prescient one at that. As the philosopher of science Clark Glymour observed in 1991..." Option 2 is factually incorrect. Option 1 is out of the given context. The use of the word 'philosophers', makes option 4, an incorrect option.
20. 4 Option 1 is incorrect. Option 2 is out of the given context. Option 3 is not possible. Therefore option 4 is the correct answer - "...Advocates of this dispositionalist approach believed that the (non-physical) mind is distinct from the (physical) brain, and that only the brain processes behaviour"
21. 1 Other options are factually incorrect. Option 1 is the only one that can be traced from the given passage. "...these theories were also harnessed to explain the puzzling phenomenology of mental illness"

22. 2	The word ostensibly means apparently.	26. 2	The correct choice is Option 2. In the third last paragraph it is mentioned that, “ Many Head Start programs and pre-kindergartens have been designed to better prepare kids for school, leading some educators to wonder if too much academic pressure on children could be crowding out play, and critical, social, and emotional skills children also need, including emotional regulation, perseverance, and empathy”. The other options shall be eliminated since they are beyond the scope of the passage.
23. 2	<i>“The fact that mentally ill people often engaged in compulsive behaviours that they could neither control nor understand could perhaps be explained by unconscious brain activity that is somehow cut off from the person’s mind.”</i> Other options therefore are incorrect.	27. 1	The correct choice is Option 1. In the last paragraph this point is stressed on. Peter Gray, a child psychologist hypothesizes how decline in play time causes anxiety related problems. This is also the primary focus of the passage. The other options shall be eliminated because they are beyond the scope of the passage.
24. 1	Options 2, 3, and 4 are all partially correct options. The passage somewhat deals with all them but they are seen as parts of the two prevalent approaches mentioned in option 1. Hence option 1 is the correct answer.	28. 3	Refer to the lines “There are many symptoms of psychopathy...core deficit is indifference toward the suffering of other people. ...and putting yourself in the person’s shoes (empathy).”
25. 1	The correct choice is Option 1. In the first paragraph it has been mentioned that, “In the mid-1980s, Betty Hart and Todd Risley, psychologists who lived in Kansas, studied how 42 families spoke to their children. The sample was small, but they tracked the families—who were from welfare homes, working-class homes and professional homes—for three years. They found that the professionals’ children were exposed to an average of more than 1,500 more spoken words per hour than kids in the welfare homes. That’s 8 million words a year, by age four, rich kids had a 32 million-word gap advantage over poor kids”. Option 2 is incorrect since although psychologists do advocate for less academic pressure and equal importance to play time, it is not relevant to the question. Options 3 and 4 shall be eliminated since they are beyond the scope of the passage.	29. 1	The entire paragraph talks about what’s the problem of psychopaths as far as natural selection and evolution are concerned. Only 1 is true according to this. The other options are incorrect.
		30. 4	Refer to the last paragraph. It is a clear case of lack of compassion. But the faculty says ‘I am sorry’ so it can’t be said that he lacks empathy.