Bal Bharati
PUBLIC SCHOOL

PREBOARD EXAMINATION 2023-2024
SET A
MARKING SCHEME
CLASS: XII
SUBJECT: PSYCHOLOGY (037)

TIME: 3 hrs
MM: 70

	SECTION A	
1.	b) Experiential	1
2.	c) (i) and (iv)	1
3.	c) social identity	1
4.	b) Resistance	1
5.	a) Primary Appraisal	1
6.	c) A is true but R is false	1
7.	c) Autism Spectrum Disorder	1
8.	b) Modelling	1
9.	b) (i) and (iii) are true	1
10.	d) Gestalt therapy	1
11.	b) Stereotype	1
12.	d) Social Cognition	1
13.	d) A is false but R is true	1
14.	a) Group polarization	1
15.	c) Cohesiveness	1
	SECTION B	
16.	Das and Naglieri have also developed a battery of tests, known as the Cognitive Assessment System (CAS). It consists of verbal as well as non-verbal tasks that measure basic cognitive functions presumed to be independent of schooling. The battery of tests is meant for individuals between 5 and 18 years of age. OR Aptitude refers to an individual's underlying potential for acquiring skills. Aptitude tests are used to predict what an individual will be able to do if given proper environment and training. A person with high mechanical aptitude can profit from appropriate training and can do well as an engineer. Similarly, a person having high language aptitude can be trained to be a good writer.	2
17.	Assessment is the first step in understanding a psychological attribute. Assessment refers to the measurement of psychological attributes of individuals and their evaluation, often using multiple methods in terms of certain standards of comparison. **Assessment method: Psychological test, Interview, Case study, Observation, self-report. (Explanation of any one method).**	2
18.	**Jaqueline is an Extrovert.** Extraverts are sociable, outgoing, drawn to occupations that allow dealing directly with people, and react to stress by trying to lose themselves among people and social activity.	2

19.	The therapist conveys by her/his words and behaviours that s/he is not judging the client and will continue to show the same positive feelings towards the client even if the client is rude or confides all the 'wrong' things that s/he may have done or thought about. This is the **unconditional positive regard** which the therapist has for the client. The therapist has empathy for the client. **Empathy** is present when one is able to understand the plight of another person, and feel like the other person. It means understanding things from the other person's perspective, i.e., putting oneself in the other person's shoes. Empathy enriches the therapeutic relationship and transforms it into a healing relationship	2
20.	Cognitive consistency means that two components, aspects or elements of the attitude, or attitude system, must be in the same direction. Each element should logically fall in line with other elements. If this does not happen, then the person experiences a kind of mental discomfort, i.e., the sense that 'something is not quite right' in the attitude system. In such a state, some aspect in the attitude system changes in the direction of consistency, because our cognitive system requires logical consistency	2
21.	An attitude is a set of views or opinions which have an evaluative feature (positive, negative or neutral quality) and is accompanied by ABC components namely affective, behavioural and cognitive components. **Features of attitude: Valence, Extremeness, Simplicity or Complexity and Centrality** (Explanation of any one feature).	2

SECTION C

| 22. | PASS Model of Intelligence: J.P. Das, Jack Naglieri and Kirby proposed the PASS model of Intelligence. PASS means Planning Attention/Arousal Simultaneous and Successive Processing. According to it, intelligence can be understood as a result of the interdependent functioning of three neurological systems which are responsible for the following:
• Arousal and Attention: No intellectual activity can begin without attention. Arousal is necessary for initiating any activity. It forces us to focus attention in one direction. We attend to only selective stimuli which help us to reach our goal.
• Simultaneous and Successive Processing: It helps in integrating different stimuli and grasping their meaning in our search for solutions. We process all the stimuli together i.e., the information is processed together which is known as simultaneous processing and when we process the information one after the other, it is called successive processing.
• Planning: On the basis of processing, we plan the course of action, implement it and then evaluate the result for future use.
Cognitive Assessment System (CAS) developed by Das and Naglieri consists of verbal and non-verbal task used for 5-18 years of age to remedy cognitive deficits of children.
<div align="center">OR</div>
Intellectual Deficiency
As it is already stated that children with IQ below 70 are suspected to have "intellectual disability. "They face enormous difficulty in learning even very simple skills. They show intellectual deficiency and are termed as "intellectually disabled." As a group, there is a wide variation among the intellectually disabled. The American Association on Mental Deficiency (AAD) views intellectual disability as "Significantly, sub-average general intellectual functioning existing concurrently with deficits in adoptive behaviours and manifested during developmental period". Intellectually disabled also known as mentally challenged. The percentage for these people in the population is 2.2. Even amongst this group, retardation is not | 3 |

	of the same level. It can be mild (10 55 to approx. 70), moderate (IQ 35-40 approx. 50-55), severe (1Q 20-25 to approx. 35-40) and profound (IQ below 20-25). These group deviate considerably from the normal population with respect to their cognitive, emotional and motivational characteristics. **Intellectual Giftedness** Intellectually gifted individuals show higher performance because of their outstanding potentialities. While talking of intellectual giftedness we often used the terms 'talented' and 'giftedness' interchangeably but they mean different things. Giftedness is exceptional general ability shown in superior performance in a wide variety of areas. Talent is a narrower term and refers to remarkable ability in a specific field. (e.g., spiritual, social, aesthetic, etc). The highly talented are sometimes called 'prodigies'. Giftedness from the teacher's point of view depends on a combination of high ability, high creativity and high commitment. Gifted children show early signs of intellectual superiority. Larger attention span, good recognition money, preference for novelty, sensitivity to environmental changes, and early appearance of language skills are the sign of intellectual superiority shown by infant and children at early childhood. Some important characteristics of gifted children are: - Advanced logical thinking, questioning and problem-solving behavior. - High speed in processing information. - Superior generalization and discrimination ability. (it) Advanced level of original and creative thinking. - High level of intrinsic motivation and self-esteem. (vi) Independence and non-conformist thinking. - Preference for solitary academic for long periods.	
23.	**Stress Resistant Personality:** Recent studies by Kobasa have shown that people with high levels of stress but low levels of illness share three characteristics, which are referred to as the personality traits of hardiness. **It consists of 'the three Cs', i.e., commitment, control, and challenge.** Hardiness is a set of beliefs about oneself, the world, and how they interact. It takes shape as a sense of personal commitment to what you are doing, a sense of control over your life, and a feeling of challenge. Stress resistant personalities have control which is a sense of purpose and direction in life; commitment to work, family, hobbies and social life; and challenge, that is, they see changes in life as normal and positive rather than as a threat.	3
24.	Phobia: A phobia is an overwhelming and debilitating fear of an object, place, situation, feeling or animal. People who have phobias have irrational fears related to specific objects, people, or situations Phobia often develop gradually or begin with a generalised anxiety disorder. Phobia can be grouped into three main types i.e., specific phobias, social phobias and agoraphobia. - Specific phobias are the most commonly occurring type of phobia. This group includes irrational fears such as intense fear of a certain type of animal, or of being in an enclosed space. - Intense and incapacitating fear and embarrassment when dealing with other characterizes social anxiety disorder (social phobia). - Agoraphobia is the term used when people develop a fear of entering unfamiliar situations. Many people with agoraphobia are afraid of leaving their home. So, their ability to carry out normal life activities is severely limited.	3
	SECTION D	
25.	**Angad is missing Emotional Intelligence.**	4

	Emotional intelligence is a set of skills that underline accurate appraisal, expression, and regulation of emotions. It is the feeling side of intelligence. A good IQ and the scholastic record are not enough to be successful in life. People may be academically talented but are unsuccessful in their own lives. They experience problems in family, workplace and interpersonal relationships. According to some psychologists, the source of their difficulty may be a lack of emotional intelligence. This concept was first introduced by Salovey and Mayer who considered emotional intelligence as "the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions." Emotional Quotient (EQ) is used to express emotional intelligence in the same way as IQ is used to express intelligence. Emotional intelligence is receiving increasing attention of educators for dealing with students who are affected by stresses and challenges of the outside world. Programmes aimed at improving students' emotional intelligence have beneficial effects on their academic achievement. They encourage cooperative behaviour and reduce their antisocial activities. These programmes are very helpful in preparing students to face the challenges of life outside the classroom. Emotionally intelligent persons have the following characteristics: • They are sensitive to their feelings and emotions. • They are sensitive to various types of emotions in others by noting their body language, voice and tone, and facial expressions. • They relate their emotions to their thoughts which play an important role while solving problems and taking decisions. • They understand the powerful influence of the nature and intensity of their emotions. • They control and regulate their emotions and their expressions while dealing with self and others to achieve harmony and peace.	
26.	Shreya wants to become a singer even though she belongs to a family of doctors. Her family 'claims to love her, but disapproves of her choice of career. This fact warrants my attention towards an important terminology given by Carl Rogers, he, unconditional positive regard. She developed the humanistic approach on personality. As the desire of Shreya to become a singer is contradicted by his family, it results in a situation of negative social conditions which will reduce his level of self-concept and self-esteem. Her inability to fulfil his goal will prevent him from becoming a 'fully functioning person. Moreover, her conception of an ideal self' involves her being a singer, while her real self' is not one due to familial pressure. This discrepancy between the real and ideal self-results in dissatisfaction and unhappiness. The provision of unconditional positive regard which includes empathy, love and warmth irrespective of other factors is necessary for Shreya. According to Rogers, a person attains self-actualisation only when people have reached their own fullest potential. Her inability to pursue singing will not allow self-actualisation to occur which will prevent his psychological health and well-being.	4
27.	**Rational Emotive Therapy (RET) by Albert Ellis (in 1950s):** Irrational beliefs mediate between the antecedent events and their consequences. • The first step in RET is the Antecedent Belief - Consequences (ABC) analysis. Antecedent events, which causes the psychological distress are noted. Client interviewed to find out irrational beliefs. These irrational	4

	beliefs may not be supported by empirical evidence in the environment so they distort the present reality. These belies are characterised by 'musts' and should'. Example of one irrational belief is one should be loved by everybody all the time'. This distorted perception of the antecedent event due to the irrational belief leads to the consequence i.e., Negative emotions and behaviours. Irrational beliefs are assessed through questionnaire and interviews. • In this process of RET, irrational beliefs are refuted by the therapist through a process of non-directive questioning. Nature of questioning is gentle, without probing or being directive, which makes the client think deeper into his/her assumptions about life and problems. • Client changes the irrational beliefs by making a change in her/his philosophy about life -rational belief system replaces the irrational belief	
28.	Group formation needs some form of interaction between people. This interaction is facilitated by the following conditions namely: • Proximity • Similarity • Common motives and goals In Mary's case, the above-mentioned conditions are the reasons for him to become a part of the "hobby group" or became friendly with that group. • Proximity: It refers to 'nearness'. If we are closer to each other like staying in the same colony or using the same transport, etc., we have more chances to know each other and be together for enough time duration to form a group. • Similarity: We like to be with people who are similar to us. People with same beliefs validate and reinforce our thinking. We think we are right and start liking them, thereby forming a group. • Common Motives or Goal: When people have a common goal, they get together and form a group, e.g., caring for street dogs. Like-minded people can form a helpful group.	4
	SECTION E	
29.	**Projective Techniques:** These were developed to access unconscious motives and feelings. They have vague and unstructured stimuli, and there are no right or wrong answers to these tests. They provide a qualitative interpretation which can generally be analysed by trained psychologists. Some famous projective techniques are **the Rorschach inkblot test, Thematic Apperception Test, Rosenzweig's picture - frustration study, sentence completion test and Draw-a-person test.** • **Rorschach Inkblot Test:** This test consists of 10 inkblots, 5 of them are in black and white, 2 in red ink and the remaining 3 in pastel colours. The blots were prepared by dropping ink on a piece of paper and folding the paper in half. The cards are administered individually in two phases. In the first phase the performance proper, the subjects are shown the cards and are asked to tell what they see in each of the cards and where, how and what basis was a particular response made. A detailed report of the response is prepared. This is the second phase called inquiry. • **Thematic Apperception Test (TAT):** This test consists of black and white picture cards and a blank card. Each picture card depicts one or more people in a variety of situations. The cards are presented one at a time. The subject is asked to tell a story describing the situation presented in the picture: what led up to the situation, what is happening at the moment,	6

what will happen in the future and what the characters are feeling and thinking. Uma Choudhary developed the Indian adaptation of TAT.

- **Rosenzweig's Picture-Frustration Study (P-F Study):** This test presents with the help of cartoon like pictures in which one person frustrates another or subject protects the frustrated person or finds a constructive solution to the problem. The direction of aggression may be towards the environment, towards oneself or may be to avoid the situation. Pareek has adapted this test for use with the Indian population.
- **Sentence Completion Test:** This test makes use of a number of incomplete sentences. The starting part (knowns as stems) of the sentence is first presented and the subject has to provide an ending to the sentence. These endings reflect the subject's attitudes, motivation and conflicts. Example of sentence completion tests are:
  My father _____.
  My greatest fear is _____.

  Sentence Completion Test promotes the respondents to disclose their concealed feelings.
- **Draw-a-Person Test:** In this test, the subject has to draw a person on a sheet of paper and then the figure of an opposite sex. Then the subject is asked to make a story about the person as she/he was a character in a novel or play. Some examples of interpretations are: Omission of facial features suggests that the person tries to evade a highly conflict-ridden interpersonal relationship. Graphic emphasis on the neck suggests lack of control over impulses. Disproportionately large head suggests organic brain disease and pre-occupation with headaches.

OR

According to Freud, much of human behaviour reflects an attempt to deal with or escape from anxiety. Thus, how the ego deals with anxiety largely determines how people behave.
 Freud believed that people avoid anxiety mainly by developing defence mechanisms that try to defend the ego against the awareness of the instinctual needs. Thus, defence mechanism is a way of reducing anxiety by distorting reality. Although some defence against anxiety is normal and adaptive, people who use these mechanisms to such an extent that reality is truly distorted develop various forms of maladjustment.
Freud has described many different kinds of defence mechanisms.
The most important is **repression**, in which anxiety- provoking behaviours or thoughts are totally dismissed by the unconscious. When people repress a feeling or desire, they become totally unaware of that wish or desire. Thus, when a person says, "I do not know why I did that", some repressed feeling or desire is expressing itself.
Other major defence mechanisms are **projection, denial, reaction formation and rationalisation. In projection**, people attribute their own traits to others. Thus, a person who has strong aggressive tendencies may see other people as acting in an excessively aggressive way towards her/him.
In denial, a person totally refuses to accept reality. Thus, someone suffering from HIV/ AIDS may altogether deny her/ his illness.
In reaction formation, a person defends against anxiety by adopting behaviours opposite to her/his true feelings. A person with strong sexual urges, who channels

	her/his energy into religious fervour, presents a classic example of reaction formation. **In rationalisation**, a person tries to make unreasonable feelings or behaviour seem reasonable and acceptable. For example, when a student buys a set of new pens after doing poorly in an examination, s/he may try to rationalise her/his behaviour by asserting, "I will do much better with these pens". People who use defence mechanisms are often unaware of doing so. Each defence mechanism is a way for the ego to deal with the uncomfortable feelings produced by anxiety. However, Freud's ideas about the role of defence mechanisms have been questioned. For example, his claim that projection reduces anxiety and stress has not found support in several studies	
30.	There are many approaches to explain mental disorders. They are as follows: • **Supernatural Approach:** This approach refers to removing the evil from the individual through counter magic and prayer known as Exorcism. It is based on a belief that supernatural and magical forces such as evil spirits cause mental disorders. • **Biological or Organic Approach:** According to this approach, body and brain processes are related and cause many types of maladaptive behaviour. People behave strangely when bodies and their brains are not working properly. • **Psychological Approach:** According to this approach, psychological problems are caused by inadequacies related to thinking, feeling or perceiving the world. • **Organismic Approach:** This approach was developed in ancient Greece by Hippocrates, Socrates and in particular Plato. They believed that disorders arise due to conflicts between emotion and reasons. Galen emphasized on the role of the four humours in personal character in temperament. According to Galen, Water, Earth, Air and Fire (WEAF) combined to form four essential body fluids, like blood, black bile, yellow bile and phlegm. Imbalances among these humours were believed to cause various disorders. • **In the Middle Ages**, demonology and superstitious gained renewed importance, the belief was that the people with mental problems were evil. St. Augustine wrote about feelings, mental anguish and conflicts of people with mental disorders. • **During Renaissance period**, psychological conflicts and disturbed interpersonal relationships were the causes of abnormal behaviour. Seventeenth and eighteenth centuries were known as the age of reason and enlightenment. During this period there was a reform movement during which there was a de-institutionalisation of the mentally ill and placed emphasis on providing community care for recovered mentally ill individuals. • **Interactional or Bio-psycho-social Approach:** According to this perspective, all three factors i.e. biological, psychological and social, in combination play important role in development of mental disorders. OR Addictive behaviour involves excessive intake of high calorie food resulting in extreme obesity or the abuse of substances such as alcohol or cocaine. Substance related and addictive disorders include disorders relating to maladaptive behaviour resulting from regular and consistent use of substance. These disorders include problems associated with the use and abuse of alcohol, cocaine, tobacco and opioids which alter the way people think, feel and behave. The most frequently used substances are the following:	6

	Alcohol: People who abuse alcohol drink large amounts regularly and rely on it to help them face difficult situations. Eventually, the drinking interferes with their social behaviour and ability to think and work. Their bodies then build up a tolerance for alcohol and they need to drink even greater amounts to feel its effects. They also experience withdrawal response when they stop drinking. Alcohol destroys millions of families, social relationships and careers. Intoxicated drivers are responsible for many road accidents. It also has serious effects on the children of persons with this disorder. These children have high rates of psychological problems, particularly anxiety, depression, phobias and substance-related disorders. Excessive drinking can seriously damage physical health. **Heroin:** Heroin intake significantly interferes with social and occupational functioning. Most abusers further develop a dependence on heroin, revolving their lives around the substance, building a tolerance for it, and experiencing a withdrawal reaction when they stop taking it. The most direct danger of heroin abuse is an overdose, which slows down the respiratory centres in the brain, almost paralyzing breathing, and in many cases causing death. **Cocaine:** Regular use of cocaine may lead to a pattern of abuse in which the person may be intoxicated throughout the day and function poorly in social relationships and at work. It may cause problem in short-term memory and attention. Dependence may develop, so that cocaine dominates the person's life, more of the drug is needed to get the desired effect and stopping it results in feelings of depression, fatigue, sleep problems, irritability and anxiety. It also has dangerous effects on psychological functioning and physical well-being.	
	SECTION F	
31.	Beliefs refer to the cognitive component of attitudes such as belief in or belief in democracy.	1
32.	Prejudices are negative attitudes towards a particular group and are based on stereotypes (the cognitive component). The cognitive component of prejudice is accompanied by dislike or hatred (the affective component). Prejudice gets translated into discrimination (the behavioural component) whereby people behave in less positive way towards a particular target group compared to another group which they favour. In our society there has been cases of discrimination due to prejudice based on gender, religion, community, caste, physical handicap and illness such as AIDS.	2
33.	Stress can cause illness by impairing the working of the immune system. Psychoneuroimmunology focusses on the links between the mind, the brain and the immune system. There are different types of White Blood Cells (Leucocytes) within the immune system that destroy the antigens. These Leucocytes are T-cells, B-cells, T-helper cells and natural killer cells. Stress can affect the natural killer cell cytotoxicity.	1
34.	Stress Management Techniques Various stress management techniques are used such as **Relaxation technique, Meditation, Biofeedback, Creative Visualization, Cognitive Behavioural Techniques and Exercise which help us to manage stress. (any two)** • **Relaxation Techniques:** This reduces symptoms of stress and decreases the incidence of illness such as high blood-pressure and heart diseases. It starts from the lower part of the body and progresses up to the facial muscles in	2

such a way that the whole body is relaxed. Deep breathing is used along with muscle relaxation to calm the mind and relax the body.

- **Meditation Procedures:** A sequence of learned techniques for re-focusing of attention that brings about an altered state of consciousness. It involves such a thorough concentration that the meditator becomes unaware of any outside stimulation and reaches a different state of consciousness.
- **Biofeedback:** Monitors and reduces the physiological aspects of stress by providing feedback about current physiological activity and is often accompanied by relaxation training. It involves 3 stages:
- Developing an awareness of the particular physiological response e.g., heart rate.
- Learning ways of controlling that physiological response in quiet conditions. Transferring that control into the conditions of everyday life.
- **Creative Visualization:** Creative visualization is a subjective experience that uses imagery and imagination. Before visualising one must set oneself a realistic goal, as it helps build confidence. It is easier to visualise if one's mind is quiet, body is relaxed and eyes are closed.
- **Cognitive Behavioral Techniques:** These techniques aim to inoculate people against stress. Stress inoculation training is one effective method developed by Meichenbaum. They aim at replacing negative and irrational thoughts with positive and rational ones. There are 3 main phases in this; assessment, stress reduction techniques and application and follow-through. Assessment involves discussing the nature of the problem and seeing it from the view-point of the person/client. Stress reduction involves learning the techniques of reducing stress such as relaxation and self-instruction.
- **Exercise:** It can provide involves an active outlet for the physiological arousal experienced in response to stress. Improves the efficiency of the heart, enhances the function of the lungs, maintains good circulation, lowers blood pressure, reduces fat in the blood, improves the body's immune system.