



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL



CLASS: XII

Date: 7-11-2025

Admission No: _____

PSYCHOLOGY

MARKING SCHEME

Time: 3 Hour

Max. Marks: 70

Roll No: _____

SECTION A

1. Rohan is 10 years old (Chronological Age) and has a Mental Age of 12. His IQ can be calculated using the formula $IQ = (MA \div CA) \times 100$. What does this indicate about Rohan's intellectual ability? 1

- a) Rohan has below-average intelligence b) Rohan has average intelligence
c) Rohan has above-average intelligence d) Rohan's intelligence cannot be determined

2. A teacher notices that a student struggles to follow multi-step instructions but can easily understand visual patterns and solve puzzles. According to the PASS model, which cognitive process is likely weak in this student? 1

- a) Planning b) Attention c) Simultaneous processing d) Successive processing

3. A student always blames others for his failures but takes full credit when he succeeds. Which defence mechanism is he showing? 1

- a) Projection b) Repression c) Regression d) Reaction formation

4. Ramesh prefers to work in teams, values relationships, and defines himself in terms of "we" rather than "I." Which type of self is dominant in him? 1

- a) Individualistic self b) Relational self c) Collective self d) Ideal self

5. Ritu is preparing for her board exams. She feels anxious but uses relaxation techniques and good time management to handle pressure. Which type of coping strategy is she using? 1

- a) Emotion-focused coping b) Problem-focused coping c) Avoidance coping d) Denial

6. After losing his job, Arjun thinks, "Maybe this is an opportunity to start my own business." According to Lazarus, this reflects which type of appraisal? 1

- a) Harm b) Threat appraisal c) Challenge appraisal d) Secondary appraisal

7. Assertion (A): People with Obsessive-Compulsive Disorder (OCD) often perform repetitive actions like handwashing, checking locks, or cleaning.

Reason (R): These compulsive behaviours temporarily reduce the anxiety caused by unwanted thoughts. 1

- a) Both A and R are true, and R is the correct explanation of A
b) Both A and R are true, but R is not the correct explanation of A
c) A is true, but R is false d) A is false, but R is true

8. Assertion (A): Schizophrenia is a mood disorder characterised mainly by depression and hopelessness.

Reason (R): Schizophrenia patients show symptoms like hallucinations, delusions, and disorganised thinking. 1

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false **d) A is false, but R is true**

9. Assertion (A): In systematic desensitisation, relaxation techniques are taught before exposing the client to the anxiety-provoking stimulus.

Reason (R): Relaxation and anxiety cannot occur together, hence relaxation inhibits anxiety. 1

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false d) A is false, but R is true

10. Assertion (A): Cognitive therapy assumes that maladaptive behaviour is caused by distorted patterns of thinking.

Reason (R): Behaviour therapy focuses only on changing emotions without modifying thought processes. 1

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) **A is true, but R is false** d) A is false, but R is true

11. Assertion (A): Attitudes can predict behaviour accurately in all situations.

Reason (R): The strength of an attitude, its accessibility, and social pressure influence whether attitude will predict behaviour. 1

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false **d) A is false, but R is true**

12. Assertion (A): According to the cognitive dissonance theory, people change their attitudes when their existing beliefs conflict with their behaviour.

Reason (R): This change helps reduce the psychological discomfort caused by inconsistency. 1

- a) Both A and R are true, and R is the correct explanation of A
- b) Both A and R are true, but R is not the correct explanation of A
- c) A is true, but R is false d) A is false, but R is true

13. Groupthink occurs when: 1

- a) Individuals in a group work harder because of others' presence
- b) Group members make poor decisions to maintain harmony and avoid conflict**
- c) People reduce their effort in a group task d) Group discussion leads to more extreme opinions

14. During a class project, students put in less effort because their individual contributions are not being evaluated and the teacher will grade the group as a whole. This situation best reflects: 1

- a) Groupthink b) Social facilitation **c) Social loafing** d) Group polarisation

SECTION B

15. What are the characteristics of the information processing approach to understanding intelligence? 2

A: The information-processing approach focuses on how people think, reason, and solve problems, emphasizing the cognitive processes underlying intelligent behaviour rather than the structure or dimensions of intelligence.

OR

State the features of a normal curve with respect to intelligence quotient.

A: IQ scores typically follow a **normal distribution**, forming a **bell-shaped curve** where most people score near the mean, and very few have extremely high or low scores.

16. Art, religion, myths and dreams are not individually acquired, but are inherited. Justify this statement with reference to analytical psychology. 2

A: Jung claimed that there was a collective unconscious. Collective unconscious consists of archetypes or primordial images. Archetypes are not individually acquired but are inherited. The God or Mother Earth is a good example of archetypes. Archetypes are found in myths, dreams and arts of all mankind. Jung held that the self-strives for unity and oneness. It is an archetype that is expressed in many ways. He devoted much of his efforts to the study of such expressions in various traditions.
(Any two of the above)

17. What are the effects of stress on an individual's psychological functioning? 2

A: Emotional: Anxiety, depression, mood swings, erratic behaviour, Behavioural- use of tranquilisers, alcohol, disrupted sleep patterns, absenteeism, reduced work performance, Cognitive effects: decision making, concentration, argumentative, reduced short term memory

18. Kamla, a typically quiet four-year-old girl, exhibited sudden and unusual behaviour by painting the walls green and attributing it to her friend named Janiya. Over the past week, she has been spending time in her room, engaging in conversations with this imaginary companion. Does Kamla's behaviour fit into the definition of 'abnormality'? Justify. 2

A: Yes or No. The four D's and their explanation of how Kamla's behaviour is deviant, dysfunctional, dangerous and distressing or why it is not. Abnormality means away from the normal- deviation from social norms and being maladaptive.

19. What is *hardiness* and how does it help individuals cope with stress? 2

Ans. Hardiness is a personality trait that acts as a resistance resource against stress. It consists of three interrelated components:

1. **Commitment** – a sense of involvement in life activities.
2. **Control** – the belief that one can influence events in life.
3. **Challenge** – viewing change or stressors as opportunities for growth rather than threats.

Individuals high in hardiness perceive stressful situations more positively, remain motivated, and use effective coping strategies, which helps them reduce the negative impact of stress. (Any two of the above)

SECTION C

20. Akram loved his job but he was unhappy with his team leader. When Akram was approached with a better job offer, he recommended the name of his team leader who willingly accepted it. According to Sternberg, explain the type of intelligence Akram used to modify the environment. 3

A: Contextual/ Practical Intelligence, It can help people succeed in life because it involves the ability to deal with environmental demands encountered on a daily basis. People high on this aspect easily adapt to their present environment or select a more favourable environment or modify the environment. Street Smartness or business sense.

OR

Dia wants to choose subjects in Grade XI in order to pursue a successful career later in life. Which psychological attributes will be assessed by the counsellor in order to help Dia make an informed choice? Give reasons for your answer.

A: To help Dia choose subjects for Grade XI, the counsellor will assess **aptitude** (natural ability to learn specific skills) and **interest** (preference for certain activities). Both are important to **predict future success**. Aptitude can be measured using **generalized aptitude tests or test batteries**, which evaluate multiple related abilities, ensuring informed and suitable subject selection for her career goals.

21. What is the MMPI test? 3

A: The Minnesota Multiphasic Personality Inventory (MMPI), developed by Hathaway and McKinley, is a standardized self-report test with True/False items. It assesses personality structure and psychological disorders through clinical and validity scales. Widely used in clinical diagnosis, counseling, forensic settings, and employment screening, it is one of the most reliable personality assessment tools.

22. Differentiate between normal behaviour and psychological disorder with the suitable criteria. 3

A: Normal behaviour is adaptive, culturally appropriate, and promotes personal and social functioning. Psychological disorders, however, are diagnosed when behaviour shows **deviance** (from social norms), **distress** (causes suffering), and **dysfunction** (interferes with daily life). For example, occasional sadness is normal, but prolonged, impairing depression is considered a disorder.

23. What are the major therapeutic approaches in psychology? 3

A: The main therapeutic approaches are: **Psychodynamic therapy**, which focuses on unconscious conflicts; **Behavioural therapy**, which uses conditioning techniques to modify maladaptive behaviour; **Cognitive therapy**, which restructures faulty thinking; and **Humanistic therapy**, which emphasizes personal growth and self-actualization. These approaches aim to reduce distress and promote psychological well-being.

SECTION D

24. What are the physiological, cognitive, emotional and behavioural effects of stress? 4

A: Stress affects individuals in multiple ways, impacting the body, mind, emotions, and behaviour. Physiologically, stress can increase heart rate, blood pressure, and cause headaches, fatigue, sleep disturbances, and a weakened immune system, making a person more prone to illness. Cognitively, stress affects mental processes, leading to poor concentration, difficulty in decision-making, impaired memory, and intrusive or racing thoughts. Emotionally, it can trigger feelings of anxiety, irritability, anger, frustration, and even depression, leaving a person feeling overwhelmed or helpless. Behaviourally, stress may result in social withdrawal, aggression, restlessness, absenteeism from work or school, and increased use of alcohol, smoking, or other substances. Overall, stress disrupts normal functioning across all domains of life.

25. Why is it important to rehabilitate individuals with psychological disorders? Explain the effective strategies used in the rehabilitation of these individuals. 4

A: Rehabilitation of individuals with psychological disorders is important because it helps them regain independence, improve their quality of life, and become productive members of society. Without rehabilitation, patients may remain dependent, socially isolated, or unable to manage daily life. Effective strategies in rehabilitation include occupational therapy, which teaches skills for daily living and meaningful work; social skills training, which improves communication, interpersonal relationships, and problem-solving abilities; and vocational therapy, which prepares individuals for suitable employment and economic self-sufficiency. Other approaches may involve psychotherapy, family support, and community-based programs to reduce stigma and promote inclusion. Overall, rehabilitation empowers individuals with mental disorders to lead fulfilling, socially integrated, and self-reliant lives.

OR

What are the causes of psychological disorders?

A: Psychological disorders arise from a combination of biological, psychological, and environmental factors.

1. **Biological factors:** Genetic predisposition, brain chemistry imbalances, or neurological abnormalities can increase vulnerability to disorders.
2. **Psychological factors:** Maladaptive thought patterns, personality traits, low self-esteem, and poor coping skills contribute to the development of disorders.

3. Environmental factors: Stressful life events, trauma, childhood abuse, and dysfunctional family environments can trigger or worsen disorders.

Most disorders result from an interaction of these factors rather than a single cause. Understanding these causes helps in diagnosis, prevention, and designing effective treatment plans such as therapy, medication, or combined approaches.

26. Explain psychoanalytic therapy and its relevance in treating psychological disorders. 4

A: Psychoanalytic therapy, developed by Sigmund Freud, aims to uncover unconscious conflicts that cause psychological distress. Techniques such as free association, dream analysis, and transference help clients bring repressed thoughts and emotions to consciousness. By understanding unresolved childhood conflicts, individuals can gain insight into their behaviour and emotions. This therapy is particularly effective for anxiety, phobias, and personality disorders. Although long-term and intensive, it helps clients understand the root causes of their problems, reduce symptom severity, and achieve emotional growth. Psychoanalytic therapy emphasizes the importance of past experiences in shaping current behaviour and promotes self-awareness for better mental health.

27. In a class group project, the teacher notices that only two students are doing most of the work while the others are putting in very little effort. Explain this behaviour with reference to group processes. 4

A: This situation reflects *social loafing*, a group process where individuals exert less effort when working in a group compared to working alone. Since the teacher has not assigned clear individual responsibilities, some students feel their contribution will not be identifiable. This leads to *diffusion of responsibility*, as each student assumes others will complete the task. Also, low task significance and weak cohesion reduce motivation. Classic research by Latane et al. showed similar effects in clapping and cheering tasks. To reduce social loafing, the teacher can assign specific roles, evaluate individual contributions, keep the group size small, and set meaningful goals so that each member feels accountable and motivated to contribute actively.

SECTION E

28. Sunita scores very high marks in her exams because of her strong memory and accuracy, but she struggles when asked to give new or original ideas. Rita, on the other hand, is an average student but comes up with unusual solutions and creative projects. Using concepts of intelligence and creativity, explain this situation. 6

A: This case illustrates the distinction between intelligence and creativity. Sunita demonstrates high intelligence but low creativity. Her strong memory, reasoning, and analytical skills allow her to excel in academic tasks and examinations. She is proficient in recalling information and applying logical problem-solving, which are hallmarks of traditional intelligence. However, she lacks divergent thinking, which is necessary for generating original and novel ideas.

- On the other hand, Rita shows average intelligence but high creativity. While she may not always perform well in conventional exams, she excels in thinking differently, making unusual associations, and producing innovative solutions. Creativity involves flexibility, originality, and the ability to go beyond standard answers.
- Research indicates that a minimum level of intelligence is required for creativity, as individuals need adequate understanding and knowledge to process information effectively. Beyond that threshold, intelligence and creativity function relatively independently. Terman's longitudinal studies of gifted children further confirmed that high IQ does not automatically result in creativity.
- Thus, Sunita and Rita exemplify how intelligence and creativity are related yet distinct constructs. Educational systems should recognize this distinction and nurture both developing memory, reasoning, and problem-solving abilities while also encouraging originality, imagination, and divergent thinking.

OR

Differentiate between Intelligence and Aptitude. How are aptitude tests useful in education and career planning?

A: **Intelligence** refers to a person's **general mental ability** to learn, reason, solve problems, and adapt to new situations. It is broad and includes understanding, decision-making, and abstract thinking. **Aptitude**, on the other hand, is a **specific capacity or potential** to acquire a skill with training. For example, a person may have musical aptitude even if they have not yet learned an instrument. While intelligence explains overall problem-solving ability, aptitude highlights **specialized strengths** such as mechanical, clerical, or numerical skills.

Usefulness of aptitude tests:

- **Educational guidance:** Helps identify suitable subjects. For instance, high mechanical aptitude suggests engineering, while linguistic aptitude suggests law or journalism.
- **Career planning:** By matching aptitude with interests, students choose careers where they can excel.
- **Counselling:** Helps teachers and psychologists design training programs to develop weaker areas.

Thus, aptitude tests provide objective data for decision-making and ensure that individuals pursue fields where their potential can be maximized, leading to greater success and satisfaction.

29. Discuss Allport's trait theory of personality. How are traits different from types? 6

A: Gordon Allport described personality in terms of **traits**, which are consistent patterns of behaviour, thought, and emotion. He classified traits into three levels:

1. **Cardinal traits** – dominant traits that define a person's life (e.g., Gandhi's non-violence).
2. **Central traits** – general characteristics found to some degree in everyone (e.g., honesty, sociability).
3. **Secondary traits** – situational, less consistent traits (e.g., becoming nervous before public speaking).

Traits differ from **types** because types are rigid categories, while traits are measured on a continuum. For example, in the type approach, a person is either introvert or extrovert, but in trait theory, sociability can vary from very low to very high. Allport's theory emphasized individuality, as each person possesses a unique combination of traits. Unlike Freud, he focused on conscious motivation and present behaviour rather than past experiences. This approach allows better prediction of behaviour and explains why two people with the same type may still differ in their personalities due to trait variations.

SECTION F

Read the case and answer the questions that follow.

Riya is a Class 12 student who believes that "all fast food is unhealthy." One day, her friends invite her to a new café. She enjoys the food but later feels uncomfortable because it tasted good but did not fit her belief. At the same time, her friends argue that not all fast food is harmful if eaten occasionally and in moderation. This makes Riya start questioning her earlier rigid belief.

30. Which psychological concept is illustrated in Riya's discomfort after eating fast food? 1

A: **Cognitive dissonance** – the mental discomfort caused by holding two conflicting thoughts (liking the food vs. believing it is unhealthy).

31. How can Riya reduce her cognitive dissonance in this situation? 2

A: Riya can reduce her dissonance by either:

1. **Changing her attitude** – accepting that some fast food is fine in moderation.
2. **Changing her behaviour** – deciding not to eat fast food again.
3. **Adding new beliefs** – telling herself that enjoying food occasionally will not seriously harm health.

This helps her restore balance between belief and behaviour.

Read the case and answer the questions that follow.

Renowned environmentalist T. Shobheendran, after retiring as a Professor of Economics, dedicated himself to fostering a culture of nature conservation among young people. Shobheendran spearheaded unique programs to engage students in tree planting and conservation efforts, transforming approximately 100 acres of barren land surrounding the college campus into a lush green area adorned with over 5,000 trees. Additionally, he actively participated in planting hundreds of saplings in public spaces and along roadsides. Shobheendran's initiatives also led to the establishment of research centres for afforestation projects at both campus and city levels. Members of the Kerala Prakruthi Samrakshana Samiti fondly recalled Shobheendran's tireless efforts against river bank encroachments and water pollution. His advocacy prompted government authorities to take decisive action. Shobheendran's legacy as a champion for nature lives on through the countless individuals he inspired with his relentless conservation activities and social campaigns.

32 'He actively participated in planting hundreds of saplings in public spaces and along roadsides.' Which component of attitude is expressed here? **1**

A: Behavioural Component

33 Explain any two processes that may have led to the formation of T. Shobheendran's attitude towards the environment. **2**

A: (Explanation of any two of the following)

- Learning attitudes by association
- Learning attitudes by being rewarded or punished
- Learning attitudes through modelling (observing others)
- Learning attitudes through group or cultural norms
- Learning through exposure to information

Brief explanation of any two processes

*****All the best*****