



BK BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS

SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL

PRE-BOARD-2 (2024-25)

PSYCHOLOGY (037)



CLASS: XII

Date: 20-12-2024

Admission No: _____

MARKING SCHEME

Time: 3 Hour

Max. Marks: 70

Roll No: _____

SECTION A

1. A person who excels in identifying patterns, solving puzzles, and working with abstract reasoning is said to have high _____. 1
 - a) Verbal Intelligence
 - b) Spatial Intelligence
 - c) Logical-Mathematical Intelligence**
 - d) Emotional Intelligence
2. Which theory of intelligence was proposed by Howard Gardner? 1
 - a) Triarchic Theory
 - b) Multiple Intelligences Theory**
 - c) Two-factor Theory
 - d) Fluid and Crystallized Intelligence
3. Which of the following components does the self-concept primarily include? 1
 - a) Physical self, social self, and ideal self**
 - b) Physical self, personality traits, and morality
 - c) Emotions, social roles, and cognitive abilities
 - d) Beliefs, values, and cultural practices
4. The term "Big Five" in personality traits refers to which of the following? 1
 - a) Basic motivations that drive human behavior
 - b) Five stages of psychosexual development
 - c) Core dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism**
 - d) Five levels of Maslow's hierarchy of needs
5. Which of the following is NOT a type of stress described in psychology? 1
 - a) Eustress
 - b) Distress
 - c) Psychostress**
 - d) Chronic stress
6. Which of the following is an example of emotion-focused coping? 1
 - a) Seeking advice from a counselor
 - b) Meditating to calm oneself**
 - c) Making a detailed plan to tackle a problem
 - d) Studying harder to improve academic performance
7. A person with an intense and irrational fear of a specific object, activity, or situation is likely suffering from _____. 1
 - a) Obsessive-Compulsive Disorder
 - b) Phobia**
 - c) Panic Disorder
 - d) Generalized Anxiety Disorder
8. The therapeutic technique used to reduce fear responses by gradually exposing a person to the feared stimulus is called _____. 1
 - a) Flooding
 - b) Systematic Desensitization**
 - c) Cognitive Restructuring
 - d) Aversion Therapy
9. Which of the following is the primary goal of client-centered therapy? 1
 - a) To interpret unconscious conflicts
 - b) To increase the client's self-awareness and self-acceptance**
 - c) To modify maladaptive behaviors
 - d) To use medications to reduce symptoms

- 10. In psychoanalysis, the term 'transference' refers to _____.** 1
- a) Repeating traumatic experiences during therapy
b) Clients redirecting emotions felt for significant others onto the therapist
 c) Therapist sharing their personal emotions with the client
 d) Substitution of one behavior with another
- 11. Which of the following best defines attitude?** 1
- a) A temporary emotional response to a situation
b) A consistent pattern of thoughts, feelings, and behaviors toward an object, person, or situation
 c) The tendency to conform to group norms
 d) A cognitive dissonance between thoughts and actions
- 12. What is the primary focus of social cognition?** 1
- a) Understanding how social behavior influences biological processes
b) Understanding how people perceive, interpret, and respond to social stimuli
 c) Examining the neurological basis of social interaction
 d) Analyzing group dynamics in organizational settings
- 13. What does the term "groupthink" refer to?** 1
- a) A process of critical evaluation within a group
 b) Enhanced problem-solving due to group collaboration
c) A tendency for group members to suppress dissent to maintain harmony
 d) Individuals thinking independently in a group
- 14. What is the primary difference between in-groups and out-groups?** 1
- a) In-groups consist of close friends, while out-groups include strangers.
b) In-groups refer to groups with which individuals identify, while out-groups refer to groups they do not identify with.
 c) In-groups are based on formal membership, whereas out-groups are informal.
 d) In-groups are small, while out-groups are large.

SECTION B

- 15. What is meant by assessment in psychology, and what are its uses?** 2
- A: In psychology, assessment refers to measuring and evaluating psychological attributes systematically using standardized methods. It predicts behavior, identifies strengths or weaknesses, and guides interventions for improvement.

OR

What is a self-report, and what information does it provide about an individual?

A: Self-report involves individuals sharing factual information, opinions, or beliefs about themselves through tools like interviews, questionnaires, psychological tests, or personal diaries, providing insight into their perspectives and experiences.

- 16. What is the meaning of self-esteem and self-efficacy?** 2
- A: Self-esteem refers to a person's value judgment about their worth, impacting behavior and emotions. Self-efficacy, based on Bandura's theory, is belief in one's ability to control life outcomes.

17. What is the meaning of the terms related to stress: intensity, duration, complexity, and predictability? 2

A: Stress intensity refers to its impact level, from mild to severe. Duration indicates how long stress lasts, whether short-term or chronic. Complexity refers to the difficulty of the situation, while predictability relates to whether the stress is anticipated or unexpected.

- 18. What are the behavioral effects of stress?** 2
- A: Behavioral effects of stress include unhealthy eating, increased use of stimulants, disrupted sleep patterns, excessive substance use, reduced work performance, absenteeism, and side effects like poor concentration and coordination.

19. Provide a detailed explanation of the four humours by Galen? 2

A: Galen's theory of the four humours suggests that blood, black bile, yellow bile, and phlegm, corresponding to earth, air, fire, and water, influence temperament and cause disorders when

imbalanced.

SECTION C

20. Explain the two-factor theory in detail?

3

A: Charles Spearman's two-factor theory of intelligence proposes that intelligence consists of a general factor (g-factor), representing mental operations common to all performances, and specific factors (s-factors) that account for specialized abilities in particular areas. The g-factor influences overall cognitive abilities, while s-factors explain expertise in domains like music, science, or sports, where individuals excel due to specific skills.

OR

Explain the Triarchic Theory of Intelligence in detail.

A: Robert Sternberg's triarchic theory of intelligence proposes three types of intelligence: componential (analytical), experiential (creative), and contextual (practical). Componential intelligence involves problem-solving and critical thinking, experiential intelligence uses past experiences to solve novel problems creatively, and contextual intelligence helps individuals adapt to or modify their environment. These types of intelligence reflect the ability to succeed in both academic and real-life situations.

21. Explain Erich Fromm's theory on social being?

3

A: Erich Fromm's theory emphasizes that humans are social beings shaped by their relationships with others. He believed that character traits, such as growth and potential realization, develop from a desire for freedom and justice. Fromm argued that society's dominant character traits influence cultural processes, and he highlighted the importance of positive qualities like love and tenderness in personality development.

22. What is the role of the cognitive model in understanding psychological disorders? 3

A: The cognitive model suggests that psychological disorders can stem from cognitive issues, such as irrational beliefs, inaccurate assumptions, and illogical thinking. Individuals may engage in overgeneralization, drawing broad negative conclusions from minor events. These distorted thought patterns contribute to emotional and behavioral problems, making the cognitive model crucial in understanding and treating psychological disorders by addressing and correcting these faulty thinking processes.

23. What are the ethical principles in psychotherapy? 3

3

A: Ethical principles in psychotherapy include obtaining informed consent, maintaining client confidentiality, focusing on alleviating distress, ensuring the integrity of the practitioner-client relationship, respecting human rights and dignity, and maintaining professional competence and skills. These standards are essential to protect clients' well-being and ensure the effectiveness and ethical conduct of therapeutic interventions.

SECTION D

24. What are the signs and symptoms of stress that may occur during an exam? 4

4

A: During an exam, stress can manifest in various ways, affecting individuals differently based on their personality and experiences. Common signs include lack of concentration, memory loss, and difficulty making decisions, leading to inconsistent performance. Students may experience irregular attendance or timekeeping, poor long-term planning, and bursts of energy. Emotional symptoms include extreme mood swings, emotional outbursts, anxiety, fear, and depression. Physical signs of stress can involve headaches, stomach upset, backaches, and difficulties with sleep or eating. Stress can also lead to low self-esteem, worry, and the misuse of substances to cope. If these symptoms persist, they can have serious implications on both mental and physical well-being, potentially affecting academic performance and overall health.

OR

What are the various types of stress?

A: Stress can be categorized into three major types: physical and environmental stress, psychological stress, and social stress.

1. Physical and Environmental Stress: These stressors affect the body, such as overexertion, poor

nutrition, lack of sleep, and injuries. Environmental factors like air pollution, noise, extreme weather, and natural disasters also contribute to stress.

2. **Psychological Stress:** This type originates internally and is driven by personal thoughts and emotions. It includes worry, anxiety, and depression. Common sources are frustration (blocked goals), conflicts (between needs or values), internal pressures (unrealistic self-expectations), and social pressures (external demands from others).
3. **Social Stress:** Caused by external interactions, social stress results from events like family issues, strained relationships, or difficult social situations. It varies widely depending on individual preferences and interactions.

25. What are the signs and symptoms of PTSD? 4

A: Post-traumatic stress disorder (PTSD) is a mental health condition that can develop after experiencing a traumatic event, such as a natural disaster, bomb blast, serious accident, or war-related situation. The symptoms of PTSD can vary widely but typically include:

- **Recurrent Dreams and Flashbacks:** Individuals may experience vivid and distressing memories of the traumatic event, often reliving it as though it is happening again.
 - **Impaired Concentration:** Difficulty focusing on daily tasks or maintaining attention.
 - **Emotional Numbing:** A sense of detachment or emotional flatness, where individuals may feel disconnected from others and their feelings.
- **Other Symptoms:** These may include anxiety, irritability, hypervigilance, and an exaggerated startle response. Additionally, PTSD may coexist with adjustment disorders and acute stress disorder.

26. What factors contribute to the healing process in psychotherapy? 4

A: Several factors contribute to the healing process in psychotherapy:

- **Therapeutic Techniques:** The therapist's choice of techniques, such as cognitive-behavioral therapy (CBT) for anxiety, plays a major role in healing. Techniques like relaxation and cognitive restructuring help alleviate symptoms.
- **Therapeutic Alliance:** The relationship between therapist and client, characterized by warmth, empathy, and consistent availability, has a healing effect.
- **Catharsis:** During early therapy, clients unburden their emotional issues, which can have therapeutic benefits by releasing distress.
- **Non-Specific Factors:** These include factors related to both the client (motivation for change, treatment expectations) and the therapist (positive nature, good mental health, emotional resolution). These factors contribute across various therapeutic methods.

27. What are the different stages involved in group formation? 4

A: The stages of group formation are:

- **Forming:** Members meet and experience uncertainty, trying to understand the group dynamics, goals, and fit within the group.
- **Storming:** Conflict arises as members disagree on roles, tasks, and leadership.
- **Norming:** Group members establish norms and develop a sense of identity and cohesion.
- **Performing:** The group functions efficiently, working towards achieving its goals.
- **Adjourning:** The group leaves after completing its objective (common in temporary groups).

Groups may not always progress in a linear manner, sometimes skipping or revisiting stages. Group structure, including roles, norms, status, and cohesiveness, develops throughout these stages.

SECTION E

28. Explain the Variations of Intelligence in detail 6

A: Intelligence varies significantly across individuals, and these variations are often categorized into intellectual deficiency and giftedness.

Intellectual Deficiency refers to individuals who face challenges in learning basic skills. Intellectual disability, as defined by the American Association on Mental Deficiency (AAMD), includes sub-average intellectual functioning (IQ below 70), deficits in adaptive behavior (the ability to deal with everyday demands), and these deficits must manifest before the age of 18. The levels of intellectual disability include:

- Mild (IQ 55-70): Individuals with mild disability can function independently, hold jobs, and form families.
- Moderate (IQ 35-55): These individuals struggle with language and motor skills but can be trained in self-care and basic social skills, requiring moderate supervision.
- Severe (IQ 20-35): Individuals require constant supervision for basic life activities.
- Profound (IQ below 20-25): These individuals need lifelong care and cannot manage daily tasks independently.

Intellectual Giftedness, on the other hand, refers to individuals who perform at a higher level due to exceptional potential. Gifted children typically show early signs of intellectual superiority, including advanced problem-solving, creativity, and high speed in processing information. Giftedness is not solely about academic performance but includes excellence in areas like athletics, art, or leadership. These children require specialized educational programs to nurture their talents and maximize their potential. Both extremes; intellectual deficiency and giftedness require tailored support to promote development.

OR

Explain the PASS Model in detail.

A: The PASS Model of Intelligence, developed by J.P. Das, Jack Naglieri, and Kirby (1994), emphasizes the interdependent functioning of three neurological systems that govern intellectual activity: Arousal/Attention, Simultaneous and Successive Processing, and Planning. These systems work together to facilitate the processing of information and problem-solving.

- Arousal/Attention: This system is crucial for focusing on relevant stimuli. Optimal arousal allows individuals to concentrate on tasks effectively, while too much or too little arousal disrupts attention. For example, when you are told about an upcoming test, arousal helps you focus on studying specific chapters.
- Simultaneous and Successive Processing: Simultaneous processing involves perceiving relationships between various concepts and integrating them into a coherent understanding. For example, solving a matrix puzzle involves identifying patterns. Successive processing, on the other hand, is the process of recalling information in a sequence, such as remembering multiplication tables or alphabets.
- Planning: After attending to and processing information, planning allows individuals to devise strategies for achieving goals. This involves setting objectives, evaluating different approaches, and modifying plans when necessary. For example, planning for a test involves organizing study time and seeking help if needed.

The PASS model is a dynamic, interactive framework for understanding intelligence and has led to the development of the Cognitive Assessment System (CAS), used to measure basic cognitive functions in children and adolescents, aiding in addressing learning problems.

29. Provide a detailed explanation of behavioural analysis, including methods such as interviews, observations, and behavioural ratings? 6

A: Behavioural analysis is a method of assessing an individual's personality based on their behaviour across different situations. It involves collecting data through various methods, such as interviews, observations, and behavioural ratings, to gain insights into a person's personality traits.

- Interviews: Interviews are commonly used to assess personality. In-depth, diagnostic interviews involve open-ended questions that allow the interviewer to understand the person beyond their responses. These interviews can be structured, where specific questions are asked, or unstructured, allowing more flexibility. Structured interviews help in objective comparisons across individuals, often supported by rating scales for accuracy.
- Observations: Behavioural observation requires trained observers to analyse and interpret a person's behaviour in real-life situations. The observer's goal is to gain insight into the individual's personality based on their interactions and responses. For example, a clinical psychologist may observe a client's behaviour in various settings, such as with family or during therapy sessions. Proper training and guidelines are essential for the observer to gather meaningful data.
- Behavioural Ratings: This method involves evaluating an individual's behaviour by those

who know them well. The raters categorize traits based on their observations, but biases, such as the halo effect or extreme response bias, can distort judgments. To minimize these biases, clear definitions of traits and proper rater training are necessary. These methods, though effective, require careful implementation to avoid biases and ensure the validity of the assessment.

OR

What are the levels of consciousness in Freud's theory?

A: Freud's theory of personality identifies three levels of consciousness: conscious, preconscious, and unconscious, which together explain the structure and functioning of the human mind.

- **Conscious Level:** This includes the thoughts, feelings, and actions of which individuals are actively aware. It represents the rational and logical aspect of the mind and governs everyday decisions and actions.
- **Preconscious Level:** The preconscious consists of mental activities that are not currently in awareness but can be easily brought into consciousness with focused attention. It acts as a bridge between the conscious and unconscious levels, containing memories, thoughts, and feelings that are accessible when needed.
- **Unconscious Level:** The unconscious is the most significant level in Freud's theory. It is a reservoir of repressed memories, instinctive drives, and unfulfilled desires, particularly those related to sexuality and aggression. These unconscious elements remain hidden as they often lead to psychological conflicts. Repression keeps them out of conscious awareness, but they influence behaviour indirectly through dreams, slips of the tongue, and neurotic symptoms.

Freud proposed psychoanalysis as a therapeutic approach to access the unconscious, enabling individuals to resolve conflicts by bringing repressed materials to consciousness. This process helps people achieve greater self-awareness and emotional integration, thereby reducing abnormal behaviours.

SECTION F

Read the case and answer the questions that follow.

Sia, a 15-year-old student, believes that people from rural areas are less intelligent than those from urban areas. She feels uncomfortable whenever she meets someone from a rural background, and this affects her interactions with them.

30. What type of attitude does Sia exhibit towards people from rural areas? 1

A: Sia exhibits a **prejudiced attitude** towards people from rural areas.

31. How can Sia's attitude be changed towards people from rural backgrounds? 2

A: Sia's attitude can be changed where positive interactions with people from rural areas can help challenge her stereotypes and reduce prejudice. Additionally, educating her about the value and intelligence of people from rural backgrounds could alter her views.

Read the case and answer the questions that follow.

Sophia transcended her heritage to devote herself to battling injustice and inequality. Her main causes were the struggle for Indian Independence, the welfare of Indian soldiers in the First World War and, above all, the fight for female suffrage. Princess Sophia supported Indians, particularly women, throughout her life.

32. Her causes were the struggle for Indian independence, the welfare of Indian soldiers in the First World War and, above all, the fight for female suffrage.' All of these attitudes were present within a broader attitude, i.e., the attitude against injustice and inequality. Explain the feature specified here. 1

A: Sophia's causes were all connected by one main attitude: fighting injustice and inequality. Whether it was about Indian independence, supporting soldiers, or women's right to vote, she wanted to address unfairness and help those who were treated unequally, especially women.

33. The characteristics of the existing attitude (towards women's right to vote) influence the attitude change. To what extent could these have helped Sophia bring about the change in attitude towards women's right to vote? **2**

A: At the time, many believed that women were not suited for voting, which made Sophia's cause challenging. However, by advocating for women's suffrage, she helped change attitudes, showing that women should have equal rights and be part of the political process, linking gender equality to the fight for justice.

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