



BK BIRLA CENTRE FOR EDUCATION
SARALA BIRLA GROUP OF SCHOOLS
SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL
PRE-BORARD-I (2024-25)
PSYCHOLOGY (037)



CLASS: XII

Date: 23-11-2024

Admission No: _____

MARKING SCHEME

Time: 3 Hour

Max. Marks: 70

Roll No: _____

SECTION A

- 1. Social inhibition refers to _____.** **1**
- a) Improved performance due to the presence of others.
b) Decreased performance due to the presence of others.
c) No effect on performance due to the presence of others.
d) Increased aggression in the presence of others.
- 2. What does the "valence" of an attitude refer to?** **1**
- a) The strength of the attitude
b) The direction of the attitude (positive or negative)
c) The number of people sharing the attitude
d) The cause of the attitude
- 3. What is a culture-fair test?** **1**
- a) A test that includes elements specific to one culture
b) A test that is designed to minimize cultural bias
c) A test based solely on verbal skills
d) A test that is administered only in urban settings
- 4. Social competence refers to _____.** **1**
- a) The ability to solve mathematical problems **b) The ability to interact effectively with others**
c) Academic knowledge in social studies d) Personal financial management skills
- 5. By what age does self-esteem related to academic competence, social competence, physical/athletic competence, and physical appearance typically develop in a child?** **1**
- a) 2-3 years **b) 4-7 years** c) 8-10 years d) 11-13 years
- 6. Self-reinforcement refers to _____.** **1**
- a) Rewarding oneself after achieving a goal or desired behavior**
b) Relying on others for motivation
c) Setting goals for others to accomplish
d) Ignoring one's own achievements to remain humble
- 7. What is the primary function of white blood cells in the immune system?** **1**
- a) Transporting oxygen to the body b) Providing energy to cells
c) Defending the body against infections and foreign substances
d) Breaking down nutrients for digestion
- 8. What is the purpose of biofeedback as a strategy for stress management?** **1**
- a) To enhance physical fitness through exercise

b) To monitor physiological functions and promote relaxation

c) To increase academic performance through motivation

d) To eliminate the need for medication in all cases

9. What does the term "stigma" refer to in a psychological and social context? 1

a) A positive attribute associated with an individual

b) A mark of disgrace associated with a particular circumstance, quality, or person

c) An unrecognized talent or skill

d) A form of psychological resilience

10. Which neurotransmitter is primarily associated with anxiety? 1

a) Serotonin

b) Dopamine

c) Norepinephrine

d) GABA

11. Who is the creator of logotherapy? 1

a) Carl Jung

b) Sigmund Freud

c) Viktor Frankl

d) Abraham Maslow

12. According to psychodynamic therapy, what is considered to lead to psychological problems? 1

a) Inherited traits and genetics **b) Unconscious conflicts and unresolved issues from the past**

c) Environmental stressors and social circumstances d) Behavioral habits and learned responses

13. What does the term "cohesiveness" refer to in a group context? 1

a) The competition among group members

b) The degree of attraction and unity among group members

c) The independence of each group member

d) The number of members in a group

14. According to Tuckman's model, what are the five stages of group development? 1

a) Planning, Organizing, Executing, Evaluating, Reflecting

b) Forming, Storming, Norming, Performing, Adjourning

c) Analyzing, Synthesizing, Implementing, Monitoring, Reporting

d) Building, Collaborating, Competing, Compromising, Concluding

SECTION B

15. What is mental age, and what is chronological age? 2

A: Mental Age (MA) represents an individual's cognitive ability level, while chronological age is their actual age. MA compares performance on intelligence tests to the average for their age group.

OR

What is the difference between intelligence and aptitude?

A: Aptitude reflects an individual's potential to acquire skills, with tests predicting success in fields like engineering or writing. Interest indicates preference for activities, guiding choices that enhance satisfaction and job performance.

16. What are the terms Oedipus complex and Electra complex in the phallic stage mean? 2

A: The Oedipus complex involves boys' love for their mothers and rivalry with their fathers, while the Electra complex involves girls' attachment to their fathers and identification with their mothers.

17. What is assertiveness, give an example? 2

A: Assertiveness is the ability to express one's thoughts and feelings confidently and respectfully. For example, saying "I need help with this project" shows assertiveness without being aggressive or passive.

18. What is the exhaustion stage in the General Adaptation Syndrome? 2

A: The exhaustion stage in the General Adaptation Syndrome model occurs when prolonged stress depletes the body's resources, weakening physiological responses and increasing vulnerability to stress-related illnesses like high blood pressure.

19. What is a delusion of control in Schizophrenia? 2

A: A delusion of control in schizophrenia is a belief that one's thoughts, feelings, or actions are being manipulated or controlled by external forces, contributing to the individual's distorted perception of reality.

SECTION C

20. What is the classification of people based on IQ, explain in detail? 3

A: People can be classified by IQ levels. Approximately 2.2% of the population has an IQ above 130, classified as "very superior", 6.7% fall in the "superior" range (120-130), while 16.1% are considered "high average" (110-119). The majority, 50%, are classified as "average" (90-109). Lower IQ ranges indicate "low average" (80-89), "borderline" (70-79), and "intellectually disabled" (below 70). The population has an IQ above 130, considered intellectually gifted, showing outstanding abilities across various fields, those below 70 may have intellectual disabilities and face significant learning challenges, with some requiring lifelong support, especially those with severe or profound disabilities.

OR

What are individual and group tests?

A: Individual intelligence tests are given one-on-one, allowing the administrator to connect with the person being tested, considering their feelings and expressions. These tests may include oral or written responses or object manipulation. In contrast, group tests assess multiple individuals simultaneously, typically through written responses in a multiple-choice format, with less focus on individual rapport or sensitivity to personal emotions.

21. What is EPQ (Eysenck Personality Questionnaire) and what are its dimensions? 3

A: The Eysenck Personality Questionnaire (EPQ), by Eysenck, originally measured two personality dimensions: introversion-extraversion and emotional stability-instability, encompassing 32 traits. Later, a third dimension, psychoticism, was introduced, relating to behaviors like lack of empathy, toughness, and disregard for social norms. High scorers on this scale often show hostility, egocentrism, and antisocial tendencies. The EPQ remains a popular assessment tool.

22. What is a phobia, and write any three types of phobias along with the symptoms? 3

A: Phobias are irrational fears related to specific objects, situations, or people. They include specific phobias, characterized by intense fear, a few are mentioned as follows:

- Specific Phobias: Intense and irrational fear of specific objects or situations, such as heights or spiders.
- Social Anxiety Disorder: Extreme fear and embarrassment in social situations, leading to avoidance of interactions with others.
- Agoraphobia: Fear of entering unfamiliar situations or environments, often resulting in avoidance of leaving home.

23. What are antecedent operations and consequent operations? 3

A: Antecedent operations modify behaviour by altering conditions before a behaviour occurs, often through establishing operations that adjust the reinforcing value of a consequence. For instance, if a child resists eating dinner, reducing the amount of food given at tea time increases hunger, making

dinner more appealing. These operations aim to eliminate harmful behaviours by enhancing conditions for adaptive behaviours through targeted reinforcement adjustments.

SECTION D

24. What are unhelpful habits, and how do they impact positive health, write in detail? 4

A: Unhelpful habits like perfectionism, avoidance, and procrastination offer temporary coping but increase vulnerability to stress. Perfectionists aim for flawlessness, struggling to adjust their standards based on time or effort available. They often feel tense, find it hard to relax, and tend to avoid challenges. Avoidance involves ignoring issues rather than confronting them, while procrastination delays necessary tasks, often due to fears of failure or rejection. Positive health, in contrast, encompasses physical, mental, social, and spiritual well-being, and goes beyond merely avoiding illness. Factors supporting positive health include a balanced diet, regular exercise, a positive mindset, quality relationships, and resilience to stress. These elements, along with social support, act as stress buffers, enhancing one's ability to navigate challenges effectively.

25. What are the different types of hallucinations? Provide examples of each. 4

A: Hallucinations are perceptions without external stimuli, common in schizophrenia, involving any of the senses. Auditory hallucinations are most frequent, where patients hear voices speaking to them or discussing them. Tactile hallucinations involve sensations like tingling or burning on the skin. Somatic hallucinations create feelings of something happening inside the body, such as a crawling sensation in the stomach. Visual hallucinations include seeing colors or vivid images of people or objects. Gustatory hallucinations make food or drink taste unusual, while olfactory hallucinations involve strange smells, such as poison or smoke. These hallucinations can severely impact perception, leading patients to believe in experiences that feel very real, though they lack external sources.

26. What are free association and dream interpretation? Give examples. 4

A: In psychoanalysis, free association and dream interpretation are key methods for uncovering intrapsychic conflicts, which are believed to cause psychological disorders. In free association, after establishing a therapeutic relationship, the therapist asks the client to relax and share whatever thoughts come to mind without filtering or censoring them. For example, if a client says, "I feel anxious about work," they are encouraged to continue freely with any related thoughts. This unfiltered flow often brings hidden fears or desires to the surface, helping the therapist uncover suppressed emotions or conflicts.

Dream interpretation is interpreting dreams by asking clients to record their dreams, which are viewed as symbolic representations of unfulfilled desires. For instance, if someone dreams about being trapped, it may symbolize a feeling of confinement in their real life, perhaps in a relationship or job. The therapist interprets these symbols to understand deeper, repressed issues the client may not consciously recognize.

27. Why does social loafing occur and how to reduce it? 4

A: Social loafing occurs when individuals put in less effort while working in a group compared to when working alone. This happens because group members feel less responsible for the task, knowing their efforts won't be individually evaluated. Additionally, lack of coordination or significance attached to group membership can lead to decreased motivation. Since individual contributions are often unrecognizable, members might view the group merely as an aggregate of people rather than a cohesive team. Social loafing can be reduced by identifying each person's efforts, enhancing the task's importance, and fostering a sense of individual responsibility. Increasing group cohesiveness and commitment to the task can also motivate members to contribute actively, reducing the tendency to slack off.

OR

Why do people join groups?

A: People join groups because they satisfy various personal, social, and psychological needs. Groups offer security by reducing feelings of vulnerability and providing comfort through collective support. They also enhance self-esteem and status, giving members a sense of recognition and belonging, especially in prestigious groups. Additionally, groups fulfill social needs by fostering connections, allowing for mutual attention, love, and a sense of identity. Groups also facilitate goal achievement by enabling members to accomplish objectives that would be challenging individually. Lastly, groups provide valuable knowledge and broaden perspectives, offering information that individuals might lack. These combined benefits encourage people to be part of multiple groups, although this can sometimes create pressure due to competing expectations.

SECTION E

28. What is emotional intelligence, and what is the correlation between intelligence and creativity? Give relevant examples.

6

A: Emotional intelligence broadens the concept of intelligence by including emotional skills essential for appraising, expressing, and regulating emotions. First introduced by Salovey and Mayer, emotional intelligence (EQ) refers to one's capacity to understand and manage emotions, both personal and in others, to guide thinking and actions. While a high IQ can predict academic success, EQ is crucial for success in personal and professional life, supporting skills in communication, resilience, and relationship management.

The relationship between creativity and intelligence is complex. Intelligence supports creativity up to a point by providing a foundation of knowledge and comprehension. However, high intelligence alone doesn't guarantee creativity, as shown in studies where high IQ individuals are not necessarily creative. Creativity often coexists with average intelligence, reflecting skills like divergent thinking, which involves generating varied ideas, connecting unrelated concepts, and reimagining contexts. Unlike intelligence tests, which emphasize convergent thinking, logical reasoning and finding one correct answer creativity tests are open-ended, fostering imagination and original thought. Therefore, while creativity and intelligence share a positive but limited correlation, creativity depends on a certain baseline of intelligence but ultimately emerges as an independent ability that expresses uniquely across individuals.

OR

What is the PASS model?

A: The Planning, Attention-Arousal, and Simultaneous-Successive (PASS) Model of Intelligence, developed by J.P. Das, Jack Naglieri, and Kirby in 1994, explains intelligence through the interdependent functioning of three neurological systems, or brain units, involved in attention, processing, and planning.

In this model, **Arousal/Attention** is the first unit, essential for focusing on stimuli and gathering information. An optimal arousal level directs attention to relevant information; for instance, a student alerted about a test becomes focused on studying the required material.

Simultaneous and Successive Processing constitutes the second unit. Simultaneous processing allows understanding relationships between concepts by integrating them meaningfully, as in solving pattern-based questions like the Raven's Progressive Matrices (RPM). Successive processing involves remembering information in a serial order, such as in memorizing alphabets or multiplication tables.

Planning, the third unit, involves setting goals and determining actions based on processed information. This process also includes evaluating and adapting strategies, such as scheduling study time for an exam and modifying strategies if challenges arise.

The PASS processes are interactive yet serve distinct functions, forming the basis of a test battery known as the Cognitive Assessment System (CAS) to assess these functions in individuals aged 5-18. The model's information-processing approach aids in identifying and addressing cognitive deficits in children with learning difficulties.

29. Write in detail about the Rorschach inkblot test and the Thematic Apperception Test

(TAT).

A: The Rorschach Inkblot Test, developed by Hermann Rorschach, is a projective psychological test consisting of ten inkblots, five in black and white, two with red ink, and three in pastel colors. Each inkblot is symmetrical and printed on a 7"x10" white cardboard. The test is administered in two phases. In the first phase, called performance proper, subjects are shown the inkblots and asked to describe what they see. In the second phase, known as inquiry, the examiner probes the responses by asking the subjects to explain how and why they made those interpretations. This test requires fine judgment and extensive training for proper administration and interpretation, and computer techniques have been developed for data analysis.

The Thematic Apperception Test (TAT), created by Morgan and Murray, is a more structured projective test featuring 30 black-and-white picture cards, including one blank card. Each card depicts various scenarios involving people. The subject is presented with the cards one at a time and is asked to create a story about each situation, including background, current events, future outcomes, and the characters' thoughts and feelings. The TAT can be scored using standardized procedures and has been adapted for children and older adults, including an Indian version by Uma Chaudhury. Both tests aim to explore an individual's personality and underlying emotions through their interpretations.

OR

Write in detail about MMPI (Minnesota Multiphasic Personality Inventory) and 16PF (16 Personality Factors) assessments, and what are their key features?

A: The Minnesota Multiphasic Personality Inventory (MMPI) is a widely used tool for personality assessment, originally developed by Hathaway and McKinley for psychiatric diagnosis. The revised version, MMPI-2, consists of 567 true-or-false statements that assess various psychological conditions. The test is divided into ten subscales, designed to diagnose issues such as hypochondriasis, depression, hysteria, psychopathic deviance, masculinity-femininity, paranoia, psychasthenia, schizophrenia, mania, and social introversion. In India, the Jodhpur Multiphasic Personality Inventory (JMPI) was created by Mallick and Joshi, modeled after the MMPI.

The Sixteen Personality Factor Questionnaire (16 PF) was developed by Raymond Cattell through factor analysis of a wide array of personality descriptors to identify the fundamental structure of personality. The 16 PF consists of declarative statements where respondents select from multiple-choice alternatives based on specific situations. It is suitable for high school students and adults, proving particularly useful in career guidance, vocational exploration, and occupational testing.

Both MMPI and 16 PF rely on self-report techniques, which can be influenced by social desirability and acquiescence biases, potentially compromising reliability. Therefore, psychological testing requires expertise and caution, emphasizing the need for trained professionals to interpret results accurately.

SECTION F

Read the case and answer the questions that follow.

Sarah, a 16-year-old high school student, had always been indifferent towards environmental issues. She rarely participated in school initiatives aimed at promoting recycling or reducing plastic use. However, when her close friends began to actively engage in environmental activism, attending workshops and sharing their experiences on social media. Gradually her friends got recognized and appreciated for their work by the people and lasted a deep impact on people. Sarah started to reconsider her stance.

30. What belief did Sarah hold towards environmental issues?

1

A: Sarah held an indifferent belief towards environmental issues, showing little interest or concern in participating in initiatives for environmental protection.

31. How did Sarah's attitude formation regarding environmental issues develop, and why?

2

A: Sarah's attitude formation developed through social influence and peer modeling. When her close friends became actively involved in environmental activism, receiving recognition and appreciation for their efforts, it gradually led Sarah to reconsider her stance. This shift likely happened because of the impact her friends' actions had on the community and on her, showing how social dynamics and recognition can influence personal beliefs and attitudes.

Read the case and answer the questions that follow.

In a high school counselling setting, a 16-year-old student, Aisha, frequently expresses feelings of inadequacy and low self-esteem, stemming from her belief that academic success is the only path to self-worth. After several counselling sessions, the counsellor uses cognitive-behavioural techniques to help Aisha identify her underlying beliefs, such as "I must always achieve high grades to be valued." Through guided reflection and activities like journaling and value clarification exercises, Aisha begins to recognize that her self-worth is not solely dependent on academic performance but also on her personal interests, friendships, and growth. As a result, Aisha shifts her focus from solely pursuing high grades to embracing her passion for art and building healthy relationships, leading to improved self-esteem and a more balanced perspective on success.

32: What cognitive-behavioural techniques were used to help Aisha identify her underlying beliefs? 1

A: The counsellor used guided reflection, journaling, and value clarification exercises as cognitive-behavioural techniques to help Aisha identify and examine her underlying beliefs about self-worth and academic success.

33. What changes did Aisha make in her belief systems and values as a result of the counselling sessions? 2

A: Aisha began to shift her belief system by recognizing that her self-worth is not solely tied to academic achievements. She started to value her personal interests, like art, and prioritize building healthy relationships, leading to a more balanced and positive view of success and improved self-esteem.

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