



B.K. BIRLA CENTRE FOR EDUCATION

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

TERM-1 EXAMINATION, 2025-26

PSYCHOLOGY 037

MARKING SCHEME

Class: XII
Date: 5.09.25
Admission no:

Time: 3 Hours
Max Marks: 70
Roll no:

SECTION A

1. Which of the following statements best explains the concept of *emotional intelligence* as proposed by Daniel Goleman? 1

- A. It refers to the ability to solve abstract problems quickly and accurately.
B. It is the ability to understand and manage one's own emotions and those of others.
C. It involves the capacity to recall and reproduce previously learned information.
D. It refers to the aptitude for learning new languages and understanding symbols.

2. Which of the following is NOT a characteristic of gifted children? 1

- A. High creativity B. High social adaptability
C. High task commitment D. Above-average intelligence

3. A student scores very high on verbal reasoning but average on spatial and mechanical abilities. According to Thurston's theory of Primary Mental Abilities, this suggests __ 1

- A. Intelligence is a single general ability B. The student lacks emotional intelligence
C. The student has strengths in specific areas of intelligence
D. Intelligence cannot be measured reliably

4. According to Carl Rogers, a healthy personality develops when there is _____. 1

- A. Complete suppression of the id B. A balance between the id, ego, and superego
C. Congruence between the real self and ideal self D. Strong external locus of control

5. Which of the following defense mechanisms involves attributing one's own unacceptable thoughts to others? 1

- A. Repression B. Displacement C. Projection D. Regression

6. The Big Five personality trait model includes all of the following EXCEPT _____. 1

- A. Openness to experience B. Conscientiousness C. Neuroticism D. Psychoticism

7. Assertion (A): People with high hardiness are better able to cope with stress.

Reason (R): Hardiness includes commitment, control, and challenge as core components that help individuals perceive stressors as manageable. 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): Avoidance-oriented coping strategies are the most effective in managing long-term stress.

Reason (R): Avoidance coping helps an individual to distract themselves and forget about the stressor completely. 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 false, but R is true.
- D. Both A and R are false.

9. Assertion (A): High levels of stress always lead to poor performance and psychological dysfunction.

Reason (R): Stress has a curvilinear relationship with performance. 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 false, but R is true.
- D. Both A and R are false.

10. Which of the following best distinguishes Obsessive-Compulsive Disorder (OCD) from other anxiety disorders? 1

- A. It involves sudden, unexpected episodes of intense fear.
- B. It is characterized by persistent, irrational fears of specific objects or situations.
- C. It includes intrusive thoughts and repetitive behaviors performed to reduce anxiety.
- D. It causes an individual to avoid social interactions due to fear of embarrassment.

11. Which of the following is NOT a criterion under the DSM-5 for diagnosing Major Depressive Disorder? 1

- A. Depressed mood most of the day, nearly every day
- B. Delusions and hallucinations
- C. Significant weight loss or gain
- D. Diminished interest or pleasure in almost all activities

12. In Dissociative Identity Disorder (DID), the presence of two or more distinct identities is primarily a result of _____. 1

- A. Chronic substance use
- B. Neurochemical imbalances
- C. Traumatic experiences, especially during early childhood
- D. Delusional thinking and disorganized speech

13. Which of the following techniques is least likely to be used in cognitive therapy? 1

- A. Identifying and challenging automatic negative thoughts
- B. Free association to uncover unconscious conflicts
- C. Reattribution of responsibility for negative events
- D. Thought recording and reality testing

14. Which of the following is a core assumption of the humanistic approach to therapy? 1

- A. Psychological disorders arise due to irrational thoughts and must be corrected logically.
- B. Behaviour is shaped by reinforcement and punishment in the environment.
- C. Individuals possess the inner potential for growth and self-actualization.
- D. Unconscious conflicts from childhood must be resolved to reduce symptoms.

15. Systematic desensitization, a behaviour therapy technique, is based on which of the following principles? 1

- A. Free will and self-awareness
- B. Operant conditioning and reinforcement
- C. Classical conditioning and reciprocal inhibition
- D. Cognitive restructuring and schema modification

SECTION B

16. Differentiate between life events and hassles.

2

A: Life Events: They include changes, both big and small, sudden and gradual that affect our life from the moment we are born. Examples: moving into a new house, break-up of a long-term relationship) etc. Hassles: These are the personal stresses we endure as individuals, due to the happenings in our daily life, such as noisy surroundings, commuting, quarrelsome neighbours, electricity and water shortage, traffic snarls, and so on.

17. A teacher notices that Neeraj, one of her class 5 students, learns new languages very easily, loves new subjects, and is very sensitive to changes in the classroom. Comment on the intellectual abilities of Neeraj.

2

A: Gifted children show early signs of intellectual superiority, Even during infancy and early childhood, they show larger, attention span, good recognition memory, preference for, novelty, sensitivity to environmental changes, and early, appearance of language skills, To equate giftedness with brilliant academic performance is not correct. Athletes who show superior psychomotor ability are also gifted. Each gifted student possesses different strengths, personalities and characteristics.

18. Ria and Neha both scored the same marks in an IQ test. However, Ria excels in art and music, while Neha is good at solving mathematical problems and reasoning tasks. Which theory of intelligence best explains their differing abilities, and why?

2

A: Howard Gardner's **Theory of Multiple Intelligences** best explains this. According to him, intelligence is not a single unitary ability but consists of multiple intelligences like **musical intelligence** (Ria) and **logical-mathematical intelligence** (Neha). This theory supports the idea that individuals have different kinds of strengths.

OR

Differentiate between interpersonal and intrapersonal intelligence as per Gardner's theory.

A: Interpersonal intelligence involves understanding others' emotions, intentions, and motivations. In contrast, intrapersonal intelligence refers to self-awareness, understanding one's own feelings, and using this insight to guide behaviour.

19. Explain the role of culture in influencing intelligence.

2

A: Culture defines valued abilities, shaping how intelligence is expressed. For example, Western cultures emphasize logical reasoning, while Eastern cultures value social and emotional competence, altering intelligence interpretation.

20. What is unconditional positive regard according to Carl Rogers?

2

A: Unconditional positive regard is the acceptance and support of a person regardless of what they say or do, helping them develop a positive self-concept and psychological growth.

21. What is the main goal of cognitive therapy?

2

A: The main goal of cognitive therapy is to identify, challenge, and replace distorted or irrational thoughts with more realistic and positive thinking patterns to reduce emotional distress and maladaptive behaviour.

SECTION C

22. Explain the concept of self-efficacy with an example.

3

A: Self-efficacy refers to an individual's belief in their ability to perform tasks and achieve goals. It influences motivation, effort, and resilience. For example, a student with high self-efficacy in mathematics is more likely to attempt difficult problems confidently and persist even when faced with challenges, believing they can succeed through effort and strategy.

23. You are working with a client who handles high stress well and remains healthy. How would you evaluate and support their ability to manage stress effectively?

3

A: To evaluate the client's stress management, assess coping strategies, use of problem-focused or emotion-focused coping, and presence of hardiness traits like commitment, control, and challenge. Support can include reinforcing adaptive coping skills, encouraging relaxation techniques, promoting a strong social support system, and maintaining a balanced lifestyle to sustain their resilience and psychological well-being.

24. Explain how the Age of Reason and Enlightenment influenced the treatment and perception of psychological disorders in the seventeenth and eighteenth centuries. 3

A: Age of Reason & Enlightenment as the scientific method, replaced faith and dogma. Contributed to Reform Movement, Increased compassion for people who suffered from these Disorders, Reforms of asylums initiated in Europe and America, New inclination for deinstitutionalisation focussing on community care. **(Any three points from above)**

OR

Peter is a 28-year-old man who has been diagnosed with schizophrenia. He lacks the necessary skills to be independent and productive member of society. As a mental health professional, suggest any three rehabilitation techniques to support Peter in becoming self-sufficient.

A: Peter can be trained in

- Occupational therapy- skills such as candle making, paper bag making and weaving to help him to form a work discipline.
- Social skills training - helps the patients develop interpersonal skills through role play, imitation, and instruction. The objective is to teach the patient to function in a social group.
- Cognitive retraining - to improve the basic cognitive functions of attention, memory, and executive functions.
- Vocational training - the patient is helped to gain skills necessary to undertake productive employment.

(Any three of the above)

SECTION D

25. Explain any two types of intelligence proposed by Howard Gardner in his theory of Multiple Intelligences, with examples. 4

A: Howard Gardner proposed eight types of intelligences. Two of them are:

1. **Linguistic Intelligence:** It is the capacity to use language effectively, both in speaking and writing. Individuals strong in this area are good at storytelling, writing, and verbal expression. For example, poets, authors, and journalists often have high linguistic intelligence.
2. **Bodily-Kinesthetic Intelligence:** This refers to the ability to use one's body skillfully to solve problems or create products. People with this intelligence are good at physical coordination and dexterity. Athletes, dancers, and surgeons typically exhibit high bodily-kinesthetic intelligence.

Gardner emphasized that each individual possesses a unique combination of intelligences and that intelligence is not limited to academic abilities alone. Refer to NCERT page 7.

26. Explain any two types of stress with suitable examples. 4

A: Two main types of stress are:

1. **Eustress:** This is positive, constructive stress that motivates individuals to perform better. It enhances performance and is often experienced before challenges like competitions or presentations. For example, a student feeling energized before an exam and studying effectively is experiencing eustress.
2. **Distress:** This is negative stress that leads to anxiety, reduced performance, and health issues. It occurs when demands exceed one's coping resources. For instance, constant academic

pressure without rest may lead a student to feel overwhelmed, anxious, and fatigued—indicating distress.

Understanding these types helps in developing appropriate coping strategies to manage stress effectively and maintain well-being.

27. Differentiate between Generalized Anxiety Disorder (GAD) and Panic Disorder on the basis of symptoms and duration. **4**

A: Generalized Anxiety Disorder (GAD) is characterized by persistent, excessive, and uncontrollable worry about various aspects of daily life for at least six months. Symptoms include restlessness, muscle tension, sleep disturbances, and difficulty concentrating. The anxiety is constant and not triggered by specific situations.

Panic Disorder, on the other hand, involves sudden, intense episodes of fear called panic attacks. These attacks peak within minutes and include symptoms like heart palpitations, chest pain, breathlessness, dizziness, and a fear of losing control or dying. Unlike GAD, panic attacks occur unexpectedly and are not tied to ongoing stressors. Recurrent panic attacks and fear of having future attacks define the disorder.

OR

Explain any two positive symptoms and any two negative symptoms of schizophrenia with examples.

A: Positive symptoms of schizophrenia are excesses or distortions in normal functioning:

1. **Hallucinations** – False sensory perceptions without external stimuli, such as hearing voices that aren't there.
2. **Delusions** – Strongly held false beliefs, like believing one is being spied on (persecutory delusion).

Negative symptoms reflect a loss or reduction in normal functions:

1. **Affective flattening** – Reduced emotional expression, such as showing no facial emotions even in emotional situations.
2. **Avolition** – Lack of motivation to initiate or sustain purposeful activities, like neglecting daily hygiene or tasks.

These symptoms significantly impair personal, social, and occupational functioning in individuals with schizophrenia. Refer to NCERT page 81-82.

28. Differentiate between Psychodynamic Therapy and Cognitive Behaviour Therapy (CBT) in terms of approach, techniques, and goals. **4**

A: Psychodynamic Therapy focuses on unconscious conflicts rooted in early childhood. It aims to bring these unconscious memories into conscious awareness through techniques like free association, dream analysis, and transference. The therapist takes an interpretative role, and therapy is often long-term.

Cognitive Behaviour Therapy (CBT), on the other hand, is structured, short-term, and problem-focused. It aims to change maladaptive thinking patterns and behaviours. Techniques include cognitive restructuring, thought recording, and behavioural experiments. CBT is collaborative, with active participation from the client and therapist.

While psychodynamic therapy seeks insight and emotional resolution, CBT emphasizes present issues and skills training for symptom relief, making it more empirically supported for specific disorders like depression and anxiety.

SECTION E

29. Compare and contrast Freud's psychoanalytic theory and Rogers' humanistic theory of personality. **6**

A: Freud's psychoanalytic theory views personality as a result of unconscious desires, early childhood experiences, and conflicts among the id, ego, and superego. The **id** operates on the pleasure principle, the **ego** on the reality principle, and the **superego** on morality. Freud believed that unresolved childhood conflicts, especially during psychosexual stages, shape personality and behavior. Techniques like dream analysis and free association help uncover unconscious motivations.

In contrast, Rogers' **humanistic theory** emphasizes conscious experience, personal growth, and self-actualization. He believed in the inherent goodness of individuals and their tendency to grow when provided with **unconditional positive regard**, **empathy**, and **genuineness**. According to Rogers, psychological problems arise when there is **incongruence** between the real self and ideal self.

While Freud focused on determinism and inner conflicts, Rogers emphasized free will, self-awareness, and positive growth. Freud viewed personality as largely formed by age five, whereas Rogers saw it as evolving throughout life based on personal experiences and choices.

Thus, Freud's theory is more structured, conflict-based, and rooted in the unconscious, while Rogers' approach is holistic, optimistic, and conscious-driven.

OR

Explain the Big Five Factor Model of personality. How is it different from Cattell's 16 Personality Factors?

A: The **Big Five Factor Model**, also known as the **OCEAN model**, proposes that personality can be described using five broad dimensions:

1. **Openness to Experience** – Imaginative, curious, and open to new experiences.
2. **Conscientiousness** – Organized, reliable, and responsible.
3. **Extraversion** – Sociable, energetic, and assertive.
4. **Agreeableness** – Compassionate, cooperative, and trusting.
5. **Neuroticism** – Emotionally unstable, anxious, and moody.

This model is supported by cross-cultural research and remains one of the most accepted frameworks in modern personality psychology due to its empirical validity and stability across time.

Cattell's 16 Personality Factor (16 PF) theory, on the other hand, is based on factor analysis of thousands of traits, which he refined into 16 source traits. His approach was more complex and detailed, focusing on multiple dimensions of human behaviour.

The Big Five offers a **simplified, broader** framework suitable for research and assessments, whereas Cattell's model is **more detailed and nuanced**. The Big Five is widely used due to its ease of application and reliability, while Cattell's 16 PF provides a more in-depth profile useful in specific contexts like career counselling.

30. Explain the criteria used to identify abnormal behaviour. How do these criteria help in diagnosis?

6

A: Abnormal behaviour is identified using multiple criteria, as no single standard is universally sufficient:

1. **Statistical Infrequency:** Behaviour that significantly deviates from the average population, such as extremely low IQ. However, this does not always indicate a disorder.
2. **Violation of Social Norms:** Behaviour that goes against cultural or societal expectations, such as shouting in public without reason. Yet, norms vary across cultures.
3. **Personal Distress:** If the individual experiences significant emotional suffering, such as intense anxiety or depression, it may indicate a disorder.
4. **Maladaptive Behaviour:** Actions that interfere with daily functioning, like inability to maintain relationships or employment due to mental symptoms.

5. **Danger to Self or Others:** Suicidal thoughts or violent behaviour often require immediate intervention.

These criteria are used together to assess the severity, frequency, and impact of behaviors. Mental health professionals refer to **diagnostic manuals like the DSM-5 or ICD-11** to classify disorders systematically. These standards ensure consistent diagnosis and help develop effective treatment plans by identifying specific symptoms and dysfunctions within a cultural and individual context.

SECTION F

Case Study – 1: Read the case study given below and answer the questions that follow

Social stress can be broadly defined as a situation which threatens one's relationships, esteem, or sense of belonging within a dyad group, or larger social context. Social stress, can emerge in a number of situations. Social stress can stem from difficult social interactions, for example, a conflictual or tumultuous marital or family relationship. Social stress can also emerge in the context of evaluated performance situations, where others could be judgmental or critical, or in contexts in which one feels rejected, ostracized, or ignored. Social stress can also be more broadly construed, representing perceptions of one's lower role or standing within a group or community. Social stress can lead to a range of observable and measurable responses related to health outcomes.

31. What impact can social stress have on an individual? **1**

A: Social stress can lead to a range of observable and measurable responses related to health outcomes.

32. State two causes of social stress in day-to-day life. **2**

A: Difficult social interactions, for example, a conflictual or tumultuous marital or family relationship, evaluated performance situations -One feels rejected, ostracized, or ignored.

Case Study – 2: Read the case study given below and answer the questions that follow

Ritika, a 17-year-old student, excels in academics, especially in science and math. Her teachers praise her logical reasoning and analytical thinking. However, she struggles with expressing emotions and often appears detached in group activities. Her classmates describe her as intelligent but not very approachable. During a group project, she completed all technical tasks but avoided collaborative discussions. Her career counselor noted she had high scores in analytical ability but average in interpersonal skills. Her parents are concerned that despite her high IQ, Ritika finds it difficult to connect emotionally with others. Ritika, however, feels she is performing well and doesn't see a need to change.

33. Which type of intelligence is Ritika high in, as per Gardner's theory? **1**

A: Logical-mathematical intelligence shown through her analytical reasoning and strong academic performance in science and math.

34. Why might Ritika face challenges in group tasks despite having a high IQ? **2**

A: She has low interpersonal intelligence, affecting communication and collaboration, even though her cognitive abilities are well-developed.

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