BK BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL
PRE-BOARD-3 (2024-25)
PSYCHOLOGY (037)

CLASS: XII	Time: 3 Hour
Date: 25-01-2025	Max. Marks: 70
Admission No: _____ **MARKING SCHEME**	Roll No: _____

INSTRUCTIONS

1. *All questions are compulsory except where internal choice has been given.*
2. *Question Nos. 1 -14 in Section A carry 1 mark each. You are expected to answer them as directed.*
3. *Question Nos. 15-19 in Section B are very short answer type-I questions carrying 2 marks each. Answer to each question should not exceed 30 words.*
4. *Question Nos. 20-23 in Section C are short answer type-II questions carrying 3 marks each. Answer to each question should not exceed 60 words.*
5. *Question Nos. 24 - 27 in Section D are long answer type - I questions carrying 4 marks each. Answer to each question should not exceed 120 words.*
6. *Question Nos. 28-29 in Section E are long answer type - II questions carrying 6 marks each. Answer to each question should not exceed 200 words.*
7. *Question Nos. 30 – 33 in Section F are based on two cases given. Answer to each 1 mark question should not exceed 20 words. Answer to each 2 marks question should not exceed 30 words.*

SECTION A

1. **Mr. A's IQ is 50. He works in a closely supervised setting assembling cycle parts and sometimes has problems expressing his feelings to others. Mr. A would be classified as having _____.**   **1**
   a) Mild intellectual disability   **b) Moderate intellectual disability**
   c) Severe intellectual disability   d) Profound intellectual disability

2. **A nine-year-old child with a mental age of twelve would have what IQ?**   **1**
   a) 133   b) 120   c) 100   d) 140

3. **The five-factor model of personality was given by _____.**   **1**
   a) Sigmund Freud   b) Carl Jung   **c) Paul Costa and McCrae**   d) Raymond Cattell

4. **Personality Factor (16-PF) questionnaire was developed by _____.**   **1**
   a) Cattell   b) Eysenck   c) Allport   d) McCrae

5. **A student goes for a movie rather than preparing for exams the next day. He is said to be using _____.**   **1**
   a) Problem-focused coping   b) Emotion-focused coping
   c) Approach-oriented strategy   **d) Avoidance-oriented strategy**

6. **What is known as the maintenance of positive adjustment and bouncing back under challenging life conditions?**   **1**
   a) Coping   b) Adaptation   c) Endurance   **d) Resilience**

7. **After an accident, Anil gets paralyzed, but as per the doctors, there is no biological cause. What is he suffering from?** **1**
a) Dissociative disorder   b) Somatic symptom disorder
c) Hypochondriasis   **d) Conversion disorder**

8. **In this disorder, patients are overly concerned about undiagnosed disease, negative diagnostic results, and do not respond to assurance by doctors. Identify the disorder.1**
a) Somatic symptom disorder   **b) Illness anxiety disorder**
c) Conversion disorder   d) Hypochondriasis

9. **According to which therapy does psychological distress arise from feelings of loneliness, alienation, and inability to find meaning and genuine fulfilment in life?** **1**
a) Psychodynamic therapy   b) Cognitive therapy
c) Behavioural therapy   **d) Existential therapy**

10. **Every time Anuj finishes his work on time, he gets a star. After collecting 5 stars, he can exchange them for a chocolate. This is an example of _____.** **1**
a) Positive reinforcement   **b) Token economy**
c) Operant conditioning   d) Classical conditioning

11. **Attitudes that contain moral content are called _____.** **1**
a) Opinions   b) Beliefs   **c) Values**   d) Norms

12. **Values are formed when a particular belief or attitude becomes an inseparable part of _____.** **1**
a) Personality   b) Centrality   **c) Identity**   d) Culture

13. **"I like math because I adore the teacher teaching it." This reflects attitude learned through _____.** **1**
a) Modelling   b) Reward and punishment   c) Observation   d) Socialization

14. **During a meeting, Anil feels that the decision might lead to financial loss but does not contradict the unanimous decision. This refers to_____.** **1**
a) Group think   b) Group polarization   c) Compliance   d) Social loafing

SECTION B

15. How does technological intelligence differ from integral intelligence? **2**
A: Technological intelligence emphasizes speed, abstraction, and individual performance, promoted by advanced societies. Integral intelligence values holistic, collectivistic approaches, fostering social connectivity, self-reflection, and cognitive-emotional balance, rooted in Asian and African traditions.

OR

What is experiential intelligence? Provide relevant examples.
A: Experiential intelligence involves creatively applying past experiences to solve new problems. For example, a scientist inventing a novel device by integrating prior research or an artist creating innovative artwork.

16. What are the characteristics of Type A and Type C personalities? **2**
A: Type-A personalities are highly motivated, impatient, hurried, and work-burdened, often prone to hypertension and CHD. Type-C personalities are cooperative, unassertive, suppress negative emotions, and are prone to cancer.

17. What is the nature of stress? **2**
A: Stress is a response to stimuli disrupting equilibrium and exceeding coping abilities. It includes

eustress (positive), distress (negative), and arises from physical, environmental, psychological, or social factors.

18. What is creative visualization? **2**
A: Creative visualization is a stress-management technique using imagination to create mental images of goals. It requires relaxation and focus, fostering confidence and turning envisioned scenarios into reality.

19. What are the signs and symptoms of Autism Spectrum Disorder (ASD)? **2**
A: Autism Spectrum Disorder involves difficulties in social interaction, communication, and repetitive behaviors. Symptoms include unresponsiveness, lack of speech, repetitive actions, limited interests, and difficulty sharing emotions or experiences with others.

SECTION C

20. What is emotional intelligence, and what are the characteristics of an emotionally intelligent person? **3**
A: Emotional intelligence is the ability to recognize, understand, and manage one's own emotions and others' emotions to guide thinking and actions. Characteristics of emotionally intelligent individuals include sensitivity to emotions, understanding emotional influences, relating emotions to thoughts for problem-solving, perceiving others' emotions through cues, and regulating emotions to maintain harmony, enabling better relationships, decision-making, and stress management.

OR

What is the relationship between intelligence and creativity, how do they influence each other?
A: Intelligence and creativity share a positive relationship, requiring a minimum intelligence level for creativity. Intelligence aids knowledge acquisition, comprehension, and reasoning, which enhance creative skills. However, creativity can thrive beyond high intelligence, as it involves originality and divergent thinking. For instance, writers, artists, and scientists use intelligence to refine creative ideas, but creativity extends beyond IQ boundaries.

21. What are neuroticism, emotional stability, extraversion, introversion, psychoticism, and sociability, and how do they relate to personality traits? **3**
A: Neuroticism (anxiety, moodiness) vs. emotional stability (calmness) reflects emotional control. Extraversion (outgoing, impulsive) vs. introversion (reserved, cautious) denotes social behaviour. Psychoticism (hostility, egocentrism) vs. sociability (cooperation, warmth) relates to interpersonal tendencies. These dimensions, proposed by Eysenck, define personality traits, highlighting biological and genetic influences, and studied using the Eysenck Personality Questionnaire for deeper personality insights.

22. What are the symptoms of Somatic Symptom Disorder, Illness Anxiety Disorder? **3**
A: Somatic symptom disorder symptoms include persistent body-related symptoms, excessive preoccupation with health, and frequent doctor visits, often without a serious medical condition. Illness anxiety disorder involves constant worry about developing a serious illness, anxiety over undiagnosed diseases, and being unresponsive to reassurance from doctors, leading to persistent health concerns despite negative test results or no evidence of illness.

23. What is the modality of treatment known as transference, and what are its types? **3**
A: The modality of treatment known as transference involves the client projecting past emotional experiences onto the therapist, often seeing them as authority figures from childhood. This process helps reveal unconscious conflicts. Positive transference occurs when the client idolizes or seeks approval from the therapist, while negative transference involves hostility, anger, or resentment towards the therapist, reflecting unresolved past emotions.

24. What are the various life skills, and how do they impact well-being? **4**
A: Life skills are essential for adaptive and positive behavior, helping individuals navigate challenges and stress. Key life skills include assertiveness, which enhances communication by expressing thoughts and feelings clearly; time management, which helps prioritize tasks efficiently; and rational thinking, ensuring decisions are based on facts. Improving relationships fosters social support, reducing stress, while self-care promotes emotional and physical well-being. Overcoming unhelpful habits, such as perfectionism, procrastination, and avoidance, reduces vulnerability to stress. These skills contribute to positive health, which encompasses physical, mental, social, and spiritual well-being. A balanced diet, exercise, positive attitude, and social support further enhance coping abilities and overall well-being. Life skills enable individuals to handle stress, improve health, build resilience, and foster meaningful connections with others.

OR

What are the various stress management techniques?
A: Stress management techniques are essential for reducing stress and improving well-being. Relaxation reduces stress symptoms by targeting the body's lower regions. Meditation utilizes special breathing techniques to promote relaxation and increase oxygen intake. Biofeedback helps monitor physiological stress responses, allowing individuals to control and apply them in daily life. Creative visualization uses imagery and imagination to set realistic goals, enhancing confidence and reducing stress. Cognitive Behavioral Techniques (CBT), or stress inoculation training, involve replacing negative thoughts with positive ones in three stages: assessment, stress reduction, and follow-up. Lastly, exercise improves cardiovascular health, enhances immune function, and reduces fat, boosting overall stress resilience. These techniques help individuals cope with stress and improve mental and physical health.

25. What are the signs and symptoms of anorexia nervosa and bulimia nervosa eating disorders? **4**
A: Anorexia nervosa is characterized by a distorted body image, where the individual perceives themselves as overweight despite being underweight. They often refuse to eat, engage in excessive exercise, and develop rituals such as avoiding eating in front of others. This can lead to extreme weight loss and, in severe cases, starvation.
Bulimia nervosa involves episodes of excessive eating (bingeing) followed by purging through vomiting, excessive exercise, or using laxatives or diuretics. The individual often feels disgusted and ashamed after binging but experiences temporary relief after purging. Both disorders are driven by a preoccupation with weight and body image, leading to severe physical and emotional consequences. Individuals with these disorders may struggle with maintaining a healthy weight and coping with negative emotions.

26. What are the various behavioral techniques used in behavioral therapy? **4**
A: Various behavioral techniques used in behavioral therapy include:
1. Negative Reinforcement: Reducing undesirable behaviors by associating them with negative consequences, such as pain or discomfort.
2. Aversive Conditioning: Associating an undesirable behavior with an aversive stimulus to reduce it.
3. Positive Reinforcement: Reinforcing desired behaviors to increase their occurrence, such as rewarding a child for doing homework.
4. Token Economy: Rewarding desired behaviors with tokens that can be exchanged for rewards.
5. Differential Reinforcement: Reinforcing desired behaviors while ignoring or discouraging unwanted behaviors.
6. Systematic Desensitization: Gradually exposing individuals to anxiety-provoking stimuli while maintaining relaxation.
7. Reciprocal Inhibition: Overcoming anxiety through relaxation techniques while confronting fear-inducing situations.

8. Modeling: Learning behaviors by observing role models.
9. Vicarious Learning: Learning through observing others' behaviors and receiving rewards for small improvements.

27. What are the salient characteristics of a group?   **4**
A: The salient characteristics of a group include:
1. Two or more people: A group consists of at least two individuals who perceive themselves as members, forming a collective identity.
2. Interactive: Group members interact and work towards common goals or face shared threats, like in a team or army unit.
3. Interdependence: Actions of one member affect others, as in a cricket team where a player's mistake impacts the entire team.
4. Common motives: Members come together to fulfil shared needs, as seen in NGOs working on causes like environmental conservation.
5. Gathering: Groups involve individuals who interact directly or indirectly, such as a classroom.
6. Norms: Groups have established norms and roles that guide members' behaviour, ensuring consistency in their interactions.

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SECTION E

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28. What are the different types of intelligence tests, explain in detail?   **6**
A: Intelligence tests can be classified into several types based on how they are administered, the content of the test, and their cultural context.
Individual vs. Group Tests:
- Individual tests are administered to one person at a time, allowing the administrator to establish rapport and observe the subject's responses closely. These tests require a sensitive approach to the subject's moods and expressions. Examples include the Stanford-Binet Intelligence Scale.
- Group tests can be given to multiple people simultaneously. These tests do not allow the same level of personal interaction but are more practical for large-scale assessments. Examples include the Army Alpha Test.
Verbal, Non-Verbal, and Performance Tests:
- Verbal tests require participants to give responses through language, either orally or in writing. These tests are typically designed for literate individuals. Examples include the Wechsler Adult Intelligence Scale (WAIS).
- Non-verbal tests assess intelligence using visual stimuli, such as pictures or patterns, and are not language-dependent. An example is Raven's Progressive Matrices.
- Performance tests require subjects to manipulate objects or complete tasks without relying on written or spoken language. For example, the Kohs' Block Design Test.
Culture-Fair vs. Culture-Biased Tests:
- Culture-biased tests often reflect the values and knowledge of the culture in which they were developed, potentially disadvantaging people from different backgrounds. For instance, Western-developed tests may favor individuals from urban, middle-class, educated environments.
- Culture-fair tests aim to minimize cultural bias, using questions that are relevant across various cultural backgrounds, and often exclude language-based items. Raven's Progressive Matrices is an example of a culture-fair test.
<div align="center">OR</div>
Explain any three intelligence theories in detail.
A: **1. Triarchic Theory of Intelligence (Robert Sternberg)**
Robert Sternberg's Triarchic Theory of Intelligence (1985) posits that intelligence is not a single ability but consists of three distinct but interrelated components: componential intelligence, experiential intelligence, and contextual intelligence.
1. Componential Intelligence (Analytical Intelligence): This refers to the ability to analyze,

evaluate, and solve problems. It involves critical thinking and problem-solving skills, such as those used in academic tasks or standardized tests. Individuals with high componential intelligence can efficiently process information, apply logical reasoning, and make sound decisions.

2. Experiential Intelligence (Creative Intelligence): This type of intelligence focuses on creativity and the ability to deal with novel situations using past experiences. People with high experiential intelligence are skilled at thinking outside the box, making innovative discoveries, and solving problems in new ways. They are good at adapting to new environments and circumstances.

3. Contextual Intelligence (Practical Intelligence): Often referred to as "street smarts," this intelligence involves the ability to adapt to everyday situations, change environments, and make decisions based on real-world experiences. People with high contextual intelligence excel at managing practical problems in their lives and environments, such as handling social dynamics, managing time, or resolving workplace issues.

Sternberg emphasized that intelligence should be measured in context, taking into account how well individuals adapt to their surroundings, apply their knowledge, and solve problems in practical settings.

2. Theory of Multiple Intelligences (Howard Gardner)

Howard Gardner's Theory of Multiple Intelligences (1983) challenges the traditional notion of intelligence as a single entity. Gardner proposed that intelligence comprises several distinct types, each associated with different domains of human life. He identified eight types of intelligence:

1. Linguistic Intelligence: The ability to use language effectively, as seen in writers, poets, and speakers.
2. Logical-Mathematical Intelligence: The capacity for reasoning and solving mathematical and logical problems, common in scientists and mathematicians.
3. Spatial Intelligence: The ability to visualize and manipulate objects, relevant to architects, artists, and surgeons.
4. Musical Intelligence: Sensitivity to rhythm, pitch, and sound, exhibited by musicians and composers.
5. Bodily-Kinaesthetic Intelligence: Skill in using the body for expression or problem-solving, seen in athletes, dancers, and surgeons.
6. Interpersonal Intelligence: The ability to understand and interact with others, useful for counselors, social workers, and teachers.
7. Intrapersonal Intelligence: Self-awareness and understanding of one's own emotions, strengths, and motivations, often seen in philosophers and spiritual leaders.
8. Naturalistic Intelligence: The ability to understand and appreciate the natural world, found in botanists, zoologists, and environmentalists.

Gardner's theory suggests that individuals possess a combination of these intelligences in varying degrees, and it highlights the diversity of cognitive strengths.

3. Two-Factor Theory (Charles Spearman)

Charles Spearman's Two-Factor Theory (1927) introduced a statistical approach to understanding intelligence, proposing that it consists of two factors: g-factor (general intelligence) and s-factor (specific abilities).

- g-factor: Spearman's concept of a general intelligence factor, g, represents the overarching mental ability that influences performance across various tasks. It suggests that individuals who perform well on one type of cognitive task are likely to perform well on others as well.
- s-factor: In addition to the g-factor, Spearman also identified specific abilities, or s-factors, that are specialized to particular tasks. These could include skills in areas like music, mathematics, or language. A person might excel in one of these specific areas but not necessarily in others.

Spearman's theory suggests that intelligence is not just a collection of unrelated abilities but rather a general intellectual ability (g) that underlies all cognitive tasks, with specialized abilities (s) contributing to specific tasks. This model laid the foundation for further research into intelligence and the development of intelligence testing.

29. What is psychosexual development by Sigmund Freud? 6

A: Sigmund Freud's theory of psychosexual development posits that personality develops through a series of five stages, each focused on a different area of the body that becomes the center of pleasure. These stages are crucial in shaping an individual's personality, and any unresolved conflicts at a stage can result in fixation, influencing adult behaviour.

1. Oral Stage (Birth to 1 year): Pleasure centers around the mouth, with infants deriving satisfaction from sucking, biting, and chewing. Unresolved conflicts here may lead to oral fixations in adulthood, such as smoking or overeating.
2. Anal Stage (1 to 3 years): The focus shifts to bowel and bladder control. The child learns to manage societal demands for cleanliness. Fixation may result in anal-retentive (organized, perfectionist) or anal-expulsive (messy, disorganized) personalities.
3. Phallic Stage (3 to 6 years): Focus moves to the genitals. Children experience the Oedipus complex (for boys) or Electra complex (for girls), developing a subconscious attraction to the opposite-sex parent. Unresolved conflicts can lead to later issues with authority or relationships.
4. Latency Stage (6 to puberty): Sexual urges are dormant as the child focuses on intellectual and social development.
5. Genital Stage (Puberty onward): Sexual maturity is reached, and the individual seeks mature relationships.

Freud believed that unresolved conflicts from earlier stages could lead to personality issues in adulthood.

OR

Explain Gordon Allport's theory in detail?

A: Gordon Allport's Trait Theory is a foundational approach to understanding personality. Allport believed that traits are the fundamental building blocks of personality and that they shape an individual's behaviour in a consistent way across different situations. He proposed that traits are dynamic, influencing how people react to various stimuli and situations. According to Allport, the language people use to describe themselves and others reflects their underlying traits, which are critical in understanding human behaviour.

Allport categorized traits into three levels:

1. Cardinal Traits: These are dominant traits that define a person's life and behaviour to such an extent that they overshadow all other traits. Examples include Mahatma Gandhi's commitment to non-violence or Adolf Hitler's focus on Nazism. These traits often become synonymous with the individual's identity.
2. Central Traits: These are general traits that shape much of a person's behaviour, such as being kind, diligent, or intelligent. They are more common than cardinal traits and can be used to describe an individual in various situations.
3. Secondary Traits: These are less significant traits that only influence behaviour in specific circumstances, such as a preference for certain foods or hobbies.

Allport emphasized that while situational factors influence behaviour, the expression of traits can vary among individuals, making each person's behaviour unique. Traits, as intervening variables, mediate between stimuli and responses, guiding consistent behaviour across different contexts.

SECTION F

Read the case and answer the questions that follow.

Anita, a 40-year-old woman having a history of persistent depression was referred for therapy. She described feeling overwhelmed by feelings of sadness, hopelessness, and worthlessness, and feeling isolated in her professional setting, not involved in a group which had significantly impacted her personal and professional life. Anita's childhood was marked by significant adversity, including growing up in a dysfunctional family environment characterised by parental neglect and emotional abuse. As a child, Anita internalised feelings of inadequacy and worthlessness. She exaggerated her flaws and overlooked her strengths. Her self-critical thoughts manifested statements such as "I'm a

failure," "I'll never be happy," and "Nobody cares about me." These distorted thoughts reinforced her feelings of hopelessness and contributed to her ongoing depressive state.

30. Identify the core beliefs developed during Anita's childhood.   1
A: Core beliefs: "I am a failure"; "I'll never be happy", "Nobody cares about me" or inadequacy, worthlessness

31. Which therapy would be most suitable to reduce Anita's distress and feel involved in a group? Give reason for your answer.   2
A: Cognitive Therapy-Cognitive therapies locate the cause of psychological distress in irrational thoughts and beliefs. It was Anita's distorted thoughts that reinforced her ongoing depressive state.

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*************