



# COMMON PRE-BOARD EXAMINATION: 2022-23

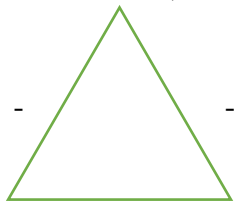
## Class-XII Subject: PSYCHOLOGY (037)

Date: 12/01/2023



### MARKING SCHEME

Q. no		Chapter	Marks
SECTION A			
1.	b. Social competence	1	1
2.	d. Self-concept is the person's feelings and ideas about himself or herself.	2	1
3.	d. A is false, R is true	2	1
4.	b. Rationalisation	2	1
5.	c. i, iii, iv	3	1
6.	a. Task oriented	3	1
7.	c. i and ii	3	1
8.	b. ii and iii	4	1
9.	d. Autism	4	1
10.	a. Conversion disorder	4	1
11.	b. Both A and R are true, but R is not the correct explanation of A.	5	1
12.	d. Occupational therapy	5	1
13.	c. Vicarious learning	5	1
14.	c. A is true, R is false.	6	1
15.	b. Scapegoating	6	1
16.	b. Learning through observation	6	1
17.	c. It is a collection of individuals who are not interdependent.	7	1
18.	a. Both A and R are true, R is the correct explanation of A	7	1
SECTION B			
19.	<ul style="list-style-type: none"><li>• Obsessive Compulsive Disorder.</li><li>• Obsessive behaviour is the inability to stop thinking about a particular idea or topic. The person involved, often finds these thoughts to be unpleasant and shameful. Compulsive behaviour is the need to perform certain behaviours over and over again.</li></ul>	4	2 (1+ 1+)
20.	A. <ul style="list-style-type: none"><li>• Janak possess the stress resistant personality known as hardiness.</li><li>• It consists of 3 Cs: Commitment, Control and Challenge</li></ul> OR B <ul style="list-style-type: none"><li>• Avoidance oriented coping</li><li>• This involves denying or minimising the seriousness of the situation; it also involves conscious suppression of stressful thoughts and their replacement by self- protective thoughts.</li></ul>	3	2 (1+ 1)  (1+ 1)
21.	<ul style="list-style-type: none"><li>• Reinforcing client's resolve for betterment.</li><li>• Unfolding the potential for positive growth</li></ul>	5	2  ( ½ +

	<ul style="list-style-type: none"><li>• Modifying habits</li><li>• Changing thinking patterns</li><li>• Increasing self-awareness</li><li>• Improving interpersonal relations and communications</li><li>• Facilitating decision making</li><li>• Becoming aware of one’s choices in life</li><li>• Relating to one’s social environment in a amore creative and self-aware manner</li></ul> <p>(Any 4 of the above mentioned goasl)</p>		$\frac{1}{2}+$ $\frac{1}{2}+$ $\frac{1}{2}$												
22.	<p style="text-align: center;">P (Sheetal)</p> <div style="text-align: center;"></div> <p style="text-align: center;">O(Kashish) + X(Muskan)</p> <ul style="list-style-type: none"><li>• Two negatives and one positive: Hence it is <b>BALANCED</b></li></ul>	6	2  (1+1)												
23.	<table><tr><th>FORMAL GROUP</th><th>INFORMAL GROUP</th></tr><tr><td>The functions of a formal group are explicitly stated as in the case of an office organisation.</td><td>The functions of an informal group are not explicitly stated.</td></tr><tr><td>The roles to be performed by group members are stated in an explicit manner.</td><td>Members of this group have a close relationship and takes decisions in informal setting.</td></tr><tr><td>The formation of formal groups is based on some specific rules or laws and members have definite roles.</td><td>There are no strict rules or regulations for this group.</td></tr><tr><td>A university is an example of a formal group.</td><td>E.g., Friends’ group</td></tr><tr><td colspan="2">(Any two differentiating points)</td></tr></table>	FORMAL GROUP	INFORMAL GROUP	The functions of a formal group are explicitly stated as in the case of an office organisation.	The functions of an informal group are not explicitly stated.	The roles to be performed by group members are stated in an explicit manner.	Members of this group have a close relationship and takes decisions in informal setting.	The formation of formal groups is based on some specific rules or laws and members have definite roles.	There are no strict rules or regulations for this group.	A university is an example of a formal group.	E.g., Friends’ group	(Any two differentiating points)		7	2  (1+1)
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SECTION C															
24.	Aptitude refers to an individual’s underlying potential for acquiring skills. The most commonly used aptitude test in educational setting is DAT (Differential Aptitude Test). It consists of 8 independent subtests: (i) Verbal Reasoning, (ii) Numerical Reasoning, (iii) Abstract Reasoning, (iv) Clerical Speed and Accuracy, (v) Mechanical Reasoning, (vi) Space Relations, (vii) Spelling, and (viii) Language Usage.	1	3 (1+1+1)												
25.	Bipolar mood disorder is a mental illness that causes dramatic changes in the person’s mood, energy and ability to think clearly. Bipolar mood disorders were earlier referred to as manic-depressive disorders. Some examples of types of bipolar and related disorders include Bipolar I Disorder, Bipolar II disorder and Cyclothymic Disorder.	4	3												



	<p>For example, in Raven's Progressive Matrices (RPM) Test. Successive processing takes place when you remember all the information serially so that the recall of one leads to the recall of another. Learning of digits, alphabets, multiplication tables, etc. are examples of successive processing.</p> <p>Planning : This is an essential feature of intelligence. After the information is attended to and processed, planning is activated. It allows us to think of the possible courses of action, implement them to reach a target, and evaluate their effectiveness. If a plan does not work, it is modified to suit the requirements of the task or situation</p> <p style="text-align: center;">OR</p> <p>B. Some of the ill effects of intelligence testing by naive testers are:</p> <ul style="list-style-type: none"> <li>• Poor performance on a test may attach a stigma to children and thereby adversely affect their performance and self-respect.</li> <li>• The tests may invite discriminating practices from parents, teachers and elders in the society.</li> <li>• Administering a test biased in favour of the middle class and higher class populations may underestimate the IQ of children coming from disadvantaged sections of the society.</li> <li>• Intelligence tests do not capture creative potentialities and practical side of intelligence, and they also do not relate much to success in life.</li> </ul> <p>Intelligence can be a potential factor for achievement in various spheres of life.</p>		(1+ 1+ 1+ 1)
29.	<p>Self- control refers to delaying or deferring of gratification of needs.it plays a key role in the fulfillment of long term goals. Anita is able to abstain from food for religious purposes using self- control.</p> <p>The 3 techniques are:</p> <p>Observation of own behavior</p> <p>Self-Instruction</p> <p>Self-reinforcement</p> <p>( Explanation of each of the above )</p>	2	4  (1+ 3)
30.	<ul style="list-style-type: none"> <li>• Assertiveness.</li> </ul> <p>(Briefly explain any three from the following)</p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Rational thinking</li> <li>• Improving relationships</li> <li>• Self-care</li> <li>• Overcoming unhelpful habits</li> </ul>	3	4  (1+ 1+ 1+ 1)
31.	<p>A.</p> <ul style="list-style-type: none"> <li>• Beck's cognitive therapy can be administered to Siddharth</li> <li>• His theory of psychological distress characterised by anxiety or depression, states that childhood experiences provided by the family and society develop core schemas or systems, which include beliefs and action patterns in the individual. The therapist uses questioning, which is gentle, nonthreatening disputation of the client's beliefs and thoughts. Examples of such question would be, "Why should everyone love you?", "What does it mean to you to succeed?", etc. The questions make the client think in a direction opposite to that of the negative automatic thoughts whereby s/he gains insight into the nature of her/his dysfunctional schemas, and is able to alter her/his cognitive structures. The aim of the therapy</li> </ul>	5	4  (1+ 3)

	<p>is to achieve this cognitive restructuring which, in turn, reduces anxiety and depression</p> <p style="text-align: center;">OR</p> <p>B.</p> <ul style="list-style-type: none"> <li>Behaviour therapies.</li> <li><u>Systematic desensitization</u> is a behaviour therapy technique introduced by Wolpe for treating phobias or irrational fears. The client is interviewed to elicit fear-provoking situations and together with the client, the therapist prepares a hierarchy of anxiety-provoking stimuli with the least anxiety-provoking stimuli at the bottom of the hierarchy. The therapist relaxes the client and asks the client to think about the least anxiety-provoking situation. The client is asked to stop thinking of the fearful situation if the slightest tension is felt. Over sessions, the client is able to imagine more severe fear-provoking situations while maintaining the relaxation. The client gets systematically desensitized to the fear. It works on the principle of reciprocal inhibition. (Explanation with reference to given example.)</li> </ul>		(1+ 1+ 2)
SECTION E			
32.	<p>A.</p> <ul style="list-style-type: none"> <li>Personality refers to the unique and relatively stable qualities that characterises an individual's behaviour across different situation over a period of time.</li> <li>A trait is considered as a relatively enduring attribute or quality on which one individual differs from another. They are stable over time.</li> </ul> <p>Trait Approaches:</p> <ul style="list-style-type: none"> <li>Allport's Trait theory by Gordon Allport (Elaborate on Cardinal trait, central trait, secondary trait with examples)</li> <li>Personality factors by Raymond B Cattell (Explain the source trait and surface trait and mention the statistical procedure – factor analysis)</li> <li>Eysenck's Theory by H J Eysenck. (Explain the 3 Dimensions-Introversion vs extraversion, Neuroticism vs Emotional stability, Psychoticism vs sociability.</li> <li>5 Factor model by Paul Costa and Mc Crae. (Explain Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism)</li> </ul> <p style="text-align: center;">OR</p> <p>B. Behavioural methods of personality assessment includes:</p> <ul style="list-style-type: none"> <li>Interview</li> <li>Observation</li> <li>Behavioural ratings (limitations- Halo effect, middle category and extreme category bias)</li> <li>Nomination (limitation- personal bias)</li> <li>Situational test (Explain any 3 in detail)</li> </ul>	2	<p>6</p> <p>(1+ 1+ 1+ 1+ 1+ 1)</p> <p>(2+ 2+ 2)</p>
SECTION F			
33.	A.	4	2

	<ul style="list-style-type: none"><li>Schizophrenia.</li><li>According to this model, behaviour has a biochemical or physiological basis. Studies indicate that abnormal activity by certain neurotransmitters can lead to specific psychological disorders. Schizophrenia is linked to the excess activity of dopamine</li></ul> <p style="text-align: center;">OR</p> <p>B.</p> <ul style="list-style-type: none"><li>In Somatic symptom disorder, the person experiences body-related symptoms in the absence of any medical condition. Here, the woman experience Positive symptom. Positive symptoms are ‘pathological excesses’ or ‘bizarre additions’ to a person’s behaviour: Hallucination: perceptions that occur in the absence of external stimuli. - olfactory hallucination and visual hallucination.</li></ul>		(1+1)														
34.	Explain Negative symptoms and Catatonic symptoms briefly.	4	2 (1+1)														
35.	Intelligence is distributed among the population in the form of a bell-shaped curve which implies that the mean IQ score in a population is 100. People with IQ scores in the range of 90–110 have normal intelligence. Those with IQ below 70 are suspected to have ‘intellectual disability’, while persons with IQ above 130 are considered to be very superior/Gifted.	1	2														
36.	<p>Differentiate between any one of the following (two differentiating points):</p> <ul style="list-style-type: none"><li>Individual test vs group test<table><tr><td>Administered to one person at a time</td><td>Administered to several people simultaneously</td></tr><tr><td>Administer needs to establish rapport with the subject and be sensitive to the subject feelings, mood etc.,</td><td>Administer has no opportunity to become familiar with subject.</td></tr></table></li><li>Verbal, non-verbal, performance test<table><tr><td>These require verbal responses either orally or in the written form</td><td>These tests use pictures or illustrations.</td><td>These require subjects to manipulate objects and other materials to perform a task.</td></tr><tr><td>Can be administered to literate people.</td><td>Can be administered to people of any culture or even to illiterate people.</td><td>Can be administered to people of any culture or even to illiterate people.</td></tr></table></li><li>Culture fair test vs culture biased test<table><tr><td>These tests can be used universally irrespective of their culture.</td><td>These tests can be used to a specific cultural group</td></tr><tr><td>Norms are representative of a wider variety of population.</td><td>Norms may not be suitable for use in other countries of context.</td></tr></table></li></ul>	Administered to one person at a time	Administered to several people simultaneously	Administer needs to establish rapport with the subject and be sensitive to the subject feelings, mood etc.,	Administer has no opportunity to become familiar with subject.	These require verbal responses either orally or in the written form	These tests use pictures or illustrations.	These require subjects to manipulate objects and other materials to perform a task.	Can be administered to literate people.	Can be administered to people of any culture or even to illiterate people.	Can be administered to people of any culture or even to illiterate people.	These tests can be used universally irrespective of their culture.	These tests can be used to a specific cultural group	Norms are representative of a wider variety of population.	Norms may not be suitable for use in other countries of context.	1	2
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