| SET | A |
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## INDIAN SCHOOL MUSCAT
## PREBOARD -2 ANSWER KEY
### PSYCHOLOGY -037

CLASS:XII                                          Max. Marks: 70

| | | MARKING SCHEME | |
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| SET | QN.NO | VALUE POINTS | MARKS SPLIT UP |
| | 1 | c. Charles spearman | 1 |
| | 2 | b. Preconscious | 1 |
| | 3 | d. Only II | 1 |
| | 4 | c. Positive transference | 1 |
| | 5 | b. Audience | 1 |
| | 6 | a. Both A and R are true and R is the correct explanation of A | 1 |
| | 7 | a. Type – A | 1 |
| | 8 | d. Behavioural effects | 1 |
| | 9 | b. Anorexia nervosa | 1 |
| | 10 | c. Social facilitation | 1 |
| | 11 | a. I and III | 1 |
| | 12 | a. Both A and R are true and R is the correct explanation of A | 1 |
| | 13 | b. An unexpected travel away from home and work place, the assumption of a new identity and the inability to recall the previous identity. | 1 |
| | 14 | a. Both A and R are true and R is the correct explanation of A | 1 |
| | 15 | a. Source | 1 |
| | 16 | a. I, III, IV | 1 |
| | 17 | I and IV | 1 |
| | 18 | Cognitive dissonance | 1 |

| | 19 | • Advanced logical thinking, reasoning and problem solving behavior.<br>• Preference for solitary academic activities. | 2 |
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| | 20 | • Self-instruction is a way of controlling our own behavior.<br><br>• Self-reinforcement is another technique Agna can use.<br><br>(OR)<br><br>• Self –efficacy<br><br>• It refers to the way how an individual will be able to interpet the events in terms of luck, fate or hard work. | 2 |
| | 21 | • Prejudice<br>• Dislike or hatred<br>• B. – Discriminating the people<br>• C- Negative thinking | 2 |
| | 22 | • Empathy<br>• Unconditional positive regard | 2 |
| | 23 | • Group polarization<br>• Individuals alone can't make an extreme decision but when they are in groups they will behave in extreme way due to the Group polarization. | 2 |
| | 24 | • Proximity<br>• Similarity<br>• Common motives or goals | 3 |
| | 25 | • Attitudes will reflect generally in the behavior of people.<br>• If there is a pressure people may not behave exactly with their attitudes.<br>• If people know that their attitudes are not going to be accepted means they will not display.<br>• When people know that there is a reward for their behavior they will hide their exact attitudes.<br>• In the case of Sayana she displayed her attitudes in behavior and in the presence of others she reported in a different way.<br>( | 3 |
| | 26 | • Diathesis-Stress model- This model states that psychological disorders develop when a diathesis (biological predisposition to the disorder) is set off by a stressful situation. This model has three components.<br>• The diathesis or presence of some biological aberration which may be inherited<br>• The diathesis may carry a vulnerability to develop a psychological disorder<br>• The presence of pathogenic stressors (factors that may lead to psychopathology)<br>(OR)<br>• The Age of Reason and Enlightenment (17th and 18th centuries) | 3 |

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| | | was when scientific method replaced faith and dogma as a way of understanding abnormal behavior.<br>• The growth of a scientific attitude towards psychological disorders in the 18th century contributed to the Reform Movement and to increased compassion for people who suffered from these disorder.<br>• One aspect of this movement was the new inclination for deinstitutionalization which placed emphasis on providing community care for mentally diseased individuals | |
| | 27 | • Hassles -These are personal stresses we endure as individuals, due to the happenings in our daily life such as noisy surroundings, commuting, shortages, traffic snarls, etc<br>• **Relaxation techniques –** It reduces symptoms of stress and decreases the incidence of illnesses such as high blood pressure and heart disease<br>• Meditation procedures – The yogic method of meditation consists of a sequence of learned techniques for refocusing attention that brings about an altered state of consciousness. | 3 |
| | 28 | • Yoga refers to only the asanas or body posture component or to breathing practices or pranayama, or to a combination of the two.<br>• Rapid breathing techniques to induce hyperventilation in sudarshana kriya yoga (SKY) is found to treat PTSD, depression, stress related medical illnesses, substance abuse, etc.<br>• Kundalini Yoga taught in the USA is effective in the treatment of obsessive compulsive disorder.<br>• Meditation refers to the practice of focusing attention on breath or on an object or thought or a mantra. Here attention is focused. In vipasana meditation, there is no fixed object or thought to hold attention. The person passively observes various bodily sensations and thoughts that are passing through in his awareness. | 4 |
| | 29 | • Picasso is having Spatial (skills in forming visual images and patterns) – It refers to the abilities involved in forming, using and transforming mental images.<br><br>• Musical (sensitivity to musical rhythms and patterns) – It is the capacity to produce, create and manipulate musical patterns.<br><br>• Bodily-Kinaessthetic (using whole or portions of the body flexibly and creatively) – This consists of the use of the whole body or portions of it for display or construction of products and problem solving. Eg: Athletes, dancers, actors, etc.<br><br>• Interpersonal (sensitivity to subtle aspects of other's behaviours) – This is the skill of understanding the motives, feelings and behaviors of other people so as to bond into a comfortable relationship with | 4 |

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| | | others | |
| | 30 | • Physical and Environmental Stress – Physical stresses are demands that change the state of our body.<br>• Environmental stresses are aspects of our surroundings that are often unavoidable such as air pollution, crowding, noise, heat of the summer, etc. Another group of environmental stresses are catastrophic events or disasters such as fire, earthquake, floods, etc.<br>• Psychological Stress – These are stresses that we generate ourselves in our minds. These are personal and unique to the person experiencing them and are internal sources of stress.<br>• Frustration results from the blocking of needs and motives by something or someone that hinders us from achieving a desired goal.<br>• Conflicts may occur between two or more incompatible needs or motives.<br>• Internal Pressures stem from beliefs based upon expectations from inside us to ourselves, and such expectations can only lead to disappointment.<br>• Social Pressures may be brought about from people who make excessive demands on us.<br>• Social Stress – These are induced externally and result from our interaction with other people. These social stresses vary widely from person to person. | 4 |
| | 31 | • Repression – Anxiety provoking behaviours or thoughts are completely dismissed by the unconscious.<br>• Projection – People attribute their own traits to others.<br>• Denial – Complete refusal to accept reality.<br>• Reaction Formation – A person defends themselves against anxiety by adopting behaviours opposite to his/her true feelings. | 4 |
| | 32 | • **Attention-Deficit Hyperactive Disorder (ADHD)** has two main features, inattention and hyperactivity-impulsivity. Children who are inattentive find it difficult to sustain mental effort during work or play. Children who are impulsive seem to be unable to control their immediate reactions or to think before they act. Hyperactivity includes constant motion, inability to sit still. Boys are four times more likely to be given the diagnosis of ADHD than girls.<br>• **Autistic disorder** is a pervasive developmental disorder where children have marked difficulties in social interaction and communication, a restricted range of interests and a strong desire for routine. These children have narrow patterns of interests and repetitive behaviours such as lining up objects or stereotyped body movements (rocking). These motor movements may be self-stimulatory or self-injurious.<br>• **Specific learning disorder** (often referred to as learning disorder or learning disability) is a neurodevelopmental disorder that begins during school-age, although may not be recognized until adulthood. Learning disabilities refers to ongoing problems in one of three areas, reading, writing and math, which are foundational to one's | 6 |

| | | ability to learn. Dyslexia, Dyscalculia, Dysgraphia. | |
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| | | • **Intellectual disability** refers to significantly subaverage intellectual functioning which is existing concurrently with deficits in adaptive behaviour during the developmental period. It is often referred with below 70 IQ level.<br>**(OR)**<br>• Anxiety is usually defined as a diffuse, vague and very unpleasant feeling of fear and apprehension. There are various types of anxiety disorders.<br>• Generalised Anxiety Disorder – Prolonged, vague, unexplained and intense fears that are not attached to any particular object. It is marked by motor tension, as a result of which the person is unable to relax, and is visibly shaky or tense. The symptoms include worry and apprehensive feelings about the future, hyper vigilance which includes constantly scanning the environment for threats.<br>• Panic Disorder – Recurrent anxiety attacks in which the person experiences intense terror. A panic attack denotes an abrupt surge of intense anxiety rising to a peak when thoughts of particular stimuli are present. The clinical features include shortness of breath, dizziness, trembling, palpitations, nausea, chest pain, discomfort, losing control or dying.<br>• Phobias – Irrational fears related to specific objects, people or situations. Phobias often develop gradually or begin with a generalized anxiety disorder. Phobias can be grouped into three main types.<br>• Specific phobias are irrational fears of a particular stimuli, and are the most common type of phobia.<br>• Social phobias include intense and incapacitating fear and embarrassment when dealing with others.<br>• Agoraphobia is a term used when people develop a fear of entering unfamiliar situations.<br>• Separation Anxiety disorder – It is a situation where individuals are separated from the loved ones that time they will develop the disorders. The common symptoms include among the children after the separation are fuss, scream, severe tantrums and suicidal gestures. | |
| | 33 | Triarchic theory of intelligence – Robert Sternberg<br>Ruby – Componential intelligence<br>Radhika – Experiential intelligence<br>Shankar – Contextual intelligence<br>(OR)<br>Information processing approach describes the current theory,<br>It expresses intelligence on the base of various processes and methods which are used by people in intellectual reasoning and problem solving. | 2 |
| | 34 | • Terman in the 1920s found that persons with high IQ were not necessarily creative. Researchers have found that the relationship between creativity and intelligence is positive. All creative acts require some minimum ability to acquire knowledge and capacity to comprehend, retain and retrieve. Hence, a certain level of intelligence is required for creativity but beyond that intelligence | 2 |

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| | | does not correlate well with creativity. | |
| | 35 | • The children will learn while observing the behavior of their parents and teachers in a better way.<br>• Learning by observing is a very common way among the children and they will learn while observing the behavior of people and they will easily try to imitate it. | 2 |
| | 36 | • Behavioural Ratings – They attempt to put individuals into certain categories in terms of their behavioural qualities. However, this method suffers from the following limitations.<br>• Raters often display certain biasees that colour their judgments of different traits. This often forms the basis of a rater's overall judgment of a person and this tendency is known as the halo effect.<br>• Raters have a tendency to place individuals either in the middle of the scale (middle category bias) or in extreme positions (extreme response bias | 2 |