



COMMON PRE-BOARD EXAMINATION
PSYCHOLOGY-Code No. 037
Class-XII-(2025-26)



Time allowed: 3 Hrs

Maximum Marks: 70

MARKING SCHEME

S. NO	Section A	Marks
Q1	A person's resolution of problems at any stage of development that is less than adequate demonstrates_____. a. Fixation b. Regression c. Repression d. Reaction Formation	1
Q2	The self is described as a/an _____ when it gets affected. a. Subject b. Both (a) & (b) c. Object d. None of the above	1
Q3	Which of the following skills is not typically associated with a person high on Componential intelligence? a. Analytical skills b. Planning c. Critical thinking d. Creativity	1
Q4	Which of the following best describes the nature of the therapeutic relationship between a client and a therapist? a) It is a permanent emotional bond that continues after therapy ends. b) It is a brief interaction with no contractual commitment. c) It is a trusting, time-limited partnership based on empathy and unconditional positive regard. d) It is a formal relationship based only on intellectual understanding of the client's problems.	1
Q5	Learning by observing others and rewarding small changes is a process of _____ learning. a. Vicarious b. Insight c. Latent d. None of the above	1

Q6	<p>As per the Humanistic Existential therapy why does society tend to curb emotional expression?</p> <p>a) Because it encourages creativity and independence b) Because emotions are not important in self-growth c) Because it fears that free emotional expression could unleash destructive forces d) Because emotional expression is irrelevant in therapy</p>	1
Q7	<p>'I can control the amount of rainfall in the city if I decide to'. This is a statement made by a person suffering from delusion of _____.</p> <p>a. Persecution b. Grandeur c. Control d. Reference</p>	1
Q8	<p>There are several psychological models which provide a psychological explanation of mental disorders. Which of these is not a Psychological model?</p> <p>a. Humanistic b. Diathesis c. Psychodynamic d. Behavioural</p>	1
Q9	<p>Assertion (A): Major depressive disorder is different from normal sadness or low mood. Reason (R): Major depressive disorder includes persistent symptoms such as fatigue, sleep problems, loss of interest, and suicidal thoughts.</p> <p>Options: 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</p>	1
Q10	<p>Assertion (A): Many groups may not continue beyond the Performing stage. Reason (R): The Adjourning stage is the final step in every group's life cycle.</p> <p>Options: 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.</p>	1
Q11	<p>After a long discussion, the initial position of a group becomes much stronger, thus demonstrating the effect of _____.</p> <p>a. Group think b. Group Polarization c. Group Conformity d. Group Cohesiveness</p>	1

Q12	<p>Which of these features would not be found in informal groups?</p> <p>a. Close affectionate bonds b. Lack of definite roles c. Specific order or hierarchy d. Flexible structure</p>	1
Q13	<p>Assertion (A): Attitudes can be influenced by experiences and association. Reason (R): Association-based learning of attitudes is not supported by psychological theories.</p> <p>Options: 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.</p>	1
Q14	<p>Which one of the following best describes a crowd?</p> <p>a. Collection of people b. Collection of people by chance c. Feeling of interdependence amongst members. d. Positive synergy amongst the members.</p>	1
Section B		
Q 15	<p>Distinguish between the different styles of Coping proposed by Lazarus & Folkman. Problem-focused strategies attack the problem itself, with behaviours designed to gain information, to alter the event, and to alter belief and commitments. They increase the person’s awareness, level of knowledge, and range of behavioural and cognitive coping options. They can act to reduce the threat value of the event. For example “I made a plan of action and followed it”. Emotion-focused strategies call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event, with minimal effort to alter the event itself. For example “I did some things to let it out of my system”.</p>	2
Q16	<p>State the 2 assumptions of human behaviour given by Carl Rogers.</p> <p>*One is that behaviour is goal-directed and worthwhile. *The second is that people (who are innately good) will almost always choose adaptive, self-actualising behaviour.</p>	1 1

Q17	<p>The dominant features of people’s personality in Agricultural societies are different from those from the Hunting gathering societies. Give reasons for these differences.</p> <p>The behavioural qualities of obedience, nurturance etc make people more functional in agricultural societies thus become dominant features of people’s personality in contrast to independence, autonomy and achievement, which are more functional (and thus highly valued) in hunting-gathering societies. Because of different economic pursuits and cultural demands, children in hunting gathering and agricultural societies develop and display different personality patterns.</p>	2 1 1
Q18	<p>How can Interviews be more beneficial than Observation as a method of enquiry to study behaviour in some cases?</p> <p>Interviewing could seek to go beyond the replies given by the person. It can be used to ask specific details. With structured interviews a lot of information can be collected objectively.</p> <p>Mere presence of the observer may contaminate the results. As a stranger, the observer may influence the behaviour of the person being observed and thus not obtain good data. Observer’s bias also may interfere with the information collected about subjects behaviour.</p>	2 1 1
Q19 A)	<p>State 2 ways to reduce Groupthink.</p> <ul style="list-style-type: none"> • encouraging and rewarding critical thinking and even disagreement among group members, • encouraging groups to present alternative courses of action • inviting outside experts to evaluate the group’s decisions, • encouraging members to seek feedback from trusted others (ANY 2) 	2 1 1
OR		
Q19 B)	<p>What are the reasons for which people join groups?</p> <ul style="list-style-type: none"> • Security : When we are alone, we feel insecure. Groups reduce this insecurity. Being with people gives a sense of comfort, and protection. • Status : When we are members of a group that is perceived to be important by others, we feel recognised and experience a sense of power. Suppose your school wins in an interinstitutional debate competition, you feel proud and think that you are better than others. <p>Self esteem, Satisfaction of goals , could also be included.</p>	2 1 1

	Section C	
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<p>Q20</p>	<p>Mili is 8 years old. She always displayed a very favourable attitude towards helping stray animals. Which factors would have influenced this attitude in her?</p> <p>Family and School Environment : In the early years of life, parents and other family members play a significant role in shaping attitude formation. Later, the school environment becomes an important background for attitude formation. Learning of attitudes within the family and school usually takes place by association, rewards and punishments, and modelling.</p> <p>Personal Experiences : Direct personal experiences bring about a drastic change in our attitudes. Some positive experience with animals earlier may also have influenced Mili.</p>	<p>3</p> <p>2</p> <p>1</p>
<p>Q21</p>	<p>Elaborate on the Ethical principles which must be followed in the process of therapy.</p> <ul style="list-style-type: none"> • Informed consent • Confidentiality • Alleviating personal distress and suffering should be the goal • Integrity of the practitioner-client relationship • Respect for human rights and dignity. • Professional competence and skills are essential 	<p>3</p> <p>½ mk each</p>
<p>Q22</p>	<p>Gauri was terribly afraid of elevators. It started becoming so severe that she almost never wanted to leave home. Which behavioural techniques can help her overcome her distress?</p> <p>Systematic desensitisation - Wolpe - treating phobias or irrational fears.</p> <p><input type="checkbox"/> the therapist prepares a hierarchy of anxiety-provoking stimuli with the least anxiety-provoking stimuli at the bottom of the hierarchy.</p> <p><input type="checkbox"/> 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.</p> <p>The principle of reciprocal inhibition: This principle states that the presence of two mutually opposing forces at the same time, inhibits the weaker force</p> <p>Before desensitization Stronger force – Fear ; Weaker force : Relaxation</p> <p>After Desensitization Stronger force – Relaxation ; Weaker force – Fear</p>	<p>3</p>
<p>Q23 A)</p>	<p>Piya often blamed others as having attitude issues. Somehow her friends agreed that she needed to understand her own behaviour as well. Which defence mechanism explains Piya’s behaviour? Briefly elaborate any 3 defence mechanisms.</p> <p>Projection explains Piya’s behaviour.</p> <ul style="list-style-type: none"> • Repression - anxiety provoking behaviours or thoughts are totally dismissed by the unconscious. 	<p>3</p> <p>1</p> <p>1</p>

	<ul style="list-style-type: none"> • When people repress, they become unaware of that wish or desire. Ex: a person says, “I do not know why I did that”, some repressed feeling is seen <p>Denial - a person totally refuses to accept reality. Ex: someone suffering from HIV/AIDS may altogether deny her/ his illness. Rationalization, Reaction formation can also be written.</p>	1
	OR	
Q23 B)	<p>Define Personality. What are some of the common features that characterizes personality? Personality refers to unique and relatively stable qualities that characterise an individual’s behaviour across different situations over a period of time.</p> <ol style="list-style-type: none"> 1. It has both physical and psychological components. 2. Its expression in terms of behaviour is fairly unique in a given individual. 3. Its main features do not easily change with time. 4. It is dynamic in the sense that some of its features may change due to internal or external situational demands. Thus, personality is adaptive to situations. <p>An understanding of personality allows us to deal with people in realistic and acceptable ways. For example, if you find a child who does not like orders, the most effective way to deal with that child will be not to give orders, but to present a set of acceptable alternatives from which the child may choose.</p>	3 ½ mk each 1
	Section D	
Q24	<p>Shilpa had a very strong opinion against drivers who would drive cars with a high speed in the residential society. Which feature of Attitude is reflected here? Which are the other significant features of attitudes?</p> <p>Valence:</p> <ul style="list-style-type: none"> • The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. • Suppose an attitude (say, towards nuclear research) has to be expressed on a 5-point scale, ranging from 1 (Very bad), 2 (Bad), 3 (Neutral — neither good nor bad), and 4 (Good), to 5 (Very good). • If an individual rates her/his view towards nuclear research as 4 or 5, this is clearly a positive attitude. On the other hand, if the rating is 1 or 2, the attitude is negative. This means that the person dislikes the idea of nuclear research, and thinks it is something bad. <p>Extremeness :</p> <ul style="list-style-type: none"> • The extremeness of an attitude indicates how positive or negative an attitude is. • Taking the nuclear research example given above, a rating of 1 and 5 are extreme. Ratings of 2 and 4 are less extreme. A neutral attitude(3), is lowest on extremeness <p>Simplicity or Complexity (multiplexity) :</p>	4

	<p>An attitude system is said to be ‘simple’ if it contains only one or a few attitudes, and ‘complex’ if it is made up of many attitudes.</p> <p>Consider the example of attitude towards health and well-being. This attitude system is likely to consist of several ‘member’ attitudes, such as physical and mental health, views about happiness and well-being. By contrast, the attitude towards a particular person is likely to consist of mainly one attitude. Each member attitude that belongs to an attitude system also has A-B-C components.</p> <p>Centrality:</p> <ul style="list-style-type: none"> • An attitude with greater centrality would influence the other attitudes in the system much more than the non-central (or peripheral) attitudes. For example, in the attitude towards world peace, a negative attitude towards high military expenditure may be present as a core or central attitude that influences all other attitudes 	
<p>Q25</p>	<p>Discuss any 4 life skills that help a person to combat stress.</p> <p>Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life</p> <p>Assertiveness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assertiveness is a behaviour or skill that helps to communicate, clearly and confidently, our feelings, needs, wants, and thoughts. <input type="checkbox"/> It is the ability to say no to a request, to state an opinion without being self-conscious, or to express emotions such as love, anger, etc. openly. <p>Time Management:</p> <p>Learning how to plan time and delegate can help to relieve the pressure. The central principle of time management is to spend your time doing the things that you value, or that help you to achieve your goals.</p> <p>It depends on being realistic about what you know and doing it within time period and knowing what you want to do, and organising your life according to that.</p> <p>Rational Thinking :</p> <p>Many stress-related problems occur because of faulty thinking. When we are stressed, we attend to negative thoughts and images from the past, which affect our perception of the present and the future.</p> <p>Some of the ways to develop positive thinking are challenging your irrational beliefs, driving out negative anxiety-provoking thoughts, and making positive statements.</p> <p>Improving Relationships:</p> <ul style="list-style-type: none"> • The key to a sound lasting relationship is communication. • This consists of three essential skills: • listening to what the other person is saying, • expressing how you feel and what you think, and • accepting the other person’s opinions and feelings, even if they are different from your own <p>(Selfcare, Unhelpful habits could also be written.)</p>	<p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>Q26 A)</p>	<p>Jayesh was born and has spent his entire lifetime in India. While Phil is an American. How do you think their concept about ‘Self’ differs from each other’s? Does that impact the way they relate to others around them?</p> <p>The Indian view of self,</p>	<p>4</p>

	<p>Given By J.P. Das, Jack Naglieri, Kirby. According to this model, intellectual activity involves the interdependent functioning of three neurological systems, called the functional units of brain. These units are responsible for the following:</p> <p>Arousal and Attention: Arousal plays a role in attention by helping individuals focus on stimuli. However, too much or too little arousal can interfere with attention. For example, when a teacher informs you about an upcoming test, this stimulates you to pay attention to the relevant chapters, and arousal helps you focus on reading, learning, and revising.</p> <p>Simultaneous and Successive Processing: Simultaneous processing allows individuals to perceive relationships between different concepts and integrate them into meaningful patterns, such as understanding relationships among abstract figures or solving jigsaw puzzles.</p> <p>On the other hand, successive processing occurs when individuals remember things sequentially, such as learning digits and alphabets.</p> <p>Planning: Planning is an essential component of intelligence. After information is attended to and processed, planning is activated to think of possible courses of action to reach the goal and evaluate their effectiveness.</p>	
	<p>Section E</p>	
<p>Q28A</p>	<p>Classify the various Neurodevelopmental disorders with a detailed explanation.</p> <ul style="list-style-type: none"> • Manifest in the early stage of development even before the child enters school or during the early stage of schooling. • These disorders hamper personal, social, academic and occupational functioning. • deficits or excesses in behaviours or delays in achieving a particular age-appropriate behaviour. • Types: • Attention Deficit Hyperactivity Disorder: • Inattention: difficult to sustain mental effort during work or play • have a hard time keeping their minds on one thing or in following instructions. • Common complaints - child does not listen, cannot concentrate, does not follow instructions, is disorganised, easily distracted, forgetful, does not finish assignments, and is quick to lose interest in boring activities. • Impulsive • seem unable to control their immediate reactions or to think before they act. • find it difficult to wait or take turns, • have difficulty resisting immediate temptations or delaying gratification. Minor mishaps such as knocking things over are common whereas more serious accidents and injuries can also occur. • Hyperactivity • are in constant motion, Sitting still through a lesson is impossible for them. The child may fidget, squirm, climb and run around the room aimlessly. Parents and teachers describe them as ‘driven by a motor’ • Autism Spectrum Disorder: 	<p>6</p> <p>½</p> <p>1.5</p>

	<ul style="list-style-type: none"> • impairments in social interaction and communication skills, and stereotyped patterns of behaviours, interests and activities. • difficulties in social interaction and communication, restricted range of interests, and strong desire for routine. • About 70 per cent with ASD have intellectual disabilities. • Difficulties in relating to other people. unable to initiate social behaviour and unresponsive to other people's feelings, unable to share experiences or emotions with others. Many never develop speech and those who do, have repetitive speech patterns, show narrow patterns of interests and repetitive behaviours such as lining up objects or stereotyped body movements such as rocking. These motor movements may be self-stimulatory - hand flapping or self-injurious banging their head against the wall. Experience difficulties in starting, maintaining and even understanding relationships. • Intellectual disability • below average intellectual functioning (with an IQ of approximately 70 or below), • deficits or impairments in adaptive behaviour (i.e. in the areas of communication, home living, social/interpersonal skills, functional academic skills, work, etc.) • which are manifested before the age of 18 years. • Specific learning disorder • difficulty in perceiving or processing information efficiently and accurately. • gets manifested during early school years and the individual encounters problems in basic skills in reading, writing and/or mathematics. • The affected child tends to perform below average for her/his age. • may be able to reach acceptable performance levels with additional inputs and efforts. 	<p>2</p> <p>1</p> <p>1</p>
	OR	
Q28 B)	<ul style="list-style-type: none"> • What are the Positive symptoms of Schizophrenia? • POSITIVE SYMPTOMS (i.e. excesses of thought, emotion, and behaviour): Positive symptoms are 'pathological excesses' or 'bizarre additions' to a person's behaviour. • Delusions – false belief that is firmly held on inadequate grounds. • Types: • Delusions of persecution - believe that they are being plotted against, spied on, slandered, threatened, attacked or deliberately victimised. • Delusions of reference - attach special and personal meaning to the actions of others or to objects and events. • Delusions of grandeur - people believe themselves to be specially empowered persons • Delusions of control – they believe that their feelings, thoughts and actions are controlled by others. • Formal thought disorders - can make communication extremely difficult. 	<p>6</p> <p>2</p> <p>2</p>

	<ul style="list-style-type: none"> • Loosening of associations – derailment – rapidly shifting from one topic to another so that the normal structure of thinking is muddled and becomes illogical • Neologism: inventing new words or phrases • Perseveration: persistent and inappropriate repetition of the same thoughts <ul style="list-style-type: none"> • Hallucinations - perceptions that occur in the absence of external stimuli. • Types: • Auditory hallucinations - Patients hear sounds or voices that speak words, phrases and sentences directly to the patient (second-person hallucination) or talk to one another referring to the patient as s/he (third-person hallucination). • Tactile hallucinations - forms of tingling, burning • somatic hallucinations - something happening inside the body such as a snake crawling inside one’s stomach • visual hallucinations - vague perceptions of colour or distinct visions of people or objects • gustatory hallucinations - food or drink taste strange • olfactory hallucinations - smell of poison or smoke • Inappropriate affect - emotions that are unsuited to the situation 	2
Q29A)	<p>Academic success may not determine life satisfaction. Which aspect of intelligence helps a person to have a balanced and harmonious life?</p> <p>Emotional intelligence is considered the feeling aspect of intelligence, and academic success alone is not sufficient for success in life. Even individuals with exceptional academic records may struggle with managing their personal lives, which psychologists attribute to a lack of emotional intelligence.</p> <p>emotional intelligence as “<i>the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions</i>”.</p> <p>Characteristics of the people with high EQ: Are aware of their own feelings and emotions, and are attuned to them. Practice being observant of other people's emotions by paying attention to their body language, voice, tone, and facial expressions. Incorporate both emotions and thoughts when they approach problem-solving and decision-making. Recognize the characteristics and strength of emotions, and appreciate their significant impact on our lives.</p>	6 1 1 4
	OR	
Q29B)	<p>What does the Psychometric approach to intelligence state? Elaborate on any 3 Psychometric theories of Intelligence.</p> <p>The Psychometric or Structural approach views intelligence as a collection of abilities and measures an individual's performance through a single cognitive ability index.</p> <p>1. Uni or One Factor Theory</p>	3 1

Q31	<p>Describe the common symptoms of the various disorders in this category. Somatic Symptom disorder, Illness anxiety disorder</p> <ul style="list-style-type: none"> • Expression is in terms of physical complaints without physical cause. • do not respond to assurance by doctors, • Easily alarmed about illness such as on hearing about someone else's ill-health or such news. 	2
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	CASE 2	
	<p>Read the following passage and answer question number 32 and 33. – CHP 3</p> <p>Mahesh is a 17-year-old high school student. He is a high-level swimmer outside of school. He trains three mornings a week at 6:30am and then goes to school for the day. About twice a month, Mahesh has a swim meet. Recently, he has been training for the state championship. He is ranked in the top 10 in the state, and knows that finishing in the top 5 could land him a spot in the national team training program. The Olympics would not be far after that. Mahesh has become so hyper focused on swimming that his grades at school have begun to suffer. He rarely has time to study, because he is either in the pool, meal prepping, or sleeping. He does not care about school because he believes his ticket to fame and fortune is swimming. Michael Phelps is his idol. Because his grades have begun to decline, his parents have threatened him with being removed from swim. Whenever he gets into arguments with them, he often retreats to his room and begins punching and hitting soft objects at his disposal. He is also finding that he is quick to anger, and has difficulty controlling his emotions.</p>	
Q32	<p>What are the sources of stress relevant to Mahesh? Psychological Stress- Internal pressure, Social pressure and Frustration.</p>	1
Q33	<p>Which effects are of stress are visible in Mahesh's behaviour? What will happen if the stress persists? Cognitive, Behavioural and Emotional effects are visible. (Titles with details) If they persist, he shall suffer from burnout.</p>	2 1 1