



COMMON PRE-BOARD EXAMINATION

PSYCHOLOGY-Code No. 037

Class-XII-(2025-26)



SET: 1

Q. No.	PART - A	Marks
1	A. Both are true and R is the correct explanation of A	1
2	B. Competitive, time-urgent, aggressive, and achievement-oriented	1
3	C. Purity, wisdom and discipline and detachment	1
4	C. Bandwagon effect	1
5	B. Sudden, intense episodes of fear accompanied by physical symptoms like palpitations and shortness of breath	1
6	C. Somatic symptom disorder	1
7	B. Alternating episodes of mania and depression	1
8	B. Finding the meaning.	1
9	A. To live in the present moment and become self-aware	1
10	D. The client has the inner capacity for growth and self-healing	1
11	B. Cognitive and Behavioural	1
12	B. Her family background represents an ascribed status, and her sports career is an achieved status.	1
13	A. The team has high cohesiveness, which strengthens collaboration and commitment.	1
14	B. Group polarization	1
PART - B		
15	<ul style="list-style-type: none">• Verbal Comprehension (understanding word meanings)• Memory (recalling exact definitions).	2
16	<ul style="list-style-type: none">• Social desirability• Acquiescence <p>(OR)</p> <p>Personal identity refers to those attributes which separates an individual from others. Example : name</p>	2

	Social identity refers to those attributes which are relating an individual to a group. Example : belongingness to various groups like school, college.	
17	Delay or deferring the gratification of needs for some time period is known as self-control, Roza, vrat, fasting are the best ways to practice it. Psychological techniques: <ul style="list-style-type: none"> • Observe your own behavior • Self-instruction • Self-reinforcement 	2
18	<ul style="list-style-type: none"> • Primary Appraisal: Perceiving the changing environment as positive, negative or neutral is known as the primary appraisal. Avantika evaluates the event as potentially threatening (“What if I mess up and everyone laughs?”). • Secondary Appraisal: Evaluation of the various resources which are available to deal with the situation is known as the secondary appraisal. In the current case she assesses her ability to cope (“I can handle this if I stay calm and organized.”). 	2
19	<p>A group is a collection of individuals who interact to share information or pursue personal goals. Members are mostly independent, accountable for their own work, may have similar skills, and usually follow a single leader. Communication is limited, and performance equals the sum of individual contributions.</p> <p>A team is a cohesive unit working interdependently toward a shared goal. Members have complementary skills, communicate actively, and are mutually accountable. Leadership can be shared, and their combined effort creates positive synergy, achieving more together than individually. Teams focus on collaboration, trust, and collective results.</p>	2
PART – C		
20	<ul style="list-style-type: none"> • Cardinal traits: Highly generalized ones an individual’s entire life is seems to revolve around it. Rose's generosity and compassion in the novel are a reflection of her cardinal trait, which governs her life and directs the majority of her activities, including volunteering and operating a shelter. • Central traits: Less generalized ones her friends characterize her as having central features, or the fundamental qualities that make up her overall personality, such as kindness, honesty, and dependability. • Secondary traits: These are the likes and dislikes of an individual, in the current case of Rose Her fear of public speaking is an example of a secondary traits. 	3
21	<p>The factors contributing to the healing process are:</p> <ul style="list-style-type: none"> • Therapeutic alliance • Selection and implementation of a technique. • Catharsis • Nonspecific factors: Client related and Therapist related ones. <p style="text-align: center;">(OR)</p>	3

	<ul style="list-style-type: none"> • Gestalt therapy was propounded by Frederick Pearls and Laura Pearls. • The aim of the therapy is to increase an individual's self-awareness and self-acceptance while enabling him to act out of fantasies and day dreams. • It can be used in Group settings also. 	
22	<ul style="list-style-type: none"> • Systematic Desensitization: The therapist helps Sujit face his fear of speaking step by step—from imagining small audiences to real situations—while staying relaxed. • Reciprocal Inhibition: Relaxation techniques are used to replace anxiety responses with calmness, reducing fear through an opposite (incompatible) emotion. • Token Economy: Sujit earns tokens (points) for each positive behavior, which he can exchange for rewards, reinforcing confidence and participation. 	3
23	<p>The concept which is illustrating the current scenario is cognitive dissonance of Leon Festinger.</p> <p>According to Festinger's Cognitive Dissonance Theory, Rohit experiences mental discomfort because his behavior (eating fast food) conflicts with his belief (fast food is unhealthy).</p> <p>Consonant – I Fast food is unhealthy</p> <p>Consonant – II eating fast food</p> <p>To reduce this tension, he changes his attitude or rationalizes his behavior by justifying it ("I deserve a treat"), leading to attitude change or attitude justification to restore internal consistency.</p>	3
PART – D		
24	<ul style="list-style-type: none"> • Planning • Arousal • Attention • Simultaneous/ Successive processing 	4

25	<ul style="list-style-type: none"> • Projection is attributing one’s own unacceptable thoughts, feelings, or impulses to someone else. Ex:A student who dislikes a classmate may accuse the classmate of “hating me,” when in reality it is the student who feels hostility. • Reaction formation occurs when a person behaves in a way that is opposite to their true feelings, often to hide or control unacceptable impulses. A man who feels insecure about his abilities acts overly confident and arrogant to cover his self-doubt. • Rationalization means creating logical or acceptable explanations for behaviors or feelings that are actually driven by unconscious motives. Ex: After failing an exam, a student says, “That test was unfair anyway,” instead of admitting they didn’t study enough. • Repression is the unconscious blocking of painful or anxiety-provoking memories or thoughts from awareness. Ex: A person who experienced a traumatic accident as a child may have no conscious memory of the event but still feels uneasy around cars. • Denial involves refusing to accept reality or facts because they are too distressing to face. Ex:A smoker refuses to believe that smoking is harmful, despite knowing the medical evidence, insisting, “It won’t happen to me.” <p>(Any four need to be explained)</p>	4
26	<ul style="list-style-type: none"> • Graph • Alarm Reaction • Resistance • Exhaustion • Criticism (Graph and Criticism -1 mark, Remaining 3 stages each 1 mark) <p style="text-align: center;">(OR)</p> <p>Life skills are abilities for adaptive and positive behaviour which enable individuals to deal effectively with the environmental demands and challenges in daily life.</p> <p>Assertiveness Time management Overcoming unhelpful habits Positive attitude</p>	4
27	<p>1. Scapegoating: The majority will blame the minority for their own mistakes, The factory workers displace their frustration over job loss onto migrants, blaming them as the cause of their problems.</p>	4

	<p>2. Strong Social Identity and In-group Bias: The locals show favoritism toward their own group (“locals”) and develop negative attitudes toward the “out-group” (migrants) to maintain a sense of belonging.</p> <p>3. Self-Fulfilling Prophecy: Behaviour of migrants is strengthening the prejudice, As migrants are treated with suspicion, they become more withdrawn, unintentionally confirming the locals’ negative expectations.</p> <p>4. Kernel of Truth Hypothesis: Based on anecdote how the smoke will come without fire. Some people justify prejudice by exaggerating a small element of truth about the group (ex: a few migrants might have accepted low-paying jobs), turning minor facts into broad generalizations.</p>	
	PART – E	
28	<ul style="list-style-type: none"> • Linguistic Intelligence – Writing and narrating a poem. • Musical Intelligence – Playing the piano. • Bodily-Kinesthetic Intelligence – Choreographing and performing dance. • Logical-Mathematical Intelligence – Solving a puzzle. • Interpersonal Intelligence – Comforting a teammate. • Intrapersonal Intelligence – Reflecting on her strengths and weaknesses. <p>(To be explained in detail)</p> <p style="text-align: center;">(OR)</p> <ol style="list-style-type: none"> 1. Psychometric Approach considers intelligence as an aggregate of abilities. It expresses the individual’s performance in terms of a single index of cognitive abilities. 2. The Information-Processing Approach describes the processes people use in intellectual reasoning and problem solving, and the major focus of this approach is on how an intelligent person acts and emphasizes studying cognitive functions underlying intelligent behavior. 3. The Triarchic Theory of Intelligence was proposed by <u>Robert Sternberg</u> who viewed intelligence as the ability to adapt, to shape and select environment to accomplish one’s goals and those of one’s society and culture. According to this theory, there are three different types of intelligence. This theory of intelligence represents the information processing approach to intelligence. 	6

	<p>4. Componential Intelligence – Otherwise called analytical intelligence, it is the analysis of information to solve problems. This intelligence has three components, each serving a different function.</p> <ul style="list-style-type: none"> • <u>The Knowledge Acquisition Components</u> – Responsible for learning and acquisition of the ways of doing things. • <u>Metacomponent or Higher Order Component</u> – Involves planning concerning what to do and how to do. • <u>Performance Component</u> – Involves actually doing things. <p>5. Experiential Intelligence – Otherwise called creative intelligence, it is involved in using past experiences creatively to solve novel problems. It is reflected in creative performance.</p> <p>6. Contextual Intelligence – Otherwise called practical intelligence, it involves the ability to deal with environmental demands encountered on a daily basis, and may be called ‘street smartness’ or ‘business sense’. Persons high on this aspect easily adapt to their present environment or select a more favourable environment than the existing one, or modify the environment to fit their needs.</p>	
29	<p>1. Biological Model</p> <p>Angel’s anxiety could be due to genetic predisposition or chemical imbalances, such as low GABA or serotonin levels, which affect mood regulation.</p> <p>2. Psychodynamic Model</p> <p>Her social anxiety may stem from unconscious conflicts or unresolved childhood experiences, such as fear of criticism from caregivers, influencing her current behavior.</p> <p>3. Behavioral Model</p> <p>Angel might have learned to avoid social situations through negative reinforcement—avoiding people reduces her anxiety, which reinforces the avoidance behavior.</p> <p>4. Cognitive Model</p> <p>Distorted thinking patterns, like believing “Everyone is judging me” or “I will embarrass myself,” contribute to her anxiety and social withdrawal.</p>	6

	<p>5. Humanistic Model</p> <p>Angel may feel incongruence between her real self and ideal self, leading to low self-esteem and anxiety in social situations.</p> <p>6. Sociocultural Model</p> <p>Social pressures, cultural expectations, or peer influence may increase Angel’ fear of judgment and contribute to her avoidance of social interactions.</p> <p style="text-align: center;">(OR)</p> <p>Dissociative disorders:</p> <ul style="list-style-type: none"> • Dissociative Amnesia • Dissociative Fugue • Dissociative identity disorder • Depersonalization <p>Mood disorders:</p> <ul style="list-style-type: none"> • Depression • Major Depressive disorder. 	
	PART - F	
30	Problem focused coping and Emotion focused coping	1
31	<p>Problem-focused coping means dealing with stress by identifying the cause and finding ways to solve it, like planning or seeking advice.</p> <p>Task-oriented coping means taking direct action to handle the problem, such as starting the work or practicing a skill. In short, problem-focused coping is about planning, while task-oriented coping is about doing.</p>	2
32	Arjun experienced auditory hallucinations , as he heard voices that were not real.	1
33	Therapy helped Arjun recognize and manage his distorted thoughts, while family support provided emotional stability, encouragement, and ensured medication adherence — all crucial for recovery.	2