

Psychology (037)



SECTION - A

1. (c) Level I, ~~associative~~ learning

2. (B) 1-III, 2-II, 3-I, 4-IV

3. (D) ~~Sexual~~ desirability

4. (A) ~~Divergent~~

5. (c) The concepts are well defined and easily submitted to scientific testing

6. (A) ^{Assertion} Both (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A)

7. (c) ~~Impaired~~ immune response due to stress

8. (D) ~~Affective~~, Behavioural and Cognitive



Space for writing
Question Number

9. (C) Community social ~~workers~~ and doctors Talking to people directly
10. (C) The polarisation of attention and shared emotions ~~are~~ among the audience
11. (B) Mesomorphs - Strong musculature; strong body build, rectangular, energetic, courageous
12. (B) Encouraging frequent, informal interactions among members
13. (B) Overgeneralization
14. (C) Societal norms are derived from society's culture, including its history, values and institutions and these norms ~~are~~ can change over time.

SECTION - B

15. Neeraj seems to be displaying exceptional general abilities, through his performance, in a wide variety of areas. Thus, we can suggest that Neeraj is showing behaviours of Intellectual giftedness, which is characterised by an IQ of 130 or above.

Some characteristics of Intellectually Gifted individuals:-

- High speed of processing information
- Advanced logical reasoning, thinking and problem-solving
- Superior generalisation and discrimination abilities
- Advanced creative and original thinking

16.

- (b) Family and school environment is one of the most important factors influencing attitude formation.

- From a young age, children are exposed to attitudes of family members through communication and interaction.
- Furthermore, as the child enters school, his/her peers and teachers also play an important role in the formation of



attitudes, which may take place through association, punishment or rewards, observing behavior of other, group or cultural norms and exposure to media and information.

17. Social loafing refers to reduction of individual effort during a collective task i.e. wherein outputs are pooled together with other group members. Individuals tend to slack off and not pull their weight.

Strategies to reduce social loafing:-

- Increasing the apparent importance of the task
- Making individual contribution identifiable and valuable.

18. Assertiveness is a life skill, which refers to the ability to communicate one's own thoughts and ideas clearly and confidently; not shying away from giving one's opinion. It is the ability to say 'no' to things you don't wish to do or indulge.

- This ability allows us prevent unnecessary distress and state our needs clearly, helping us deal with the demands and challenges of life more efficiently.
- It may also help us in asking for assistance when required.



19. Common motives and goals are one of the factors that generally influence formation and maintenance of a cohesive group.

When individuals come across others who have similar motives and goals as them, they are more inclined to associate themselves with those others. These common motives provide group members the opportunity to strengthen their bond and cohesiveness.

- For example, if an individual wishes to pursue psychology as a subject, and they find others who share a similar goal, they will be inclined to befriend them and form a group.

SECTION-C

20. According to the research studies of Kobasa, people who experience high stress and remain healthy share three characteristics, which are referred to as the personality traits of hardiness.

→ Hardiness is ~~the~~ a set of beliefs about oneself, the world and



- how they interact. The Three Traits, also known as the 3 Cs of hardiness, are - commitment, control, and challenge.
- commitment refers to social and interpersonal relationships and commitment to work and family.
 - control refers to control over oneself, one's thoughts, emotions and circumstances.
 - challenge refers to the ability to maintain positivity despite one's circumstances and confident expectations of the ability to cope.
 - These set of qualities allow them to manage and cope with stress in a healthy and efficient manner and reduce the risk of stress-induced illnesses.

21. The Age of Reason and Enlightenment brought along the feelings of humanism and compassion.

- People, during the Reform Movement, began viewing those with psychological disorders as truly distressed instead of the prior notion of 'evil' or 'witches'.
- There was a change in the way people with psychological disorders were perceived and treated. The practice of deinstitutionalization was



adopted, and the role of community care and support was considered vital in the treatment of the mentally ill, instead of isolation, which often worsened their symptoms.

→ The Age of Reason and Enlightenment, following the Renaissance period, played an influential role in the shaping of perception and treatment of disorders as we know it today.

22.

✓ (a) Terman, in the 1920's conducted a study on children who possessed an IQ of over 130 to study the relationship between intelligence with creativity.

→ He found that a higher IQ did not automatically guarantee creativity. In fact, most children with higher IQs did not display as much creativity.

→ Furthermore, highly creative ideas were also generated by children who did not possess as high of an IQ.

→ However further studies also unveiled that there is a positive relationship between creativity and intelligence, as a certain level of intellect is required for the effective execution of a



creative idea.

- Therefore while intelligence does not automatically ensure the presence of creativity, a minimal level of intelligence is said to be required for the execution of creative tasks.

23. Alternative therapy as the name suggests, is an approach which provides an alternative to conventional treatment options. Herbal medicine, Acupuncture etc are few amongst many options. The approach which might benefit Ashok the most :-

- Yoga: It is an ancient Indian technique from the Ayurveda which comprises of asanas (body postures), in combination with pranayama (breathing practices).
- Meditation: It is a technique used to refocus attention, where the focus is on a thought^{mantra}, object or on the breathing.
- Kundalini Yoga, practised in the USA, is found to be most effective in the treatment of Obsessive-Compulsive Disorder (OCD). It involves pranayama (breathing practices) ~~and~~ combined with chanting of mantras.
- Furthermore, practices such as Sudarshan Kriya Yoga (SKY) have found to be most effective in the treatment of multiple different disorders (including OCD).



SECTION - D

24.

(a) Technological intelligence is a type of intelligence common to western cultures, which focuses more on cognitive competencies such as logical reasoning, thinking, ~~reasoning~~ problem solving, speed and ~~orientation~~ achievement-orientation. Intelligence tests designed in these cultures look for these abilities.

→ However, Asian and African cultures view intelligence as an aggregate of different kinds of competencies that relate them to the social world.

→ Integral intelligence is a form of intelligence common to the Indian culture, which consist of a variety of other abilities. 'Buddhi', the Sanskrit word for intelligence, is said to comprise of multiple abilities.

→ The facets which make integral intelligence up:--

Cognitive competence (sensitivity to context, problem solving), social competence (respect for social order, commitment towards elders), emotional competence (self-control & regulation, honesty), and entrepreneurial competence.

□ Factors which influence cultural perspectives:



Space for writing
Question Number

- Sternberg's notion of contextual intelligence stems from the belief that culture shapes our understanding.
- Vygotsky suggests that culture provides a social context within which one grows and ~~understands~~ the world.
- Many, like Gardner ~~also~~ define intelligence as the ability to adapt to one's environment or modify it; thus illustrating the influence of culture.

25. Processes of attitude formation:-

- (i) Learning through association: People often ~~associate~~ associate an object with the emotional reaction they have towards it. For example, a student might develop a positive attitude towards a subject because he/she likes the teacher, associating one's feelings towards the teacher with the subject.
- (ii) Learning through ~~as~~ punishment or reward: One might develop an attitude due to being conditioned by punishment or reward. For instance, if one keeps falling sick due to eating junk food, one will develop a ~~positive~~ negative attitude towards junk food. Similarly, if one gets a reward for exercising, they might develop a positive attitude towards it.



(iii) Learning through modelling (observing others): Sometimes a person might develop an attitude by observing behaviors of others getting punished or rewarded. For example, watching a classmate get praised for completing homework might influence a student to develop a positive attitude towards it.

(iv) Learning through group or cultural norms: Every society has a set of norms, i.e. unwritten rules which are expected to be followed by all. Being exposed to these norms might automatically lead to the development of attitudes similar to others in the culture. Behaviours such as offering flowers to places of devotion etc are learned through any one of the aforementioned processes.

26. Projective techniques involve an unstructured stimulus, onto which a client is said to project their unconscious desires & needs.
Sentence Completion Test:

- As the name suggests, this test involves a set of incomplete sentences with blank spaces next to them. Eg. "I like _____" or "I am proud of _____".



- The client is asked to complete these ~~ten~~ sentences with whatever comes to mind. These answers are said to thus ~~reveal~~ the unconscious thoughts and needs of the client, which are interpreted by the assessor.

Draw-a-Person Test:

The conduction of this test is quite simple. the client is asked to draw a person & is provided with pencil and ~~eraser~~. Upon completion of the drawing, the client is then asked to draw a person of the opposite sex.

- After this drawing is complete, the individual ^{is} asked to create a story about the characters as if in a novel.
- Information that can be gained from observation of the drawings:-
 - Omission of facial features points to a highly conflict-ridden interpersonal relationship.
 - Large size of the head might indicate chances of an organic brain disease.

27. The irrational fear of spiders Meera experiences is known as a phobia. Phobias may be of three different types:-
- 1) Specific phobia: irrational fear of certain ~~of~~ objects or events



such as fear of closed spaces, or in Meera's case, fear of spiders.

2) Social anxiety/phobia: This refers to intense fear or embarrassment when entering social situations, causing them to avoid socializing entirely.

3) Agoraphobia: This is the fear of entering unfamiliar situations.

□ Coping Strategy: Behavioural Therapy / Systematic Desensitization

→ devised by Wolpe to deal with phobias

→ Involves a hierarchy of anxiety-provoking situations (from least to most), coupled with relaxation procedures to systematically desensitize the client to the fear.

→ Principle of reciprocal inhibition: In the presence of ^{two} mutually opposing forces, the weaker one gets inhibited.

- The sudden episodes of intense terrors with breathlessness and dizziness is known as a panic disorder.

→ Panic attacks: sudden surges, where anxiety reaches its peak. Symptoms: palpitations, sensation of choking, trembling, nausea, dizziness, fear of losing control, etc.



Space for writing
Question Number

oping strategy : Cognitive-Behavioural therapy

- Uses the interactional (bio-psychosocial) approach to deal with distress.
- The biological aspect is treated through relaxation techniques, psychological aspect through cognitive therapy & behavioural techniques, and the social aspect through environmental manipulation.

SECTION-E

28.

(a) Freud explains the stability and potential changes in personality over a lifetime through the five stages of psychosexual development, which begin from the onset of birth until death.

(1) Oral stage (infancy) : During this stage, the baby explores the world around them through their mouths i.e. feeding, thumb-sucking etc. Thus, the erogenous or pleasure-seeking zone is the mouth. Failure of going through this stage might result in a person having a ~~st~~ negative view of the world & developing habits like smoking.

(2) Anal stage (2-3 years) : During this stage, the child is introduced to the



demands of society i.e. control over bowel & bladder movements. It is marked by a conflict between the id and the ego (the urge to obey or disobey parents).

If the parents are too strict during this stage, the child will develop an anal-retentive personality (perfectionist, clean freak). If the parents are too lenient, the personality will be anal expulsive.

(3) Phallic Stage (4-5 years) : Children begin noticing the difference between girls and boys. This leads to:

- Oedipus complex in boys : Feelings of attraction towards the mother, & feeling of hostility & fear of castration towards the father. Development occurs when the child accepts the father's role in the relationship & models his behavior after him.
- Electra complex in girls : Feelings of attraction towards the father (& the urge to symbolically marry them) and hostility towards mothers. Similar to the previous stage, the feelings are overcome by accepting the relationship of mothers.

(4) Latency Stage (6 - adolescence) : Here, the sexual and instinctive



desires are suppressed, and energy is redirected towards physical, emotional and social development.

(5) Genital Stage (from adolescence until death): The suppressed desires are brought back, and teenagers learn to interact with members of the opposite sex. Here the pleasure-seeking zones are the genitals.

Encountering problems at any stage may lead to:

- 1) Fixation: Being stuck on a particular stage. For eg. failure to go through the Phallic stage may lead to hostility towards the members of the same sex and over-dependence of the opposite sex.
- 2) Regression: Going back to a particular stage.

29.

(a) Cognitive therapy by Aaron Beck describes the formation of irrational beliefs through core schemas.

- Our childhood experiences lead to the formation of core schemas, which refer to our beliefs about ourselves and the world. For eg. a child growing up in a neglectful household might develop the core schema



that "I am not loved."

- Further in life, certain critical incidents, such as bullying, teasing, traumatic events might trigger the core schema and lead to the formation of negative automatic thoughts.
- These type of thoughts occur automatically in one's mind, even with the smallest of cues. This leads to the development of cognitive distortions.
- Cognitive distortions are general ways of thinking which distort reality in a negative way. This is known as a dysfunctional cognitive structure, which compels the individual to have irrational thoughts, causing distress.

Cognitive therapy, thus, works to reguide the brain of thought through questioning, which is non-threatening disputations of the client's belief.

Eg. If the client has the belief "I am not beautiful.", the therapist may ask questions like "Why must you always be beautiful?" to redirect thoughts.



Space for writing
Question Number

SECTION - F

Case Study - 1

30. Social stress can lead to a range of observable and measurable responses related to health outcomes, as stress impairs our immune ~~sys~~ system. Emotional impact may include irritability, mood swings etc.

30. Causes of social stress :-

- Death of a family member
- Tumultuous marital of family relationship.

Case Study - 2

32. According to the paragraph, people who are exposed to adverse circumstances - such as poverty, violence, disability - are at a higher risk of developing psychological disorders.



33. people with mental disorders may require: (rehabilitation, social support: developing & maintaining personal, family & social relationships (social skills training), ~~educ~~ support for educational programmes, employment, housing (occupational & vocational therapy).