

**Class-XII**

**Psychology(037)**



SECTION - F

33 (a) The neurodevelopment disorder Mehm is exhibiting is Intellectual Deficiency or Disability

Intellectual Deficiency	Autism Spectrum Disorder
It refers to significantly <u>sub-average intellectual functioning</u> , existing <u>concurrently</u> with <u>deficits</u> in <u>adaptive behaviours</u> manifested during the <u>developmental period</u>	It refers to a wide spectrum of psychiatric disorders that impairs physical, mental and psychological functioning. Individuals lack <u>poorly</u> in social and communication skills

34 Psychologists refer to DSH-V (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition) and ICD-10 which is the tenth revision of International Classification of Diseases to classify

psychological disorders  
These manuals state symptoms, signs, methods of treatment and  
the absence or presence of a particular disorder, etc.

35 The theory of intelligence that is best suited to support our  
understanding of Viskantli's intelligence is the 'Triarchic  
theory of intelligence'.

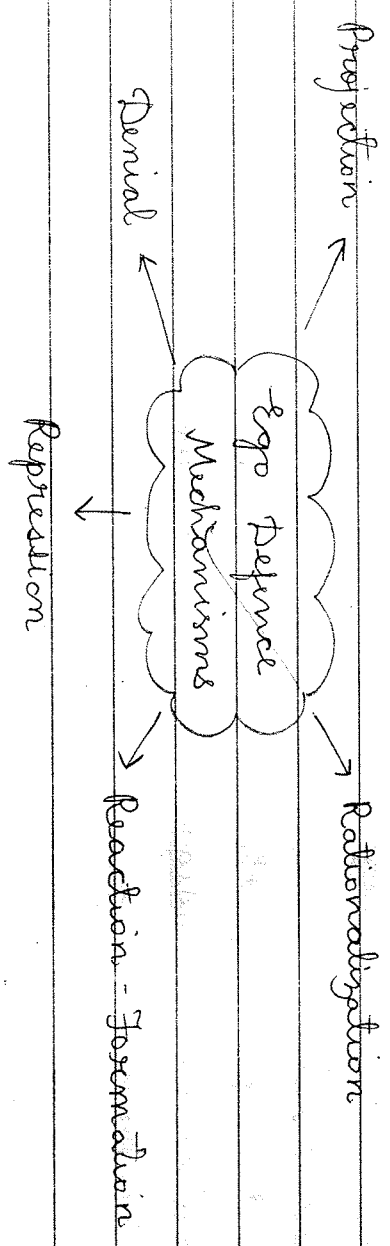
It was given by Robert Sternberg in 1985.  
Viskantli poses the Central or Practical Intelligence that  
allows an individual to adapt, shape, select and modify  
his/her environment.

36 According to Gardner's Theory of <sup>multiple</sup> intelligences, Viskantli is exhibiting  
Intrapersonal Intelligence.  
Intrapersonal Intelligence involves an individual to be aware  
and knowledgeable about his/her strengths, weaknesses,  
aspirations, motives, etc.  
Individuals high on this intelligent are intrinsically motivated.

and committed. Examples of people high on Intrapersonal Intelligence are spiritual gurus and teachers, monks, psychiatrists, etc.

SECTION - E

32. (b) Sigmund Freud gave the psychoanalytical theory which states that there are three psychodynamic forces that reside within an individual. Conflict between these forces leads to psychological problems of anxiety and apprehension. All individuals try to use techniques and mechanisms in order to escape reality. These mechanisms used to protect the ego by distorting reality are known as 'ego defence mechanisms'.



### (1) Repression

It is the process through which distressful and negative thoughts are totally dismissed by the conscious into our unconscious

For example, Rita failed a test due to which she was in distress she repressed this emotion and event and forgot that she had taken a test in the first place.

### (2) Reaction-Formation

It is the tendency or process in which an individual acts in the opposite way to his/her true feelings.

For example, an individual who has a strong sexual urge tries to channelise his/her energy into spiritual or religious means.

### (3) Rationalization

It is the process through which an individual tries to justify or rationalise insignificant and unreasonable actions performed by her/him.

For example, Maygont had scored less marks in his exam. He tries to rationalize this by bringing a new set of pens stating that these will help him perform better next time.

#### (4) Projection

It is the process through which an individual attaches or views his/her own behavioural tendencies and thoughts on to other individuals.

For example, an individual who is hostile and aggressive views others around him as hostile and aggressive too, when in reality that may not be the case.

#### (5) Denial

It is the process through which an individual denies the reality and states that everything happening right now cannot be real.

For example, an individual who has been diagnosed with lung cancer will refuse to believe it and say that there must have been a mistake with the report and that he/she is completely healthy.

## SECTION-D

28 (a) The model which states that intellectual activity involves the three independent functioning of neurological systems is the PASS Model.

It was given by I.P. Das, Jack Nagleski and Kirby in 1994.

It describes the neurological process of intellectual functioning in the following way:

### (1) Attention/Arousal

An individual responds to a particular stimuli in the environment by attending to it. This arouses the individual to attend to the stimuli.

Too much or too little arousal can hinder with the concentration of the individual. Thus, adequate arousal is essential.

### (2) Simultaneous and Successive Processing

Simultaneous Processing involves the individual to attend to various stimuli individually, form relations between them and comprehend them into a meaningful pattern.



- For example, RSPM involves individuals to process the various patterns simultaneously and select one which is most suitable to fit the entire design/matrices
- Successive Processing refers to learning elements or information serially so that the recall of one element leads to the recall of another.
- For example, digits, alphabets, numerals, multiplications, etc

### (3) Planning

- This stage is concerned with deciding in advance what to do, how to do, when to do and who is to do it.
- It involves identifying various courses of action, evaluating them and selecting the best alternative out of the ones below
- For example, in order to take a test, Riga will identify various strategies, evaluate them and select the one which best suits her like making an action plan, following a time schedule, drawing mind-maps, etc

Carl Jung had proposed the neo-analytical theory of personality.

It goes by the name 'Aims and Aspirations'.

In his theory, Carl Jung states that every individual has premedial images or archetypes that exist in his/her collective unconscious.

These are inherited in individuals since birth like God, Mother Nature, etc.

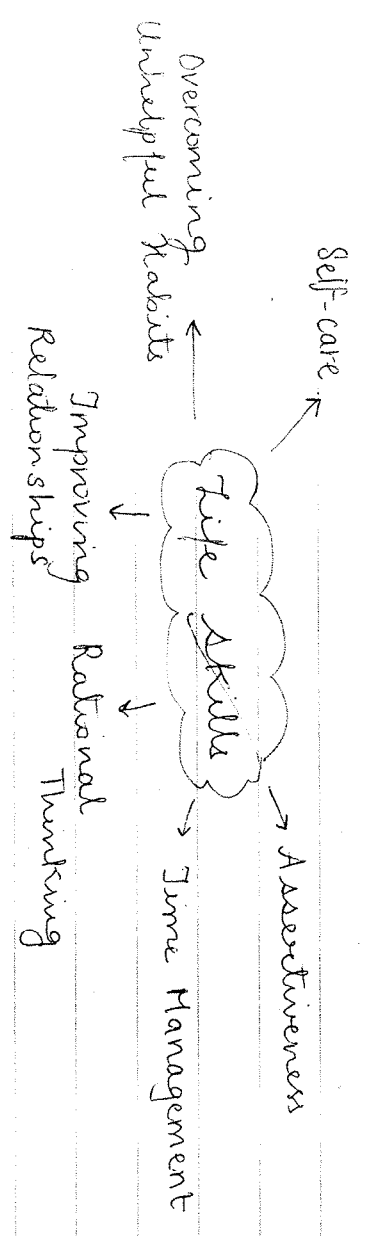
In the case above, the fear of snakes is an example of archetypes that individuals have inherited from their ancestors since the children had scarcely encountered snakes and never come in contact with them in a traumatic situation, it is an archetype or pre-medial image from our collective unconscious.

Some other highlights of this theory are as follows:

• Carl gave individuals analytical psychology which states that human <sup>problems</sup> conflicts arise due to conflicts between our internal forces rather than from interactions with other individuals.

The emphasized on the qualities of unity, oneness and wholeness and stated that they can only be realized when an individual dives deeper into gaining knowledge and awareness of his/her collective unconscious.

30. (a) The skills an individual needs to deal effectively with his/her environment are known as life skills



The four life skills are as follows:

(1) Assertiveness

It is the ability to communicate one's thoughts, feelings and emotions effectively and clearly to others.

- It is the ability to say 'no' in situations that may be unprofit or non-beneficial to us

## (2) Time Management

- It is the ability of an individual to manage his/her time more effectively and efficiently
- An individual who knows how to manage his/her time well does not deal with high levels of stress and tension
- This can be done by making a calendar, prioritizing urgent and important tasks or creating a time schedule, etc.

## (3) Improving Relationships

- Healthy relationships have been proven to reduce stress in an individual's life.
- This can be done by expressing and communicating your thoughts and actions, listening to what the other individual says attentively and following through in order to avoid communication gaps

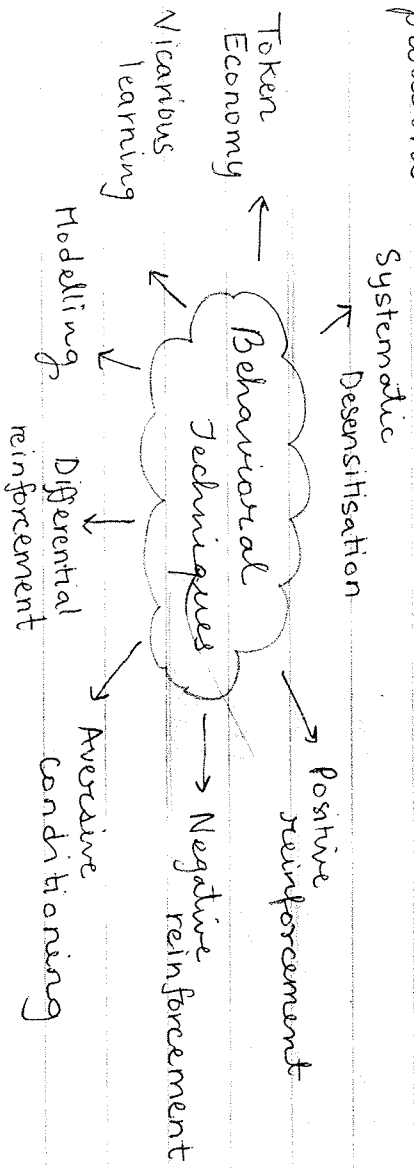
## (4) Overcoming Unhelpful Habits

- Unhelpful habits such as procrastination, perfectionism and

- avoidance tend to create distress in one's life. Overcoming them will help the individual to alleviate it.
- Perfectionism is the tendency of wanting every minute detail perfect and can lead to frustration if not done correctly.
- Procrastination refers to the tendency of delaying one's tasks until it is nearing the deadline.
- Avoidance refers to avoiding all our duties and responsibilities. These habits lead to dissatisfaction and stress among individuals.

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There are various behavioral techniques that a psychologist can use to change maladaptive and faulty behavior, conditioning and thinking patterns.



The techniques I would suggest as a student of Psychology are as follows:

(1) Negative Reinforcement

- This technique involves an individual to get rid of the painful stimuli by whenever an undesired response occurs.
- It uses the methods such as punishment and penalties in order to get a positive and wanted behavior.
- In this case, I would send the 8-year old out of class for a given period whenever aggressive and disruptive behavior is shown.

(2) Differential Reinforcement

This can be done in two ways:

- (a) Positive reinforcement for wanted behaviours and Negative reinforcement for unwanted behaviors
- (b) Positive reinforcement for wanted behavior and ignoring the unwanted behavior

I would use the former of the two ways as the ignoring the unwanted behavior in this scenario may lead to harm and

giving to others.

### (3) Aversive Conditioning

- This refers to an association of repeated undivided responses or behaviors with an aversive consequence.
- For example, an alcoholic is given an electric shock everytime he touches the bottle. With time, the alcoholic will show aversive behavior and avoid the bottle of alcohol even in the absence of an electric shock.
- In this case, I would ~~not~~ ask the child to do 50 jumping jacks each time he showed disruptive behavior.

### (4) Token Economy

- Each time a wanted behavior occurs, the individual is given a token.
- The individual can later on use these tokens for a treat or an outing.
- The 8-year old will be motivated to engage in positive behaviors as he/she will get appreciation as well as a reward if they showcase wanted behavior.

## Section - C

24

The intelligence exhibited by Ryan and Shreem is based on the 'Hierarchical Model of Intelligence' by Arthur Jensen.

Arthur Jensen said that there are two types of intelligence that an individual can possess. They are:

### (1) Level-I

- In this level, the output is more or less equal to the input.
- It is also known as associative learning (rote learning, memory).

### (2) Level-II

- In this level, the output is more than the input.
- It is also known as cognitive competence.

Ryan is possesser 'Level-I', intelligence as he is only capable of memorizing the formulae whereas Shreem displayed 'Level-II' intelligence as she is able to memorize as well as apply the given information.

This theory is based on the 'Psychometric Approach' of intelligence which states that intelligence is an aggregate of abilities.



The three Psychological Models used to understand mental disorders are as follows:

(1) Negative Model

- This model states that irrational thoughts and thinking are the main cause for mental disorders.
- Individual tend to overthink about insignificant events and attach their irrational beliefs and illogical thoughts to them which become the cause for mental distress.

(2) Humanism - Existential Model

- Humanists believe that humans have an inborn tendency for personal growth and self-actualization.
- Since birth, humans are free to choose and make the meaning of their life or to avoid that responsibility.
- Those who avoid their responsibility live unauthentic, unhappy, and unfulfilled life.
- This model is based upon the feelings of loneliness, alienation, sense of probability of one's existence, etc that an individual feels.

### (3) Psychodynamic Model

- This model states that there are forces - instinctual (id), reality (ego) and moral standards (superego) that exist within an individual.
- These forces are dynamic in nature and interact with one-another
  - Conflict between these forces causes an individual to become unstable and develop psychological disorders.

etc

Yes, an individual's attitude may be contrary to his/her behaviour towards a particular topic.

is same understand and this with the experiment done by Lodiere in the United States. He conducted an survey asking hotels whether they would reside a Chinese couple.

Since this experiment was conducted in the past (18-19th century) there was racial discrimination and hate against Chinese.

The survey reported that majority of hotels will refuse to house a Chinese couple.

But when LaPiere sent a Chinese couple to these hotels, it was observed that majority of the hotels allowed/accepted to demand the Chinese couple.

Thus, an incongruence was seen between the attitude people held and behaviour that is displayed.

Q7: The difference between a Group and Team can be seen as follows:

Group	Team
<ul style="list-style-type: none"> <li>It is a collection of 2 or more individuals, that interact directly or indirectly, have role relationships and norms that regulate behavior, in order to fulfill a common motive goal.</li> <li>Only individual contributions help in achieving the goals</li> <li>The leader is responsible for the whole group</li> </ul>	<ul style="list-style-type: none"> <li>It is a collection of people, where each member has complementary skills, and have a common goal or purpose</li> <li>Both individual contributions and teamwork is essential in achieving the goal</li> <li>Individuals, as well as the leader holds themselves responsible.</li> </ul>

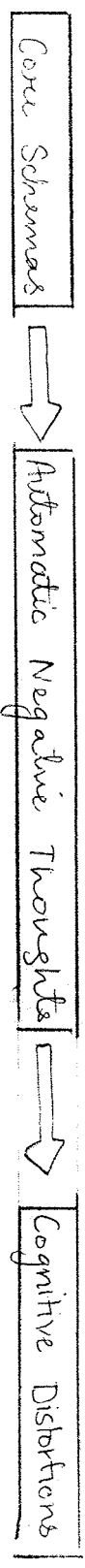
## SECTION - B

- 19 These symptoms are indicative of Conduct Disorder. It is showing symptoms of hostile and physical aggression. The other types of aggressive behavior are as follows:
- Verbal Aggression - cursing and insulting others
  - Proactive Aggression - aggressive behavior without any provocation

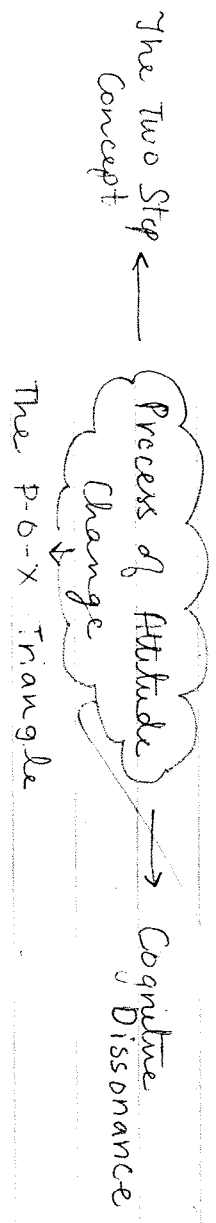
- 20(a) (a) Rajan and other people like her who show low levels of stress despite high levels of stress are called have a Stress Resistant Personality, as defined by Kobasa. The Hesse's make such people resistant to stress:
- Commitment - to one's goals, work, family and relationships
  - Control - over one's life and decisions
  - Challenge - they view challenge as an important and positive part of life.

21. Cognitive distortions are ways of thinking that are general in nature but distort reality in a negative manner.

They are caused by automatic negative thoughts of an individual. For example, a child has a core schema of "I am not loved", as an adult this core schema was regenerated once again due to a significant event. This will cause him/her to develop automatic negative thoughts that will get translated into cognitive distortions. He/she will start believing that they are not loved by anyone or they are unwanted even if they have friends and family that cares for them.



22. The various processes towards attitude change are as follows:



The process I would suggest to bring a change of attitude amongst my peers towards buying only Indian goods to support the nation's economy is Cognitive Dissonance. This model was given by Leon Festinger and states the Two-Step Model by S.H. Levin.

It happens in two steps:

- (1) Identification of source with target (Both target and source hold positive views for each other)
  - (2) Change of source's attitude towards attitude object/topic that will lead to change in target's attitude towards the attitude object/topic.
- The source can be the Principal or a respected teacher and the target <sup>are</sup> the college students.

23

Ingroup	Outgroup
<p>It is the members <sup>of a group</sup> or the group an individual is a part of ✓</p> <p>• They are referred to as 'we'</p> <p>• There is a sense of belongingness and cohesiveness ✓</p>	<p>It is the members of a group or the group an individual is not a part of ✓</p> <p>• They are referred to as 'they'</p> <p>• There is no sense of belongingness or cohesiveness for them.</p>

SECTION-A

1. (c) ✓
2. (b) Psychodasm ✓
3. (e) (iii) and (iv) ✓
4. (d) Cardinal ✓
5. ~~(b)~~ (iii) only ~~(b)~~ (b) ✓
6. (e) Exhaustion ✓

- 7 (b) Avoidance ✓
- 8 (b) (i) and (iii) are true ✓
- 9 (d) Obsessive-compulsive disorder ✓
- 10 (c) Specific learning disorder ✓  
(a) ✓
- 11 (d) Gestalt therapy ✓
- 12 (a) (i), (iii) and (iv) ✓
- 13 (d) ✓
- 14 (a) Self-fulfilling prophecy ✓
- 15 (b) Environmental characteristics ✓
- 16 (c) (ii) and (iii) ✓
- 17 (a) ✓
- 18.