



INDIAN SCHOOL AL WADI AL KABIR

Unit Test 2026-27

SUB: PSYCHOLOGY

Date:24/05/2026

Class: XII

Time Allowed: 1 hour

Maximum Marks: 30

MARKING SCHEME		
Section –A		
Q. No.	Question	Marks
1	According to the Indian tradition of Intelligence, Emotional competence involves honesty, politeness, good conduct, and self-evaluation.	(1)
2	According to Kobasa, Hardiness includes which of the following: - a. Control, Commitment, Creativity b. Challenge, Control, Creativity c. Control, Commitment, Challenge d. Control, Commitment, Confidence	(1)
3	Persons having IQ between 80-89 are classified in the range of _____. i. Above average intelligence ii. Superior intelligence iii. Low- average intelligence iv. Sub-average intelligence	(1)
4	Assertion: Social stress arises from internal conflicts. Reason: Social stress is subjective and related to interpersonal relationships. (a) Both Assertion and Reason are true, and Reason is the correct explanation of Assertion. (b) Both Assertion and Reason are true, but Reason is not the correct explanation of Assertion. (c) Assertion is true, but Reason is false. (d) Assertion is false, but Reason is true.	(1)
5	_____are likely to have Spatial intelligence while _____are likely to have interpersonal intelligence. i. Architects; Philosophers ii. Psychologists; Philosophers iii. Architects; Psychologists iv. Philosophers; Scientists	(1)
6	2 effects of stress on physiological functioning are Lowering digestion and _____ Insomnia. (any relevant 2)	(1)
Section –B		
7	Explain 2 life skills which are important to tackle stress. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.(1/5)	(2)

	Assertiveness, time management, rational thinking, improving relationships, self-care, and overcoming unhelpful habits. (any 2 with brief explanation)	
8	Elaborate on Componential Intelligence from the Triarchic theory. Componential Intelligence: Analyzing information to solve problems. These individuals think analytically and critically. Componential intelligence has three components, each serving a Knowledge acquisition: Learning, encoding, combining, and comparing information (Findstage).Metacomponents: Controlling, evaluating, monitoring, and planning (Cognitive processing-analyze and solve stage).Performance components: Taking action and actually executing the planned task (Operationalskill-transfer stage). Experiential Intelligence: Using past experiences creatively to solve new problems. These individuals make new discoveries and inventions. They have the ability to filter crucial information for a given situation.	(2)
9	Point out the factors that signify the relationship between of stress and the immune system. The white blood cells (leucocytes), within the immune system, identify and destroy the foreign bodies (antigens) such as viruses and also produce antibodies. ☐ The different kinds of white blood cells or leucocytes are T cells, B cells and natural killer cells. ☐ T cells destroy invaders, and T-helper cells increase immunological activity *Negative moods have been associated with poorer health outcomes.	(2)
10	Compare child rearing practices of technologically advanced and technologically less advanced societies. In societies that are technologically advanced, intelligence is considered to be reflected by personal achievement based on reasoning and judgement, which reflects an individualistic orientation. Child-rearing practices in such societies are geared towards developing skills like generalization, abstraction, speed, and mental manipulation. People in these societies tend to be proficient in skills such as attention, observation, analysis, performance, speed, and achievement orientation.	(2)
	Section –C	
11	For working individuals, each day brings new challenges on the work and home front. In terms of stress what are these referred to? Which are some other ways in which stress enters people’s lives? Life Events ☐ Changes, both big and small, sudden and gradual affect our life ☐ We can cope with small, everyday changes but major life events can be stressful, because they disturb our routine ☐ If these life events that are planned (e.g. moving into a new house) or unpredicted (e.g. break-up of a long-term relationship) occur within a short period of time, we find it difficult to cope with them	(3) 1

	Hassles □ The happenings in our daily life, such as noisy surroundings, commuting, quarrelsome neighbours, electricity and water shortage are examples of daily hassles. □ Attending to various emergencies are daily hassles experienced by a housewife. □ These daily hassles may sometimes have devastating consequences for the individual who is often the one coping alone with them □ These hassles results in stress, thereby reduce a person's psychological well-being. Traumatic Events □ Events such as a fire, train or road accident, robbery, earthquake, tsunami, etc are examples of traumatic events □ The effects of these events may occur after some time and the person might experience symptoms of anxiety, flashbacks, dreams and disturbing thoughts, etc. □ Professional help will be needed to cope with them especially if they persist for many months	1 1
12	Discuss the nature and types of Creativity tests in brief. Creativity is the ability to use intelligence to generate something new and innovative in a specific area. Creativity tests are open-ended and require individuals to think of different answers to questions and problems. They provide individuals with the freedom to think in different directions and use their imagination to express themselves in original ways. are off-the-beaten track, ability to see new relationships between seemingly unrelated things, ability to guess causes and consequences, ability to put things in a new context, they use stimuli like words, figures, action, and sounds. These tests measure general alternative ways of looking at things, problems or situations to think of unusual ideas to improve and to use common objects, ask unusual questions Egs. tests are made by Guilford, Torrance, Khatena, Wallach and Kogan, Paramesh, Baqer Mehdi, and Passi.	(3) ½ 2 ½
Section –D		
13	How is aptitude different from interest and intelligence? How is aptitude measured? Aptitude It refers to an individual's inherent potential to acquire skills. Aptitude assessment helps predict a person's ability to perform in a specific role if provided with the appropriate environment and training. For instance, training a person with good language aptitude could lead to them becoming an accomplished writer. Interest It is an individual's preference or inclination towards engaging in a particular activity. Assessing a person's interests can aid in determining which occupation or activity would make them feel comfortable and satisfied.	(4) 1 1 1

	As compared to this intelligence refers to a person's overall capacity to comprehend, reason logically, and effectively utilize available resources when facing a challenge or situation. There are different types of aptitude tests that can be classified into two categories: Independent aptitude tests: These tests are designed to assess a person's abilities in a specific area, such as mechanical, clerical, or numerical skills. They are tailored to evaluate aptitude for specialized fields. Multiple aptitude tests: These tests come in the form of test batteries that evaluate general aptitude. Examples include the Differential Aptitude Test (DAT), General Aptitude Test Battery (GATB), and Armed Services Vocational Aptitude Battery (ASVAB). OR Describe any 4 theories classified under the Psychometric approach to intelligence. The Psychometric or Structural approach It views intelligence as a collection of abilities and measures an individual's performance through a single cognitive ability index. 1. Uni or One Factor Theory By Alfred Binet Intelligence comprises a single set of abilities that are applicable to any problem an individual may face in their environment. 2. Two Factor Theory By Charles Spearman Proposes that intelligence consists of a general factor (g-factor) comprising mental operations that are fundamental and universal to all performances, and specific factors (s-factors) consisting of domain-specific abilities that enable individuals to excel in their respective fields such as singing, dancing, or cooking. 3. The Theory of Primary Mental Abilities Developed by Louis Thurstone. 7 distinct abilities. 4. The Hierarchical Model of Intelligence Proposed by Arthur Jensen Operates at two levels: Level I: Associative learning, where the output is similar to the input, such as rote learning and memory. Level II: Cognitive competence, which involves higher-order skills that transform the input to produce an effective output.	1
	Section –E	
14	What is Coping? Describe the different theories of coping. Coping is a dynamic situation-specific reaction to stress. The three coping strategies given by Endler and Parker are: ☐ Task-oriented Strategy : ☐ This involves obtaining information about the stressful situation, its alternative courses of action and the outcome ☐ It also decides on priorities and acting so as to deal directly with the stress ☐ For example, schedule my time better, or think about how I have solved similar problems.	(6) ½ 3

	❑ Emotion-oriented Strategy : ❑ This involves efforts to control one's emotions by either venting feelings of anger and frustration, or deciding that nothing can be done to change things. ❑ For example, tell myself that it is not really happening to me, or worry about what I am going to do. ❑ Avoidance-oriented Strategy : ❑ This involves minimising the seriousness of the situation by conscious suppression of stressful thoughts and their replacement by self-protective thoughts. ❑ Example: watching TV, phone up a friend, or try to be with other people. According to Lazarus and Folkman coping responses can be divided into two types: ❑ Problem-focused strategies attack the problem itself, with behaviours designed to gain information, to alter the event, belief and commitments. ❑ They increase the person's awareness, level of knowledge, and range of behavioural and cognitive coping options. ❑ 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 . ❑ For example "I did some things to let it out of my system". OR As part of a youth rehabilitation programme, biofeedback was introduced to help youngsters monitor their physiological responses. Discuss few other techniques that can help them combat the effects of stress. Relaxation Techniques : ❑ Relaxation starts from the lower part of the body and progresses up to the facial muscles in such a way that the whole body is relaxed. ❑ Deep breathing is used along with muscle relaxation to calm the mind and relax the body. Meditation Procedures : ❑ The yogic method of meditation consists of a sequence of learned techniques for refocusing of attention that brings about an altered state of consciousness. ❑ It involves such a thorough concentration that the meditator becomes unaware of any outside stimulation and reaches a different state of consciousness. Biofeedback : ❑ It is a procedure to monitor and reduce the physiological aspects of stress by providing feedback about current physiological activity and is often accompanied by relaxation training. ❑ Biofeedback training involves three stages : ❑ developing an awareness of the particular physiological response, e.g. heart rate, ❑ learning ways of controlling that response in quiet conditions; ❑ Transferring that learning of control to everyday life. Creative Visualisation : ❑ Creative visualisation is a subjective experience that uses imagery and imagination.	2 1 1 1
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	☐ Before visualising one must set oneself a realistic goal, as it helps build confidence. ☐ It is easier to visualise if one's mind is quiet and eyes are closed because it reduces the interference of negative thoughts and gives energy to turn out the imagination to reality. Cognitive Behavioural Techniques : There are three main phases in this : ☐ Assessment - involves discussing the nature of the problem and seeing it from the client's point of view. ☐ Stress reduction - involves learning the techniques of reducing stress such as relaxation and self-instruction. ☐ Follow through – to check whether the techniques have worked well Exercise: ☐ Regular exercise improves the efficiency of the heart, enhances the function of the lungs, maintains good circulation, lowers blood pressure, reduces fat in the blood etc.	1 1
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All the Best