



# B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS  
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

## PERIODIC TEST 1 2025-26

### PSYCHOLOGY 037

#### MARKING SCHEME

Class: XII  
Date: .07.25  
Admission no:

Time: 1hr  
Max Marks: 25  
Roll no:

#### INSTRUCTION:

1. *All questions are compulsory.*
2. *Question Nos. 1-5 in Section A carry 1 mark each.*
3. *Question Nos. 6-7 in Section B are very short answer questions carrying 2 marks each. Answer to each question should not exceed 30 words.*
4. *Question Nos. 8-9 in Section C is short answer questions carrying 3 marks. Answer to question should not exceed 60 words.*
5. *Question No. 10 in Section D is case based question carrying 4 marks. Answer to question should not exceed 120 words.*
6. *Question No. 11 in Section E is long answer question carrying 6 marks. Answer to question should not exceed 200 words.*

#### SECTION A

1. Which of the following correctly differentiates between Freud's concept of the id and Jung's concept of the personal unconscious? 1  
  
A. The id contains inherited archetypes, while the personal unconscious contains repressed childhood memories.  
B. The id is conscious and guided by reality, while the personal unconscious is unconscious and irrational.  
**C. The id operates on the pleasure principle and is purely instinctual, while the personal unconscious includes experiences unique to the individual but not shared with the collective unconscious.**  
D. The id represents the moral standards, whereas the personal unconscious represents societal ideals.
2. According to Carl Rogers, which of the following scenarios best illustrates "incongruence" in personality development? 1  
  
A. A student suppresses aggressive impulses and excels academically.  
B. A child who loves music is consistently encouraged by parents to pursue it further.  
**C. An individual behaves arrogantly in public but feels deeply insecure privately.**  
D. A person experiences guilt after failing to follow societal norms.
3. Lazarus proposed two types of cognitive appraisals in response to a stressful event. Which of the following correctly represents the sequence and nature of these appraisals? 1

A. Secondary appraisal evaluates the personal meaning of an event; primary appraisal assesses coping options.

**B. Primary appraisal evaluates the significance of the event; secondary appraisal assesses the availability of coping resources.**

C. Primary appraisal refers to unconscious defense mechanisms; secondary appraisal refers to emotional reactions.

D. Primary appraisal evaluates stress as beneficial; secondary appraisal ignores personal control.

4. **According to Hans Selye's General Adaptation Syndrome (GAS) model, which of the following accurately reflects the physiological response during the *resistance stage*?** 1

A. The body's resources are completely depleted, leading to breakdown.

B. The sympathetic nervous system is suddenly activated for the first time.

**C. The body attempts to adapt to the stressor and physiological responses remain high.**

D. Cortisol levels drop to baseline and parasympathetic activation dominates.

5. **Which of the following statements best illustrates the concept of *problem-focused coping* as defined in the CBSE curriculum?** 1

A. "I try to ignore the problem and just relax."

B. "I accept the situation as fate and avoid overthinking it."

**C. "I seek practical ways to solve the issue and plan my steps ahead."**

D. "I distract myself by watching movies when I'm stressed."

### **SECTION B**

6. **Explain the role of self-efficacy in personality development as proposed by Bandura.** 2

A: Self-efficacy influences how people think, behave, and feel; higher self-efficacy leads to better performance, persistence, and stress management, shaping personality positively.

7. **Differentiate between real self and ideal self-according to Carl Rogers.** 2

A: Real self is the actual perception of oneself, while ideal self is what one aspires to be; incongruence between both may lead to personality maladjustment.

### **SECTION C**

8. **Explain how defense mechanisms help in maintaining self-esteem, citing any one example.**

A: Defense mechanisms are unconscious strategies used by the ego to reduce anxiety by distorting reality. They protect self-esteem from internal conflicts or external threats. For example, in rationalization, a student who fails a test might blame the teacher instead of acknowledging lack of preparation, thus preserving self-worth.

9. **Explain how stress can be both a motivating force and a cause of psychological distress. Illustrate with examples.**

A: Stress, when moderate, enhances performance by motivating individuals to meet deadlines or goals (e.g., preparing for exams). However, excessive stress may lead to anxiety, burnout, or health issues, negatively impacting functioning and well-being.

### **SECTION D**

10. **Explain how stress can be both positive and negative, and describe two strategies for managing stress effectively.**

**A:** Stress is a psychological and physiological response to perceived challenges. It can be **positive (eustress)** when it motivates individuals to perform better, such as preparing for an exam or a competition. However, it becomes **negative (distress)** when prolonged or intense, leading to anxiety, burnout, or health issues. Two effective strategies for managing stress are:

1. **Problem-focused coping** – This involves identifying the source of stress and taking steps to eliminate or reduce it, like time management or seeking help.
2. **Emotion-focused coping** – This aims at reducing the emotional impact of stress, through relaxation techniques, meditation, or seeking social support.

## **SECTION E**

### **11. Explain Lazarus's cognitive appraisal model of stress and its relevance in understanding individual differences in stress responses.**

**A:** Lazarus's **cognitive appraisal model** suggests that stress is not merely a reaction to external events but depends on how an individual perceives and interprets those events. He proposed two types of appraisal:

1. **Primary Appraisal** – The individual evaluates whether the event is irrelevant, positive, or stressful. If perceived as stressful, it may be seen as a harm/loss (damage already done), threat (possible future damage), or challenge (opportunity for growth).
2. **Secondary Appraisal** – The individual assesses their coping resources and options. This includes evaluating available skills, social support, or ways to reduce harm.

The model emphasizes that **individual differences** in stress responses arise from variations in perception and coping abilities. For example, a public speaking task may be appraised as a threat by one person (leading to anxiety), but as a challenge by another (leading to motivation).

This model is important because it shifts focus from the stressor itself to the person's interpretation and coping style, which has practical applications in counselling and stress management. It highlights the need to strengthen cognitive and emotional resources rather than just avoiding stressors.

\*\*\*\*\*All the best\*\*\*\*\*