



PSYCHOLOGY

Maximum Marks: 70

Time Allotted: Three Hours

Reading Time: Additional Fifteen Minutes

Instructions to Candidates

1. You are allowed an **additional fifteen minutes** for **only** reading the question paper.
2. You must **NOT** start writing during the reading time.
3. This question paper has **10 printed pages**.
4. It is divided into **three sections** and has **twelve questions** in all.
5. All questions are compulsory. Answer **all** questions.
6. **Section A** has **fourteen subparts** which are objective / very short answer questions. Each question carries 1 mark.
7. While attempting **Multiple Choice Questions** in Section A, you are required to **write only ONE option as the answer**.
8. **Section B** has **seven questions** which are short answer questions. Each question carries 4 marks.
9. **Section C** has **four questions** which are long answer questions. Each question carries 7 marks.
10. **Internal choices** have been provided in **three questions in Section B** and in **two questions in Section C**.
11. The intended marks for questions are given in brackets [].

Instruction to Supervising Examiner

Kindly read **aloud** the Instructions given above to all the candidates present in the examination hall.

Note: The Specimen Question Paper in the subject provides a realistic format of the Board Examination Question Paper and should be used as a practice tool. The questions for the Board Examination can be set from any part of the syllabus, though the format of the Board Examination Question Paper will remain the same as that of the Specimen Question Paper.

SECTION A – 14 MARKS

Question 1

- (i) Mona arrived late for an important meeting. Her boss was angry and scolded her. She thought to herself, “If only I had woken up earlier, I would have reached on time.” How has Mona used counterfactual thinking as a bias? [1]
(Analyse)

- (ii) Rahim’s parents did not approve of his friends in his college. They believed that his friends were a bad influence on him which angered Rahim and he distanced himself from his parents.

Identify the level of Bronfenbrenner’s Ecological System represented by the conflict in the above scenario. [1]
(Understand)

- (iii) Study the relation between the first two terms / phrases and complete the analogy. [1]
Toddler begins to walk: Gross motor skill :: Infant’s toes fan out on stroking:
_____ (Analyse)

- (iv) Given below are two statements marked as Assertion and Reason. Read the statements carefully and choose the correct option. [1]
(Analyse)

Assertion: High density in a room does not always lead to the feeling of crowding.

Reason: Crowding is a subjective feeling of lack of adequate personal space in the presence of others.

- (a) Both Assertion and Reason are true, and Reason is the correct explanation for Assertion.
(b) Both Assertion and Reason are true, but Reason is not the correct explanation for Assertion.
(c) Assertion is true but Reason is false.
(d) Both Assertion and Reason are false.

- (v) Given below are two statements marked as Assertion and Reason. Read the statements carefully and choose the correct option. [1]
(Analyse)

Assertion: In early childhood phase, children assess an action in terms of physical consequences.

Reason: It is reflective of the conventional stage of obedience-punishment orientation of moral development.

- (a) Both Assertion and Reason are true, and Reason is the correct explanation for Assertion.
 - (b) Both Assertion and Reason are true, but Reason is not the correct explanation for Assertion.
 - (c) Assertion is true but Reason is false.
 - (d) Both Assertion and Reason are false.
- (vi) **Client:** “I feel that no matter what I do, it is never good enough for my parents. They always expect more from me.”

Therapist: “It seems like you are feeling frustrated because your efforts are not being acknowledged the way you need them to be.”

Which of the following approaches to counselling is being used by the therapist? [1]
(Understand)

- (a) Authenticity
 - (b) Paraphrasing
 - (c) Positive regard for others
 - (d) Unconditional positive regard
- (vii) According to the General Adaptation Syndrome (GAS) Model, which one of the following correctly matches the stage when stress is prolonged and becomes chronic? [1]
(Understand)
- (a) The body prepares itself for immediate action to face the threat.
 - (b) Depending on the nature of the stress, the body takes control over the situation.
 - (c) The body prepares to face the threatening stimulus and becomes adaptive.
 - (d) The body fails to overcome the threat and depletes its physiological resources.

- (viii) Sudesh lost his job and is struggling to pay rent and buy groceries. He once dreamt of becoming a famous writer but has now set those goals aside, focusing entirely on finding any job to meet his daily expenses.
According to Maslow's Hierarchy of Needs, which level is Sudesh currently focused on satisfying? **(Understand)** [1]
- (a) Esteem Need
 - (b) Self-Actualisation Need
 - (c) Safety and Security Need
 - (d) Love and Belongingness Need
- (ix) Which one of the following scenarios demonstrates practical intelligence as proposed by Sternberg? **(Apply)** [1]
- (a) Arjun composes music and songs for his social media blog.
 - (b) Rahul uses logical reasoning to solve complex mathematical problems in his unit test.
 - (c) Neha travels to a new city and navigates her way through the place using her common sense.
 - (d) Riya analyses research problems and selects multiple hypotheses to determine the best outcome.
- (x) Which one of the following situations illustrates Temperament? **(Apply)** [1]
- (a) Rohan follows a routine of checking his school bag every night before sleep.
 - (b) Ananya believes she is better at public speaking than at leading her team at workplace.
 - (c) Meera strongly believes in honesty and does not resort to dishonest means even when others do so.
 - (d) Kabir has been a calm and easy-going person since early childhood, rarely getting upset even in stressful situations.
- (xi) A four-year-old child exhibits curiosity, creates make-believe games, and enjoys planning tasks with peers.
According to Erikson's stages of the psychosocial development, the psychosocial trait demonstrated by the child is: **(Recall)** [1]
- (a) Initiative
 - (b) Identity
 - (c) Integrity
 - (d) Industry

- (xii) Rahul lost his grandmother at a young age to whom he was deeply attached. As an adult, he experiences persistent feelings of sadness and anxiety and struggles to interact with others.
Which one of the following is the psychoanalytic perspective on Rahul's behaviour? [1]
(Understand)
- (a) Investigating his faulty thinking patterns
 - (b) Analysing his behaviour as a statistical rarity
 - (c) Exploring unconscious conflicts in early childhood experiences
 - (d) Examining biological factors such as brain chemistry or genetics
- (xiii) Sarthak has a perennial fear of flying. To help him overcome his fear, the therapist teaches him to relax. They proceed through a series of steps that go from reading a story about an airplane, visiting an airport, boarding a plane and taking a short flight.
Which one of the following techniques is exemplified here? (Understand) [1]
- (a) Shaping
 - (b) Flooding
 - (c) Token Economy
 - (d) Systematic Desensitisation
- (xiv) Which of the following scenarios represents the bias, False Consensus Effect? [1]
(Apply)
- (P) Riya is an environmentalist and actively practises waste management. She assumes that almost everyone she meets must be practising waste recycling.
 - (Q) Siddharth is a chain smoker. He is convinced that nearly 70% of adults in his city smoke, despite actual health department statistics showing the figure is closer to 18%.
 - (R) Karan is a singer. He believes that he is the only student in his class who knows the lyrics of a less popular 1970s rock song and is proud of his unique taste.
 - (S) Arjun is an avid fan of a local football team. He predicts that they will win the tournament based on his reading of sports blogs written by other fans of that team.
- (a) Only (P) and (Q)
 - (b) Only (P) and (S)
 - (c) Only (Q) and (R)
 - (d) Only (Q) and (S)

SECTION B – 28 MARKS

Question 2

[4]

- (i) ‘In a panel discussion reported by Harvard Gazette, Howard Gardner - the originator of the Multiple Intelligences Theory of Intelligence - spoke about how technology and Artificial Intelligence (AI) could change education by 2050. He stated that many traditional cognitive tasks may become optional due to technological advances. This refers to his fundamental idea that intelligence is not just one thing.’

(Source (edited): Harvard Gazette. 2025, September 18-How AI could radically change schools by 2050, Harvard University)

Based on your reading of the excerpt, suggest *four* types of Multiple Intelligences that would be given prominence in future classrooms. Justify your answer by giving valid arguments. **(Create)**

OR

- (ii) ‘According to Alan Price’s article titled ‘The Importance of Emotional Intelligence at Work’, only 36% of individuals possess high emotional intelligence. It is a surprisingly low number when you consider that we now know emotional intelligence helps employees progress and perform better.’

Considering the role of Emotional Intelligence, how would a high Emotional Quotient improve the performance of the employees and ensure their professional growth. **(Create)**

Question 3

[4]

Priya, a teenager, is unable to make friends and struggles to express her thoughts clearly. The therapist suspects that there may be deeper emotional conflicts that Priya cannot articulate. She decides to administer a test of personality to uncover any psychological problem in Priya. She shows her a series of cards depicting human figures in unstructured situations and asks her to create stories based on each card.

Discuss the administration of the type of projective technique used by the therapist to assess Priya’s personality. **(Understand)**

Question 4

[4]

Read the discussion below among four members of a Jury. They are discussing a severe case of fraud and the degree of punishment to be given to the offender.

Juror 1: “He did commit a crime, but maybe a short prison term and a fine are adequate punishment.”

Juror 2: “I don’t think so. He ruined people’s life savings. He deserves a longer sentence.”

Juror 3: “Such crimes are often treated too lightly. We must set an example by punishing him severely.”

Juror 4: “Yes, if we are soft on the degree of punishment, others will think that they can escape the consequences of such crimes.”

Jury 1: “You all are right. I did not think about the wider impact of the offence. I am now of the opinion that he deserves severe punishment to set an example for others.”

Identify the social phenomenon evident above. Comment on the shift in Juror 1’s decision.

(Analyse)

Question 5

Ritesh is a high-ranking executive in a law firm. He is highly competitive, takes on multiple projects simultaneously. On losing a major contract, he defends his failure by blaming the client for being “unprofessional”. Furthermore, he loses his temper easily and shouts at his subordinates over minor issues.

- (i) Interpret the personality type of Ritesh. How can it be detrimental to his heart? [2]

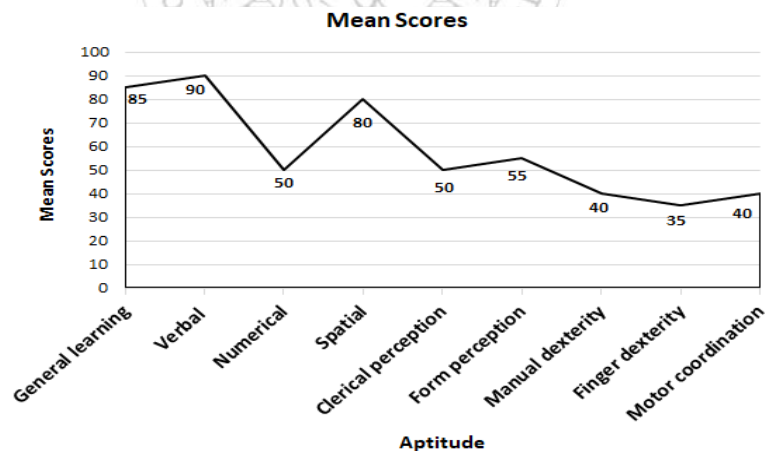
(Understand)

- (ii) Examine the effectiveness of *two* coping strategies (defense mechanisms) that Ritesh uses. [2]

(Evaluate)

Question 6

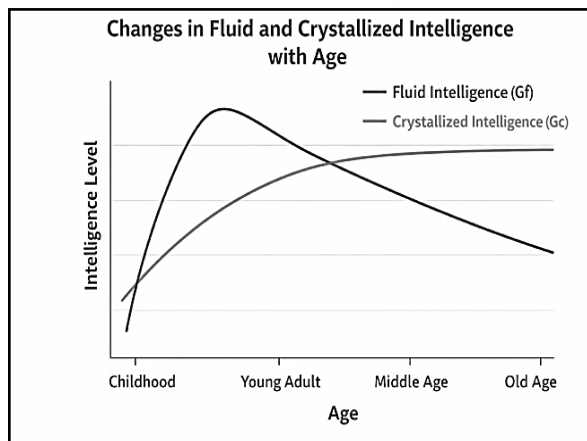
- (i) Study the graph below showing the scores of a candidate on the General Aptitude Test Battery and answer the following question. [4]



Identify the highest and lowest areas of performance from the given graph. Examine what the scores reveal about the candidate’s aptitude. (Analyse)

OR

- (ii) Study the graph showing changes in Fluid and Crystallised Intelligences across different age groups.



(Source: Cattell, R. B. (1963). *Theory of fluid and crystallised intelligence: A critical experiment. Journal of Educational Psychology*, 54(1), 1–22)

Compare the developmental changes in Fluid Intelligence and Crystallised Intelligence from early adulthood into old age. **(Analyse)**

Question 7

- (i) Ravi, a fourteen-year-old boy, lives in a densely populated urban slum. His parents work as daily wage labourers. The family struggles to afford him nutritious food and school supplies. Ravi frequently misses school to work and support his family. Over time, his teachers observe that he has developed low self-confidence and tends to isolate himself from his classmates. He rarely participates in class activities and believes that higher education is “not meant for people like him”.
- (a) Briefly explain how poverty has affected Ravi’s cognitive process. **[2]** **(Understand)**
- (b) Suggest *two* effective strategies to address the impact of poverty on children like Ravi. **[2]** **(Understand)**

OR

- (ii) A coastal village suffered a devastating flood which caused physical and emotional ruin. Several residents experienced profound psychological and physical grief such loss of family, property, and severe anxiety regarding their future. A team of social workers and clinical counsellors set up temporary community support centres. As a counsellor in the group, Dheeraj, listened to the victims without judgment, feeling their pain as if it were his own.

(Source (edited): www.freepressjournal.in)

- (a) Identify and briefly discuss the psychological disorder displayed by the flood victims of the coastal village. [2]
(Understand)
- (b) Interpret the prominent counselling characteristic exhibited by Dheeraj in this scenario. [2]
(Understand)

Question 8

[4]

In a recent podcast interview, former footballer David Beckham openly discussed his daily rituals, including meticulously arranging candles, aligning lights, and ordering clothes in pairs and straight lines. He admitted to struggling with obsessive-compulsive disorder (OCD) and the overwhelming need for symmetry and cleanliness.

(Source: <https://www.youtube.com/watch?v=mKiYDP9i6b8>- The Guardian – Mabel Banfield-Nwachi 28 Apr 2023)

Based on this, discuss the possible causes of David Beckham's obsessive compulsive disorder, citing both biological and psychological perspectives. (Understand)

SECTION C – 28 MARKS

Question 9

‘Studies have revealed how gender is displayed in highly visible ways in childhood. Girls, especially at ages 3 and 4, like dresses with glitter, pinks, and ribbons. Boys can be seen asserting themselves as heroic play characters imagining themselves as Spiderman. Both girls and boys exhibit “gender rigidity” conforming to gender-stereotypical behaviours which shapes their identity in future.’

(Source (edited): Halim et al., 2012; Ruble, Lurye, & Zosuls, 2007 & Gender stereotypes in childhood: what's the harm? Eva Pemberton, Birmingham City University)

- (i) With reference to the above article, examine how play patterns displayed by boys and girls in early childhood impact their socio-emotional development. [3]
(Analyse)
- (ii) Referring to James Marcia's Theory, analyse how 'gender rigidity' in early childhood may influence identity formation during adolescence. [4]
(Analyse)

Question 10

[7]

- (i) Elaborate on types of Yoga and Meditation as effective techniques to reduce stress.

(Recall)

OR

- (ii) Elaborate on how individuals with a Hardy personality effectively reduce their stress levels and promote their well-being.

(Recall)

Question 11

[7]

- (i) With reference to Stanley Milgram's experiment on Obedience, discuss why obedience remains high even at shock levels of 450 volts.

(Understand)

OR

- (ii) With reference to Solomon Asch's study on Conformity, explain the factors that affect conformity.

(Understand)

Question 12

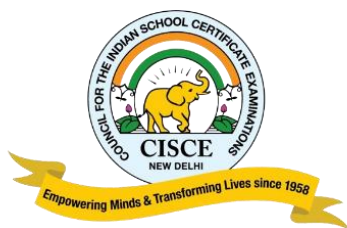
Read the excerpt below from a newspaper and answer the questions that follow.

Experts & police advise parents to be alert to early warning signs of drug use among youngsters.

- Sudden change in friend circle & secrecy around new friends
- Withdrawal from family, irritability, and frequent mood swings
- Irregular college attendance or loss of interest in academics
- Unexplained need for money or frequent online payments
- Excessive phone use, especially late-night chats and hidden apps
- Changes in sleep patterns, appetite or hygiene
- Defensive behaviour when asked about whereabouts or habits

(Source: Times of India, February 10, 2026)

- (i) Analyse how these 'early warning signs' can act as catalysts for Juvenile Delinquency. [4]
(Analyse)
- (ii) Discuss *three* ways by which intervention by society can help develop a positive attitude towards adolescents suffering from substance abuse. [3]
(Understand)



PSYCHOLOGY

ANSWER KEY

SECTION A – 14 MARKS

Question 1

In answering Multiple Choice Questions, candidates have to write either the correct option number or the explanation against it. Please note that only ONE correct answer should be written.

- (i) After a negative outcome, Mona has mentally undone the event and imagined a better alternative to understand what went wrong and how it could have been avoided in future. [1]
- (ii) Mesosystem [1]
Reason why this is only Mesosystem and not Micro system:
Rahim's situation represents the mesosystem because it involves the interaction between two microsystems - his family and his peer group. His parents' negative opinion of his friends created conflict, which influenced Rahim's relationship with them. If *Rahim had a conflict only with his parents*, it would be a microsystem issue. Since the conflict arose due to parents' relationship with his peer group, it would be categorised as mesosystem.
- (iii) Babinski reflex [1]
- (iv) (a) Both Assertion and Reason are true, and Reason is the correct explanation for Assertion. [1]
- (v) (c) Assertion is true but Reason is false. [1]
- (vi) (b) Paraphrasing [1]
- (vii) (d) The body fails to overcome the threat and depletes its physiological resources. [1]
- (viii) (c) Safety and Security Need [1]
- (ix) (c) Neha travels to a new city and navigates her way through the place using her common sense. [1]
- (x) (d) Kabir has been a calm and easy-going person since early childhood, rarely getting upset even in stressful situations. [1]
- (xi) (a) Initiative [1]
- (xii) (c) Exploring unconscious conflicts in early childhood experiences [1]
- (xiii) (d) Systematic Desensitisation [1]
- (xiv) (a) Only (P) and (Q) [1]

SECTION B – 28 MARKS

(Answers provided in Sections B and C are suggestive and not exhaustive. Any other correct answers will be accepted.)

Question 2

[4]

- (i) Following are the multiple intelligences that might gain prominence in future classrooms:

Interpersonal Intelligence: This is the ability to understand and interact effectively with others. As AI handles technical tasks efficiently but lacks humane element, human collaboration, empathy, and teamwork would become more valuable. Hence, interpersonal intelligence would be relevant in future to fill that gap.

Intrapersonal Intelligence: It is the ability to understand oneself, including one's emotions, motives, and goals. As learning would be driven by AI, intrapersonal intelligence would allow students to retain their autonomy and self – awareness and make ethical and purposeful use of AI tools.

Spatial Intelligence: This intelligence would be highly relevant as classrooms in future would make a heavy use of AI tools such as 3D environments to solve complex problems. Developing spatial intelligence would help the students to think imaginatively and create original ideas or products. This would, in fact, differentiate human thinking from AI-generated outputs.

Linguistic / Verbal Intelligence: It is the ability to use language effectively to express, communicate ideas or solve problems. This intelligence would be much needed in future as students would be required to must rephrase and adapt AI content to suit specific human needs.

(Candidates are required to discuss those multiple intelligences that would gain relevance in the scenario described in the question. They should justify their choice of the intelligences.)

OR

- (ii) A high level of Emotional Quotient would result in better performance at workplace in the following ways:

- It would help employees perceive and be sensitive to their own feelings and emotions.
- It would also make them sensitive to various types of emotions in their co-workers which will foster collaboration and mutual support.
- Employees with a high Emotional Quotient would regulate their emotions well and not respond impulsively to situations which would help them take important decisions thoughtfully.
- They would also manage stress situations well and not panic under pressure. This ability would help them navigate through such tough situations and eventually turn it to their advantage.
- Such workers would also understand the significance of motivation and encourage their team well, thereby boosting the morale of their team members to attain the organisational goals.

(Candidates have to link the significance of high Emotional Quotient to productivity and work efficiency of the employees at their workplace.)

Question 3

[4]

The projective technique used to assess Priya's personality is Thematic Apperception Test. It consists of 30 pictures which portray human beings in a variety of actual life situations. Ten of these cards are for male clients and other ten are for females and common ten cards for both. The pictures are presented one at a time. The situations in them are vague and indefinite. The respondent is told that it is a test of creative imagination and that there is no right and wrong response. She has to make up a story for each of the pictures presented to her. She must take care of the following aspects while making the story:

- 1) What is going on in the picture?
- 2) What has led to this scene?
- 3) What would happen in such a situation?
- 4) What are the characters thinking and feeling?

Question 4

[4]

The phenomenon evident in the given case is Group Polarisation.

Group polarisation is the tendency for group discussion to strengthen or intensify the members' initial attitudes or decisions, making the group's final position more extreme than before the discussion.

Reasons for change in Juror 1's stance:

- **Informational influence:** Juror 1 hears new arguments favouring her viewpoint. This makes her more favourable towards the group's view thereby, pushing her towards a stronger position.
- **Normative influence:** People shift to more extreme views to fit in and be accepted by the group. When Juror 1 finds others also on the Jury favour a severe punishment, she feels that this view is validated by the public. This is a sort of bandwagon effect.
- **In-group:** When Juror 1 finds the group having similar views, she is likely to perceive them as in-group. She starts identifying with the group and therefore, Juror 1's views become strengthened with that of the group.

Question 5

- (i) Ritesh exhibits Type A Personality as he displays extreme competitiveness, constant urgency, impatience with subordinates, multitasking on projects. These are hallmarks of Type A personality linked to risks of developing coronary heart diseases.

[2]

Ritesh's behaviour pattern can produce excessive physiological arousal in stressful situations. This arousal in turn might result in increased production of hormones epinephrine and nor-epinephrine, as well as increased heart and blood pressure, which produces an increased incidence of coronary heart disease. The surge in adrenaline also causes blood to clot more rapidly which is a major factor in heart disease.

(ii) Ritesh uses the following two coping strategies ineffectively: [2]

- **Rationalisation:** Ritesh claims that the client was “unprofessional” thereby, justifying losing a major contract. He tries to mask his failure with a false logic.
- **Displacement:** He directs his anger onto his subordinates by shouting at them over minor issues which is a safer target and does not address the real cause. He directs his frustrations from a threatening stimulus to a non-threatening stimulus which is an ineffective way to cope with failures.

(Candidates have to assess the coping strategies used by Ritesh and provide strong arguments to support their views.)

Question 6 [4]

(i) As per the graph given, the strongest Aptitudes are:

1. Verbal Ability (90)
2. General Learning Ability (85)
3. Spatial Aptitude (80)

As per the given graph, the weakest Aptitudes are:

1. Finger Dexterity (35)
2. Motor Coordination (40)
3. Manual dexterity (40)

The candidate shows weak ability towards motor related tasks but is strong in general learning abilities which are verbal and spatial in nature.

OR

(ii) The graph given shows the trajectory of Fluid intelligence and Crystallised intelligence.

- The graph shows that Fluid Intelligence (Gf) increases with age and begins to decline around middle age. It is acquired when individuals develop the ability to solve new problems, reason logically, and think in abstract terms without relying on prior knowledge.
- It peaks in early adulthood (around 20 - 30 years) and gradually declines with age because it depends on processing speed, working memory, and neural efficiency, which reduce naturally over time.
- Crystallised intelligence, on the other hand, increases with age and can be sustained through constant efforts. Individuals develop the ability to use accumulated knowledge, skills, and experience to solve problems.
- It increases through adulthood and remains relatively stable in old age as it relies on constant learning and expertise rather than processing speed.

Question 7

- (i) (a) Poverty has impacted Ravi's cognitive process. His family hardships and lifestyle have altered his mindset, and he has come to believe that education is not for him. Due to his underprivileged background and lack of proper nutrition, his attention span and memory have been impaired which is not conducive to his intellectual growth. [2]

- (b) Possible suggestions [2]

- Providing financial and nutritional support can help retain Ravi at school.
- Personalised mentoring, counselling and skill development initiatives by government and non-government agencies can also make him believe in his own worth and of the education.
- Providing Ravi with educational support programmes such as scholarships, free learning materials, remedial teaching can improve his self-confidence and academic motivation.

(Candidates have to suggest two strategies by which the impact of poverty can be reduced on children like Ravi.)

OR

- (ii) (a) The flood victims display Post-Traumatic Stress Disorder (PTSD). It commonly follows severe natural disasters, and its symptoms include intrusive memories such as nightmares, avoidance of trauma-linked reminders, chronic fear, emotional numbness, and heightened arousal. The sudden, catastrophic nature of the flood triggers an intense stress response. [2]

- (b) Empathy is the prominent characteristic exhibited by Dheeraj. It involves understanding the client's experience from their own perspective, putting oneself in their shoes, and feeling their pain without becoming emotionally overwhelmed. [2]

Question 8

[4]

Obsessive compulsive disorder in David Beckham can be attributed to the following:

Biological factors:

- Studies involving identical twins and first-degree relatives in families have shown a high rate of concordance rate. This means that relatives in families appear to inherit the disorder they are closer in their genetic makeup.
- Role of Brain Structure: The frontal cortex controls many cognitive functions like memory, thinking, and reasoning and controls personality characteristics like self-control and self-awareness. Abnormalities in brain structure such as an overactive frontal cortex may generate many impulses to the thalamus of the brain resulting in obsessive thoughts and compulsive actions.
- Obsessive compulsive disorder is highly associated with an imbalance in neurotransmitters, specifically, a deficiency in serotonin. Serotonin is responsible for regulating mood, impulse, and anxiety. Lower levels make it difficult for the brain to regulate and suppress intrusive thoughts.

Psychological factors

- Obsessive compulsive disorder may develop as a result of fixation at the anal stage of psychosexual development as explained by Sigmund Freud. In this stage, children are believed to derive pleasure from excreting.
- Toilet training by their parents involves teaching them to learn control. If parents are too harsh and make the child feel dirty or bad about soiling themselves, they may cause a lot of guilt and shame in the child.
- The intense conflict between the id to 'let go' and the ego 'to control' can lead to obsessive compulsive disorder symptoms as adults. Individuals like David Beckham try hard to suppress, resolve or cope with the conflict which causes them a lot of distress. Hence, they resort to more manageable ways like intrusive thoughts and its associated compulsive behaviour. This helps them to get relief from their anxiety.

SECTION C – 28 MARKS

Question 9

- (i) As highlighted in the article, play patterns reveal distinct patterns of socio-emotional development in children from an early age which are influenced by gender rigidity. The given article highlights the behavioural patterns and toy preferences of girls and boys which also determine their emotional regulation. Their socio-emotional development conforms to stereotypes where boys adopt assertive roles of heroic characters while girls take on nurturing roles. Such rigidity influences socio-emotional development and shapes their emotional expressions and peer interactions. They are eventually rewarded for behaving in accordance with social norms laid down by society. [3]
- (ii) Early gender rigidity can influence the process of identity exploration and commitment, affecting adolescents' socio-emotional development. James Marcia identified patterns of socio-emotional development in adolescents. If the fulfilment is inadequate, then it results in problems in the socio emotional development in adolescents. [4]
- Based on James Marcia's study, during adolescence, individuals begin exploring their identity. A lack of it results in identity crisis.
- According to Erik Erikson, appropriate social development in adolescence requires solving the major challenge of ego-identity vs. role diffusion. To resolve this life crisis, adolescents must form an ego-identity, a strong sense of "who I am and what I stand for," or they may suffer role diffusion (running from activity to activity), with the increased likelihood of succumbing to peer pressure.
- Identity Foreclosure:** Adolescents who accept gender roles without questioning them may develop Identity Foreclosure. Adolescents who choose an identity suggested to them by their parents' or other authority figure do not engage in any identity experimentation and establish an identity based on the choices or values of others. Some parents may make these decisions for their children and do not grant them the opportunity to make choices. In other instances, adolescents may strongly identify with parents and others in their life and wish to follow in their footsteps.

Identity Diffusion: It refers to those adolescents who have not begun the process and are confused. Such individuals do not have firm commitments regarding the issues in question and do not make progress toward them. Those who persist in this identity may drift aimlessly with little connection to those around them or have little sense of purpose in life.

Identity Moratorium: This defines those adolescents who are still searching for an identity. It can be a period to seek what one wants to do in life or can lead to rebellion termed as negative identity. The individuals explore various choices but have not yet made a clear commitment to any of them. This can be an anxious and emotionally tense time period as the adolescent experiments with different roles and explores various beliefs. Nothing is certain and there are many questions, but few answers.

Question 10

[7]

(i) Types of Yoga comprise the following:

- **Pranayama:** It is the control of breath. One of the most fundamental practices associated with Yoga, it has become quite popular of late. This is mostly because of its great disease-curing properties. With regards to the spiritual practices, it is one of the fundamental aspects of managing your own mind.
- **Asana:** These are the poses of Ashtanga Yoga which can be practised to maintain vitality and health of the body.
- **Niyama:** These are the guidelines to the path of Yoga that one needs for maintaining harmony within oneself.
- **Yama:** These are the ethical restraints that a person must impose on himself to achieve harmony with other beings. These can be practised to achieve self-realisation, spiritual transformation, or union with the divine.
- **Pratyahara:** It is all about withdrawing of senses from their objects and into the centre of their origin. It is a re-absorption into the self of all the organs.

Meditation help one relax deeply and calm the mind to be relieved of stress. Since the mind focuses on one thing during meditation, one gets rid of the stream of thoughts that crowd mind causing stress. This process can lead to better physical and emotional well-being.

Some of the most common features of Meditation include:

- **Focused attention:** Focusing attention is one of the most important elements of meditation. Focusing attention is what helps free one's mind from many things that cause stress and worry. An individual can focus your attention on things such as a certain object, an image, a mantra or even breathing.
- **Relaxed breathing:** This technique involves deep, even-paced breathing using the muscle between chest and belly, called the diaphragm muscle, to expand your lungs. The purpose is to slow breathing, take in more oxygen, and reduce the use of shoulder, neck and upper chest muscles while breathing so that you breathe better.
- **Quiet setting:** Meditation may be easier if the spot is a silent place. The aim to have fewer things that can distract or stress.

- Comfortable position: Meditation can be practised in any comfortable position whether sitting, lying down, walking, or in other positions or activities.
- Deep breathing: This requires focusing the attention on breathing. The breath has to be slow and deep and listened to during inhale and exhale.
- Focusing on body: This technique requires focusing attention on each part of body and becoming aware of how the body feels.

OR

(ii) Coined by Salvatore Maddi, Hardiness involves a strong sense of Control, Commitment and Challenge described as:

- Commitment: It is a tendency to throw oneself into whatever they are doing with a sense that their activities are meaningful and important.
- Challenge: Hardy people believe that change rather than stability, is the standard condition of life. They remain resilient in difficult situations.
- Control: Hardy people feel a sense of control. They believe that they can influence the events in their lives. Such individuals approach stress optimistically and confront it by taking direct action to deal with the stressors. Thus, hardiness can act as a defense against stress related diseases. Stress resistant personalities have control which is a sense of purpose and direction in life; commitment to work, family, hobbies and social life; and challenge, that is, they see changes in life as normal and positive rather than as a threat.
- Hardiness helps towards promoting one's positive health and well-being. Many people sail through crises and rebuild their lives positively. They are likely to have constructive attitudes and emotional and social support of various kinds available to them. When we find ways of managing these pressures and can use the energy to create something positive out of the situation, then it can be said that the individual has learned to survive healthily and which makes one more stress fit for future crises. It is like being immunised against the dangers of unhealthy stress.

Question 11

[7]

(i) Referring to Stanley Milgram's experiment on Obedience, 65% of the subjects (Teacher) obeyed the figure of authority providing shock to the Learner up to 450V. The Experimenter and the Learner were confederates with no shock being given.

The levels of obedience remain high even at shock levels labelled as 'strong' because of the following reasons:

- Victim's emotional distance: This significantly increases their likelihood of obedience to authority as when individuals detach emotionally - whether due to fear, or social conditioning - they may become more susceptible to compliance, as their critical thinking and moral resistance weaken.
- Legitimacy of authority: Authority generally possesses symbols of status which people find difficult to resist.
- Liberating effect of group influence: When individuals worked alongside others who obeyed, they were more likely to continue following harmful orders.

- Lack of personal responsibility: People obey because they feel they are not responsible for their own actions and are simply carrying out orders.
- Follow social norms: These act as unwritten rules that guide behaviour, and when authority figures embody these norms, individuals are more likely to follow their instructions.
- Consistency in giving command: Authority gradually increases commands from lesser to greater levels and initial obedience binds followers for commitment.
- Foot-in-the door phenomenon: It begins with a small request that the other person is not likely to refuse. Once carried out, a bigger request is made. Since the smaller request was complied, refusing the second request becomes uncomfortable.
- Consistency: There is a further problem for the teachers in Milgram's experiment, namely that the shocks get progressively worse. Once one has accepted the idea of giving another human being the lowest shocks on a scale which one can clearly see progresses through to potentially lethal levels, then there is no obvious stopping point.

OR

- (ii) In Solomon Asch's experiment on Conformity, the participants had to announce aloud which of the first three lines was identical in length to a "standard line". This experiment was actually 'set up', because only one student in each group was a real subject. What Asch found was that about 75% of the participants conformed.

Among the most important variables producing conformity are the following:

- Characteristics of the group: The more attractive a group is to its members, the greater its ability to produce conformity. All the subjects in Asch's experiments were students. Each student would perceive the group as a reference group. Individuals tend to conform to their reference groups, people we like and enjoy being with and by whom we want to be liked. Furthermore, a person's relative status – social rank within a field – is important. The lower a person's status in the group, the greater the power of the group over that person's behaviour. Group size is another factor in which the conformity increases with the size of the group, however as the group becomes very large, conformity is likely to reduce. Similarly, the more cohesive or close-knit a group is the more conformity there is. If group members are seen as similar to themselves or as experts as compared to oneself, conformity increases.
- The situation in which the individual responds: Conformity is considerably higher when people must make a response publicly than when they can respond privately. Also, when there is prior commitment to an idea or opinion, people conform less than if they have not expressed it publicly.
- Kind of task: The Social comparison idea suggests that people working on tasks and questions that are ambiguous (where we do not know what is 'right' and expected of us) are more susceptible to social pressure. Asked to give an opinion, such as what type of clothing is fashionable, a person is likely to give into conformist pressures, than if asked a question of fact. Individuals resolve this ambiguity by observing people similar to themselves and following their lead. In addition, tasks at which an

individual is less competent than the group create conformity in the person than is more likely.

- Unanimity of the group: Conformity pressures are most pronounced in groups that are unanimous in their support of a position. This goes along with the saying 'The majority rules'. In case a person has an ally in the group called social supporter- one who shares an unpopular opinion or attitude of another group member – they encourage conformity, even if the person giving us the support is not particularly competent and even if he or she does not share our views. It seems that any support will do. However, the support is more likely to be successful if she is competent and does share our views. It also seems to be especially important that dissent by a social supporter, if it is to be effective, should be voiced early on in the proceedings.
- Personality: Generally, when people question or are unsure of their personal abilities they tend to conform. Those with low esteem also fall in line more easily with others.
- Cultural values: In experiments conducted in fourteen countries, conformity rates were lower in individualistic cultures (such as in the United States), in which people tend to pursue their own interests, and higher in collectivistic cultures (such as in China), in which people typically seek to contribute to the group's success.
- Need for social respect: Many people express that they did not want to appear silly. One of our secondary needs is a need for 'social respect', which includes the need to avoid looking ridiculous in front of others or the need to avoid criticism from others. That need would be likely to motivate us to seek compromise with others and seems to be supported by some subjects' reports after the experiment that they wished to avoid embarrassment.

Question 12

- (i) The symptoms listed in the question do signal juvenile delinquency. [4]
- Sudden change in friend circle may be due to associating with a deviant peer group that often introduces one to substance abuse. Youth may engage in illegal activities, vandalise property, or commit thefts due to peer pressure and the desire to fit into the new group.
 - Similarly, withdrawal from family and frequent mood swings symbolises breakdown of social control which often results in rebellion against parents or authority figures.
 - Irregularity at school / college or chronic truancy leads to unsupervised free time, exposing youth to negative street influences. Academic failure diminishes prospects, creating frustration and a sense of hopelessness that pushes individuals toward criminal behaviour.
 - Unexplained need for money or frequent may be a strong signal of indulgence in substance abuse a, the intense urge to procure drugs drives the adolescents toward illegal financial acts.
 - Secretive digital behaviour such as excessive use of phone or late-night chats can expose youngsters to online drug peddlers or gangs.
 - Erratic sleep pattern impacts sense of control, judgment and increases the possibility of aggressive behaviour and violence.

- (ii) [3]
- Awareness programmes can be run in schools to view substance abuse as a medical condition and not as a moral failure. This can bring an attitudinal shift in the perspectives of teachers and parents and make them more mindful rather than develop a dislike towards adolescents.
 - Promoting peer lead dialogues and conversations can help everyone understand the psychological stress and reasons that propel adolescents to resort to addiction.
 - Community rehabilitation centres can be established to counsel the youth and destigmatise them.
 - Society can create a supportive and protective environment where the adolescents feel integrated and not persecuted.

(Candidates have to suggest three ways by which society can intervene and build a positive attitude towards victims of substance abuse.)

