

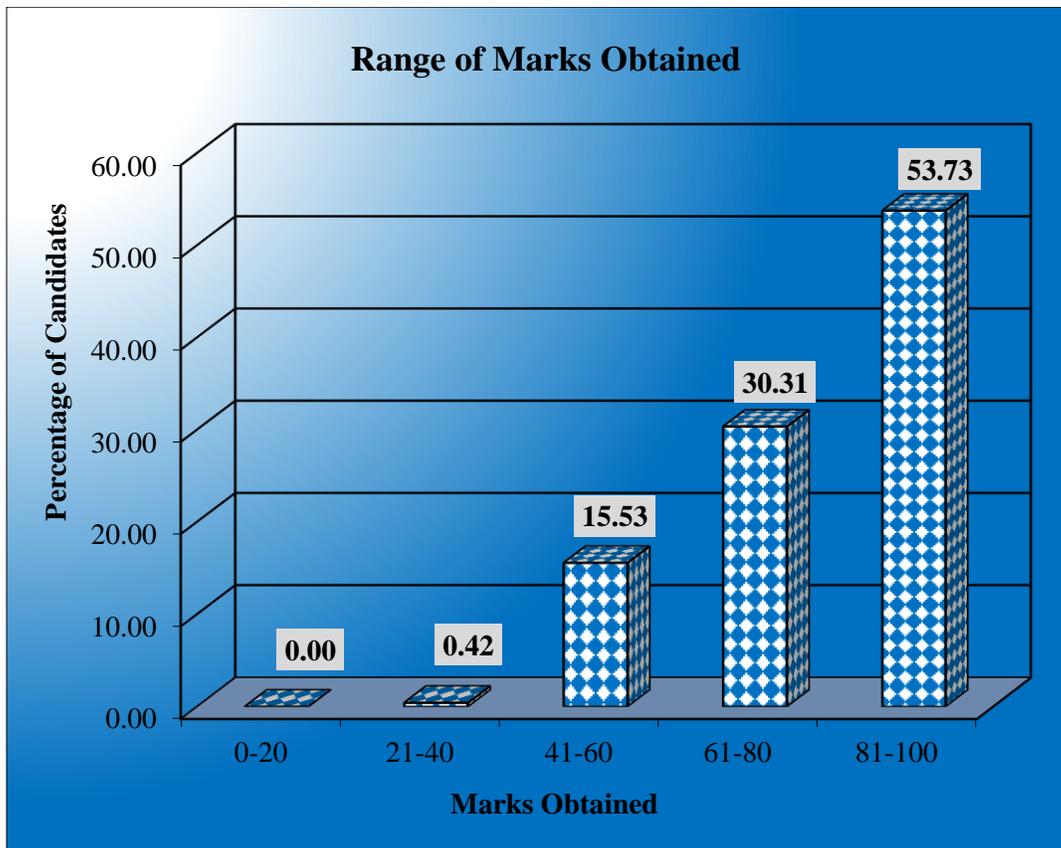
# PSYCHOLOGY

## STATISTICS AT A GLANCE

Total Number of students who took the examination	2,118
Highest Marks Obtained	100
Lowest Marks Obtained	28
Mean Marks Obtained	79.73

### Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	0	9	329	642	1138
Percentage of Candidates	0.00	0.42	15.53	30.31	53.73
Cumulative Number	0	9	338	980	2118
Cumulative Percentage	0.00	0.42	15.96	46.27	100.00



## B. ANALYSIS OF PERFORMANCE

### PART I (20 Marks)

Answer *all* questions.

#### Question 1

[20]

Answer briefly all the questions (i) to (xx):

- (i) Define *culture fair test*.
- (ii) What is meant by *personality disorder*?
- (iii) Mention *any one* use of the study of *life span development*.
- (iv) What is meant by *individual intelligence test*?
- (v) Explain the term *attribution*.
- (vi) What is meant by *hypertension*?
- (vii) Explain *identity versus role confusion* by referring to Erikson's theory.
- (viii) What is meant by *anxiety disorder*?
- (ix) Mention *any two* causes of prejudice.
- (x) What is the difference between *aptitude* and *interest*?
- (xi) Who put forward the concept of *multiple intelligences*?
- (xii) Mention *one* way in which psychology can help in improving school environment.
- (xiii) What is meant by *disorganised attachment*?
- (xiv) According to Freud, what is meant by the term *ego*?
- (xv) What is meant by the term *motivated scepticism*?
- (xvi) Name the personality theory put forward by Abraham Maslow.
- (xvii) With reference to social behaviour, what is meant by *recategorisation*?
- (xviii) Explain the term *modelling* as used in psychotherapy.
- (xix) Define *social influence*.
- (xx) What is meant by *stress*?

## Comments of Examiners

- (i) Most of the candidates were able to answer the question correctly. Some candidate did not write the meaning of 'Culture Fair' and only gave examples.
- (ii) Majority of the candidates answered this well. A few confused personality disorder with mental disorder.
- (iii) Most of the candidates answered this question well.
- (iv) While a number of candidates explained the word 'individual test' there were some who only explained 'intelligence test' and overlooked the word 'individual'.
- (v) Most of the candidates answered this question correctly but a few did not specify that it is the cause behind others' behavior. They just wrote the cause of behavior.
- (vi) Hypertension was explained in a very general manner and the biological aspects were not mentioned by the candidates. Some candidates wrote it as an effect of tension.
- (vii) Very few candidates explained 'identity vs. role confusion' completely. Some discussed only one dimension, either 'identity' or 'role confusion'.
- (viii) Many of the candidates just defined 'anxiety' while some defined 'generalized anxiety disorder'.
- (ix) This question was attempted correctly by most of the candidates. Some used the point 'role of social learning' as two different points by giving different examples. For example, learning from parents and learning from grandparents.
- (x) Some candidates discussed the difference between aptitude and achievement, instead of the difference between aptitude and interest. Others defined aptitude or interest incorrectly.
- (xi) Majority of the candidates scored well in this part.
- (xii) This question was attempted correctly by most of the candidates. A few candidates wrote in general about application of psychology in school. They forget the word 'environment', hence very few wrote about the relationship.
- (xiii) This question was not attempted well by majority of the candidates. Many candidates discussed 'avoidant' or 'ambivalent attachment'. Some gave very vague definitions.
- (xiv) A number of the candidates answered this question correctly but some were confused between the terms 'id' and 'ego'.

## Suggestions for teachers

- Explain the meaning of the term 'Culture Fair', giving examples of Cattell and Raven's Tests and how they do not discriminate against individuals of varied background.
- The difference between mental disorders, mental retardation and personality disorders needs to be taught clearly and what they mean as it is defined in DSM IV.
- Clarify to students that attribution is a concept of Social Psychology and the cause behind others' behaviour. Moreover, examples need to be given in order to explain the concept.
- Explain hypertension as an effect of stress on the biological system as it leads to higher levels of sodium in the blood stream.
- Anxiety disorders should be taught with the help of a flow chart discussing the specific characteristics of each form of anxiety disorder.
- The four causes of prejudice must be clearly explained with relevant examples.
- While teaching the chapter Intelligence and ability, concepts of general and specific mental abilities and then the individual concepts of aptitude, achievement and interest need to be differentiated.
- Stress upon learning the full names of the proponent psychologist with emphasis on correct spelling.
- The different biases need to be explained to students clearly. Examples should be given so as to enable them to understand each concept.

- (xv) Most of the candidates explained this concept wrongly. The answers given by candidates were confused and incorrect. In some cases, the examples were not clear.
- (xvi) Almost all candidates answered this part correctly.
- (xvii) Most of the candidates answered well. A few candidates got confused and wrote the definition of 'social categorization' without bringing out the change in the boundaries of 'us' and 'them' groups.
- (xviii) Many candidates did not use the words 'observing' and 'imitating' and wrote about modeling in the fashion world and television.
- (xix) Several candidates wrote 'social influence' as an influence only.
- (xx) While this part was attempted well by majority of the candidates, a few defined stressors instead.

- The principles on which id, ego and superego are based must be explained properly.
- While teaching, the difference between social categorization and recategorization should be brought out clearly.
- Observational Learning should be taught in detail, so that students know that behaviour of the role model is followed or imitated.
- Social influence can be taught with the help of flow charts, with emphasis on key words.
- The difference between 'stress' and 'stressor' needs to be explained well with examples.

## MARKING SCHEME

### Question 1

- (i) Intelligence tests which do not discriminate against individuals belonging to different cultures are called culture-fair tests. In such tests, items are constructed in a manner that eases experiences common to all cultures.
- (ii) Personality Disorders are defined by the DSM-IV as extreme and inflexible personality traits that are distressing to the persons who have them or cause them problems in school, work or interpersonal relations.
- (iii) By studying life span development, we get to know:
  1. The changes which take place during infancy, childhood and adolescence – which can be physical, cognitive, moral and socio-emotional in nature.
  2. It prepares parents / teachers, before time.
  3. It helps to evaluate – milestones reached.
  4. Helps in proper personality development.
  5. It is an urgent guide for a child's proper exposure to his innate abilities.
  6. Good parenting *(any one)*
- (iv) Individual intelligence test is a test that must be given to a single individual at a time typically by a specially trained person. E.g. Binet-Simon Scale.
- (v) Attribution are the processes through which we seek to determine the causes behind other's behaviour.
- (vi) Hypertension means high blood pressure, a condition in which the pressure within the blood vessels is abnormally high/ high level of sodium

- (vii) Identify versus role confusion means, adolescents must integrate various roles into a consistent self-identity. If they fail to do so, they may experience confusion over who they are. OR

Identity versus confusion is a crucial stage in Erikson's theory. At this time of life, teenagers ask themselves, 'who am I?' 'What am I really like?' 'What do I want to become?' They seek to establish a clear self-identity to understand their own unique traits and what is really of central importance to them. Adolescents adopt many different strategies to help them resolve their own personal identity arises if they fail to develop a self-identity they may experience confusion over who they are.

- (viii) Anxiety disorder: Generalised feeling of fear or apprehension. Vague concern that something unpleasant will soon occur and persist for a long time.

Anxiety disorders are psychological disorders that take several different forms, but which are all related to a generalized feeling of anxiety/ high arousal

- (ix) 1. Direct inter-group conflict – competition as a source of bias.  
2. Social categorization  
3. Role of social learning  
4. Cognitive source of prejudice – role of stereotypes

(Any other correct cause )

(any two)

- (x) Difference between *aptitude* and *interest*:

Aptitude refers to an individual's underlying potential for acquiring skills.

Interest is the preference / inclination / liking in one or more specific activities relative to others.

For example, a person may be interested in a particular activity, job or training, but may not have the aptitude for it.

- (xi) Howard Gardner./ H Gardner

- (xii) Way in which Psychology can help in school environment:

1. Problem of discipline
2. Use of audio-visual aids
3. Democratic administration
4. Time table
5. Co-curricular activities
6. Use of innovative methods

(any one)

- (xiii) Disorganised attachment is a pattern of attachment in which infants show contradictory reactions to their care giver after being reunited with her in the strange situation test.

- (xiv) In Freud's theory, the part of personality that takes account of external reality in the expression of instinctive sexual and aggressive urges. Reality keeps check on Id and balance

between Id and Superego. (Maximum pleasure and minimum pain)

- (xv) Motivated Scepticism is the tendency to require more information to make a decision contrary to one's initial preferences than a decision consistent with one's initial preferences.
- (xvi) The Theory of Need Hierarchy /Humanistic Theory/Theory of Self-Actualisation.
- (xvii) Recategorization is a technique for reducing prejudice that involves inducing individuals to shift the boundary between 'us' and 'them' so that it now includes groups they previously viewed as 'them'.
- (xviii) Modelling is a process with learning in which an individual acquires responses by observing and imitating others.
- (xix) Social influence are the efforts by one or more persons to change the attitudes or behaviour of one or more people.
- (xx) Stress is our response to / factors / events that disrupt, or threaten to disrupt our physical or psychological functioning.

## PART II (50 Marks)

### SECTION A

Answer any **two** questions.

#### Question 2

- (a) Describe Guilford's Structure of Intelligence Model. [5]
- (b) Discuss Raven's progressive matrices as a means of intelligence measurement. [5]

#### Comments of Examiners

- (a) Most of the candidates were unable to list all the factors – hardly anyone mentioned the trigram symbol.
- (b) A number of the candidates did not write the names and details of three forms of progressive Matrices. Some candidates did not know whether it is a verbal or a non-verbal intelligence test. They were generally confused about the time limit. Some did not mention educative ability and reproductive ability.

#### Suggestions for teachers

- Diagrammatic explanation needs to be given while teaching Guilford's SOI Model. Also, the key terms like, structure of intellect, trigram symbol, should to be emphasized.
- Raven's Progressive Matrices, should be taught in detail by including the three forms for different ability levels. Students should be made aware that it is a group test which is non-verbal and culture fair. There is no time limit.

## MARKING SCHEME

### Question 2.

- (a) Guilford and his associates developed a model of intellect on the basis of the factor analytical research studies conducted by them, which involved a number of intelligence tests. It consists of  $5 \times 6 \times 5 = 150$  factors in all which may constitute human intelligence, where each parameter operations, contents and products may be further subdivided into some specific factors and elements. Each one of these factors has a trigram symbol, i.e. at least one factor from each of the three parameters has to be present in any specific intellectual activity or mental task. (*180 Factors according to the latest revision/120 factors*).

Division of intellectual activity with parameters and specific factors:

Operation	Contents	Products
Evaluation (E)	Visual factor (F)	Units (U)
Convergent Thinking (C)	Symbolic (S)	Classes (C)
Divergent Thinking (D)	Semantic (M)	Relations (R)
Memory (M)	Behavioural (B)	Systems (S)
Cognition (C)	Auditory (A)	Transformation (T)
		Implication (I)

Principles/Diagram:

1. Reasoning and problem solving skills (Convergent and Divergent operations) can be subdivided into 30 distinct activities (6 products  $\times$  5 contents)
  2. Memory operations can be subdivided into 30 different skills (6 products  $\times$  5 contents)
  3. Decision making skills (Evaluation operations) can be subdivided into 30 distinct abilities (6 product  $\times$  5 contents)
  4. Language related skills (Cognitive operations) can be subdivided into 30 distinct abilities (6 product  $\times$  5 contents) *(any two)*
- (b) Raven's Progressive Matrices (also Raven Progressive Matrices) are widely used non-verbal intelligence tests. Culture fair test / group test. In each test item, one is asked to find the missing pattern in a series. Each set of items gets progressively harder, requiring greater cognitive capacity to encode and analyze. The test consist of 60 matrices or abstract designs from each of which a part has been removed. Subject has 6 - 8 alternative and there is no time limit. / (Educative ability and reproductive).

*(any four)*

They are offered in three different forms for different ability levels, and for age ranges from five through adult:

- Coloured Progressed Matrices (younger children and special groups)
- Standard Progressive Matrices (average 6 to 80 year olds)
- Advanced Progressive Matrices (above average adolescents & adults)

**Coloured Progressive Matrices:** Designed for younger children, the elderly, and people with moderate or severe learning difficulties, this test contains sets A and B from the standard matrices, with a further set of 12 items inserted between the two, as set AB. Most items are

presented on a coloured background to make the test visually stimulating for participants. However the very last few items in set B are presented as black-on-white — in this way, if participants exceed the tester's expectations, transition to sets C, D, and E of the standard matrices is eased. (Name + 1 description)

**Standard Progressive Matrices:** These were the original form of the matrices, first published in 1938. The booklet comprises five sets (A to E) of 12 items each (e.g. A1 through to A12), with items within a set becoming increasingly difficult, requiring ever greater cognitive capacity to encode and analyze information. All items are presented in black ink on a white background. (Name + 1 description)

**Advanced Progressive Matrices:** The advanced form of the matrices contains 48 items, presented as one set of 12 (set I), and another of 36 (set II). Items are again presented in black ink on a white background, and become increasingly difficult as progress is made through each set. These items are appropriate for adults and adolescents of above average intelligence./ (Name + one description for each of the Matrices).

### Question 3

- (a) Explain the *personality theory* by Carl Rogers. [5]
- (b) Explain the *trait theory of personality* given by Allport. [5]

### Comments of Examiners

- (a) A number of candidates did not mention distortion or denial. Some did not mention positive conditional regard. Others mentioned the names of concepts without explaining them. Several candidates only explained fully functioning person in detail, without mentioning any other concepts. A few candidates discussed Roger's Client - centered Therapy.
- (b) Definition of trait theory of personality was not written by most of the candidates. Functional autonomy was not explained by many. In some cases, three types of traits were mentioned but their examples were not given. Some candidates were confused about central and cardinal traits.

#### Suggestions for teachers

- All main concepts, that is, fully functioning person, self-concept reality, denial, distort or conditional positive regard and unconditional positive regard should be explained clearly.
- Students should be asked to read the question carefully. They should be taught to write each and every concept of the theory. All traits should be explained with relevant examples. The difference between Central and Cardinal traits should be explained clearly.

## MARKING SCHEME

### Question 3.

- (a) One central assumption of Rogers theory was that human beings show many positive characteristics and move, over the course of their lives, toward becoming fully functioning person. What are such persons like? Rogers suggested that they are people who strive to experience life to the fullest, who live in the here and now and who trust their own feeling. They are sensitive to the needs and rights of others but they do not allow society's standards to shape their feelings or actions to an excessive degree. Fully functioning people aren't saints. They can and do act in ways they later regret but throughout life, their actions are dominated by constructive impulses. They are in close touch with their own values and feelings and experience life more deeply than most other persons.

If all human beings possess the capacity to become fully functioning person, why don't they all succeed? Why aren't we surrounded by models of health and happy adjustments? The answer, Rogers contends, lies in the anxiety generated when life experience are inconsistent with our ideas about ourselves. In short- When a gap develops between our self-concept(our believes and knowledge about ourselves) and reality or our perceptions of it. For ex. a young girl who is quite independent and self-reliant, and who thinks of herself in this way. After her older sibling dies in an accident parents begun to baby her and feels she must be sheltered from the outside world. This treatment is highly inconsistent with her self-concept. As a result she experiences anxiety and adopts one or more psychological defences to reduce it. The most common defence is distortion-changing our perception of reality so that they are consistent with our self-concept. For ex. the girl may come to believe that her parents aren't being overprotective, they are just showing normal concern for her safety. Another defence process is denial; she may refuse admit to herself that as a result of being baby she is indeed losing her independence.

The larger such gaps, Rogers contends the greater individual maladjustment-and personal unhappiness. Rogers suggested that distortions in the self-concepts are common because most people grow up in an atmosphere of conditional positive regard. That is they learn that such as their parents, will approve of them only when they behave in certain ways and express certain feelings. As a result many people are forced to deny the existence of various impulses and feelings and their self-concepts become badly distorted.

Rogers suggest that therapists can help to accomplish this goal by placing individuals in an atmosphere of unconditional positive regard- a setting in which they will be accepted by the therapists no matter what they say or do. Such conditions are provided by client centered therapy.

- (b) Gordon Allport (1897-1967) is often called the father of personality theory. He was very much a trait theorist. Traits are specific dimensions along which individuals differ in consistent and stable ways. He believed in the individuality and uniqueness of the person and that people have consistent personalities.

Allport who spent thirty years searching for the traits that combine to form personality, found nearly 18,000 dictionary terms that can be used to describe human behaviour. Allport believed that traits are essentially unique to each individual. On the basis of his studies, Allport concluded that personality traits could be divided into several categories that varied in their importance. The least important are secondary traits; these are traits that exert relatively

weak and limited effects on behaviour. More important are central traits- five to ten traits that together account for the uniqueness of an individual's personality. Such traits are stronger and more resistant to situational forces. Finally, Allport noted that a few people are dominated by a single trait called cardinal trait. Nearly all of the individual's actions can be tracked back to such traits. Napoleon (ambition) and Alexander the Great (lust for power) are a few examples of such persons and their cardinal traits.

According to Allport, more important than all of the searching into the past or the history of the organism is the simple question of what the individual intends to do in the future. Intentions include hopes, wishes, ambitions, aspirations, and plans of the person. It is the contention of this theory that what the individual is trying to do is the most important key to how the person will behave in the present. In this respect, he showed a strong similarity to certain views of Alfred Adler and Carl Jung.

The principle of functional autonomy simply states that a given activity may become an end or goal in itself, in spite of the fact that it was originally engaged in for some other reason. For example, initially a child may learn to read because this pleases his teachers and parents. Later in life, however, the same person may read because he has come to enjoy this activity in itself. This contrasts with Freud's view that the roots of adult personality are planted firmly in the soil of childhood. For Allport, such connections are not necessarily present, and our adult behaviour may spring from roots entirely different from those that give rise to our childhood behaviour.

#### Question 4

- (a) Explain Strong Campbell Interest Inventory as a means to measure interest. [5]
- (b) Describe the Psychosexual Stages of development by Freud. [5]

#### Comments of Examiners

- (a) The test items were written incorrectly by many candidates. Some candidates hardly knew the details of SCII. A number of candidates missed the scoring part of the test.
- (b) Majority of the candidates attempted this question correctly. Some candidates were confused between the latency stage and the genital stage. In some cases, the stages were not written in the proper sequence or order. Several candidates missed out the 'phallic stage' but wrote 'Oedipus'.

#### Suggestions for teachers

- All the necessary details of the test should be explained to students especially about the seven parts and their preference categories. Scoring in terms of mean and standard deviations must be explained. The six themes and the basic interest scale must also be discussed.
- All five psychosexual stages must be explained clearly, along with libido and fixation at each stage. The importance of writing the correct name of each stage, in the right order must be stressed upon.

## MARKING SCHEME

### Question 4.

- (a) Strong-Campbell Interest Inventory has been the subject of 50 years of research. It is mainly taken from Strong's earlier version 'Strong Vocational Interest Blank'. SCII represents the 1974 revision of the SVIB formulated by E.K. Strong Junior. The type of scores that this inventory gives, indicates the degree to which a person is similar in his interest to persons in a particular occupation.

#### Description of the test:

In SCII the men's and women's forms of SVIB were merged. It consists of 325 items grouped in 7 parts. All the items were selected on the basis of empirical criterion keying. Items in first five parts fall into following categories:

1. Occupations
2. School subjects
3. Activities (of making a speech, raising money for charity etc.)
4. Amusements (things you would like to do when you have a lot of time)
5. Day to day contact with various types of people (e.g. military officers)

The examinee has to express his preferences for these items under three categories: "Like" (L), "Indifferent" (I), or "Dislike" (D).

The remaining two parts require the respondent to express a preference between paired items e.g. dealing with things vs dealing with people.

#### Scoring:

In order to establish the scoring key for an occupation Strong and Campbell compare the responses of persons in general to responses of persons within that occupation. Since the responses of men and women show substantial differences on a number of interest items, the comparisons have been carried out separately for men and women.

The total score is the sum of the item- responses. A raw score is obtained in this way for each of the occupations. The raw scores are converted into standard scores where the mean for the sample is taken to be 50 and standard deviation to be 10. A standard score of 45 or above is considered similar to those in occupation and thus indicative of interest whereas a score of 25 or less is considered to be dissimilar. A score between 26 and 44 is viewed as rather uninformative.

The Strong Campbell Inventory has added two types of scales that were not there in the original SVIB.

The first of these scales is called the General Occupational Themes Scales. Each theme is described not only by the occupations that appear to relate to it but also by a set of adjectives that are thought to be typical of person in whom that theme is predominant. Thus a person high on a realistic theme is described as robust, rugged, practical, stable, natural and persistent. The six themes given are Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Finally, the SCII provides Basic Interest Scales. These are scores based on small clusters of items in which the items correlate fairly substantially with each other and appear to share common content.

This inventory has fairly good reliability and validity. Scores in most interest inventories are quite stable over short periods of time such as two weeks or a month. Correlation of about 0.90 are typical of those reported in manuals for both the Strong and Kuder Inventories. Takes 25 minutes.

- (b) According to Freud, there is an innate sequence of stages through which all human beings pass. At each stage pleasure is focused on a different regions of the body.

Oral stage: The stage of psycho sexual development during which pleasure is centered in the region of mouth.

Anal stage: The psycho sexual stage of development in which pleasure is focused primarily in the anal zone.

Phallic stage: An early stage of psycho sexual development during which pleasure is centered in the genital region. It is during this stage that the Oedipus Complex develops.

Oedipus Complex (The Father and the Daughter, Electra complex (the mother and the son): In Freud's theory a crisis of psycho sexual development in which children must give up the sexual attraction to their opposite sex parents.

Latency stage: The psycho sexual stage of development that follows resolution of the Oedipus Complex. During this stage sexual desires are relatively weak.

Genital stage: The final stage of psycho sexual development- one in which individual acquires the adult capacity to combine lust with affection.

## SECTION B

Answer any **three** questions.

### Question 5

- (a) Explain the self-gender awareness that is found during childhood. [5]
- (b) Describe the cognitive development that occurs during infancy. [5]

#### Comments of Examiners

- (a) A number of candidates wrote general answers. Only a few discussed concepts such as, gender stability, gender consistency, etc.
- (b) A number of candidates who attempted this question did not write about concepts such as, assimilation and accommodation. A few candidates discussed the preoperational period instead of sensorimotor period. Several candidates did not write about reflexes. In some cases, the examples were not clear.

#### Suggestions for teachers

- Familiarise students with terms such as, gender identity, gender stability, gender consistency, gender stereotype, gender roles and sex consistency (defining all of them). The role of social learning and cognitive development theory should be explained.
- Each stage of cognitive development must be discussed with age, range and distinctive developmental features.
- Key words of each stage must be included in the explanation. Students should be taught to differentiate between cognitive, social and physical development.

#### **MARKING SCHEME**

##### **Question 5.**

- (a) By the age of four, one understands the fact that one is a male or female which is termed as gender identity.

Again, children understand that the gender is stable over the time, which is known as gender stability.

Ruble and her colleagues have proposed that complete understanding of one's sexual identity involves all three components and centres around a biologically based categorical distinction between males and females.

It is not until they are six or even seven, however, that children acquire gender consistency – the understanding that even if they adopted the clothing, hair styles, and behaviours associated with the other sex, they would still retain their current sexual identity. At this time, they can answer correctly questions such as “If Jack were gentle and cooked dinner, would Jack be a boy or a girl?”

Gender: A society's beliefs about the traits and behaviour of males and females.

Gender stereotypes: Cultural beliefs about differences between women and men.

Gender Roles: Expected behaviours of males and females in many situations.

Sex consistency is complete understanding of one's sexual identity, centring around a biologically based categorical distinction between males or females.

Several contrasting but not necessarily competing explanations have been offered. One of these social learning theory emphasizes the role of learning – especially the impact of modelling and operant conditioning. According to this theory, children are rewarded for behaving in these accordance with gender stereotypes and gender roles – for behaving as boys and girls are expected to behave.

A second view of gender development, cognitive development theory, suggests that children's increasing understanding of gender is just one reflection of their steady cognitive growth.

A third view is the theory that children develop a cognitive frame work reflecting the belief of their society about the characteristics and roles of males and females, this gender schema often strongly affects the processing of new social information./ (Gender schema theory)

- (b) In Piaget's view, the development of knowledge is a form of adaptation and as such involves the interplay of two processes, assimilation and accommodation. Assimilation means modifying one's environment so that it fits into one's already developed ways of thinking and acting. For example, when a child hoists a banana and runs around in a circle shouting "Look – it is a jet", the child is assimilating the banana into ways of thinking and behaving that are already in place. Accommodation means modifying oneself so as to fit in with existing characteristics of the environment. The child who, for the first time manages to peel a banana and adjust his mouth so that the banana will fit into it has accommodated his ways of thinking and behaving to the banana as it really is. Of course, most steps in development accommodates to the banana (adjusting his ways of holding his hand and his mouth) also assimilates the banana (by chewing and swallowing it). Piaget also spoke of equilibration – the tendency of the developing individual to stay in balance intellectually by filling in gaps in knowledge and by restructuring beliefs when they fail to test out against reality.

According to Piaget, the processes of assimilation, accommodation and equilibration operate in different ways at different age levels.

Piaget called the period of infancy the sensorimotor stage. The label reflects the infant's way of knowing the world are sensory, perceptual and motoric. Piaget called each specific way of knowing a scheme. A scheme is an action sequence guided by throughout. For example, when infants suck, they are exercising a sucking scheme.

When young infants see an object and the object is then hidden, they seem unaware that the object continues to exist.

Hold an object within view of the baby until he or she is clearly interested and is reaching for it; then quickly cover the object with a cloth. Chances are that the baby will stop in mid-reach and will not search for the object at all. Repeat the same experiment with the same youngster 3 or 4 months later, and you are apt to see the baby search for the hidden object. The search suggests that the baby has attained what Piaget called object permanence – the

idea that objects continue to exist even when we can no longer see them. To understand the importance of object permanence, remember that the mother and father are also objects in a baby's world. Evidence suggests that very young infants are not aware of the permanence of people – even their own parents when these people are hidden from view.

1. Reflexes scheme – birth to one month
2. Primary Circular Reaction 1 to 4 months
3. Secondary circular reaction 4 to 8 months
4. Coordination of secondary schemes 8 to 12 months
5. Tertiary circular reaction 12 to 18 months
6. Mental combination 18 to 24 months

(any five)

### Question 6

- (a) Explain with examples *any five* ineffective strategies of handling stress. [5]
- (b) Describe the different stages of General Adaptation Syndrome. [5]

#### Comments of Examiners

- (a) This question was well answered by majority of the candidates who attempted it but some candidates gave vague answers while some others did not give examples. A few candidates discussed 'effective' strategies of handling stress instead of the 'ineffective' strategies as required. Some candidates drew the wellness cycle of stress.
- (b) Most of the candidates attempted this question well. However, a few candidates did not mention Hans Selye. In several cases 'Hans Selye' was spelt incorrectly. Some candidates wrote about the Stage of Resistance but missed out on ACTH Hormones, CRF factors. A few candidates simply mentioned the stages but did not explain them.

#### Suggestions for teachers

- Each defence mechanism must be explained with an example.
- The difference between effective and ineffective strategies of handling stress must be clearly brought out.
- Discuss the different stages of GAS Model and explain each stage clearly.

### MARKING SCHEME

#### Question 6.

- (a) Ineffective strategies of handling stress:

DEFENSE	DESCRIPTION	EXAMPLE
1. Displacement	Passing on the impulses on a less threatening target.	Slamming a door instead of hitting a person. Yelling at spouse after an argument with the boss
2. Projection	Passing off the unacceptable impulses	A man who feels strongly hostile towards a neighbour perceives the neighbour as being

	within self on to someone else.	hostile to him.
3. Rationalisation (Release from guilt feeling)	Supplying a logical or rational reason as opposed to the real reason.	A young woman explains that she ate an entire chocolate cake so that it wouldn't spoil in the summer heat.
4. Reaction formation	Taking the opposite belief because the true belief causes anxiety	If people are too modest, too solicitous, too affectionate or too strident in their crusades against an "evil" such as alcoholism it is possible that they are unconsciously harbouring the opposite feelings.
5. Regression	Returning to a previous stage of development.	A child who is toilet trained starts wetting the bed after new sibling arrival.
6. Repression	Pushing things into the conscious	A student asks her professor to raise her; when she refuses, the student throws a temper tantrum.
7. Sublimation	Acting out unacceptable impulses in a socially acceptable way.	Instead of trying to seduce the young man, according to Freud the widow's id wants to, she might "adopt" him as a son and provide financial support to further his education.

*(any acceptable example for any of the five strategies of defence mechanism be accepted)*  
*(any five)* OR

*(Emotional expression, complaining, fantasy, helping others, substances abuse, eating disorder)*

(b) Different stages of general adaptation syndrome:

Hans Selye (1956, 1976) termed the body's response to stressors the general adaptation syndrome. The general adaptation syndrome consists of three stages. (1) The alarm reaction, (2) The stage of resistance, and (3) The stage of exhaustion.

Alarm Reaction: The alarm reaction is essentially the emergency response of the body.

Stage of Resistance: If the stressor continues to be present, the stage of resistance begins, wherein the body resists the effects of the continuous stressor. However, resistance to new stressors is impaired during this stage. During this stage, certain hormonal response of the body is an important line of defence in resisting the effects of stressors.

Adrenocorticotropic hormone (ACTH) is secreted into the bloodstream by certain cells in the pituitary gland. The rate of ACTH secretion, is in part, controlled by another hormone-like chemical substance – corticotrophin-releasing factor (CRF) – that is made by certain cells in the brain structure known as the hypothalamus. The corticotrophin-releasing factor flows from the hypothalamus to the pituitary gland through a specialised system of blood vessels. Stressors are able to activate the nerve cells of the hypothalamus to that more corticotrophin – releasing factor is sent to the pituitary gland, thus increasing secretion of ACTH into the

blood. In this way, brain activity triggered by stressors influences hormone release; thus this is a major link between environmental events – stressors – and the bodily state of stress. Cortisol and other, similar hormones have many secretions which allow the body to deal adaptively with stressors for long periods of time during the stage of resistance. But maintained high levels of these hormones can be harmful. For instance, cortisol promotes the formation of glucose (blood sugar) – a fuel needed for nerve and muscle activity – by breaking down fats and proteins.

Stage of Exhaustion: The final stage of the general adaptation syndrome is the stage of exhaustion. In this stage, the body's capacity to respond to both continuous and new stressors has been seriously compromised. For instance, due to the actions of cortisol, a person may no longer be able to ward off infection and may become sick and perhaps die. Or, because of other stressor-induced hormonal effects, stomach ulcers, diabetes, skin disorders, asthma, high blood pressure, increased susceptibility to cancer (Bammer & Newberry, 1983) or a host of other diseases may occur at this stage or late in the stage of resistance.

### Question 7

- (a) Explain the central features of psychodynamic therapies. [6]
- (b) Give *any four* characteristics for each of the following: [4]
- (i) Generalised Anxiety Disorder.
- (ii) Obsessive Compulsive Disorder.

### Comments of Examiners

- (a) This question was answered well by majority of the candidates. However, a few candidates did not explain the basic concept of psychodynamic therapy.
- (b) (i) Most of the candidates wrote this answer correctly.
- (ii) Many candidate defined obsession and compulsion repeatedly - they did not give typical behavioral characteristics.

### Suggestions for teachers

- The basic concept of the psychodynamic theory must be explained along with all major concepts such as, free association, dream analysis, resistance, transference and counter transference.
- The difference between various types of anxiety disorders should be clearly explained.
- Various characteristics of obsession compulsive disorder should be highlighted.

## MARKING SCHEME

### Question 7.

(a) Features of *Psychodynamic therapy*:

Psychodynamic theory is used for the treatment of psychological disorders focusing on the interplay of motives and urges. (Basic Concept )

#### Probing the Unconscious: Free Association and Dream Analysis:

Because unconscious impulses and conflicts are assumed to be the cause of neurotic behaviour, the analyst uses several techniques to discover these unconscious processes and nudge them into view. One of these techniques is free association, a technique in which patients are asked to let their thoughts run free, without censorship, reporting them as they occur. To facilitate their free association, patients are asked to relax on a couch and look away from the analyst. Unexpected trains of thought, sudden memory lapses, and unusual statements give the analyst clues to the patient's repressed thoughts, feelings, and conflicts.

Freud believed that another pathway to the unconscious was dream analysis. He felt that id urges and unconscious conflicts push for expression even when we are asleep and that our defence mechanism even relax a bit during sleep. In analysing dreams, the psychoanalyst tries to understand the particular urges that a patient has repressed and conflicts that are hidden from view. One is that the symbols we use in our dreams have highly personal meanings, though analysts believe that we use certain common symbols to stand for particular ideas. Another is that parts of the dream may seem illogical or confusing. Still another is that parts of dreams are forgotten.

#### Coping with Resistance, Transference and Countertransference:

Efforts to avoid or evade – by rejecting the analyst's interpretations, holding back crucial information or failing to remember – were labelled resistance by Freud. He saw resistance as a patient's unconscious struggle to prevent painful material from being brought out to the surface and faced directly. The analyst copes with resistance in several ways. Often the resistance is interpreted for the patient; the analyst explains why the patient may be rejecting an interpretation or forgetting and the analyst may interpret the repressed feelings in ways that are easier to accept. The analyst also interprets and builds on the transference that develops during analysis. The patient's attitudes and feelings towards people outside analysis can resurface in the patient's relationship with the analyst. Sometimes, the analyst develops a counter-transference reaction with respect to the patient, meaning that the analyst transfers onto his or her relationship with the patient certain attitudes and feelings that originated in the analysts relationship outside the analysis.

(b) (i) Generalised anxiety disorder:

- Excessive anxiety and worry , occurring more days than not for at least 6 months about a number of events or activities (such as work or school performance)
- The person finds it difficult to control worry.
- The anxiety and worry are associated with at least three (or more) of the following six symptoms:

- Restlessness or feeling keyed up or on edge

- Being easily fatigued
- Difficulty concentrating or mind going blank
- Vigilance is evidenced by irritability
- Muscle tension manifested in shakiness, restlessness and headaches.
- Sleep disturbance (difficulty falling or staying asleep or restless, unsatisfying sleep)
- Hyperactivity is manifested by shortness of breath, excessive sweating, palpitations and even stomach ailments like chronic diarrhea.
- The focus of the anxiety and worry is not confined to features of an Axis I disorder,
- The anxiety, worry or physical symptoms cause clinically significant distress or impairment in social, occupational or other important areas of functioning.
- The disturbance is not due to the direct psychological effects of a substance (example drugs of abuse [or] medication) or a general medical condition (e.g. hyperthyroidism), and does not occur exclusively during a mood disorder, psychotic disorder, or a pervasive developmental disorder.

*(any four)*

(ii) Obsessive compulsive disorder:

A.	Either Obsessions or Compulsions	
	Obsessions are defined by the following:	
	1.	Recurrent and persistent thoughts, impulses or images that are experienced at some time during the disturbances as intrusive and inappropriate and cause marked anxiety or distress.
	2.	The thoughts, impulses or images are not simply excessive worries about real life problems.
	3.	The person attempts to ignore or suppress such thoughts, impulses or images or to neutralise them with some other thought or action.
	4.	The person recognises that the obsessional thoughts , impulses or images are a product of his or her own mind (not imposed from without as in thought insertion)
	Compulsions are defined by the following:	
	1.	Repetitive behaviours (e.g. hand-washing, ordering, checking) or mental acts (e.g. praying, counting, repeating words silently) that the person feels driven to perform in response to an obsession, or according to rules that must be applied rigidly.

	2.	The behaviours or mental acts are aimed at preventing or reducing distress or preventing some dreaded event or situation; however, these behaviours or mental acts either are not connected in a realistic way with what they are designed to neutralize or prevent or are clearly excessive.
B.		At some point during the course of the disorder, the person has recognized that the obsessions or compulsions are excessive or unreasonable. However, this does not apply to children.
C.		The obsessions or compulsions cause marked distress, are time consuming (take more than one hour a day) or significantly interfere with the persons normal routine, occupational (or academic) functioning, or usual social activities or relationships.

#### The Symptoms of OCD

1. Contamination.
2. Pathological Doubt
3. Intrusive Thoughts
4. Symmetry
5. Religious Obsession and Compulsive hoardings

### Question 8

- (a) Define *attitude*. Explain the various components of attitude. [4]
- (b) Explain each of the following biases. Give *one* example for each: [6]
- (i) False consensus effect
  - (ii) Automatic vigilance
  - (iii) Self-serving bias

#### Comments of Examiners

- (a) Most of the candidates answered the question well.
- (b) (i) Several candidates just gave the explanation but did not give a relevant example.
- (ii) Many candidates gave an incorrect answer for this question. In many cases, the examples were also wrong.
- (iii) Self-serving bias was written correctly by most of the candidates along with the correct example.

#### Suggestions for teachers

- The definition of attitude needs to be explained clearly to students, along with the ABC components with examples.
- Biases in attribution are very important hence conceptual teaching is a must. Sufficient examples need to be given so that students are clear in their understanding.
- This concept of automatic vigilance should be explained clearly to the student with correct examples.

## MARKING SCHEME

### Question 8.

- (a) **Attitudes:** G .W. Allport who introduced this term, defined attitude as a preparation or readiness for response. Attitudes can be defined as lasting evaluations of virtually any and every aspect of the social world- issues, ideas, persons, social groups, objects. Attitudes are also defined as a learnt predisposition to respond to a person or an object in either a favourable or unfavourable way.
- Components of Attitude:  
Three components which are found to be common to all attitudes are:
1. **Cognitive:** Cognitive or belief component refers to the sets of beliefs and opinions through which the attitude is expressed e.g. the cognitive component of the attitude towards a political party may refer to the beliefs whether or not the party has honest, unselfish and capable persons as leaders. The cognitive component also refers to how this party should be assessed by the masses. Specifically a positive attitude towards a political party implies a belief that after coming to the power this party would provide a better government to the country than any other political party.
  2. **Affective:** Affective or feeling component refers to the emotions associated with a person or an object. These emotions include pleasant or unpleasant feelings, liking or disliking for the object, good or bad mood, attraction or aversion. Feeling component serves as a motivating factor and intensity of positive or negative feeling would determine the motivational force behind the resulting behaviour. E.g. the affective component of your attitude towards a political party would be whether you feel good or bad when this party wins or loses an election.
  3. **Behavioural:** Behavioural or action component refers to the actual behaviour which occurs in relation to a person or an object. If a person holds a positive attitude towards another person, he will show a tendency to help or support that person. If his attitude is negative, the tendency would be to discourage or ignore that person. A favourable attitude towards a particular party would prompt you to campaign for that party in an election or to actually join the party as a member.
- (b) (i) **False consensus effect:**  
The tendency to believe that other persons share our attitudes to a greater extent than is true.  
The false consensus effect is not necessarily restricted to cases where people believe that their values are shared by the majority. The false consensus effect is also evidenced when people overestimate the extent of their particular belief is correlated with the belief of others. Thus, fundamentalists do not necessarily believe that the majority of people share their views, but their estimates of the number of people who share their point of view will tend to exceed the actual number. Fundamentalists and political radicals often overestimate the number of people who share their values and beliefs, because of the false consensus effect.

- (ii) Automatic vigilance: This is the strong tendency to pay attention to negative social information. If another person smiles at us twenty times during a conversation but frowns once, it is the frown we tend to notice.

In an important sense this tendency is very reasonable. It alerts us to potential danger and it is crucial that we recognize it and respond to it as quickly as possible. But our attention capacity is limited, so when we direct attention to negative social information we run the risk of overlooking other valuable forms of input. Thus, it may save us cognitive effort but it can lead us into errors in our perceptions or judgments of others. Automatic vigilance effect also helps explain why it is often so important to make a good first impression on others. Since people are highly sensitive to negative information anything we say or do during a first meeting that triggers negative reactions is likely to have a strong effect on the impression we create than positive information. In this and many other respects the automatic vigilance effect can have important effects on key aspects of social thought.

- (iii) The self-serving bias: This is the tendency to attribute positive outcomes to our own traits or characteristics but negative outcomes to factors beyond our control. e.g. if students score well in an exam they will most likely attribute it to internal causes like talent or hard work but if they score poorly they will attribute it to external factors like difficult paper or strict marking. Thus we have a tendency to take credit for positive behaviour or outcomes by attributing them to internal causes, but to blame negative ones on external causes, especially on factors beyond our control.

There are several factors which determine this attribution but the most important is the need to protect and enhance our self-esteem or the desire to look good to others. Attributing our successes to internal causes while failure to external causes permits us to accomplish these ego-protective goals. Self-serving bias is a cause of much interpersonal friction. It often leads persons who work with others on a joint task to perceive that they, not their partners, have made the major contribution. Similarly, it leads individuals to perceive that while their own successes stem from internal causes and are well deserved, the success of others stem from external factors and are less appropriate. Also, because of the self-serving bias many persons tend to perceive negative actions on their parts as justified and excusable but identical actions by others as irrational and inexcusable.

In these ways the self-serving bias can have important effects on interpersonal relations. There may be a number of good examples of the self-serving bias. Below are some of the self-serving bias examples:

1. Believing that you are more intelligent than you actually are.
2. Believing that a positive outcome (e.g. writing a best-selling book) is completely due to your talents when it may be partly explained by chance factors or the effects of others.
3. Blaming a negative outcome in your life on other people or bad luck when it may be partly due to making bad decisions.
4. Believing that you can become a famous singer when most people have doubted your singing ability.

## Question 9

Write notes on *any two* of the following:

[5x2]

- (a) Role of a counsellor in dealing with groups.
- (b) Role of persuasion in changing one's attitude.
- (c) Application of psychology in recruiting and motivating employees in an organization.

### Comments of Examiners

- (i) Majority of the candidates wrote the answer correctly. They managed to explain most of the points. However, a few candidates wrote on couples counselling/ criminal counselling with rehabilitation or a combination of both.
- (a) Most of the candidates who attempted this question performed well.
- (b) Many candidates who attempted this question did not give sufficient details for recruitment or motivation.

### Suggestions for teachers

- The role of a counsellor in dealing with groups should be taught clearly to students.
- The different ways of persuasion in changing attitudes should be explained clearly.
- The Scope of the syllabus must be referred to and the details under organizational psychology must be discussed with examples.

## MARKING SCHEME

### Question 9.

- (a) Role of a counsellor in dealing with groups:

Counselling can be imparted in groups. When groups of people have similar problems, and they fall within a particular age range, they can be counselled in groups. In group counselling, the problems should be simple and not complicated or acute.

Group counselling is a type of counselling or relationship between the counsellor and the client characterised by trust or openness in a group. It is conducted in a group of small number of people. In group counselling, few people with similar background and similar problems should be involved. But if more number of persons are taken in a group of interpersonal contact may be absent which will not help the client. Many psychologists consider counselling as a process of interpersonal interaction and communication. For effective counselling in a group, the client and the counsellor must be able to approximately and accurately send and receive both verbal and non-verbal messages.

The purpose of group counsellor programme is to provide some help and advice to the persons facing problems in career, job, profession, in group relations and family.

They are advised how to deal with their negative emotions like aggression, violence and anger in a realistic manner and with a positive approach. Realistic examples should be given to convince them so that the advice given would really work.

Group counselling is economical. It saves time and cost. Even people in need and susceptible to economic crimes like theft, robbery, petty crimes can be made aware of various

means of income.

In group counselling technique, the problems of all the clients should be same so that it would be easy for the counsellor to concentrate on a particular issue and all the participants consciously or unconsciously are influenced by the advice of the counsellor.

In group counselling, not many people should be taken in a group. The best size is of 8 to 10 clients. The client must attend all the group sessions.

Psychodrama which is a group psychotherapy can be used for group counselling. Originated by Jacob Moreno, Psychodrama aims at exploring the emotional problems, interpersonal relationships, personality make up, conflicts and emotional problems of the client. It is based on the role playing technique. The clients express their complexes, suppressed and repressed urges, aggression and violence through the character they play. Selection of a role for a particular individual which may have some special significance for him is of great importance.  
*(Any five points)*

- (b) In the early twenty-first century, the business of changing attitudes – or at least trying to change them – seems to grow bigger and more intense through television commercials, magazine ads, billboards, warning labels on products, etc. – The goal remains the same; to change people’s attitudes and so, ultimately, their behaviour. Psychologists have the following observations about these issues:
1. Experts are more persuasive than non-experts (Hovland and Weiss, 1951). The arguments carry more weight when delivered by people who seem to know what they are talking about than, when they are made by people lacking expertise.
  2. Messages that do not appear to be designed to change our attitudes are often more successful in this respect than ones that seem intended to reach this goal (Walster & Festinger, 1962). In other words, we generally don’t trust – and generally refuse to be influenced by persons who deliberately set out to persuade us. This is one reason why the soft sell is so popular in advertising – and in politics.
  3. Attractive sources are more effective in changing attitudes than unattractive ones (Kiesler and Kiesler, 1969). This is one reason why the models featured in many ads are highly attractive and why advertisers engage in a perpetual search for appealing new faces.
  4. People are sometimes more susceptible to persuasion when they are distracted by some extraneous event than when they are paying full attention to what is being said (Allyn & Festinger, 1961).
  5. When an audience hold attitudes contrary to those of a would-be persuader, it is often more effective for the communicator to adopt a two-sided approach, in which both sides of the argument are presented, than one-side of an issue, acknowledging that the other side has a few good points in its favour serves to disarm the audience and makes it harder for them to resist the source’s major conclusions.
  6. People who speak rapidly are often more persuasive than persons who speak more slowly (Miller et al., 1976). So, contrary to popular belief, we do not always distrust fast-talking politicians and salespersons.
  7. Persuasion can be enhanced by messages that arouse strong emotions (especially fear) in the audience particularly, when the message provides specific recommendations about how a change in attitudes or behavior will prevent the negative consequences described in the

fear-provoking message (Leventhal, Singer & Jones, 1965).

8. Cognitive approach to persuasion and ELM (Elaboration Likelihood Model)

Message Source - credibility of sources, attractiveness.

Content of the message – suggestion, appeals to fear, one sided vs two sides messages

Characteristic of target – influenceability, selective attention and interpretation, immunization

*(any five)*

(c) Application of psychology in the recruiting and motivating employees in an organization:

Recruitment:

A psychologist who specializes in industrial problems and industrial relations is called an industrial psychologist. Fitting the worker to the job is best done by proper and judicious selection. Poor selection increases job dissatisfaction, absenteeism, labour turnover and reduces efficiency. Hence, selection should be scientific, objective and based on tests and interviews. The task of the industrial psychologist is to ascertain that the tests are reliable and valid based on objective and scientific procedures.

Scientific Method of Selection includes selection on the basis of photograph, letter of application, which includes biodata application blanks, reference and recommendations, use of psychological tests, group discussions and interviews.

Letter of application is a good basis for prediction of job success which gives the biodata and sufficient information about the applicant. Much preliminary information about the applicant is obtained through letter of application which may be useful for a final selection. The application blank is a highly structured interview in which the questions have been formulated and standardized in advance. If the application blank is properly used, it becomes an aid to selection and sometimes it is one of the better selection devices at the disposal of the personnel technician. The bias and prejudice found in interviews is absent in selection through application blank.

Interview techniques are extensively used for the selection of employees. Even the personality characteristics like emotional stability, anxiety and stress, etc. can be traced through interviews conducted by expert and experienced psychologists. In interviews, situational tests are given like asking the interviewee to teach a subject or solve a crisis in industry. These are also called role playing techniques.

In group discussions how the candidate is participating, how he is reacting, showing interpersonal relation, how he is cooperating can be known by observing him. His tactfulness, emotional stability, activity or passivity, initiative, decision making power, presence of mind and capacity for taking the group with him can be traced by observing him in a group discussion.

In sum in the recruitment and selection procedure various objective techniques should be used to select the best candidate.

### Motivation:

Psychologists tried to find out what are the basic incentives which motivate the workers. Incentives can be divided into two parts: financial and non-financial.

Realists say that financial incentive (money and fringe benefits) is the only the incentive for which people work. Idealists hold that work is very natural for a human being. But the additional work one does requires some incentive which is non-financial.

While the financial incentives in industry mainly referred to time-rate, piece-rate, multiple piece-rate, differential piece rate, profit-sharing plans like bonus, etc. group incentive plans, saving plans, pension and gratuity, the non-financial ones refer to attitude, supervisory relationship, advancement and security, credit for work done, autonomy, interest in work counselling on personal problems, promotion policy, security, understanding and appreciation of fellow employees, job satisfaction, praise and blame, knowledge or result and experience of progress, cooperation and competition, level of aspiration, etc.

Motivation is a positive drive that forces a person to reach a goal. The psychologists convert the potentialities into performance, developing a positive attitude towards work which leads to an increase in employee efficiency and productivity.

*(three points from motivation + two points recruitment or two points from motivation + three points from recruitment)*

## **GENERAL COMMENTS**

### **(a) Topics found difficult by candidates in the Question paper:**

- Meaning of hypertension
- Identity vs role confusion
- Meaning of disorganized attachment
- Meaning of term motivated skepticism
- Raven's Progressive Matrices as a means of intelligence measurement
- Strong Campbell Interest Inventory as a means to measure interest.
- Five ineffective strategies of handling stress.
- Self-gender awareness found during childhood.
- False consensus effect.
- Autonomic vigilance.

### **(b) Concepts between which candidates got confused:**

- Identity and role confusion
- Anxiety disorder and generalized anxiety disorder
- Aptitude and intelligence
- Social categorization and recategorisation

- Social influence and conformity
- Ineffective and effective strategies of handling stress.
- Biases in attribution.

**(c) Suggestions for candidates:**

- Read articles on psychological issues in newspapers and journals as well as on the internet.
- Before writing the answers, please pay attention to the command words of question (discuss, explain, describe, etc.).
- Be more specific and present answers in an organized manner.
- Answer in point form or try presenting in separate paragraphs with underlined keywords instead of writing vague, abstract essays.
- Give examples, studies and diagrams where necessary.
- Practice writing long answers with emphasis on description, implications and appropriate evaluation.