

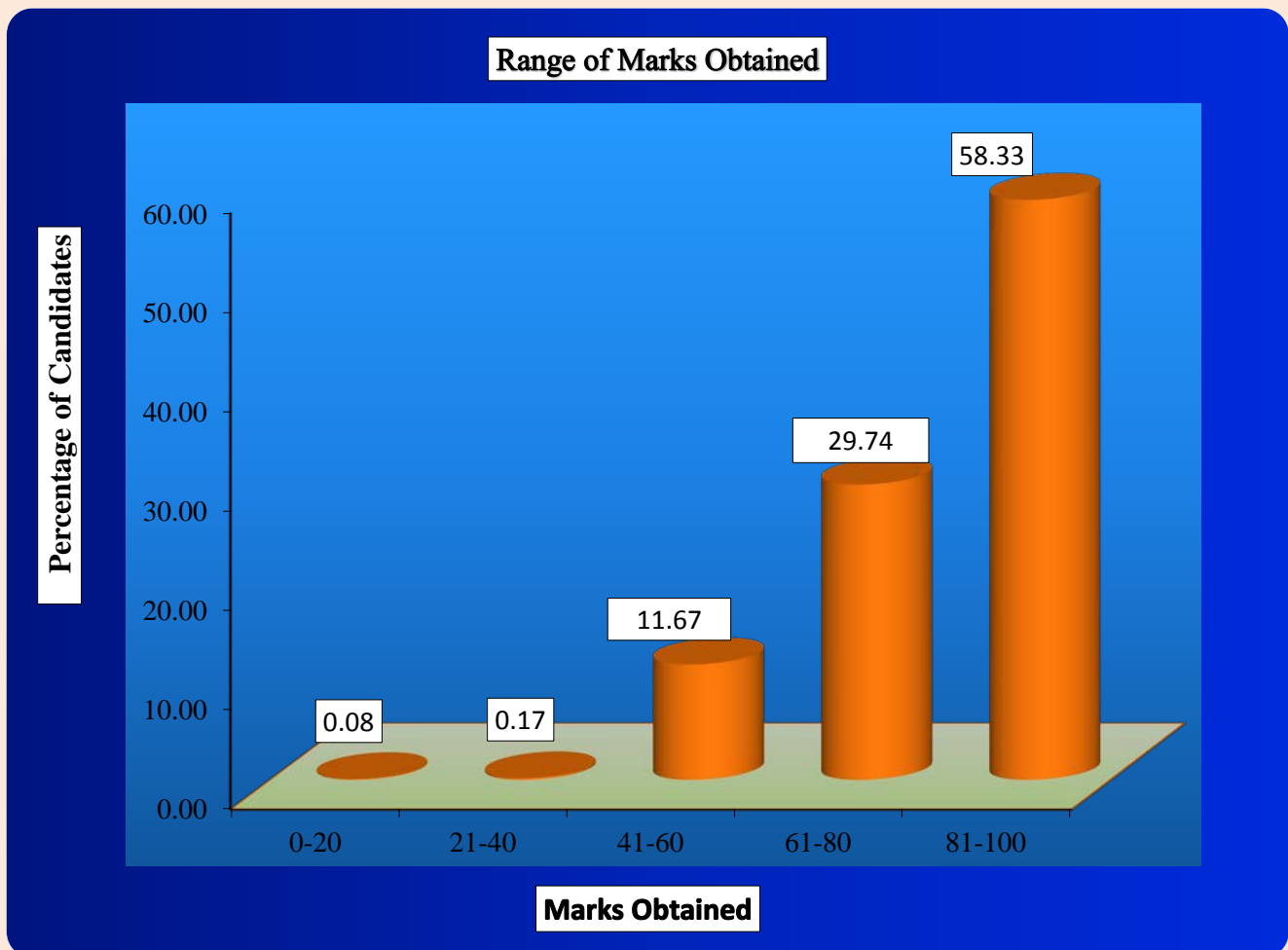
PSYCHOLOGY

STATISTICS AT A GLANCE

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|---|-------|
| Total Number of students who took the examination | 2,424 |
| Highest Marks Obtained | 100 |
| Lowest Marks Obtained | 15 |
| Mean Marks Obtained | 81.49 |

Percentage of Candidates according to marks obtained

| Details | Mark Range | | | | |
|--------------------------|------------|-------|-------|-------|--------|
| | 0-20 | 21-40 | 41-60 | 61-80 | 81-100 |
| Number of Candidates | 2 | 4 | 283 | 721 | 1414 |
| Percentage of Candidates | 0.08 | 0.17 | 11.67 | 29.74 | 58.33 |
| Cumulative Number | 2 | 6 | 289 | 1010 | 2424 |
| Cumulative Percentage | 0.08 | 0.25 | 11.92 | 41.67 | 100.00 |



PSYCHOLOGY

PART I (20 Marks)

Answer *all* questions.

Question 1

[20]

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

- (i) What is meant by *phobia*?
- (ii) Who put forward the *Two Factor Theory of Intelligence*?
- (iii) What are *projective techniques*?
- (iv) Mention *any two* personality types put forward by Sheldon.
- (v) What is *primary cognitive appraisal of stress*?
- (vi) Define *personality*, according to *Allport*.
- (vii) What are *social norms*?
- (viii) Explain the *pre-conventional stage of morality*.
- (ix) What is meant by the term *Counselling Psychology*?
- (x) Mention *one* way to resist *prejudice*.
- (xi) What is meant by the term *person positivity bias*?
- (xii) Mention *any one* characteristic of *passive aggressive personality disorder*.
- (xiii) Explain the term *counter transference*.
- (xiv) What is meant by the term *projection*?
- (xv) Who put forward the theory of *Cognitive development*?
- (xvi) Explain *self-actualization*.
- (xvii) What is meant by the term *internals*, according to Julian Rotter?
- (xviii) Explain the term *mood disorder*.
- (xix) Mention *any two* central dimensions of personality according to Costa and McCrae.
- (xx) State *any one* use of GATB.

Comments of Examiners

- (i) Majority of the candidates attempted this question well. However, few cases words like, 'intense', 'irrational' etc. were missing in the answers.
- (ii) Most candidates answered this question correctly. A few candidates wrote only 'Spearman'; in some cases, the name was wrongly spelt.
- (iii) Some candidates were able to answer the question correctly. Others confused 'projective technique' with 'projection'.
- (iv) Majority of the candidates answered this question correctly, except for a few who were confused between 'Sheldon' and 'Kretschmer's' theory.
- (v) Most of the candidates answered this part quite well. Some candidates defined cognitive appraisal of stress as a whole without mentioning the primary part.
- (vi) Many candidates omitted the key words in Allport's definition such as, 'psycho-physical', 'unique'. A few candidates wrote some other definitions.
- (vii) Majority of the candidates were able to answer this question well.
- (viii) While discussing the pre-conventional stage of morality several candidates missed out key points defining this stage of morality. Also, most candidates were not sure about the age range of the individuals.
- (ix) Many candidates defined counselling instead of the field 'counselling psychology'.
- (x) This question was well answered by most of the candidates.
- (xi) Some candidates confused 'person positively bias' with some other bias. A few candidates mentioned this bias as 'Pollyanna effect' and thus gave incomplete definition of the bias.
- (xii) A number of candidates were confused and they wrote characteristics of any personality disorder instead of 'passive aggressive disorder'. A number of candidates simply mentioned 'aggressive behaviour'.

Suggestions for teachers

- Explain to students that phobia is extreme and irrational fear which is much more than ordinary fear.
- Insist upon learning the full name of the psychologist and correct spellings even during the school examination.
- Make students revise all the type theories of personality. Mention difference between Sheldon and Kretschmer's theory. Ask students to write the correct spelling for the types of personality.
- Teach cognitive appraisal of stress with a schematic diagram outlining the two stages distinctly. Give necessary examples.
- Explain students that personality is a very comprehensive concept. Emphasize the importance of different definitions and specific definitions needs to be memorised distinctly.
- Discuss the difference between the social norms, stereo types and social values.
- Teach Kohlberg's theory of moral development with the help of a table and the age levels. Stress on key terms like 'consequences, rewards and 'punishment'.
- Discuss the scope of counselling Psychology along with the role of counselling in different areas of practical life.
- Explain characteristics of various types of personality disorders.
- While teaching the psychoanalytical therapy, explain the difference between transference and counter transference.

- (xiii) Majority of the candidates answered this question correctly. A few candidates defined transference instead of 'counter transference' as required.
- (xiv) This question was poorly answered by a number of candidates who confused 'projection' with projective technique.
- (xv) Majority of the candidates answered this question correctly. Again a few made spelling mistakes or just wrote 'Piaget'.
- (xvi) In many answer scripts, key words such as 'fullest potential' or 'peak experience' were missing.
- (xvii) Some candidates confused internals with introverts defined the latter while a few others confused internals with externals and define it.
- (xviii) Majority of the candidates answered this part correctly. Some candidates did not mention extreme mood swings or both ends. They just mentioned depression or elation. Some only mentioned change in mood.
- (xix) This question was well answered by majority of the candidates. Some candidates just wrote OCEAN but no expansion or explanation of the acronym was given. Again there were lots of spelling mistakes with regard to neuroticism and conscientiousness.
- (xx) While answering this question some candidates wrote the entire answer on GATB but no uses were mentioned.

- Ask students to learn full names of all psychologists with proper correct spellings.
- Insist on correct terminology like peak experience, fullest potential and maximum potential.
- Teach 'internals' and 'externals' while teaching Rotter's theory. Clarify key concepts and differences.
- Discuss extreme and prolonged mood swings. Pendulum like movement between depression and mania should be explained.
- Insist on learning and writing the words correctly without any spelling errors.
- Teach students the uses of all achievement, aptitude tests and specifically GATB.

MARKING SCHEME

Question 1.

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| (i) | Phobia: <u>Intense, irrational fear</u> of objects or events causing intense emotional distress and interfering significantly with everyday activities/ more than natural fear. |
| (ii) | Two factor theory of intelligence: Charles Spearman/C. Spearman |
| (iii) | Projective techniques: The technique, on account of their using projection phenomena are called projective techniques. These techniques reveal a person's inner or private world and go deeper in the unconscious of an individual to dig out the repressed feelings, wishes, desires, fears, hopes and ambitions, etc. /ambiguous stimulus. |
| (iv) | Personality types by Sheldon: Endomorphic, mesomorphic and ectomorphic are the personality types by Sheldon. <div style="text-align: right;">(Any two)</div> |

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| (v) | <p>Primary cognitive appraisal of stress:</p> <p>Stress occurs only to the extent that the person's involved perceive that the situation is somehow threatening/challenge to their important goals or the evaluation of a situation whether it is threatening or not/challenge.</p> |
| (vi) | <p>Personality according to Allport:</p> <p>According to Allport, personality is a <u>dynamic organisation</u> within the individual of those <u>psycho-physical</u> systems that determine his <u>unique adjustment</u> to his environment.</p> |
| (vii) | <p>Social norms:</p> <p>Rules indicating how individuals are expected to behave in specific situations are called social norms. /Obey rule of the society or communities.</p> |
| (viii) | <p>Pre-conventional stage of morality:</p> <p>According to Kohlberg, it is the earliest stage of moral development in which children judge morality largely in terms of consequences. Actions that lead to rewards are perceived as good or acceptable, once that lead to punishment are seen as bad or unacceptable / or example</p> |
| (ix) | <p>Counselling Psychology:</p> <p>It is a broad field of psychology that <u>emphasizes helping and advising persons</u> with various problems of <u>day to day life</u> relating to education, occupation, career, mild mental problems like mild depression, marriage and marital problems, family related problems and professional problems etc. The main role of this field of psychology is to solve problems. Problem not psychological.</p> |
| (x) | <p>Ways to resist prejudice:</p> <ul style="list-style-type: none"> • Breaking the cycle of prejudice • Direct intergroup contact • Re-categorization • Education • Contact hypothesis • Making positive value • Reducing stereotype <p style="text-align: right;">(Any one)</p> |
| (xi) | <p>Person positivity bias:</p> <p>It is our tendency to evaluate individuals more positively than we evaluate groups, including the groups to which those individuals belong. Thus, we may have a prejudice against a certain group; we find that it applies to the group rather than to individual members of the group/ liking towards individual.</p> |
| (xii) | <p>Characteristics of passive aggressive personality disorder:</p> <p>Pervasive pattern of passive resistance to demands in social or work situations fulfilling reactive tasks to being sullen or argumentative or alternating between defiance and submission.</p> |

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| | <ul style="list-style-type: none"> • Procrastinates • Becomes sulky, irritable or argumentative when asked to do something he or she does not want to do/ harsh behavioural pattern. • Protests, without justification, that others make unreasonable demands on him or her. • Unreasonably criticize or scorns people in position of authority. • Avoids obligation by claiming to have ‘forgotten’. • Believes that he or she is doing a much better job than others think he or she is doing. <p style="text-align: right;">(any one)</p> |
| (xiii) | <p>Counter transference:</p> <p>In psychotherapy, the therapist may transfer to the patient, attitudes or feelings which originated outside the therapy situation/feeling of love or hatred.</p> |
| (xiv) | <p>Projection:</p> <p>It is a defense mechanism in which conflict is dealt with by ascribing one’s own anxiety provoking motives to someone’s else, blaming others, prominent in paranoid disorder, unwanted, unacceptable thought and transfer feeling on others.</p> |
| (xv) | Jean Piaget/J. Piaget |
| (xvi) | <p>Self-actualization:</p> <p>In Maslow’s theory, the stage of personal development in which individuals reach their maximum potential / <u>fullest potential</u> or <u>peak experience</u> is called as self-actualization.</p> |
| (xvii) | <p>Internals according to Rotter:</p> <p>In Rotter’s theory, individuals who believe that they exert <u>considerable control</u> over the outcomes they experience are called internals.</p> |
| (xviii) | <p>Mood disorder:</p> <p>Psychological disorders in which individuals experience <u>swings in their emotional states</u> that are much <u>more extreme and prolonged</u> than is true of most people or it is an unstable emotional condition characterized by cycles of abnormal persistent high mood (mania) and low mood (depression)/mood swings.</p> |
| (xix) | <p>Central dimensions of personality according to Costa and McCrae:</p> <p>According Costa and McCrae, the big five discussions are as follows:</p> <ul style="list-style-type: none"> • Extraversion • Agreeableness • Conscientiousness • Emotional stability/Neuroticism • Openness to experience <p style="text-align: right;">(Any two)</p> |
| (xx) | <p>GATB is a range of aptitude tests used for vocational counselling rehabilitation and occupational selection/measures aptitude.</p> <p style="text-align: right;">(Any one)</p> |

PART II (50 Marks)

SECTION A

Answer any **two** questions.

Question 2

- (a) Describe *Sternberg's Triarchic Theory of intelligence*. [5]
- (b) Explain how *Stanford Binet* test can be used to measure intelligence. [5]

Comments of Examiners

- (a) Majority of the candidates answered this part correctly. However, some did not write the first name of Sternberg, others missed out details on one or more types of intelligence.
- (b) Most of the candidates answered this question fairly well. Some candidates missed the key points such as basal age, ceiling age, age scale and levels of intelligence.

Suggestions for teachers

- Give all relevant details of the three types of intelligence with sufficient examples for each. Discuss the significance of this theory as being modern and triatic.
- Any test must be discussed with reference to (i) History (ii) Materials (iii) Procedure (iv) Scoring (v) Interpretation. Concepts such as basal age, ceiling age, $IQ = \frac{MA}{CA} \times 100$. Levels of intelligence must be stressed upon by the teacher.

MARKING SCHEME

Question 2.

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| (a) | <p>Sternberg's Triarchic Theory of intelligence:</p> <p>Robert Sternberg (1985) proposed the Triarchic Theory of intelligence (Modern/Information Processing). Sternberg views intelligence as “the ability to adapt, to shape and select environment to accomplish one's goals and those of one's society and culture”. According to this theory, there are three basic types of intelligence: Componential, Experiential and Contextual.</p> <ul style="list-style-type: none">• Componential Intelligence: Componential or analytical intelligence is the analysis of information to solve problems. Persons high on this ability think analytically and critically and succeed in schools. This intelligence has three components, each serving a different function. <u>First is the knowledge acquisition component</u>, which is responsible for learning and acquisition of the ways of doing things. The second is the meta or a <u>higher order component</u> (Meta component), which involves planning concerning what to do and how to do. The third is the <u>performance component</u>, which involves actually doing things. For |
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| | <p>e.g. professors are high on this aspect of intelligence. (Encoding, inferring, mapping, justification, application, response)</p> <ul style="list-style-type: none"> • Experiential Intelligence: Experiential or <u>creative intelligence</u> is involved in using <u>past experiences creatively to solve novel problems</u>. It is reflected in <u>creative performance</u>. Persons high on this aspect integrate different experiences in an original way to make new discoveries and inventions. They quickly find out which information is crucial in a given situation. • Contextual Intelligence: Contextual or <u>practical intelligence</u> involves the ability to deal with environmental demands encountered on a daily basis. It may be called '<u>street smartness</u>' or 'business sense'. Persons high on this aspect <u>easily adapt to their present environment</u> or select a more favourable environment than the existing one, or modify the environment to fit their needs. Therefore, they turn out to be successful in life. Sternberg's triarchic theory of intelligence represents the information processing approach to understand intelligence. |
| (b) | <p>How Stanford Binet test can be used to measure intelligence:</p> <p>Binet and Simon developed a test to identify mentally retarded children in French schools. Subsequently, several English-language versions of the test were produced. The most successful was brought out in 1916 by Lewis Terman of Stanford University. Terman's scale, known as the Stanford-Binet, became the model for many intelligence tests and has itself been revised several times (Terman & Merrill, 1973).</p> <p>Binet devised his test by age-levels. This was because he observed that mentally retarded students seemed to think like non-retarded children at younger ages. Following Binet's lead, other test constructors have also produced <u>age scales</u>. Within these scales, the tasks at each level are those which average children of that age should find moderately difficult. Children are given only the levels in their range. For testing purposes, the lowest level at which all items are passed by a given child is that child's <u>basal age</u>. Computation was based on a number of items passed correctly. Test takers receive <u>two months credit</u> of MA for each item passed. Starting with the basal age, the tester adds additional credit for each item the child passes until the child reaches a <u>ceiling age</u> – that is, the highest level at which all items within the level are failed. The Stanford –Binet was so constructed that a random population of children of a given chronological age (CA) obtains an average score or mental age (MA), equal to their CA. An individual's performance on the test can therefore, be expressed as a mental-age score.</p> <p>Binet and Terman worked from a notion of intelligence as an overall ability related to abstract reasoning and problem solving; judgement was the term Binet used. The items become less concrete and more verbal as one goes up the age scale. It is noted that an individual's score is expressed as a mental age. It did not take psychologists long to note that the MA could be expressed in relation to the CA in order to estimate the rate of development. <u>The MA/CA ratio yields</u> the Intelligence Quotient (IQ), a concept proposed by psychologist William Stern in 1912. If two children both obtain an MA of 5 years on an intelligence test, but one child is 4 years and the other is 6, obviously the younger child is developing intellectually at a much</p> |

faster rate. To express this fact in the form of IQs, we take the ratio of MA to CA and multiply by 100 to eliminate decimals.

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| $IQ = \frac{MA}{CA} \times 100$ | Child 1 | Child 2 |
| | $IQ = 5/4 \times 100$ | $IQ = 5/6 \times 100$ |

Thus, the bright child mentioned above earns an IQ of 125 and the slower child earns an IQ of 83.

If the individual's MA or CA are equal and the IQ of 100 was obtained. This is considered to be an average score. IQ above 100 indicated that the person's intellectual age was greater than his/her CA. Numbers below 100 indicated that individual was less intelligent than his/her peers.

Uses – school placement, determined presence of learning disability or developmental delay, tracking intellectual development included in neuro-psychological testing to assess the brain function of individual with neurological impairment/ Compare with Wechsler (at least one)

Question 3

- (a) What is meant by *achievement test*? Discuss *any four* uses of achievement test. [5]
- (b) Explain the basic concepts of *Karen Horney's theory of personality*. [5]

Comments of Examiners

- (a) Most of the candidates wrote general answers for uses of achievement test. A number of candidates gave incorrect meaning of achievement test; key words were missing in many answers.
- (b) Some candidates missed out on 'Neo-Freudian' and 'Penis Envy', 'womb envy' was not explained properly by a number of candidates. A few candidates simply mentioned 'basic anxiety' and 'basic hostility' but did not explain it further.

Suggestions for teachers

- Clarify differences between terms such as interest, aptitude, achievement, etc.
- Explain important terms like 'Penis envy', 'Womb envy', 'basic anxiety' and 'basic hostility' and three modes of behaviour with examples.

MARKING SCHEME

Question 3.

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| (a) | Achievement test: Achievement refers to what a person has acquired or achieved after the specific training or instructions have been imparted. |
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| | <p>Achievement test is also known as proficiency test, in which one measures the extent to which the person has acquired or achieved certain information or proficiency as a function of instruction or training (Tuckman 1975).</p> <p>The main uses of achievement tests are:</p> <ol style="list-style-type: none"> 1) Achievement tests are an effective way to check any weakness in the instructions or even slackness on the part of the examinee. If weakness is found in the instructor, or the teacher may be asked to improve his instruction so that it may include the subsequent instruction. 2) It is also effective in the formulation of education boards and provides a very easy means of critical examination of the content and method of instruction. 3) It also helps in adapting the instruction according to the individual need of the learner. The performance on the achievement test directly reveals the need for further guidance to be given to each learner and accordingly the instruction can be modified to suit the individual need. 4) Special achievement tests are meant for measuring the achievement of the pupils in some selective areas may conveniently be grouped into two distinct groups – the diagnostic tests and standardized end of course examinations. The diagnostic tests help to identify the educationally retarded pupils and to suggest remedial programmes. The standard end course examinations are the series of the achievement tests for different subjects taught at either school or college level. <p>A lot of human energy and resource can be saved if people are selected for jobs, promoted and transferred on the basis of their scores in achievement tests. Achievement test can be used in business, industry and educational institutions.</p> <p>They are used to evaluate teachers' effectiveness of different teaching methods, school administrators and supervisors.</p> |
| (b) | <p>Basic concepts of Karen Horney's theory of personality:</p> <p>Karen Horney was one of the few females in the early psychoanalytic/(Neo Freudian) movement, and she <u>disagreed with Freud</u> strongly over his view that differences between men and women stemmed largely from innate factors – for example, from anatomical differences resulting in penis envy among females. Horney contented that although, women often do feel inferior to men (remember, she was writing in Germany in the 1920s), this is a result not of penis envy but of how women are treated by society. She argued that if women were raised in a different type of environment, they would see themselves more favourably. In other words, it was not the male penis women envied, but rather the power and autonomy associated with maleness.</p> <p>Karen Horney argued that "Penis envy" was not a normal development in females but rather an unusual and pathological occurrence. She also countered that some of her male patients envied women their capacity for pregnancy, child birth, motherhood, breast development and suckling/social aspect.</p> <p>Two major components of Karen Horney theory was of the basic anxiety and basic hostility.</p> <p>Basic anxiety: It is what arises in childhood when the child feels helpless in a threatening world. Children learn that they are relatively weak and powerless, dependant on their parents for safety and satisfaction. Loving and reliable parents can create a feeling of security and</p> |

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| | <p>erratic indifferent or rejecting parents may sharpen the child's sense of helplessness and vulnerability.</p> <p>Basic hostility: It is what usually accompanies basic anxiety and grows out of resentment over the parental behaviour that leads to anxiety in the first place. Because hostility cannot be expressed directly to parents, it is typically repressed, which only increases the child's anxiety. Children dependant on their parents, and unable to express their true feeling directly depend on the three modes of social behaviour.</p> <p>In addition, she maintained that psychological disorders stem not from fixation of psychic energy, as Freud contented, but rather from disturbed interpersonal relationships during childhood and what she termed basic anxiety – children's fear of being left alone, helpless, and insecure.</p> <p>She suggested that in reaction to excessive levels of such anxiety, which stem from poor relations with their parents, children adopt one of three styles:</p> <ul style="list-style-type: none"> • A passive style in which they try to cope by being agreeable and compliant; Moving towards others involves excessive compliance. • An aggressive style, in which they fight to get attention; or Moving against others involves pursuit of satisfaction through ascendance and domination of others. • A withdrawn style, in which they repress their emotions. Moving away from others is self-protection by withdrawal. <p>All these patterns can lead to serious psychological disorders and also affect the children's relationship with their parents. According to Horney this helps in shaping the personality of the individual.</p> |
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Question 4

- (a) Discuss Sigmund Freud's view about the structure of personality. [4]
- (b) Explain MMPI as a tool to assess personality. [6]

Comments of Examiners

- (a) Majority of candidates answered this question quite well. A number of candidates seemed to be confused between 'levels of consciousness' and 'structure of personality'. Basic principle of 'id', 'ego' and 'super ego' were also not mentioned by several candidates.
- (b) Many candidates did not mention the clinical scales & the validity scales. In several cases, all ten clinical scales were not explained. Age for which it is used was mentioned by very few candidates.

Suggestions for teachers

- Emphasize the basic principles of Freud - Id, Ego and Super ego with examples.
- Give details of the scales, answering category, test items, age and scoring etc., while explaining tests. Make sure that all clinical scales are learnt well with explanation.

MARKING SCHEME

Question 4.

- (a) Sigmund Freud's view about the structure of personality:
- Freud suggested that personality consists largely of three parts: the id, the ego, and the super-ego. These correspond roughly, to desire, reason and conscience.
- The id consists of all our primitive, innate urges. These include various bodily needs, sexual desire, and aggressive impulses. According to Freud, the id is totally unconscious and operates in accordance with what he termed the pleasure principle. It demands immediate, total gratification and is not capable of considering the potential costs of seeking this goal.
- The second structure of personality is the ego. The ego's task is to hold the id in check until conditions allow for satisfaction of its impulses. Thus, the ego operates in accordance with the reality principle. It takes into account external conditions and consequences of various actions and directs behaviour so as to maximize pleasure and minimize pain. The ego is partly conscious but not entirely so; thus, some of its actions – for example, its eternal struggle with the id – are outside our conscious knowledge or understanding.
- The final aspect of personality described by Freud is the super-ego. It too seeks to control satisfaction of id impulses; but in contrast to the ego, it is concerned with morality – with whether various ways that could potentially satisfy id impulses are right or wrong. The super-ego permits us to gratify such impulses only when it is morally correct to do so – not simply when it is safe or feasible, as required by the ego. For example, it would be superego, not the ego, that would prevent a stockbroker from alerting a computer programme and thereby transferring funds from his clients accounts into his own account, even though, he knew he could get away with this action.

- (b) MMPI as a tool to assess personality:
- Minnesota Multiphasic Personality Inventory (MMPI) was developed in 1930, the major revision was in 1989. The current revision MMPI-2 contains 10 clinical scales and several validity scales and is related to various forms of psychological disorder. These are summarized in the table below. Items included in each of these scales are ones that are answered differently by persons who have been diagnosed as having this particular disorder and by persons in a comparison group who do not have the disorder. The validity scales are designed to determine whether and to what extent people are trying to fake their answers – for instance, whether they are trying to seem bizarre or conversely to give the impression that they are extremely 'normal' and well adjusted. If persons taking the test scores are high in these validity scales, their responses to the clinical scales must be interpreted with special caution.

MMPI-2 is designed to measure many aspects of personality related to psychological disorders

| Clinical Scales | Description of Disorder |
|-----------------|--|
| Hypochondriasis | Excessive concern with bodily functions |
| Depression | Pessimism, hopelessness, slowing of actions and thoughts |

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| Hysteria | Development of physical disorders such as blindness, paralysis and vomiting as an escape from emotional problems |
| Psychopathic Deviance | Disregard for social customs, shallow emotions. |
| Masculinity-Femininity | Possession of traits and interest typically associated with opposite sex |
| Paranoia | Suspiciousness, delusions of grandeur or persecution |
| Psychasthenia | Obsession, compulsions, fears, guilt, indecisiveness |
| Schizophrenia | Bizarre, unusual thoughts or behaviour, withdrawal, hallucinations and delusions |
| Hypomania | Emotional excitement, flight of ideas, over activity |
| Social introversion | Shyness, lack of interest in others, insecurity |

This inventory is used with adults who are 18 and above. The current inventory has 567 items all in true or false format and takes one or two hours to complete depending on their reading level. The chief criterion of validity was the prediction of clinical cases against the diagnosis of a hospital staff. There are four unusual scores obtained in addition to the diagnostic classification. These four are “validity scores”, a “lie score”, a “questions score” and a K-score.(T-score 50 mean and SD 10).

SECTION B

Answer any **three** questions.

Question 5

- (a) Discuss the *Formal Operational Stage* as given by Piaget. [5]
- (b) Explain the relative contribution of heredity and environment in the context of a child’s development. [5]

Comments of Examiners

- (a) Most candidates answered this question correctly. Some candidates confused the formal operational stage with the other stage of cognitive development. In some answers terms such as ‘logical and abstract thinking’ were missing.
- (b) A number of candidates wrote extensively about heredity and environment but did not mention the contribution in detail. The conclusion was found to be missing in some of the answer scripts.

Suggestions for teachers

- Explain in detail the concepts of reflective thinking and hypothetic deductive reasoning.
- Use different studies to support the relationship between heredity and environment and the concept of development.

MARKING SCHEME

Question 5.

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| (a) | <p>Formal Operational Stage as suggested by Piaget:</p> <p>At about the <u>age of twelve</u> (11 years and above/adolescence), Piaget suggested, most children enter the final stage of cognitive development – the stage of formal operations, During this period, major features of adult thought make their appearance. While children in the earlier stage of <u>concrete operations</u> can think <u>logically</u>, they can do so only about concrete events and objects. In contrast, those who have reached the stage of formal operations can think <u>abstractly</u>; they can deal not only with the real or concrete but with possibilities – events or relationships that do not exist, but can be <u>imagined</u>.</p> <p>Hypothetical thinking- With formal operations, boys and girls move from the world of the actual to the world of the hypothetical. They can still think about the way things are, but they become much more skilled at thinking about how things might be if certain changes took place. Such thinking allows adolescents to judge the “reasonableness” of a purely hypothetical line of reasoning.</p> <p>Deduction and induction- Hypothetical and abstract thinking make sophisticated deduction and induction possible. Deduction is reasoning from abstract, general principles to specific hypothesis that follow from these principles. Induction thinking is the complementary process of observing a number of specific events or instances and inferring an abstract general principle to explain those instances. The two processes can be seen in the adolescents reasoning about nature, science and even social problems.</p> <p>Inter propositional logic- The formal operations involve the ability to judge whether propositions are logically connected to one another, regardless of whether the propositions are true. This is called inter propositional logic.</p> <p>Reflective thinking – This allows the formal operational person to be his or her own critic, to evaluate a process, idea or solution from the perspective of an outsider and to find errors or weak spots in it. The reflective thinker can then sharpen plans, arguments or points of view-making them more effective, more powerful.</p> |
| (b) | <p>Contribution of Heredity to Child’s Development:</p> <p>According to Pintner (1931) “The potency of environment is not merely so great as commonly supposed. A child’s abilities are determined by his ancestors and all that the environment can do is to give the opportunity for the development of his potentialities.” Pintner further adds that an environment cannot create new powers and abilities. He finally concludes “All that we can claim is that our calculations agree perfectly with the hypothesis that intelligence is inherited in the same way as physical characteristics are inherited. Thus, in his view, heredity is more important than environment in growth and development. Several experimental findings also emphasize that importance of heredity in individual differences. Pearson (1904) found a remarkable resemblance among members of the same family in colour of eyes, ratio of width and length of head and in physical traits which are by and large affected by environment influences. Interestingly, he noted that the effect of heredity upon mental characteristics is the same as upon physical characteristics.</p> <p>Contribution of Environment to Child’s Development:</p> |

The effect of changed environment upon mental traits – two studies concluded by Chicago University group headed by Freeman (1925), and Stanford University group headed by Bruks (1928) are notable. Both these investigations emphasized somewhat different methods, though the purpose was same, that it is to study the influence of home environment upon the development of mental traits in children. Freeman agrees with Burks view that heredity is a force in the determination of mental ability by the side of which all other forces are dwarfed in comparison. Both the studies agree upon the influence of heredity in shaping mental ability. Both the groups show a general agreement on the role of environment in the development of individual intelligence. But the Chicago group seems to give greater emphasis to environment than to heredity. Watson has strongly emphasized the importance of environment in the development of human personality. If an individual's abilities, efficiency and traits of personality would have been exclusively influenced by genetic factors, environment, training and learning would have no value. Similarly, if training and education is considered as a sole factor influencing personality differences, then favourable environmental opportunities are everything and potentialities and gifted qualities have no implications for personality development.

It seems more reasonable to say that both nature, heredity and environment have important roles to play in the development of human beings. But their relative importance differs in the development of various traits of personality. Heredity is more important in determining the physical traits like height and weight, colours and texture of hair, body strength, etc. although to some extent, the effect on environment on these traits cannot be ruled out. Similarly, environment has the upper hand in the development of personality traits like sociability, amiability, honest, dominance, submission, introversion-extroversion, interests and several other socially desirable, undesirable traits. Regarding the mental activities, there are sufficient evidences to believe that hereditary factors determine the potential level or physiological limit of development which an individual achieves at the maximum. Within this limit, the environmental factors vastly influence the level of development that really occurs. Hence, neither nature nor nurture alone can explain one's personality development. Heredity and environment cooperatively and co-ordinately help in the growth and development of the child's behaviour and personality. Human behaviour and personality is therefore, undoubtedly the result of an interaction between genetically determined traits and environmentally determined qualities.

Question 6

- (a) Explain the *distress cycle*. [5]
- (b) Discuss briefly *any five* ways in which health of an individual can be affected by stress. [5]

Comments of Examiners

- (a) Majority of the candidates answered this part well. Some candidates seemed to be confused between wellness and distress cycle and others did not complete the distress cycle by drawing arrow moving towards the causes. A number of candidates presented contents vaguely.
- (b) Most candidates answered this part correctly. A few candidates discussed the GAS model solely. Some others discussed the various stressors. Many wrote more on mental health and very little on physical health. Names of the diseases caused due to stress were not mentioned by several candidates.

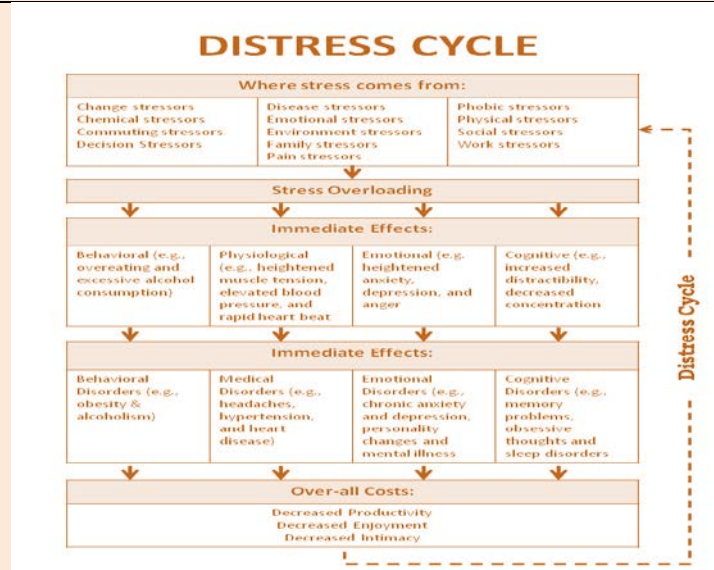
Suggestions for teachers

- Ask students to draw and practice diagram. Distress Cycle may be taught in a tabular form.
- Emphasis should be laid on the immune system and how stress leads to various diseases, as mentioned in the syllabus.

MARKING SCHEME

Question 6.

(a)



(b)

Ways in which health of an individual can be affected by stress:
 Stress has been implicated in the occurrence of heart disease, high blood pressure, hardening the arteries, ulcers, and even diabetes. It may interfere with efficient operation of our immune system – the elaborate internal mechanism through which our bodies recognise and destroy potentially harmful substances and intruders, such as bacteria, viruses, and cancerous cells. Foreign substances that enter our body are known as antigens. When they appear, certain types of white blood cells (lymphocytes) begin to multiply. These attack the antigens, often destroying them by engulfing them. Other white blood cells produce antibodies, chemical substances that combine with antigens and so neutralize them. Prolonged exposure to stress seem to disrupt this system. Studies of the effect of stress on animals and humans suggest that a variety of stressors, including disruptions in interpersonal relationships, loneliness, academic pressure, daily hassles and the lack of social support, can interfere with our immune systems. Persons who are divorced or separated from their spouses often experience reduced functioning in certain aspects of their immune system, compared to individuals who are happily married.

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| | <p>(Kiecolt-Glaser et al. 1987-1988). Additionally, some recent evidence have effective ways of dealing with their stressors than for those who do not.</p> <p>Diabetes:</p> <p>When stressed, the <u>blood sugar level rises</u>. Stress hormone like <u>cortisol and epinephrine are released</u> as they raise blood sugar to help boost energy when it is needed the most. Both physical and emotional stress can prompt and increase these hormones resulting in an increase in blood sugar.</p> <p>Ulcer and high Blood Pressure (Hypertension):</p> <p>Stress causes <u>psycho-physiological (mind- body) illness</u>. These illnesses which include certain forms of hypertension, ulcers and headaches, are not caused by known physical disorders. Instead, the culprit is stress. In people with reactive temperaments chronic stress produces various changes. If there is prolonged resentment, anger or anxiety may stimulate an excess of digestive acids that eats away parts of the lining of the stomach or small intestine, creating ulcers. Another person under stress may <u>retain excess sodium and fluids which together with constriction of the arteries cell walls, contributes to increased blood pressure</u>.</p> <p>Stress and cancer:</p> <p>Several investigators report that people are at risk for cancer a year or so after experiencing <u>depression, helplessness or bereavement</u>. Cancer occurs more often than usual among those who are widows, divorced or separated. Alan Justice notes that stress does not create cancer cells, rather it affects their growth by weakening the body natural defense against a few proliferating malignant cells.</p> <p>Stress and heart attack:</p> <p>Friedman and Raseman measured the <u>blood cholesterol level and clotting speed</u> of 40 US tax accountants from January to March, both of these coronary warning indicators more completely normal. Then, as the accountants began scrambling to finish their tax returns before April 15th filing deadline, their cholesterol and clotting measures rose to dangerous levels in May and June with the deadlines past the measures returned to normal. The researches launch had paid off. Stress predicted heart attack risk. <u>Type A people more prone to heart attacks</u>. They smoke more, sleep less and drink less milk and more caffeinated drinks. All contribute to coronary risk.</p> <p>Asthma: Increases the rate of breathing, muscle constriction because of chemical release.</p> |
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Question 7

- (a) Discuss the biological, psychological and socio-cultural perspectives of viewing abnormal behaviour. [5]
- (b) Explain the main features of *Client Centered Therapy*. [5]

Comments of Examiners

- (a) While the biological and socio cultural perspectives of viewing abnormal behaviour were well explained by a number of candidates, the psychological perspective was not explained clearly.
- (b) Majority of the candidates were able to deal with the question very well, except for a few who did not include terms such as unrealistic 'condition of worth', 'empathetic understanding', 'self-actualization' and 'unconditional positive regard'.

Suggestions for teachers

- Tell students to study the various perspectives of abnormal behaviour thoroughly.
- Explain Carl Roger's theory clearly. Stress upon the importance of writing key words.

MARKING SCHEME

Question 7.

- (a) Approaches of how abnormal human behaviour is emphasized according to the biological, psychological, socio-cultural aspects:
- The viewing of mental disorder involves several perspectives that should be viewed as complementary to one another. Together these approaches provide a more accurate and complete picture of how such disorders arise and how they can be treated than any single perspective does alone.
- The biological model, emphasizes the role of the nervous system in mental disorders. This approach seeks to understand such disorders in terms of malfunctioning of portions of the brain, imbalances in various neurotransmitters and genetic factors.
- It is seen that many mental disorders show a high degree of concordance among close relatives. If one family member develops a disorder, then others are at increased risk for developing it too. The biological model has become increasingly influential in recent years as advances in neuroscience have revealed more and more about the role of various portions of the brain in many aspects of behaviour, and as techniques for observing the functioning of the brain (e.g. magnetic resonance imaging, PET scans) have improved.
- Psychological factors, too can be important. The psychological perspective emphasizes the role of basic psychological processes in the occurrence of mental disorders. For instance, many psychologists believe that learning plays a key role in many disorders. An example: phobias, or excessive fears of objects or situations.
- The psychological perspective also emphasizes the role of cognitive factors in mental disorders. For instance, many theories of depression suggest that long-lasting negative feelings often stem from faulty patterns of thoughts. The psychological perspective also takes account of unconscious forces and conflicts within individuals – the factors also vividly emphasized by Freud and his followers.
- Socio cultural factors do play a role in mental disorders. Psychologists and other mental health professionals believe that they do, and point to the important role of such social variables as poverty, unemployment, inferior education and prejudice as potential causes of at least some mental disorders. In other words, the socio-cultural perspective emphasizes the fact that external factors such as negative environments, a disadvantaged position in society, and cultural traditions can play a role in mental disorders.

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| (b) | <p>The main features of Client Centered Therapy:</p> <p>The most influential humanistic approach is the Client-Centred Therapy, development by Carl Rogers (1970-1980). Rogers strongly rejected Freud's view that mental disorders stem from conflicts over the expression of primitive, instinctive urges.</p> <p>On the contrary, he argued, such problems arise mainly because clients' efforts to attain self-actualization-growth and development – are thwarted early in life by judgements and ideas imposed by other people.</p> <p>According to Rogers, these judgements lead individuals to acquire what he terms unrealistic conditions of worth. That is, they learn that they must be something other than what they really are in order to be loved and accepted – to be worthwhile as a person. For example, children may come to believe that they will be rejected by their parents if they are not always neat and submissive or if they do not live up to various parental ideals. Such beliefs block people from recognizing large portions of their experience and emotions. This, in turn, interferes with normal development of the self and causes people to experience maladjustment.</p> <p>Denial distortion gap between ideal self and real self.</p> <p>Client-centered therapy focuses on eliminating such unrealistic conditions of worth through creation of a psychological climate in which clients feel valued as persons.</p> <p>Client-centered therapists offer unconditional positive regard, or unconditional acceptance, of the client and her or his feelings.</p> <p>A high level of empathetic understanding; and accurate reflection of the client's feelings and perceptions. In this warm, caring environment, freed from the threat of rejection, individuals can come to understand their own feelings and accept even previously unwanted aspects of their own personalities. As a result, they come to see themselves as unique human beings with many desirable characteristics. To the extent such changes occur, Rogers suggests, many mental disorders disappear and individuals can resume their normal progress toward self-fulfilment.</p> |
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Question 8

- (a) Explain *Milgram's Experiment* on Obedience. [5]
- (b) Describe the process through which people try to understand the reasons for others behaviour. [5]

Comments of Examiners

- (a) Definition of obedience was not written by many candidates. Some candidates did not write the procedure properly. A few candidates did not write the conclusion while some others failed to mention the three levels of shocks. In several cases, the experiment was described but terms such as ‘rigged drawing’, ‘list of paired words’ and conclusion were missing.
- (b) The three points Consensus, Consistency and Distinctiveness were missing in many answers. Some candidates were not sure of internal or external factors. Some candidates were confused between attributional bias and attributional theories.

Suggestions for teachers

- While teaching Milgram’s experiment, important details need to be emphasized. The shock apparatus with the different modalities has to be mentioned. After describing the process, the conclusive finding must be mentioned.
- Explain with examples the causes of behaviour-internal and external factors.

MARKING SCHEME

Question 8.

- (a) Milgram’s Experiment on Obedience:

Obedience refers to situations in which the agent has the legitimate right to influence the Focal Person (FP) and the FP has the obligation to obey. Such reciprocal role relationships are most clearly demonstrated when the agent has a higher status than the FP and the roles are part of a social system in which a higher status clearly defines influence over a lower status, such as ranks in the military.

Subjects of Milgram’s experiments were men who responded to newspaper ads and were paid \$ 4.50 for coming to the laboratory. The situation was described as a learning experiment in which one person, the teacher, would shock another person, the learner, after each mistake while learning a list of paired words.

On the basis of a rigged drawing, the subject was always assigned the role of teacher, while a male confederate of the experimenter was assigned the role of learner.

The learner was strapped into an electric chair, while the real subject was taken into another room where the electric shock apparatus was located. Actually, no shocks were administered, but the elaborate equipment led the subject to believe he would be administering painful shocks to the learner.

The shock apparatus contained 30 switches indicating levels of shock from 15 to 450 volts, with labels such as Single shock, Moderate shock, danger; severe shock, and finally “XXX”. The teacher was to shock the learner for each mistake made in learning, and the level of shock was to increase one increment with each error. As the experiment progressed, the learner responded appropriately, with occasional mistakes. At several points as the shock level increased, the learner would cry out that the shock was getting painful, or he could be heard kicking the wall. At 300 volts, he stopped giving answers, while the teacher was instructed by the experimenter to continue increasing the level of shock. If the subject showed any reluctance, the experimenter prodded him to continue, saying it was necessary or required by

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| | <p>the experiment. Obedience was measured by the amount of shock the subject was willing to administer to the learner.</p> <p>Before conducting this experiment, Milgram described it to several groups of people, all of whom predicted that very few, if any, of the subjects would follow the experimenter's commands and give shocks up to 450 volts. Contrary to expectations, however, 26 of his 40 subjects (65 per cent) continued to give shocks up to the 450 volt level, even though they believed they were hurting another person and showed signs of a great deal of tension – trembling, stuttering, nervous laughter.</p> <p>Why do people show high levels of obedience in these laboratory studies because in many tragic real-life situations too several factors seem to play a role. First, the experimenter began by explaining that he not the participants, would be responsible for the learner's well-being. Second, the experimenter possessed clear signs of authority; and in most societies, individuals learn that persons holding authority are to be obeyed (Bushman, 1984, 1988) Third, the experimenter's commands were gradual in nature. He did not request that participants jump to the 450 volt shock immediately; rather he moved towards this request one step at a time. In sum, several factors probably contributed to the high levels of obedience observed in Milgram's research and related studies. To gather, these factors produced a powerful force – one that most persons found difficult to resist. This does not imply that the commands of authority figures cannot be defied. Important factors include clear evidence that the persons in authority are pursuing purely selfish goals (saks, 1992), feelings of increased personal responsibility for the outcome produced on the part of those who disobey (Hamilton, 1978) and exposure to disobedient models – persons who led others by taking the first, dangerous steps (e.g. Rochat and Modigliani, 1995). When such conditions exist, persons in authority may lose their capacity to command, and may quickly find themselves on the outside looking in.</p> |
| (b) | <p>Attribution: The process through which we seek to determine the causes behind others' behaviour is known as attribution.</p> <p>We examine others behaviour for clues as to the causes behind what they say and do, then reach our decision. The kind of information we consider depends on the specific question we want to answer. For instance, one basic issue is: Did another person's actions stem from internal causes (e.g. their own traits, <u>intentions, or motives</u>) or from external causes (e.g. luck or factors beyond their control in a given situation). To answer this question, we often focus on information about</p> <ol style="list-style-type: none"> (1) Consensus – whether other people behave in the same way as the person we're considering; (2) Consistency – whether this person behaves in the same manner over time; and (3) Distinctiveness – whether this person behaves in the same way in different situations. <p>If very few people act like this person (consensus is low), this person have behaved in the same way over time (consistency is high), and this person behaves in much the same manner in many situations (distinctiveness is slow), we conclude that the behaviour stems from internal causes: This is the kind of person the individual is and will probably remain. For instance, we would probably draw this conclusion about a student who got up and criticized a professor harshly in class if no other students did this, if this student criticized the professor on other occasions, and if this student also criticized other professors, waitpersons in restaurants and so on. In contrast, if all three factors (consensus, consistency and distinctiveness) are high, we are more likely to conclude that people behave as they do because of external causes – for instance, that they may have no choice, (Kelly, 1972). We'd reach this conclusion if many other students also criticized</p> |

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| | the professor, if this student criticized the same professor on other occasions and if the student did not criticize other professors. (Flow Chart) |
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Question 9

Write notes on *any two* of the following:

[5 × 2]

- Role of psychology in *facilitating learning in schools*.
- Career counselling.
- How the knowledge of psychology helps in preventing crime.

Comments of Examiners

- This question was answered well by majority of the candidates. Most candidates explained student- teacher relationship clearly.
- Almost all candidates were able to write this part correctly.
- This question was not answered well by the majority of the candidates. A number of candidates wrote about preventive measures for criminal behaviour or rehabilitation of criminals instead of how the knowledge of psychology helps in preventing crime

Suggestions for teachers

- Explain to students how learning in school could be made better with the help of principles of psychology.
- Define career counselling and make students aware of the related concepts. Also help students understand the difference between Career Counselling and other types of counselling.
- Explain the difference between prevention of crime and rehabilitation of criminals.

MARKING SCHEME

Question 9.

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| (a) | <p>Role of psychology in facilitating learning in schools:</p> <p>Brief paragraphs on any five ways to facilitate learning: Teacher training; helping students to overcome stress; tackle psychological, emotional and behavioural problems; help with learning disabilities; identify aptitude, personality, intelligence; examine and develop curriculum; enrich learning environment; develop teaching and learning aids; career counselling. Teaching learning process made interesting and encouraging.</p> <p style="text-align: right;">(Any five points)</p> |
| (b) | <p>Career counselling:</p> <p>Career counselling is the process of helping the candidates <u>to select a course of study</u> that may help them to get into job or make them employable. A career counsellor helps candidates to get into a <u>career that is suited to their aptitude, personality, interest and skills</u>. So it is the process of making an effective correlation between the internal psychology of a candidate with the external factors of employability and other courses.</p> |

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| | <p>Career counsellors work with people from various walks of life, such as adolescents seeking to explore career options, or experienced professionals contemplating a career change. Career counsellors typically have a background in vocational psychology or industrial/organizational psychology.</p> <p>Career Testing:</p> <p>An objective form of career counselling is through an aptitude test, or a career test. <u>Career testing is now usually done online and provides insightful and objective information about which jobs may be suitable for the test taker based on combination of their interests, values and skills.</u> Career tests usually provide a list of recommended jobs that match the test takers attributes with host of people with similar personalities who enjoy / are successful at their jobs. There are various ways to test an individual for which field he is suitable psychometric testing being one among them.</p> <p>Psychometric Testing:</p> <p>Different test companies have their own methods of testing. Usually, there are multiple sets of questions relating to personality type, how the test taker would handle aspects of work and home life, what his or her goals are for the future and his or her strengths and weaknesses.</p> <p>Currently more than 500 tests of personality of different types are in use. These tests have now become very scientific, refined and comprehensive compared to earlier tests.</p> <p>Intelligence Tests: Various intelligence tests are applied to detect one's intelligence. While, average intelligent and intelligent persons can be selected for any common job, below average intelligent persons are advised to take up repetitive and jobs requiring less skills.</p> <p>Besides these main tests there are other tests like achievement tests, general aptitude tests, special aptitude tests and various types of special ability tests. Tests are essential for any selection, recruitment, counselling, training and even at the time of promotion.</p> <p>A general answer tracing the testing of a student (aptitude, personality, intelligence, ability and achievement); Explaining test results and achievability of goals; handling the admission process to courses (prerequisites for a course, presentation at interviews etc.) and finally finding the right fit for the student. <i>(any five points)</i></p> |
| (c) | <p>In a legal sense, person of 21 years and above convicted by the court of law for violating the provisions of IPC and CPC is labelled a criminal in our country and the illegal act for which he is convicted is known as crime. Any behaviour like pick-pocketing, gambling, burglary, robbery, theft, dacoity, rape, kidnapping and abduction attempts at suicide, murder, riots, destroying another's property, sexual assault, prostitution, cheating, counterfeiting, failure to deposit taxes and revenue, etc. are termed criminal behaviour.</p> <p>Prevention:</p> <p>The remedy for criminal behaviour demands preventive measures.</p> <p>The preventive measures involve improvement of social factors and environmental conditions that are responsible for the germination and perpetuation of criminal behaviour. The problem is a gigantic one and needs the cooperation of parents, members of the family, neighbourhood, community, school or college authorities, religious heads, police and government officials responsible for the social and psychological environment of the inhabitants of a society. The following measures may be fruitful in the prevention task:</p> |

- 1) Since today's delinquents are tomorrow's criminals, maximum efforts should be made for the prevention, control and treatment of the identified delinquents/ knowing causes of crime.
- 2) There is a great need for social reforms and breaking social and caste barriers.
- 3) The task narrowing the gulf between the rich and the poor, linguistic groups and religious sects should be given priority.
- 4) The importance of moral values should be inculcated. There should be an end to the crisis of character threatening the existence of the moral base and legal codes of our society.
- 5) The system of education and national planning need rethinking and re-modification for minimising economic difficulties of our youth and adults.
- 6) The problem of unemployment has to be checked and the professional dissatisfaction as well as frustration affecting the vast population of the younger generation should be curbed.
- 7) Attempts should be made to minimise undesirable influence of literature, films and other mass media.
- 8) The parents, elders, government authorities, social, religious, educational and political leaders should be such that they become ideals of socially desirable behaviour/ bringing about awareness to people.
- 9) The society should feel the necessity of providing social and legal justice to its citizens. In case of environmental deprivations and hazards of life, the affected individual should be helped, protected and rehabilitated. Thus, there is a need for modifying the environmental conditions so that one does not fall victim to social and emotional maladjustment or lured by the criminals and drifted by instinctive behaviour to commit crimes.

Analysis of type of crimes/criminal profiting

(Any five points)

GENERAL COMMENTS

(a) Topics found difficult by candidates:

- Passive-aggressive personality disorder.
- Milgram's experiment on obedience.
- Relative contribution of heredity and environment in the context of a child's development.
- Social norms.
- Stanford Binet test.

(b) Concepts between which candidates got confused:

- Projection and projective technique.
- Primary and secondary appraisal of stress.
- Transference and counter transference.
- Internals and introverts/ externals.
- Person positivity bias and positive bias.
- Knowledge of Psychology that helps to prevent crime was confused with criminology and rehabilitation.

(c) Suggestions for candidates

- Participate in group discussions, workshops and seminars on psychological issues.
- Read novels, stories and see films based on psychological concepts.
- (a) All test must be written in the following format: History (b) Materials (c) Procedure (d) Age, time limit (e) Scoring (f) Interpretation (g) Uses.
- Utilize the reading time of 15 minutes judiciously-read all the questions completely. Perceive each question as a whole, do not react to a phrase or a part of it.
- In part II, choose questions judiciously, according to your confidence level.
- Answer in point form, separate paragraphs with underlined key words is always preferred to abstract essays, learn to organize your answers accordingly.
- Avoid selective studies.
- Learn the correct spellings of full names of psychologists.
- Include key words in the answers.