

SAMPLE QUESTION PAPER - 3
SUBJECT- Psychology (037)
CLASS XII (2023-24)

Time Allowed: 3 hours

Maximum Marks: 70

General Instructions:

- All questions are compulsory except where internal choice has been given.
- Question Nos. 1 -15 in Section A carry 1 mark each. You are expected to answer them as directed.
- Question Nos. 16-21 in Section B are very short answer type-I questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- Question Nos. 22-24 in Section C are short answer type-II questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- Question Nos. 25 - 28 in Section D are long answer type - I questions carrying 4 marks each. Answer to each question should not exceed 120 words.
- Question Nos. 29-30 in Section E are long answer type - II questions carrying 6 marks each. Answer to each question should not exceed 200 words.
- Question Nos. 31 – 34 in Section F are based on two cases given. Answer to each 1 mark question should not exceed 20 words. Answer to each 2 marks question should not exceed 30 words.

Section A

1. When people believe that their feelings, thoughts and actions are controlled by others is called Delusion of _____. [1]

a) Perception	b) Reference
c) Grandeur	d) Control

2. It refers to the practice of focusing attention on the breath or an object or thought or Mantra. [1]

a) SKY	b) Meditation
c) Yoga	d) Vipasana

3. Which approach to psychology is referred to as the **third force**? [1]

a) Trait	b) Psychoanalysis
c) Humanistic	d) Social learning

4. Armaan was overly stressed. Thus, he is most likely to expose himself to _____. [1]

a) Pathogens	b) Burnout
c) Coping	d) Antibodies
5. Which of the following is not psychological stress? [1]

a) Anxiety	b) Internal pressure
c) Frustration	d) Conflict
6. **Assertion (A):** Coping is a dynamic situation-specific reaction to stress. [1]
Reason (R): Individuals show consistent individual differences in the coping strategies they use to handle stressful situations.

a) Both A and R are true and R is the correct explanation of A.	b) Both A and R are true but R is not the correct explanation of A.
c) A is true but R is false.	d) A is false but R is true.
7. A kind of technique used to manage stress which is a subjective experience that uses imagery and imagination. [1]

a) Deep breathing with muscle relaxation	b) Creative visualisation
c) Biofeedback	d) Meditation
8. Individuals with autism spectrum disorder tend to experience difficulties in starting, maintaining and even understanding relationships. Moreover, _____. [1]

a) They show wide range of interests and repetitive behaviours.	b) About 90 per cent of children with autism spectrum disorder do not have intellectual disabilities.
c) They are unable to initiate social behaviour and seem unresponsive to other people's feelings.	d) They are able to share experiences with others.
9. Trichotillomania is a compulsive behavior associated with _____. [1]

a) Skin picking	b) Nose picking
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c) Hair pulling

d) Hoarding

10. Name the process in which the client acts out his/her frustration, anger, fear and depression that he/she had harboured towards that person in the past but could not express at that time. The therapist becomes a substitute for that person in the present. [1]

a) Positive transference

b) Confrontation

c) Transference Neurosis

d) Negative transference

11. What is the phenomenon by which the majority group places the blame on a minority outgroup for its own social economic and political problems? [1]

a) Ingroup bias

b) Kernel of truth

c) Self fulfilling prophecy

d) Scapegoating

12. Which three aspects have been referred to as the A-B-C components of attitude? [1]

a) Affective- Beliefs-Co-action

b) Affective-Behavioural-Cognitive

c) Attribute-Behavioural-Cognitive

d) Affective-Beliefs-Cognitive

13. **Assertion (A):** According to behaviorists, the structural unit of personality is the response. [1]

Reason (R): They focus on learning of cultural variations and connections and their reinforcements.

a) Both A and R are true and R is the correct explanation of A.

b) Both A and R are true but R is not the correct explanation of A.

c) A is true but R is false.

d) A is false but R is true.

14. Which one of the following can reduce social loafing? [1]

a) Decreasing the value of task

b) Decreasing the pressure of hard work

c) Making each person's effort identifiable

d) Decreasing group cohesiveness

15. Who suggested that the group formation process pass through five development sequences? [1]

a) Sherif and Asch

b) Tuckman

c) Kelman

d) Irving Janis

Section B

16. What is **Planning** in Intelligence according to J.P. Das? [2]

OR

What is aptitude?

17. What are the main differences between groups and teams? [2]

18. How would Horney's explanation of depression be different from that of Alfred Adler? [2]

19. Latika worked for a multinational company. She was shifting houses due to frequent transfers. During this time, she also lost her father to a major heart ailment. This caused a lot of stress. Explain this particular source of stress that Latika faced. [2]

20. What is cohesiveness? [2]

21. What is attitude? [2]

Section C

22. What is self-esteem? [3]

OR

What is an interview? Explain its limitations.

23. How dream interpretation is used in psycho-analysis to elicit the nature of intrapsychic conflict? [3]

24. State symptoms of Dissociative Amnesia. [3]

Section D

25. What is creativity? [4]

26. What are the factors that influence the formation of an attitude? [4]

27. How is **aptitude** different from **interest** and intelligence? How is aptitude measured? [4]

28. Discuss modelling as a form of behaviour therapy. [4]

OR

Discuss the ethics of Psychotherapy?

Section E

29. Discuss various projective techniques to assess personality. [6]

OR

Discuss Freud's psycho-analytic theory of personality.

30. Physicians make the diagnosis of looking at a person's physical symptoms. How are psychological disorders diagnosed? [6]

OR

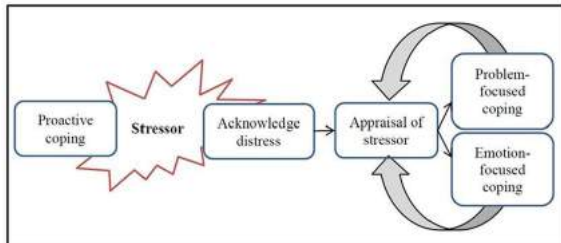
Can a long-standing pattern of deviant behaviour be considered abnormal? Elaborate.

Section F

Question No. 31 to 32 are based on the given text. Read the text carefully and answer the questions: [3]

The Transactional Model of Stress and Coping, proposed by Lazarus and Folkman in 1984, states that a person's capacity to cope with challenges and problems is a result of transactions (or interactions) that occur between a person and their environment. The model states that effective coping with any stressful situation depends on the person's cognitive appraisal of the stressful event and the subsequent type of behavioral coping strategy used. The model also states that successful coping mechanisms depend on the emotional functions related to the problem.

Model of stress, appraisal, and coping.



31. I made a plan of action and followed it. Which concept is being highlighted? Explain it with more examples. (1)

32. What is task task-oriented strategy? How it works? (2)

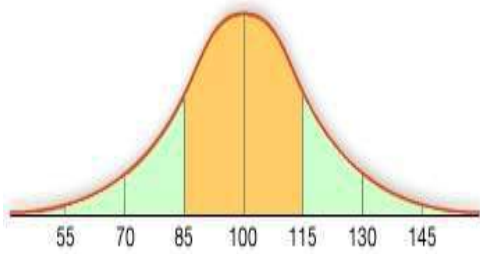
Question No. 33 to 34 are based on the given text. Read the text carefully and answer the questions: [3]

An intelligence quotient (IQ) is a score derived from a set of standardized tests or subtests designed to assess human intelligence. The abbreviation "IQ" was coined by the psychologist William Stern for the German term Intelligenzquotient.

IQ is a measure of your ability to reason and solve problems. It reflects how well you did on a specific test compared to other people of your age group. The average IQ on many tests is 100, and 68% of scores lie between 85 and 115.

IQ is traditionally derived by dividing an individual's mental age by his chronological age and multiplying the result by 100. For IQ to remain stable, MA must increase with CA over

time. This is true until around 18 years when intellectual abilities are usually fully developed.



33. How to calculate the IQ of a person? (1)

34. What will be the IQ of a 20-year-old individual with the mental age of 22? What is the IQ of a normal person? (2)

Solutions

Section A

1.

(d) Control

Explanation: Delusion of control: False belief that another person, group of people, or external force controls one's general thoughts, feelings, impulses, or behavior. It is a kind of psychotic disorder.

2.

(b) Meditation

Explanation: Meditation is a practice where an individual uses a technique such as mindfulness or focusing the mind on a particular object, thought, or activity – to train attention and awareness.

3.

(c) Humanistic

Explanation: Humanistic or Third Force psychology focuses on **inner needs, happiness, fulfillment, the search for identity, and other distinctly human concerns**. It consciously attempted to address issues neglected by behaviorists and Freudians.

4.

(b) Burnout

Explanation: Burnout

5. **(a)** Anxiety

Explanation: Anxiety is not psychological stress. There are four types of psychological stress which are **frustration, conflict, internal pressure, and social pressure**.

6. **(a)** Both A and R are true and R is the correct explanation of A.

Explanation: Coping is a dynamic situation-specific reaction to stress. Individuals show consistent individual differences in the coping strategies they use to handle stressful situations.

7.

(b) Creative visualisation

Explanation: Creative visualisation is an effective technique for dealing with stress which is subjective in nature and uses imagery and imagination. It is necessary to keep your mind quiet, body relaxed and eyes closed.

8.

(d) They are able to share experiences with others.

Explanation: They are able to share experiences with others.

9.

(c) Hair pulling

Explanation: Trichotillomania is a disorder that involves recurring and irresistible urges

to pull out body hair. The urges involve pulling out hair from the scalp, eyebrows and other areas of the body

10.

(c) Transference Neurosis

Explanation: In psychoanalysis, the redirection to a substitute, usually a therapist, of emotions that were originally felt in childhood is called transference neurosis.

11.

(d) Scapegoating

Explanation: Scapegoating is a group based way of expressing frustration and often results in negative attitudes or prejudice against the weaker group.

12.

(b) Affective-Behavioural-Cognitive

Explanation: The thought component is referred to as the cognitive aspect, the emotional component is known as the affective aspect, and the tendency to act is called the behavioural aspect. Taken together, these three aspects have been referred to as the A-B-C components (Affective-Behavioural-Cognitive components) of attitude.

13.

(c) A is true but R is false.

Explanation: According to behaviorists, the structural unit of personality is the response. Each response is a behavior that is emitted to satisfy a specific need. Personality can be best understood as the response of an individual to the environment.

14.

(c) Making each person's effort identifiable

Explanation: In a group performance, members feel less responsible for the overall task being performed so if their efforts are identified, social loafing can be decreased.

15.

(b) Tuckman

Explanation: Tuckman suggested that groups pass through five developmental sequences- forming, storming, norming, performing and adjourning

Section B

16. i. Planning is the concept of the PASS model.

ii. Planning refers to the generation of plans or problems. It involves goal setting, strategy selection and performance monitoring.

iii. It allows the individual to think of possible course of action, implement them, evaluate their effectiveness, and modify it if the plan does not work.

OR

Aptitude is a combination of characteristics indicative of an individual's potential to acquire some specific skills with training. For example, possession of certain qualities in different proportions to become a dancer or a computer programmer. It is individual teachability.

17. Both groups and teams are collections of people but they differ in following ways:
- In **groups**, performance is dependent on the contributions of individual members. In teams, both individual contributions and teamwork matter.
 - In **groups**, the leader or whoever is heading the group holds responsibility for the work. However, in **teams**, although there is a leader, members hold themselves responsible.
18. While **Karen Horney** focuses more on interpersonal relationships during childhood, **Alfred** gives greater importance to personal goals of an individual. There are, in my opinion, Horney would attribute the cause of depression to parental relations with children which are characterized by excessive interference or indifference. **Alfred Adler** would, on the other hand, attribute depression to the feeling of inadequacy and guilt arising within the individual, due to the inability to achieve his/her personal goals. These goals provide an individual with security and are important in overcoming feelings of inadequacy. If individual is not able to attain the goals and could not overcome inferiority appropriately then it leads to depression.
19. Latika faced multiple sources of stress, including frequent transfers in her job, which disrupted her stability and required constant adjustment. Additionally, the loss of her father added significant emotional and psychological strain to her life.
20. Cohesiveness is the team spirit or 'we feeling' or a sense of belongingness to the group. It refers to togetherness, binding, or mutual attraction among group members. As the group becomes more cohesive, group members start to think, feel and act as a social unit and less like isolated individuals.
21. Attitude is a set of mind, a set of views, or thoughts regarding some topics which have an evaluative feature.

Section C

22. i. Self-esteem is a cognitive component of self.
- The value judgment of a person about herself/himself is called self-esteem.
 - It can be high or low. To assess it, we present a variety of statements to a person and ask him to indicate the extent to which they are true for him. e.g., we may ask a child to what extent the statement "I am good at homework" or "I am highly liked by my peers" is true. If he responds as them to be true, he will have high self-esteem than someone who says "no".

OR

Interview refers to a purposeful conversation between two or more two people in a face-to-face situation.

Interviews involve interacting with the person being assessed and asking questions. It is of two types. **Unstructured** and **Structured**.

Limitations of Interviews:

- Time-consuming and demanding.
- Maturity of psychologists is a precondition for getting valid data.

23. According to **Freud**, dreams are the royal road to the unconscious.

The client is asked to write down his/her dreams. Psycho-analysts believe that dream satisfy the repressed libidinal desires which get many in the dreams in disguised ah' symbolic form.

The images of dreams are symbols which signify intra-psychic forces. These symbols are interpreted and the client develops awareness with his/her unfulfilled desires and conflicts at conscious level.

24. i. Without any organic reason/brain injury, a person may forget his whole past, part of the past or immediate past.
ii. Memory loss may be extensive but selective.
iii. A part of Dissociative Amnesia is dissociative fugue.
iv. Fugue involves unexpected travel, away from home or workplace.
v. In between, a person may assume a new identity and shows an inability to recall the previous identity.
vi. Fugue usually ends when the person suddenly 'wakes up' with no memory of the events that suddenly occurred during the fugue.

Section D

25. i. Creativity refers to the ability to think in novel and unusual ways and to come up with unique solutions to problems.
ii. Creativity is reality-oriented, appropriate, constructive and socially desirable.
iii. Individual's vary in terms of the level and the areas in which they exhibit creativity.
iv. It may be related to simple occupations and may be higher levels i.e., related to the artists, the scientists, the inventors, etc., however, they are not working at the same level.
v. Creativity may be doing things differently. It is working on what has already been done earlier by way of modifications, by putting things in new perspectives or to new use.
vi. It is determined by both heredity and environment. Limits of creative potential are set by heredity. Environmental factors stimulate the development, e.g., Motivations, commitment, family support, peer influences, opportunities, etc.
26. The following factors provide the context for the learning of attitude through various processes:
- i. **Family and School Environment:** parents and other family members play a significant role in attitude formation. Learning of attitudes within the family and school usually takes place by association, through rewards and punishment and through modeling.
- ii. **Reference Groups:** Attitudes towards political, religious and social groups, occupations, national and other issues are often developed through reference groups. Reference groups indicate to an individual the norms regarding acceptable behaviour and ways of thinking. Various institutions, religion, culture and communities are a form of reference groups.

- iii. **Personal Experiences:** Many attitudes are formed, not in the family environment or through reference groups, but through direct personal experiences which bring about a drastic change in our attitude towards people and our own life.
- iv. **Media Related Influences:** Technological advances have made audio-visual media and internet as very powerful sources for attitude formation. School textbooks also influence attitude formation. The media can be used to create a consumerist attitude. The media can exert both good and bad influences on attitudes.

27. Aptitude:

- i. Aptitude refers to a combination of characteristics indicative of an individual's potential to acquire some specific skills with training.
- ii. It is the specific mental ability or teaches the ability of an individual to learn a particular skill.
- iii. It is the potentiality to perform a particular activity.
- iv. Aptitude is a determiner to learn a particular skill.

Interest:

- i. Interest refers to a preference for a particular activity or what one enjoys doing.
- ii. Interest are acquired/learned.
- iii. Interest is a facilitator.

An individual with high scientific aptitude having a strong interest in mechanical activities is more likely to be a successful mechanical engineer.

- i. Intelligence is a global and aggregate capacity of an individual to think rationally, act purposefully and to deal effectively with her/his environment.
- ii. Intelligence is a general mental ability.
- iii. It is a product of heredity and environment.
- iv. It does not require training for growth.

28. i. **Bandura** has worked extensively on developing the modelling technique. It is a procedure in which the client learns to behave in a certain way by observing the behaviour of a role model or the therapist who mutually acts as a role model. Modelling can influence behaviour as it serves as a basis for learning new skills.
- ii. To eliminate fears and inhibitions.
 - iii. It facilitates socially existing behaviour patterns.
 - iv. Learning through observing others and through a process of rewarding small changes in the behaviour, the client gradually learns to acquire the behaviour of the model.

OR

- i. Some of the ethical standards that need to be practised by professional psychotherapist are:
- ii. Informed consent needs to be taken.
- iii. Confidentiality of the client should be maintained resolving personal distress and suffering should be the goal of all attempts of the therapist.
- iv. Integrity of the therapist-client relationship is important.
- v. Respect for human rights and dignity.

vi. Professional competence and skills are essential.

Section E

29. The projective techniques were developed to assess personality based on the psychoanalytic theory of personality. Some of the projective techniques are:

i. **The Rorschach Inkblot Test:**

- i. A German psychiatrist, **Herman Rorschach** developed this technique.
- ii. This test consists of 10 symmetrical unstructured Inkblots. Five of them are black and white and five are coloured.

ii. **The Thematic Apperception Test (TAT):**

- i. The test was developed by **Morgan and Murray** in 1935.
- ii. It consists of a series of 30 unstructured picture cards and one blank card. Some cards are for males (M), some for females (F), and some for boys (B) and girls or combination.

iii. **Rosenzweig Picture Frustration Study (The P-F Study):**

- i. This test was developed by Rosenzweig.
- ii. This test uses frustration and aggression as the main focus.
- iii. It presents a series of cartoons in which one cartoon frustrates another.
- iv. Its Indian adaptation developed by Pareek is also available.

v. **Sentence Completion Test:** In this test, a number of stems consisting of a few words are presented. The task is to complete the sentence, e.g. my father.... It is expected that the type of ending used reflects the motivation, conflicts and attitudes of the person.

vi. **Draw-A-Person Test:** The examinee in this test is asked to draw a person, and then he/she is asked to draw the figure of another person of the opposite sex.

OR

- i. One of the most comprehensive approaches to personality and its development was formulated by **Sigmund Freud**.
- ii. According to him, the behaviour is determined by the interplay of events and conflicts within the inner life of the individual is central to his approach.

Following are the postulates of psychoanalytic theory:

i. **Levels of Consciousness:** Freud compared the human mind to an iceberg. The small part that shows above the surface of the water is **conscious**. It is individuals awareness. Beneath this conscious realm is the much larger **Preconscious** which contains information that is not currently on our mind but we could bring into consciousness if called upon to do so.

ii. **Structure of Personality:** Freud divided personality into three major systems - Id, Ego, and Superego—that interact to govern human behaviour.

ID: ID is the most primitive part of the personality, it is the storehouse of all basic primitive needs. The ID works on the pleasure principle and seeks immediate gratification of the impulses.

Ego: Ego is the reality-based aspect of self. It develops out of Id. It is governed by the

reality principle - the gratification of impulses must be delayed until the situation is appropriate.

- iii. **Ego-defence Mechanism:** When conflicts among Id, ego and the superego is not resolved then the ego experiences anxiety, intense feeling of nervousness, tension and worry. According to **Freud**, the ego uses a defence mechanism for the maintenance of the self.

30. Psychological disorders are diagnosed on the basis of two classifications, i.e., DSM or IV ICD-10.

- i. Classification of psychological disorders consists of a list of categories of specific psychological disorders grouped into various classes on the basis of some shared characteristics.
- ii. International Classification of Diseases (ICD-10) is a classification of behavioral and mental disorders.
- iii. **ICD-10** refers to the international classification of diseases and its 10th revision is being used.
- iv. It is developed by **WHO** under one broad heading 'Mental Disorders' which is based on symptoms. (The classification scheme is officially used in India)
- v. The **American Psychiatric Association (APA)** has published an official manual of psychological disorders: The Diagnostic and Statistical Manual of Mental Disorders, Vth Edition (DSM-V).
- vi. It Evaluates the patient on five axes or dimensions rather than just one broad aspect of 'mental disorder'.
- vii. These dimensions relate to biological, psychological, social and other aspects.

Uses of Classification:

- i. Classifications are useful because they enable psychologists, psychiatrists and social workers to communicate with each other about the disorders.
- ii. Helps in understanding the causes of psychological disorders and the processes involved in their development.
- iii. It helps in Clinical diagnosis.

OR

- Abnormal behaviour is a relative term. It is a matter of degree. It is a qualitative difference. There is no quantitative difference between normal and abnormal.
- The word 'Abnormal' literally means away from the normal. It implies a deviation from some clearly defined norms or standards.

○ **Various Views to explain Abnormality:**

i. **Abnormality as Deviation from Social Norms:**

- a. Each society has social norms, which are stated or unstated rules for proper conduct. Behaviours, thoughts, and emotions that break societal norms are called **abnormal**.
- b. Behaviour violates social norms or threatens or makes anxious those observing it. Violation of norms makes abnormality a relative concept; various forms of unusual

behavioural can be tolerated depending on the prevailing cultural norms. Yet this component is also at once too broad and too narrow.

ii. **Abnormality in terms of Maladaptive Behaviour:**

- a. The recent approach views abnormal behaviour as **maladaptive**. Many psychologists believe that the best criterion for determining the normality of behaviour is not whether society accepts it but whether it **facilitates the well-being of the individual** and eventually of the group to which he/she belongs.
- b. Well-being is not simply maintenance and survival but also includes **growth** and fulfilment. Maladaptive behaviour refers to - Behaviour that causes problems in life.

iii. **Concept of four D's:** Now-a-days many psychologists believe that if an individual's behaviour manifests significant deviance, distress, danger, and dysfunction in his/her behavioural pattern, then it should be treated as abnormal.

Section F

- 31. Problem focussed. Some people cope by trying to solve whatever problem they're faced with. For example, if you're feeling lonely, you could join a local group to try to make new friends. If you're stressed at work, you might find ways to set stronger work-life boundaries or look for a new job. This is called problem-focused coping.
- 32. Task-oriented strategy is a problem-focused strategy that involves taking direct action to alter a stressful situation to reduce the amount of stress it evokes. It involves:
 - Obtaining information about the stressful situation
 - Obtaining information about alternative courses of action and their probable outcome
 - Deciding priorities
 - Acting so as to deal directly with the stressful situation
- 33. $IQ = MA/CA \times 100$
- 34. The IQ of a 20-year-old individual with the mental age of 22 will be 110. People with IQ scores in the range of 90-110 have normal intelligence.