

SAMPLE QUESTION PAPER - 5

Psychology (037)

Class XII (2024-25)

Time Allowed: 3 hours

Maximum Marks: 70

General Instructions:

1. All questions are compulsory except where internal choice has been given.
2. Question Nos. 1-14 in Section A carry 1 mark each. You are expected to answer them as directed.
3. Question Nos. 15-19 in Section B are very short answer type-I questions carrying 2 marks each. The answer to each question should not exceed 30 words.
4. Question Nos. 20-23 in Section C are short answer type-II questions carrying 3 marks each. The answer to each question should not exceed 60 words.
5. Question Nos. 24 - 27 in Section D are long answer type-I questions carrying 4 marks each. The answer to each question should not exceed 120 words.
6. Question Nos. 28-29 in Section E are long answer type-II questions carrying 6 marks each. The answer to each question should not exceed 200 words.
7. Question Nos. 30–33 in Section F are based on two cases given. The answer to each onemark question should not exceed 20 words. The answer to each two-mark question should not exceed 30 words.

Section A

1. Children who have marked difficulties in social interaction and communication, desire for routine and restricted interests are suffering from: **[1]**

a) Impulsively	b) Hyperactivity
c) Autism	d) Alogia
2. Which kind of therapies are completed in 10 to 15 sessions? **[1]**

a) Behavior	b) Existential
c) Cognitive behaviour	d) Psychodynamic
3. According to Freud, which level of the human mind is a reservoir of instinctive or animal drives and leads to psychological conflicts? **[1]**

a) Conscious	b) Unconscious
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c) Semi conscious

d) Preconscious

4. How many types of appraisals are there? [1]

a) 4

b) 2

c) 3

d) 1

5. Psychoneuroimmunology is a branch of psychology that focuses on the links between _____.

a) The brain and the immune system

b) The mind, the brain and the body

c) The mind, the brain and the immune system

d) The mind and the brain

6. **Assertion (A):** Primary appraisal refers to the perception of a new or changing environment as positive, neutral, or negative in its consequences. [1]

Reason (R): Lazarus has distinguished between two types of appraisal.

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 strategy which involves denying or minimising the seriousness of any situation while coping with stress is best known as _____ . [1]

a) Assertiveness

b) Avoidance-oriented strategy

c) Emotion-oriented strategy

d) Task oriented strategy

8. Alogia is a term used for _____. [1]

a) No emotions at all

b) All of these

c) Poverty of speech

d) Less anger

9. Removing the evil that resides in the individual through countermagic and prayer, [1]
is called as _____.

a) Exorcism

b) Ojha

c) Schizophrenia

d) Demonology

10. What is the term used when a client learns to behave in a certain way by observing the behaviour of a role model or the therapist? [1]

a) Modelling

b) Inhibition

c) Differential reinforcement

d) Vicarious learning

11. 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

12. Which component of attitude is emotional in nature? [1]

a) Cognitive

b) Affective

c) Values

d) Behavioural

13. **Assertion (A):** Allport considered traits more like intervening variables that occur between the stimulus situation and response of the person. [1]

Reason (R): Gordon Allport proposed that individuals possess a number of traits, which are dynamic in nature.

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. The Human Resource Manager found that as the number of employees increased in the company, the productivity reduced. What steps can be taken to reduce this phenomenon called **social loafing**? [1]

- i. Making the effort of each person identifiable
- ii. Decreasing group cohesiveness to impact motivation
- iii. Making group members committed to successful task performance
- iv. Making group members feel less responsible for the task being performed

a)(i) and (iii)

b)(iii) and (iv)

c)(i), (iii) and (iv)

d)(i), (ii) and (iv)

Section B

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

16. What is situationist perspective of human behaviour? [2]

OR

What is intelligence?

17. What is an interview? Explain its limitations. [2]

18. Explain the relationship between stress and the immune system. [2]

19. What is a team? [2]

Section C

20. Shyam believes that he should be loved by everybody, all the time. Most of his beliefs have a **must** or **should** component. When things don't go his way, he feels distressed. Suggest a suitable therapy that will make Shyam think deeper into his irrational belief system and help him to feel better. [3]

21. State symptoms of Panic disorder. [3]

22. What functions do dream serve according to Freud? [3]

OR

How would Horney's explanation of depression be different from that of Alfred Adler?

23. During the process of group formation, groups also develop a structure as members interact. Discuss the important elements of group structure with the help of examples. [3]

Section D

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

OR

How RET is different from Aaron Reek's Cognitive therapy?

25. How is **aptitude** different from **interest** and intelligence? How is aptitude measured? [4]
26. What strategies can be used for handling prejudice and discrimination? [4]
27. Discuss uses and abuses of intelligence test. [4]

Section E

28. How does Freud explain the structure of personality? [6]

OR

Discuss post Freudian approach to personality.

29. Can a long-standing pattern of deviant behaviour be considered abnormal? [6]
Elaborate.

OR

Describe psychological models explaining abnormal behaviour.

Section F

Question No. 30 to 31 are based on the given text. Read the text carefully and answer [3] the questions:

Stress is a normal reaction the body has when changes occur, resulting in physical, emotional, and intellectual responses. Stress management training can help you deal with things in a healthier manner. The body's autonomic nervous system controls your heart rate, breathing, vision changes, and more. Its built-in stress response, the "fight-or-flight response," helps the body face stressful situations. When a person has long-term (chronic) stress, continued activation of the stress response causes wear and tear on the body.

Physical, emotional, and behavioral symptoms develop. Some physical symptoms are pains, aches, high blood pressure; emotional and mental symptoms are anxiety, panic attacks; behavioral symptoms are smoking, gambling, drinking, and many more. There are three major types of stress which are physical and environmental, psychological, and social. All these types of stress are interrelated.

30. What is frustration? What are some causes of frustration among students? (1)
31. What are the physical symptoms of stress? (2)

Question No. 32 to 33 are based on the given text. Read the text carefully and answer [3] the questions:

Psychological assessment is a process that involves checking the integration of information from multiple sources, such as tests of normal and abnormal personality, tests

of ability or intelligence, tests of interests or attitudes, as well as information from personal interviews. Collateral information is also collected about personal, occupational, or medical history, such as from records or from interviews with parents, spouses, teachers, or previous therapists or physicians. A psychological assessment can include numerous components such as norm-referenced psychological tests, informal tests and surveys, interview information, school or medical records, medical evaluation, and observational data. A psychologist determines what information to use based on the specific questions being asked. Some attributes which are categorised on the basis of varieties of tests used in psychological literature are intelligence, aptitude, interest, values, and personality. Assessment is the first step in understanding psychological attribute. Any attribute will be said to exist in a person only if it can be measured by using scientific procedures.

32. Define Individual Differences. (1)

33. What are Aptitude tests? Explain with examples. (2)

Solution
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Section A

1.
(c) Autism
Explanation:
Autism
2.
(d) Psychodynamic
Explanation:
The duration of classical psycho-analysis may continue for several years however several recent versions of psychodynamic therapy are completed in 10-15 sessions.
3.
(b) Unconscious
Explanation:
The third level is unconscious, which includes mental activity that people are unaware of. According to Freud, the unconscious is a reservoir of instinctive or animal drives and leads to psychological conflicts.
4.
(b) 2
Explanation:
There are two types of appraisals given by Lazarus which are primary appraisal and secondary appraisal.
5.
(c) The mind, the brain and the immune system
Explanation:
Psychoneuroimmunology studies the effects of the stress on the immune system and revolves around how brain, mind and immune system work in inter-relation with each other.
6.
(b) Both A and R are true but R is not the correct explanation of A.
Explanation:
Primary appraisal refers to the perception of a new or changing environment as positive, neutral, or negative in its consequences. Negative events are appraised for their possible harm, threat, or challenge.

7.

(b) Avoidance-oriented strategy

Explanation:

Avoidance oriented strategy involves conscious suppression of stressful thought and their replacement by protective thoughts like phoning up friends or watching TV. You try and minimise the seriousness of a situation.

8.

(c) Poverty of speech

Explanation:

Alogia, also known as poverty of speech, can make speaking difficult due to lack of content.

9. **(a) Exorcism**

Explanation:

Exorcism is a formal religious ceremony aimed at the removal of evil spirits or demons that are believed to inhabit an individual or a setting such as a house or other structure.

10. **(a) Modelling**

Explanation:

Modelling is one way in which behavior is learned. When a person observes the behavior of another and then imitates that behavior, he or she is modeling the behavior.

11.

(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.

12.

(b) Affective

Explanation:

Attitude has three components. 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.

13.

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

Explanation:

Allport considered traits more like intervening variables that occur between the stimulus situation and response of the person. This meant that any variation in traits would elicit a

different response to the same situation because traits determine behaviour in such a manner that an individual approaches different situations with similar plans.

14. (a) (i) and (iii)

Explanation:

(i) and (iii)

Section B

15. Both groups and teams are collections of people but they differ in following ways:

- i. In **groups**, performance is dependent on the contributions of individual members. In teams, both individual contributions and teamwork matter.
- ii. 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.

16. The situationist perspective views human behaviour as resulting from the **interaction of external and internal factors**. It is a product of traits and environmental factors.

This approach believes that external factors play a more important role to determine individual differences.

OR

- i. According to **Wechsler**, intelligence is a global capacity to think rationally, deal effectively and act purposefully.
- ii. According to **Binet**, intelligence is the ability to reason well, to judge well and to understand well.

17. **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:

- a. Time-consuming and demanding.
 - b. Maturity of psychologists is a precondition for getting valid data.
18. Stress and the immune system have a complex relationship. Short-term stress can boost immunity, but chronic stress suppresses it. This imbalance can lead to increased susceptibility to infections and autoimmune disorders.
19. **Teams** are special kinds of groups. Members of teams often have complementary skills and are committed to a common goal or purpose. Members are mutually accountable for there is a positive synergy attained through the coordinated efforts of the members. The teams in cricket and football or any sports are its best examples. Also, at our work places we have teams who work on a common project for a common goal and works in sync with each other.

Section C

20. The therapy that will force Shyam to reflect more deeply on his illogical beliefs and improve his emotional state is known as Rational Emotive Therapy (RET). The central thesis of this therapy is that irrational beliefs mediate between antecedent events and their consequences.

Irrational beliefs are assessed through questionnaires and interviews. The first step in RET is the Antecedent-Belief-Consequence (ABC) analysis. In the process of RET, the irrational beliefs are refuted by the therapist through a process of non-directive questioning. The nature of questioning is gentle, without probing or being directive. The questions make the client think deeper into her/his assumptions about life and problems. Gradually, the client is able to change irrational beliefs by making a change in her/his philosophy about life. The rational belief system replaces the irrational belief system and it brings a reduction in psychological distress.

21. ○ It consists of recurrent anxiety attacks in which the person experiences intense terror.
 ○ Attacks are unpredictable

Symptoms/Clinical features:

- Shortness of breath
- Dizziness
- Trembling
- Increased palpitation
- Chest pain
- Fear of going crazy
- Losing control or dying

22. **Dreams are considered as the royal road to the unconscious. Mainly they serve the following purposes:**

- i. They work as safeguards of sleep.
- ii. They work as wish fulfilment devices. We can give expression to impulses and desires we find unacceptable during our waking hours.
- iii. Dreams release unconscious tension arising out of conflicts between Id and Ego.

OR

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.

23. Four important elements of group structure are:

Roles: A role is a set of behaviors which the individuals occupying a specific position within a group are expected to perform. For example, the father as a bread-earner.

Norms: Norms are expected standards of behaviour and beliefs established, agreed upon, and enforced by group members. For example, in a family, there are norms which guide the behaviour of family members.

Status: It refers to the position or rank within a group. Different roles or positions in a group are associated with different levels of status. Members of groups which are high in status are viewed favourably by others. For example, the captain of a cricket team has a higher status compared to the other members, although all are equally important for the team's success.

Cohesiveness: All forces (factors) that cause group members to remain in the group, such as liking for the other members and the desire to maintain or increase one's status by belonging to the 'right groups'.

Section D

24. 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. Ellis in RET probes the client's behaviour and belief system by gentle questioning and sometimes challenging the irrational beliefs and negative thinking of the client.
- ii. **Aaron Beck** in his Cognitive therapy does not attempt to disprove the ideas held by depressed person rather the therapist and client work together to identify the individual's faulty assumptions. **Beck** uses 'pointed, but friendly questioning' to root out depressed people's faulty cognitions.
- iii. **Ellis** focuses on the client's present circumstances to search the cause of irrational beliefs.
- iv. **Aaron Beck** emphasises client's core schemata formed during childhood as dysfunctional cognitive structure causing depressive behavioural pattern.

25. **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.

26. Prejudices may not be eliminated but can be reduced. The strategies for handling prejudices would be effective if they aim at:

- i. Minimizing opportunities for learning prejudices.
- ii. Changing negative attitudes.
- iii. De-emphasizing a narrow social identity based on the in-group.
- iv. Discouraging the tendency towards self-fulfilling prophecy among the victims of prejudice.

These goals can be accomplished through:

- i. Education and exposure for correcting stereotypes relative to specific target groups.
- ii. Reducing a strong in-group bias.
- iii. Increasing intergroup contact through
 - a. direct communication.
 - b. removal of mistrust between the group.
 - c. discovery of positive qualities in the out-group.

These strategies are successful only if:

- i. The two groups meet in a co-operative rather than competitive context.
- ii. Close interactions between the groups help them to know each other better.
- iii. Both groups should not be different in power or status.
- iv. Highlighting individual identity rather than group identity. It is promoting individual differences and giving more credit to the individuals achievement rather than his/her

group identity.

27. Intelligence tests serve many useful purposes if used by trained professionals.

Uses of Intelligence Test: Intelligence test assists in selection, counselling, guidance, self-analysis and diagnosis.

Abuses of Intelligence Test: Intelligence test causes ill effects/misuses/abuses if used by naïve testers.

- i. Poor performance on a test is a stigma to children which affects adversely the performance.
- ii. Test results may lead to discriminating practices from parents, teachers and elders.
- iii. Most of the intelligence tests favour the middle class and higher class populations because of cultural bias.
- iv. Most intelligence tests ignore creativity and practical aspects of life.

Section E

28. **The Id:**

- i. The Id is the original source of personality, present in the newborn infant, from which the ego and super ego later develop.
- ii. It consists of everything that is inherited, including the instinctual drives - sex and aggression.
- iii. It is closely linked to the biological processes and provides the energy source - the libido for the operation of all three systems.

The Ego:

- i. The ego develops out of Id because of the necessity for dealing with the real world. The ego's task is to hold the Id in check until conditions allows for satisfaction of its impulses.
- ii. It operates on reality principles. For example, a hungry man would want to have food at any cost due to id impulses, but it is the ego which delays this hunger impulse until the appropriate conditions are found.
- iii. Ego mediates between the demands of id, the realities of the world and the demands of the super ego.

The Super Ego:

- i. It is related to the values and morals of the society as taught to us by our parents and others. It works according to social norms.
- ii. It is concerned with morality—whether various ways that could satisfy id impulses are right or wrong.

OR

Post-Freudian Approach: Post Freudians are those psychologists who separated themselves from Freud on two basic issues:

- Biological determinism, i.e., life instinct and death instinct regulate human behaviour.
- Freud's too much emphasis on libido as a source of energy.

i. **Carl Jung:**

- a. He developed his own theory, i.e., **analytical psychology**.
- b. **Basic assumption**—personality consists of competing forces within the individual rather than between the individuals.
—According to Jung, an individual's aims and aspirations are the sources of energy.
- c. Jung proposed a concept of **Collective Unconsciousness**, i.e., inherited part of the unconscious.

ii. **Alfred Adler:**

- a. His theory is known as Individual Psychology.
- b. Basic assumption-human behaviour is purposeful and goal-directed.
- c. Personal goals are the source of our motivation like dominance and status.

iii. **Karen Horney:**

- a. She said we are social beings.
- b. She adopted the **optimistic view of human life** with an emphasis on human growth and self-actualization.
- c. She was opposed to Freud's gender discrimination.

iv. **Erich Fromm:**

- a. He viewed human beings as basically socially beings who could be understood in terms of their relationship with others.
- b. He argued that psychological qualities such as growth and self-actualization occur from a desire for freedom and striving for justice and truth.
- c. According to him, personality develops from our experiences with other individuals.

v. **Erik Erikson:**

- a. He believed that personality development is a continuous social process.
- b. He gave the concept of identity during adolescence.
- c. His theory lays stress on rational, conscious ego processes in personality development.

29. ○ 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.

OR

Psychological models maintain that psychological and interpersonal factors have a significant role to play in abnormal behaviour. These factors include:

- i. **Maternal deprivation** (separation from the mother, or lack of warmth and stimulation during the early year of life).
 - ii. **Faulty parent-child relationships** (rejection, overprotection, over-permissiveness, faulty discipline, etc).
 - iii. **Maladaptive family structures** (inadequate or disturbed family) and severe stress.
- The psychological models include the psychodynamic, behavioural, cognitive, and humanistic-existential models.
- i. **The Psychodynamic Model:** This model is the oldest and most famous of the modern psychological models. **Abnormal behaviour** is viewed as the result of intrapsychic conflicts.
 - ii. **The Behavioural Model:** This model states that both normal and abnormal behaviours are learned and psychological disorders are the result of learning maladaptive ways of behaving.
 - iii. **The Cognitive Model:**
 - a. This model states that abnormal functioning can result from cognitive problems like negative thinking and irrational beliefs.
 - b. People may hold assumptions and attitudes about themselves that are irrational and inaccurate.

iv. **The Humanistic-Existential Model:**

- a. **Humanists** believe that human beings are born with a natural tendency to be friendly, cooperative and constructive, and are driven to self-actualize, i.e., to fulfil this potential for goodness and growth.
- b. **Existentialists** believe that from birth we have total freedom to give meaning to our existence or to avoid that responsibility. Those who shirk from this responsibility would live empty, inauthentic and dysfunctional lives.

Section F

30. Frustration is an emotional response to stress. Social discrimination, interpersonal hurt, low grades in school, etc., are causes of frustration.

31. **Physical signs of stress**

- Difficulty breathing.
- Panic attacks.
- Blurred eyesight or sore eyes.
- Sleep problems.
- Fatigue.
- Muscle aches and headaches.
- Chest pains and high blood pressure.
- Indigestion or heartburn.

32. Distinctiveness and variations among people's characteristics and behavioral patterns are called Individual Differences.

33. Tests designed to measure capacities, that is to predict what one can accomplish with training, are called aptitude tests. A person's aptitude is their innate potential and natural ability. For example, a person's ability to react calmly under pressure is considered an aptitude. Aptitudes are talents that we seem to naturally have. Some of us find mathematics easy while others find it a struggle.