

Class XII Session 2025-26
Subject - Psychology
Sample Question Paper - 8

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. _____ refers to the totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to herself/himself. **[1]**
 - a) Self
 - b) Personal self
 - c) Social identity
 - d) Self-efficacy
2. According to Freud a child who grabs food from another child when hungry is driven by: **[1]**
 - a) Superego
 - b) Id
 - c) Ego
 - d) Libido
3. Who defined intelligence as the ability to judge well, understand well and reason well? **[1]**
 - a) Gardner
 - b) Wechsler
 - c) Sternberg
 - d) Binet
4. Systematic desensitization begins with some form of **[1]**
 - a) Relaxation conditioning
 - b) Instrumental training
 - c) Relaxation training
 - d) Instrumental conditioning
5. A therapist asks a client to reveal all his or her thoughts including his/her early childhood problems. What **[1]**

a) Behavior therapy b) Biomedical therapy

c) Psychodynamic therapy d) Cognitive therapy

- ## Section B

15. How stress is a basic ingredient of life? [2]
16. Why are projective techniques also called as indirect methods of assessing personality? Enumerate their characteristics. [2]
17. What is integration in humanistic existential therapy? [2]
18. What is cohesiveness? [2]
19. If you form a committee to plan for the annual day in your school, you will see how everyone goes ahead. Give everyone full autonomy to do all the planning. Other members of the class also observe each other as they function. Enlist the stages that you feel are likely to emerge. [2]

OR

How is giftedness different from talent? Explain.

Section C

20. Give an example where the affective component of attitude is dominant. [3]
21. Define observation. Explain the limitations of observation as a method to evaluate personality. [3]
22. Describe any four factors that facilitate positive health and act as stress buffers too. [3]
23. Explain the nature of the therapeutic relationship between the client and the therapist in different Psychotherapies. [3]

OR

Naresh's fear of furry objects was explained both by social learning theory as well as psychoanalytic theory. How would both theorists account for the same fear? Explain.

Section D

24. How Kelman has classified social influences? [4]
25. Discuss the hallucinations as a symptom of schizophrenia. [4]
26. Elaborate the status of intelligence testing in India. [4]

OR

Discuss uses and abuses of intelligence test.

27. Explain the characteristics of a trait. Describe the trait approaches to the understanding of personality. [4]

Section E

28. Are attitudes learnt? Explain how. Give relevant examples. [6]
29. How does Freud explain the structure of personality? [6]

OR

Discuss various projective techniques to assess personality.

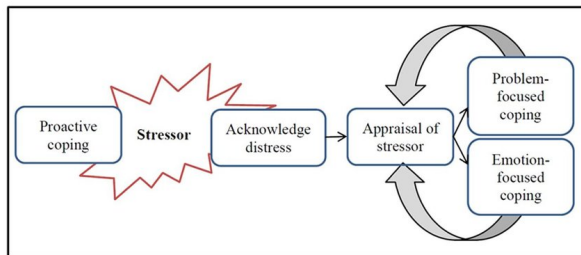
Section F

Question No. 30 to 31 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.



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

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

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

[3]

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

Section A

1. (a) Self

Explanation:

Self

2.

(b) Id

Explanation:

Id is the source of a person's instinctual energy. It deals with the immediate gratification of primitive needs, sexual desires, and aggressive impulses. It works on the **pleasure principle**, which assumes that people seek pleasure and try to avoid pain. **Id does not care for moral values, society, or other individuals.**

3.

(d) Binet

Explanation:

Binet

4.

(c) Relaxation training

Explanation:

Relaxation training

5.

(c) Psychodynamic therapy

Explanation:

The psychodynamic therapy views intrapsychic conflict to be the cause of the psychological disorder, the first step in the treatment is to elicit this intrapsychic conflict.

6.

(b) Electro-convulsive Therapy

Explanation:

ECT involves a brief electrical stimulation of the brain while the patient is under anesthesia.

7.

(c) Psychoneuroimmunology

Explanation:

Psychoneuroimmunology focuses on the links between the mind, the brain, and the immune system. It studies the effects of stress on the immune system.

8.

(b) 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.

9.

(c) Obsessive behavior

Explanation:

Thoughts, urges or behaviours that persist despite negatively affecting health, job or relationships falls under obsessive behavior. These thoughts often make the person feel unpleasant and shameful.

10.

(c) Group polarisation

Explanation:

Group polarisation

11.

(b) All of these

Explanation:

Group polarization occurs due to (i) In the company of like-minded people, people are likely to hear newer arguments favouring their view-points. (ii) When people find others also favouring their view-point, they feel that their view is validated by the public (iii) in group support is perceived

12.

(a) Storming

Explanation:

There is a stage of intragroup conflict which is referred to as storming. In this stage, there is conflict among members about how the target of the group is to be achieved, who is to control the group and its resources, and who is to perform what task.

13.

(c) Cognitive Dissonance

Explanation:

Cognitive Dissonance

14.

(c) Group polarisation

Explanation:

Group polarization refers to the tendency for a group to make decisions which are more extreme than the initial inclination of its members alone.

Section B

15. i. Stress is a basic ingredient of life.

ii. Our biological system is equipped with some stress alarms that are essential for survival and allow one to function effectively in many situations.

iii. Without undergoing stress, there can be no constructive and creative activity.

iv. For example, a certain level of stress is necessary to perform better in examinations.

16. Projective techniques are often referred to as indirect methods of assessing personality because they involve presenting individuals with ambiguous stimuli. The idea is that people will project their unconscious thoughts, feelings, and desires onto these ambiguous stimuli, revealing aspects of their personality that might not be accessible through direct questioning.

Ambiguity of Stimuli: This ambiguity encourages individuals to project their own interpretations, which can reveal underlying thoughts and feelings. Examples include the Rorschach Inkblot Test and the Thematic Apperception Test.

Free-Response Format: Projective techniques typically allow for a wide range of responses. There are no right or wrong answers, and individuals are free to respond in any way they choose.

Unstructured Administration: These techniques are often administered in an unstructured manner, meaning there are few standardized instructions or scoring methods. This flexibility allows for a more personalized assessment of each individual.

Revealing Unconscious Processes: The primary goal of projective techniques is to uncover unconscious processes. By analyzing the responses to ambiguous stimuli, psychologists can gain insights into an individual's unconscious motives, desires, and conflicts.

Interpretation Requires Expertise: Interpreting the results of projective techniques requires specialized training and expertise. Psychologists must be skilled in understanding the nuances of the responses and what they might indicate about the individual's personality.



17. Integration is an aspect of self-actualization. The concept was given by **Abraham Maslow**.
'Integrated' means a sense of the whole, being a complete person, maintaining the traits of personality despite of the variety of experiences that one is subjected.
18. 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.
19. In this scenario, the stages of group development that are likely to emerge are forming, where the committee members come together; storming, where conflicts and power struggles may arise; norming, where roles and norms are established; performing, where the group works together effectively; and adjourning, where the project is completed or the committee disbands.

OR

Giftedness and talent, while often used interchangeably, have key differences:

- **Gift:** Giftedness refers to exceptional natural abilities, often intellectual but potentially encompassing creativity, leadership, or social skills. It's a high level of potential across a broad range.
- **Talent:** Talent refers to a developed skill or ability honed through practice and training. It's the result of applying your gifts or natural inclinations in a specific area.

Think of it this way:

- **Giftedness:** Having a box full of valuable tools (potential)
- **Talent:** Taking those tools and crafting something remarkable (developed skill)

Someone can be gifted in many areas, while talent is usually focused on a specific skill they've cultivated.

Section C

20. A person may feel fear and disgust when they see a snake. Even without logical reasoning, the strong **emotional reaction (affective component)** drives the attitude toward snakes.
21. i. Observation refers to systematic, organised and objective gathering and recording relevant information by a trained observer from a natural setting.
ii. It is a careful perception.
iii. It is a sophisticated method and cannot be carried out by untrained people. It requires the careful training of the observer.

Limitations of Observational Method:

- i. Professional training is required for the collection of useful data though these methods are quite demanding and time-consuming.
 - ii. Maturity of the psychologist is a precondition for obtaining valid data through these techniques.
 - iii. Mere presence of the observer may contaminate the results.
22. Strong social connections and support systems are crucial for maintaining positive health and buffering against stress. Having friends, family, or a supportive community provides emotional reassurance, practical assistance, and a sense of belonging.

These factors are:

- **Exercise** - asanas, aerobic, stretching etc.
 - **Diet** - balanced
 - **Positive thinking** - accurate perception of reality, sense of purpose, acceptance, tolerance etc.
 - **Positive attitude** - optimism, pessimism
 - **Social Support** - Tangible, emotional, informational.
23. **Psychodynamic therapy** assumes that the therapist understands the intrapsychic conflicts of the client better because of his training and maturity. He interprets the thoughts and feelings of the client and provides insight into the same to the client.
Behaviour therapy assumes that the therapist is capable of finding out the correct behaviour and thought patterns, which would be adaptive for the client.
Existential and humanistic therapy assumes that the therapist simply listens and develops a relationship with the client in which the client himself resolves his problems.

OR

Naresh's Fear: Social Learning versus Psychoanalysis

Social Learning Theory:

- **Focuses on learned behaviors:** Naresh might have observed someone reacting fearfully to furry objects, and this association triggered his own fear response.
- **Reinforcement:** Perhaps his fear was reinforced by parental attention or avoidance of the feared objects, strengthening the connection.

Psychoanalytic Theory:



- **Unconscious conflicts:** Naresh's fear might symbolize an unconscious conflict. Furry objects could represent something he subconsciously fears, perhaps a childhood trauma involving a furry object.
- **Defense mechanism:** The fear could be a defense mechanism, like displacement, where anxiety from a deeper issue gets attached to a less threatening object (furry objects).

Both theories offer different explanations for the same fear. Social learning theory emphasizes observational learning and the role of modeling in behavior. In contrast, Psychoanalytic theory, focuses on unconscious processes and childhood experiences shaping behavior.

Section D

24. According to **Kelmans** following are the social influences:

Compliance: A form of social influence in which one person attempts to influence another in order to get them to comply with a request.

i. **Identification:**

- A type of social influence which is brought about by a person's desire to be like another person or to be a part of a particular group.
- It may not give us rewards but it is satisfying to be like those with whom we are identifying.
- This is identity seeking or agreement seeking social influence.

ii. **Internalization:**

- It is a type of social influence which is born out of a desire to be right in our values and opinions.
- If we consider another person as trustworthy and also of good judgment, then we are more likely to accept their opinion and values and to integrate them into our own.
- It is the information-seeking social influence.

25. Schizophrenics may have hallucinations, i.e., perceptions that occur in the absence of external stimuli.

- Auditory Hallucination:** is most common in schizophrenia. Patients hear sounds or voices that speak words, phrases and sentences directly to the patient.
- Tactile Hallucinations:** That is a form of tingling, burning sensation.
- Visual Hallucinations:** That is a form of vague perception of colour or disturbed vision of people or objects).
- Gustatory Hallucination:** That is a form of taste sensation.
- Olfactory Hallucination:** That is a form of the smell of poison or smoke.
- Somatic Hallucination:** That is something happening inside the body, e.g., a snake crawling inside one's stomach.

26. The development of intelligence tests in India has for long remained one of the fascinating and popular academic pursuits.

- The first systematic attempt to standardize a test of intelligence was Binet's intelligence test which was adopted by **Dr. Rice** in Urdu and Punjabi in the 1930s.
- Mahalanobis** also attempted to standardize Binet's test of intelligence in Bengali. Attempts were also made to develop Indian norms for some other foreign tests like WAIS, RPM and Kohs' Block Design test and others.
- The first doctorate on test construction was awarded to K.G. Desai in 1954 for the development of a group test of intelligence in Gujarati.
- Dr. S.M. Mohsin** developed the first group test of intelligence in Hindi.
- Some tests developed in India include the Group test of intelligence by Prayag Mehta, Draw a man test by Promila Pathak, CIE Non-verbal test, etc.

OR

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 naive testers.

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

27. **Allport's trait theory**

The first trait theory was proposed by psychologist Gordon Allport in 1936. He categorized these traits into three- levels: cardinal, central, and secondary traits.

Cardinal Traits:

Allport suggested that cardinal traits are rare and dominating, usually developing later in life. They tend to define a person to such



an extent that their names become synonymous with their personality.

Central Traits

While central traits are not as dominating as cardinal traits, they describe the major characteristics you might use to describe another person.

Secondary Traits

They are sometimes related to attitudes or preferences. They often appear only in certain situations or under specific circumstances.

Cattell's 16-Factor Personality Model

Trait theorist Raymond Cattell reduced the number of main personality traits from Allport's initial list of over 4,000 down to 171. Using a statistical technique known as factor analysis, he identified closely related terms and eventually reduced his list to 16 key personality traits. Cattell also developed one of the most widely used personality assessments, the 16 Personality Factor Questionnaire.

Eysenck's 3 Dimensions of Personality

British psychologist Hans Eysenck believed that personality has a biological basis, developing a model of personality based on just three universal traits.

Introversion/Extraversion

Introversion involves directing attention to inner experiences, while extraversion relates to focusing attention outward, onto other people and the environment.

Neuroticism/Emotional Stability

This dimension of Eysenck's trait theory is related to moodiness versus being even-tempered.

Psychoticism

Individuals who are high in this trait tend to have difficulty dealing with reality and maybe antisocial, hostile, non-empathetic, and manipulative.

Five-Factor Model of Personality

Both Cattell's and Eysenck's theories have been the subject of considerable research. This has led some theorists to believe that Cattell focused on too many traits, while Eysenck focused on too few. As a result, a new trait theory often referred to as the "Big Five" theory emerged.

Section E

28. Yes, attitudes can be learned through various processes. One of the primary ways attitudes are acquired is through socialization, where individuals learn attitudes from their family, peers, and societal norms. Observational learning, a process proposed by Albert Bandura, is one such mechanism. People observe and imitate the attitudes of others, especially those they perceive as influential or authoritative. For instance, a child may adopt their parents' attitudes towards certain social or political issues by observing their discussions and expressions.

Attitudes can also be learned through direct experiences. When individuals have repeated positive or negative experiences with a particular object, person, or situation, they may develop corresponding attitudes. For example, if someone has had consistently positive experiences with dogs, they are likely to develop a positive attitude towards dogs.

Furthermore, attitudes can be influenced by classical conditioning, where a neutral stimulus becomes associated with a positive or negative stimulus, leading to a conditioned response. An example of this is the association of a product with a celebrity endorser. The positive feelings people have towards the celebrity can be transferred to the product through conditioning.

In summary, attitudes can be learned through socialization, observational learning, direct experiences, and classical conditioning. These processes shape our attitudes towards various objects, people, and ideas and play a significant role in shaping our behavior and decision-making.

29. 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

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.

Section F

- 30. 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.
- 31. 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
- 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.

