

## SAMPLE QUESTION PAPER - 2

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. Individuals with autism spectrum disorder tend to experience difficulties in starting, [1]  
maintaining and even understanding relationships. Moreover, \_\_\_\_\_.
  - 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 able to share experiences with others.
  - d) They are unable to initiate social behaviour and seem unresponsive to other people's feelings.
2. \_\_\_\_\_ is a technique to treat Phobia. [1]



- a) Rationalization
  - b) Sublimation
  - c) Systematic desensitization
  - d) improve thinking
3. What is referred to as the structural unit of personality? [1]
  - a) Anxiety
  - b) Stimulus
  - c) Response
  - d) Social beings
4. Exercise reduces stress by: [1]
  - a) improving aerobic capacity
  - b) raising levels of endorphins
  - c) decreasing energy
  - d) suppressing immune function
5. When Rajat was diagnosed with schizophrenia, he assumed awkward, bizarre positions for long periods of time. Thus, he was exhibiting \_\_\_\_\_. [1]
  - a) All of these
  - b) Catatonic posturing
  - c) Catatonic rigidity
  - d) Catatonic stupor
6. **Assertion (A):** Prolonged exposure to stress makes a person prone to infections. [1]  
**Reason (R):** Prolonged stress reduces the number of white blood cells.
  - 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. The reaction to external stressors is called: [1]
  - a) Tension
  - b) Strain
  - c) Stress response
  - d) Stress
8. Trichotillomania is a compulsive behavior associated with \_\_\_\_\_. [1]
  - a) Skin picking
  - b) Nose picking
  - c) Hair pulling
  - d) Hoarding

9. When a person experiences loud noise at intervals and in an unpredictable manner, the **noise** will be [1]
  - a) Less disturbing
  - b) Not disturbing at all
  - c) Controllable and intense
  - d) More disturbing
10. Name the practice taught in the USA which has been found to be effective in the treatment of mental disorders. [1]
  - a) Kundalini Yoga
  - b) Pranayama
  - c) SKY
  - d) Vipasana meditation
11. In 1957, Leon Festinger published his theory of [1]
  - a) Balance
  - b) Cognitive Dissonance
  - c) Learning
  - d) Attitude
12. Ritesh buys groceries from a store that advertises its responsibility towards protection of the environment by providing free reusable cloth bags to its customers. This is an example of changing attitude through [1]
  - a) Attractiveness
  - b) Emotional appeal
  - c) Rational appeal
  - d) Persuasibility
13. **Assertion (A):** Personality refers to our characteristic ways of responding to individuals and situations. [1]  
**Reason (R):** It is dynamic in the sense that some of its features may change due to internal or external demands.
  - 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

### Section B

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

OR

What is personality?

17. Define observation. Explain the limitations of observation as a method to evaluate personality. [2]
18. Tahir is unable to decide whether to study dance or music as he likes both. Is he frustrated or facing a conflict? Explain very briefly. [2]
19. What is an audience? [2]

### Section C

20. What is unconditional positive regard in the process of psychotherapy? [3]
21. State symptoms of Dissociative Amnesia. [3]
22. What is an interview? Explain its limitations. [3]

OR

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

23. When groups are formed, they pass through some developmental sequences or stages. Explain these stages with the help of an example. [3]

### Section D

24. What are dysfunctional cognitive structures? [4]

OR

Explain the key features of cognitive therapies as explained by Albert Ellis and Aaron Beck.

25. How do psychologists characterize and define intelligence? [4]
26. What are the different features of attitude? [4]



27. What are the uses of aptitude tests? [4]

### Section E

28. Majid belongs to a family of farmers. His uncle and cousins are mostly like him as they too belong to an agricultural society. He is socialised to be obedient to elders, nurturant to youngsters and responsible to his duties. [6]

Referring to Majid, how does cultural approach attempt to understand personality in relation to the features of ecological and cultural environment? How would the same be impacted by non-agricultural societies? Explain.

OR

Discuss psycho-sexual stages of development.

29. Describe psychological models explaining abnormal behaviour. [6]

OR

While speaking in public, the patient changes topics frequently. Is this a positive or a negative symptom of schizophrenia? Describe the other symptoms and sub-types of schizophrenia.

### Section F

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

Stress, either physiological, biological, or psychological is an organism's response to a stressor such as an environmental condition. Stress is the body's method of reacting to a condition such as a threat, challenge, or physical and psychological barrier. Stimuli that alter an organism's environment are responded to by multiple systems in the body. In psychology, stress is a feeling of emotional strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, and mental illnesses such as depression and also aggravation of a pre-existing condition. Two kinds of appraisals of a stressor are especially important in this regard: primary and secondary appraisals. Some stressors are inherently more stressful than others in that they are more threatening and leave less potential for variation in cognitive appraisals. Nevertheless, an appraisal will still play a role in augmenting or diminishing our reactions to such events.

30. What do challenges, problems, and difficult circumstances put us to? (1)
31. What are events called that cause our body to give the stress response? Give examples. (2)

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

Intelligence is one of the most talked-about subjects in psychology, there is no standard definition of what exactly constitutes intelligence. Some researchers have suggested that intelligence is a single, general ability. Others believe that intelligence encompasses a range of aptitudes, skills, and talents. Intelligence has been a controversial topic throughout psychology's history. Despite the substantial interest in the subject, there is still considerable disagreement about what components make up intelligence. In addition to questions of exactly how to define intelligence, the debate continues today about whether accurate measurements are even possible. At various points throughout recent history, researchers have proposed some different definitions of intelligence. While these definitions can vary considerably from one theorist to the next, current conceptualizations tend to suggest that intelligence is the ability to learn from experience, recognize problems, and solve problems. Intelligence is the global capacity to understand the world, think rationally, and use available resources effectively when faced with challenges. There are many theories of intelligence some of which are: Uni factor theory, two-factor theory, theory of primary mental abilities, hierarchical model of intelligence, structure of intellect model, theory of multiple intelligence, triarchic theory of intelligence, and PASS model of intelligence.

32. What are the different dimensions of the structure of the intellect model? (1)
33. Which approach considers intelligence as an aggregate of abilities? explain it in detail. (2)

**Solution**  
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**Section A**

1.  
(d) They are unable to initiate social behaviour and seem unresponsive to other people's feelings.  
**Explanation:**  
They are unable to initiate social behaviour and seem unresponsive to other people's feelings.
2.  
(c) Systematic desensitization  
**Explanation:**  
Systematic desensitization
3.  
(c) Response  
**Explanation:**  
The response is referred to as the structural unit of personality. Each response is a behaviour, which is emitted to satisfy a specific need.
4.  
(b) raising levels of endorphins  
**Explanation:**  
Exercise can provide an active outlet for the physiological arousal experienced in response to stress (by raising levels of endorphins). Regular exercise improves the efficiency of the heart, enhances the function of the lungs, maintains good circulation, lowers blood pressure, reduces fat in the blood, and improves the body's immune system. Swimming, walking, running, cycling, skipping, etc. help **to reduce stress**.
5. (a) All of these  
**Explanation:**  
All of these
6. (a) Both A and R are true and R is the correct explanation of A.  
**Explanation:**  
Prolonged exposure to stress makes a person prone to infections. Prolonged stress reduces the number of white blood cells.
7.  
(b) Strain



**Explanation:**

Strain

8.

(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

9.

(d) More disturbing

**Explanation:**

More disturbing

10. (a) Kundalini Yoga

**Explanation:**

The Institute for Non linear Science, University of California, San Diego USA has found that Kundalini Yoga is effective in the treatment of obsessive-compulsive disorder.

11.

(b) Cognitive Dissonance

**Explanation:**

Cognitive Dissonance

12.

(c) Rational appeal

**Explanation:**

Rational appeal

13.

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

**Explanation:**

Personality refers to our characteristic ways of responding to individuals and situations. People can easily describe the way in which they respond to various situations such as shy, sensitive, quiet, concerned, warm, etc.

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.

**Section B**



15. A **crowd** is a collection of people who may be present at a place or situation by chance. There is neither any structure nor feeling of belongingness in a crowd. The behaviour of people in crowds is irrational and there is no interdependence among members. For example, suppose you are going on the road and an accident takes place. Soon a large number of people tend to gather at the site, which is called a crowd.
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

According to Allport, personality is a dynamic organization within the individual of those psychophysical systems which determine his/her characteristic pattern of behaviour and thought.

17. 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.
18. Tahir is facing a conflict. He is experiencing a decision-making dilemma where he has to choose between two desirable options (dance and music), and the inability to choose one is causing him uncertainty and indecision.
19. An audience is a collection of people who have assembled for a special purpose may be to watch a cricket match or a movie. Audiences are generally passive but sometimes they go into a frenzy and become mobs.

**Section C**

20. The concept of unconditional positive regard was given by **Carl Rogers**.  
i. It is an attitude of acceptance and respect on the part of an observer, no matter what the other person says or does.  
ii. The therapist provides acceptance and warmth to the client.  
iii. A therapist is non-judgmental.



- iv. The therapist continues to show positive feelings towards the client even if he is rude or confides all the 'wrong' things that he may have done or thought about.
21. 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.
22. **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.

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. Psychologist Bruce Tuckman suggested that groups pass through below developmental sequences:

**Forming:** When group members first meet, there is a great deal of uncertainty about the group, the goal, and how it is to be achieved. People try to know each other and assess whether they will fit in. There is excitement as well as apprehension.

**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. When this stage is complete, some sort of hierarchy of leadership in the group develops and a clear vision as to how to achieve the group goal.



**Norming:** Group members by this time develop norms related to group behaviour. This leads to the development of a positive group identity.

**Performing:** At this level, the structure of the group has evolved and is accepted by group members. The group moves towards achieving the group goal.

**Adjourning:** In this stage, group wraps up its work and then dissolves.

### Section D

24. i. Some negative thoughts develop in the mind due to core schemata established in childhood. Such negative thoughts are characterised by cognitive distortions.
- ii. Cognitive distortions are ways of thinking which are general in nature but which distort the reality in a negative manner.
- iii. These patterns of thoughts are called **dysfunctional cognitive structures**.
- iv. They lead to errors of cognition about social reality.

OR

Cognitive therapy is a type of psychotherapy that focuses on changing a person's thinking. This is based on the assumption that our thoughts influence our feelings. Unlike other forms of psychotherapy such as psychoanalysis, cognitive therapy focuses on the present rather than events of the past. Cognitive therapies suggest that dwelling on self-blaming or self-deprecating thoughts feeds depression and prolongs negative thinking. Since we think with words, changing how a person talk to themselves can help reshape their thinking and thereby their functioning.

**Albert Ellis:** Albert Ellis's rational-emotive behaviour therapy (REBT) set the framework for cognitive therapies. Ellis found that problems often arise due to irrational thinking. He used a confrontational approach to therapy that challenged people's illogical assumptions and self-defeating attitudes. He found that people often assume that their emotions are caused by an event rather than their thinking. Therefore, in REBT, therapists regularly use a technique called "disputing" in which they work to help the client realize that their thoughts are the cause of their depression, not the event itself.

For example: Someone may believe their depression was caused by them failing a test. However, Ellis would challenge this thinking by pointing out that if that event were the cause of depression, then everyone who failed a test would get depressed. Since not all people struggle with depression after failing a test, that person must consider that their thoughts (such as "I'll never be good enough") are the true cause of their distress, not the event itself.

**Aaron Beck's Cognitive Therapy for Depression:** While some credit Ellis as the first to develop cognitive therapy, others cite Aaron Beck for initially using the technique to treat individuals with depression. While doing so, he realized that there is a therapeutic benefit



to challenging a person's harmful automatic thought patterns. He sought to help clients reverse their negativity towards themselves, their situations, and their futures.

Today, cognitive therapies are used to treat several mental health conditions other than depression including anxiety, post-traumatic stress disorder (PTSD), obsessive-compulsive disorder (OCD), bipolar disorder, eating disorders, panic attacks, addiction, and anger. They are not only helpful in treating mental health conditions but also in supporting people through life challenges such as chronic illness, low self-esteem, grief or loss, stress, or guilt.

25. The psychological motion of intelligence is quite different from the common sensed motion of intelligence.

Generally, people saw intelligence as mental alertness, ready art, quickness in learning and ability to understand relationships.

Oxford dictionary explained intelligence as the power of perceiving, learning to understand and know.

Accordingly, Alfred Binet also used these attributes and defined intelligence as the ability to judge well, understand well and reason well.

Later Wechsler gave a comprehensive definition in terms of its functionality, i.e., its value for adaptation to the environment. He defined intelligence as “the global and aggregate capacity of an individual to think rationally, act purposefully and to deal effectively with his/her environment.”

Present-day psychologists such as Gardner and Sternberg emphasized that “Intelligent individual not only adapts to the environment but actively modifies or shapes it.”

Sternberg views intelligence as “ the ability to adapt, to shape and select an environment to accomplish one's goals and those of one's society and culture.”

26. The Four Features of attitude are:

- i. **Valence (Positivity or Negativity):** Valence of an attitude tells us whether the attitude is positive or negative toward the attitude object. It means attitudes are directional.
- ii. **Extremeness:** This indicates how positive or negative an individual is toward the object.
- iii. **Simplicity or Complexity:** It refers to how many attitudes are there in a broader attitude. Attitude is simple if it contains a few attitudes and complex if it is made up of many attitudes. e.g. attitude towards student’s tutor is simple and attitude towards his father is complex.
- iv. **Centrality:** It refers to the role of a particular attitude that influences the other attitudes in the system, e.g., attitude towards education. Positive attitude towards education influences various other attitudes, e.g., attitude towards knowledge or attitude towards work.



27. **Aptitude** refers to special capacity or capacities. Tests designed to measure capacities, i.e., to predict what one can accomplish with training are called **aptitude tests**. They serve some useful purposes:
- i. **Aptitude tests measure mere specific abilities:** Mechanical aptitude tests measure various types of eye-hand coordination.
  - ii. **Selection:** Aptitude tests are used for employee selection. They test specific abilities required for a particular job.
  - iii. **Career guidance:** Aptitude tests also provide career guidance to the student. Aptitude tests help them to select a proper career by discovering the abilities they possess.
  - iv. **Prediction:** Aptitude tests are used to predict success in various specific professions.

**Section E**

28. The cultural approach to understanding personality examines how the ecological and cultural environment shapes an individual's beliefs, values, and behaviors. In the case of Majid, his personality traits of obedience, nurturance, and responsibility are likely influenced by the cultural practices and values of his agricultural society. The ecological environment of farming and interdependence within the family and community likely reinforces these traits.
- In non-agricultural societies, the cultural approach suggests that personality traits and behaviors may differ due to different ecological and cultural factors. For example, in an industrialized society, individualism and personal achievement may be valued, which could lead to the development of traits such as independence and competitiveness. Non-agricultural societies may also prioritize different cultural practices and norms that shape personality development, such as self-expression and personal autonomy.
- In summary, the cultural approach recognizes that the ecological and cultural environment plays a significant role in shaping personality. Majid's personality traits align with the values and expectations of his agricultural society, but these traits may differ in non-agricultural societies due to varying cultural practices and priorities.

OR

- Stages of Personality/Psycho-sexual Development (Five Stage Theory of Personality):**
- i. The core aspects of personality are established early, remain stable throughout life, and can be changed only with great difficulty.
  - ii. Problems encountered at any stage may arrest development, and have a long-term effect on a person's life.

Stage	Age	Pleasure-seeking Centre	Development
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Oral	Infancy	Mouth (feeding, thumb sucking)	Basic feelings about the world are established.
Anal	2-3 years	Anus (experience pleasure in moving their bowels)	i. Learns to respond to demands of society. ii. Basis for conflict between the Id (desire for babyish pleasure) and the ego (demand for adult, controlled behaviour).
Phallic	4-5 years	Phallus	i. Begin to realize the differences between males and females. ii. Become aware of sexuality and the sexual relationship between their parents.
Latency	7- Puberty		i. Grows physically, but sexual urges are relatively inactive. ii. Energy is channelled into social or achievement-related activities.
Genital	Puberty +	Genitals	i. Attains maturity in psychosexual development ii. Sexuality, fears and repressed feelings of earlier stages are once again exhibited iii. Learn to deal with members of the opposite sex in a socially and sexually mature way
<b>Oedipus Complex (Male)</b>			<b>Electra Complex (Female)</b>
Love for the mother, hostility towards the father, and fear of punishment or castration by the father.			Attaches her love to the father and tries to symbolically marry him and raise a family.

29. **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) arid 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.

OR

While speaking in public, the patient changes topics frequently. This is a symptom of derailment. This is one of the positive symptoms of schizophrenia. Schizophrenia is the descriptive term to a **group of psychotic disorders** in which personal, social and occupational functioning deteriorate as a result of disturbed thought processes, strong perceptions, unusual emotional states, and motor abnormalities. The social and psychological causes of schizophrenia are tremendous, both to patients as well as to their families and society.

**Symptoms of schizophrenia:**

i. **Positive Symptoms of Pathological Excesses :**

a. **Disorganized Thinking and Speech:**

- i. People with schizophrenia may not be able to think logically, and may speak in peculiar ways.
- ii. **Formal thought disorders** can make communication extremely difficult.
- b. **Delusion:** It is a false belief that is firmly held on inadequate grounds. It is not affected by emotional argument, and has no basis in reality.
  - i. **Delusion of Persecution:** belief that they are being plotted against, spied on, slandered, threatened, attacked or deliberately victimized.
  - ii. **Delusions of Reference:** in which they attach special and personal meaning to the actions of others or to objects and event. They believe that they can read others mind.



ii. **Negative symptoms are ‘pathological deficits’**

- i. Alogia—poverty of speech, i.e., a reduction in speech and speech content.
- ii. Blunted effect—reduced expression of emotions.

iii. **Psychomotor Symptoms:**

- i. Schizophrenics move less spontaneously or make odd gestures. These symptoms may take extreme forms known as **catatonia**.
- ii. Catatonic stupor: motionless and silent for long stretches of time.

**Section F**

30. The challenges, problems, and difficult circumstances put us under stress.

31. A stressor is an event or situation that causes stress. Examples:

- Relationships: These can include relationships with family and friends, or poor time management.
- Academic stress: This can include difficulties attending classes, submitting assignments, or communicating with professors.
- Environment: This can include the physical environment of the school, such as poor equipment.
- Finances: This can include debt from everyday costs such as schoolbooks, meal plans, and general living expenses.

32. Operations, contents and products are the dimensions of the structure of the intellect model.

33. Psychometric approach. The psychometric approach to studying intelligence involves obtaining scores from many people on a variety of tests. The results are factor-analyzed in order to describe the pattern of correlations between the tests, and the factors are named according to the tests that load on them.

