

## SAMPLE QUESTION PAPER - 3

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. Multiple Personality disorder is also known as \_\_\_\_\_. [1]  
a) Derealisation disorder                      b) Somatic symptom disorder  
c) Dissociative identity disorder              d) Depersonalisation disorder
2. Frankl exercised the role of spiritual anxieties in leading to meaninglessness and hence may be called an \_\_\_\_\_. [1]  
a) Existential anxiety                              b) Free association  
c) Core schemas                                      d) Insight
3. By what age children seem to have formed self-esteem? [1]  
a) 9 to 10    b) 7 to 8



c) 6 to 7

d) 8 to 9

4. A real or perceived threat or challenge that causes the body to produce a response is [1]  
a(n) \_\_\_\_\_.

a) frustration

b) injury

c) stressor

d) phobia

5. \_\_\_\_\_ are abilities for adaptive and positive behaviour that enable individuals [1]  
to deal effectively with the demands and challenges of everyday life.

a) Social support

b) Positive attitude

c) Life skills

d) Positive thinking

6. **Assertion (A):** Selye's model has been criticised for assigning a very limited role to [1]  
psychological factors.

**Reason (R):** He observed patients with various injuries and illnesses in hospitals.

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. What type of stress is **Frustration**? [1]

a) Psychological stress

b) Social stress.

c) Environmental stress.

d) Physical stress

8. What is the term used when people develop a fear of entering unfamiliar situations? [1]

a) Panic disorder

b) Anxiety

c) Social Anxiety Disorder

d) Agoraphobia

9. The inability to stop thinking about a particular idea or topic is called \_\_\_\_\_. [1]

a) Impulsive behavior

b) Obsessive behavior

c) Compulsive behavior

d) Hyperactive behavior



10. Cognitive therapy for the treatment of depression is given by: [1]  

a) Sigmund Freud	b) Albert toss
c) Aaron beck	d) Albert Ellis
11. The emotional component of attitude is also called\_\_\_\_\_ component. [1]  

a) Affective	b) Psycho-motor
c) Cognitive	d) empirical
12. 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
13. **Assertion (A):** The trait approach focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways. [1]  
**Reason (R):** Personality typologies are usually very appealing but are too simplistic.  

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. After a long discussion, the initial position of the group became much stronger, thus, demonstrating the effect of [1]  

a) Groupthink	b) Group cohesiveness
c) Group conformity	d) Group polarisation

## Section B

15. What is the bandwagon effect? [2]
16. What do you mean by psychological assessment? [2]

OR

Differentiate between aptitude and interest.

17. How Oedipus and Electra complex are different? [2]
18. What are cognitive behavioural techniques in the management of stress? [2]
19. Do you think extreme cohesiveness of a group is always in a group's interest? State your answer with a valid reason. [2]

### Section C

20. Explain the various techniques of self-control. [3]
21. Explain disruptive, impulse-control and conduct disorders. [3]
22. What is self-esteem? [3]

OR

What is self? How does the Indian notion of self differ from the Western notion?

23. How can you reduce social loafing in groups? Think of any two incidents of social loafing in school. How did you overcome it? [3]

### Section D

24. What is self-actualisation? [4]

OR

Describe the process of rehabilitation of the mentally ill in detail.

25. Discuss uses and abuses of intelligence test. [4]
26. Quite often we see people getting themselves photographed while helping others or even when they are offering donations to the needy. Can we identify the attitudes of these people through their behaviour? When would there be consistency between attitude and behaviour? Explain. [4]
27. Abira integrates different experiences in an original way to suggest novel solutions. According to Sternberg, she is high on which type of intelligence? [4]

### Section E

28. Anand wants to become a musician even though he belongs to a family of doctors. He wishes to fulfill his potential. Using Carl Rogers' terminology, describe this perspective as revealed by Anand's personality. [6]

OR

Discuss the main observational methods used in personality assessment. What problems do we face in using these methods?

29. What abnormal behaviour? Give examples. How does it differ from psychological disorders? [6]

OR

What are the consequences of alcohol substance addiction?

### Section F

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

Stress is subjective - not measurable with tests. Only the person experiencing it can determine whether it is present and how severe it feels. A healthcare provider may use questionnaires to understand your stress and how it affects your life. If you have chronic stress, your healthcare provider can evaluate symptoms that result from stress. For example, high blood pressure can be diagnosed and treated. When we're stressed, the immune system's ability to fight off antigens is reduced. That is why we are more susceptible to infections. The stress hormone cortisol can suppress the effectiveness of the immune system (e.g. lowers the number of lymphocytes). Stress can also have an indirect effect on the immune system as a person may use unhealthy behavioral coping strategies to reduce their stress, such as drinking and smoking. Stress is linked to headaches; infectious illness (e.g. 'flu); cardiovascular disease; diabetes, asthma, and gastric ulcers. Coping is a dynamic situation-specific reaction to stress. Endler and Parker gave some major coping strategies. The way we cope with stress often depends on rigid deep-seated beliefs, based on experience.

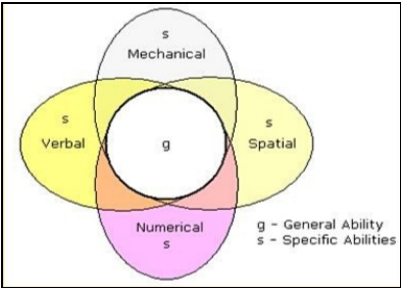
30. What is Biofeedback? (1)

31. What is Hypothalamus? What does it do? (2)

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

The relative importance of general and specific abilities has implications for educational practices. For example, are there specific learning disabilities amenable to remediation and do certain instructional approaches benefit some students more than others?

The following picture describes the areas of General Ability and Specific Abilities.



32. What is the difference between General Ability and specific Ability? (1)
33. What is the G-factor? What does it include? (2)

**Solution**  
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**Section A**

1.

(c) Dissociative identity disorder

**Explanation:**

**Dissociative identity disorder** (DID) also known as **multiple personality disorder** (MPD), is a mental **disorder** characterized by the maintenance of at least two distinct and relatively enduring **personality** states.

2. (a) Existential anxiety

**Explanation:**

Existential crisis, or existential anxiety, the concept is the same: the idea is that life is inherently pointless. That our existence has no meaning because there are limits or boundaries on it, namely, that we all must die someday.

3.

(c) 6 to 7

**Explanation:**

By the age of 6 to 7 children form self esteem at least in 4 areas academic competence, social competence, physical competence and physical appearance.

4.

(c) stressor

**Explanation:**

**Stressors** are events that cause our body to give a stress response. Such events include noise, crowding, a bad relationship, or the daily commuting to school or office. The reaction to external stressors is called 'strain'.

5.

(c) Life skills

**Explanation:**

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

6.

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

**Explanation:**

Selye's model has been criticised for assigning a very limited role to psychological factors. Researchers have reported that the psychological appraisal of events is important for the determination of stress.



7. **(a)** Psychological stress

**Explanation:**

Psychological stresses that are generated in our mind are very personal and unique to the person experiencing them and hence frustration falls under the category. It results from the blocking of needs and motives by someone or something that hinders us from achieving that desired goal.

8.

**(d)** Agoraphobia

**Explanation:**

Agoraphobia is a condition where sufferers become anxious in **unfamiliar** environments or where they perceive that they have little control. Triggers for this anxiety may include wide-open spaces, crowds (social anxiety), or traveling (even short distances).

9.

**(b)** 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)** Aaron beck

**Explanation:**

Aaronbeck

11. **(a)** Affective

**Explanation:**

Affective

12.

**(d)** Scapegoating

**Explanation:**

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

13.

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

**Explanation:**

The trait approach focuses on the specific psychological attributes along which individuals tend to differ in consistent and stable ways. It represents the traits along which individuals can be rated in terms of the degree of presence or absence of the concerned behavioral quality or a trait.



14.

(d) Group polarisation

**Explanation:**

Group polarisation

### Section B

15. The bandwagon effect is a psychological phenomenon in which people do something primarily because other people are doing it, regardless of their own beliefs, which they may ignore or override. When people find that others are favouring their viewpoint, they feel that their view is validated by the public also. They do so under the bandwagon effect. This tendency of people to align their beliefs and behaviors with those of a group is also called a herd mentality.

16. Psychological Assessment uses **systematic testing procedures** to evaluate the abilities, behaviours and personal qualities of individuals. Our assessment may be formal or informal.

**Formal assessment** is objective, standardized and organized. **Informal assessment** varies from case to case and from one assessment to another and therefore is open to subjective interpretations.

OR

In psychology, interest and aptitude are two distinct concepts related to individual preferences and abilities. Here's the difference between interest and aptitude:

- **Aptitude:** This refers to an individual's inherent or natural ability, talent, or potential to acquire or perform certain skills or tasks. It represents the capacity to learn or excel in specific areas. It can be cognitive, physical, artistic or related to other domains. Aptitudes are relatively stable and can be assessed through various psychometric tests or evaluations.
- **Interest:** This refers to a person's liking or attraction towards a particular subject, activity, or domain. It reflects an individual's curiosity, enthusiasm, and enjoyment in engaging with a specific topic or area. Interests can change over time and can vary among individuals. They are subjective and driven by personal motivations and inclinations.

17. In the phallic stage, **Freud** speculated that at this time the child **fraternizes sexual relations with parents of the opposite sex** which Freud termed as the **Oedipus complex** for boys and **Electra complex** for girls.

A male child experiencing the Oedipus complex tends to get **sexually attracted toward** his mother and his hostility toward his father. They come to know this is unlikely, boys give up their sexual feelings for their mother and start to see their fathers as **role models**.

A female child experiencing Electra complex tries to act **as his mother** in order to get that



love from **his father**. They have a feeling of hostility toward their mother. Later on, girls when realising that this is highly unlikely then they give up their sexual desire and start seeing their mother as a role model.

18. Cognitive-behavioural techniques for stress management focus on changing negative thought patterns and behaviours. This involves identifying and challenging stress-inducing thoughts, developing coping mechanisms, and practicing relaxation techniques like deep breathing and meditation.
19. No, extreme cohesiveness of a group is not always in the group's interest. While cohesiveness can promote unity and collaboration, it may also lead to groupthink, where critical thinking and diverse perspectives are suppressed, potentially hindering effective decision-making and innovation.

### Section C

20. There are several techniques of self-control that can help individuals manage their impulses and regulate their behavior. Some common techniques include setting specific goals, practicing mindfulness and meditation, developing self-awareness, using positive self-talk and affirmations, employing distraction techniques, utilizing time management strategies, seeking social support, and implementing behavior modification techniques such as reward systems and self-monitoring. These techniques can enhance self-control and promote healthier decision-making and behavior.
21. A. Oppositional Defiant disorder: Displays age-inappropriate amounts of stubbornness, is irritable, defiant, disobedient, and behaves in a hostile manner.  
B. Attention-deficit Hyperactivity Disorder: The two main features of ADHD are inattention and hyperactivity-impulsivity. Inattentive children find it difficult to sustain mental effort during work or play. Children with ADHD are in constant motion. Sitting still through a lesson is impossible for them.  
C. Conduct disorder and antisocial behaviour: Refer to age-inappropriate actions and attitudes that violate family expectations, societal norms, and the personal or property rights of others. Typical behaviour includes aggressive actions that cause or threaten harm to people or animals, non-aggressive conduct that causes property damage, major deceitfulness or theft and serious rule violations.
22. i. Self-esteem is a cognitive component of self.  
ii. The value judgment of a person about herself/himself is called self-esteem.  
iii. 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

**Self** is an organized cognitive structure. It can be understood in terms of subject and object or I and Me. It refers to the totality of one's conscious thoughts, and feelings which pertain to one's own self.

### **Indian Concept of Self**

- i. Self is characterized by the shifting nature of the boundaries.
- ii. The Indian view does not make rigid dichotomies.
- iii. It is based on collectivistic Indian society.

### **Western Concept of Self**

- i. The boundaries between self and the group are rigid.
- ii. It holds clear dichotomies between self and group.
- iii. It is based on individualistic society of the West.

23. **Social loafing** is a negative group influence. Which occurs due to defusion of responsibility. For the quality performance of the group, it should be reduced. It can be reduced through the following methods:
- i. By making the efforts of each person identifiable.
  - ii. increasing the pressure to work hard (**making group-members committed to successful tasks performance**).
  - iii. increasing the apparent importance or value of a task.
  - iv. making people feel that their individual contribution is important.
  - v. strengthening group cohesiveness which increases the motivation for successful group outcome.

### **Section D**

24. i. Self-actualisation is defined as an innate or inborn force that moves the person to become more complex, balanced and integrated, i.e., achieving the complexity and balance without being fragmented.
- ii. 'Integrated' means a sense of the whole, being a complete person, being the same person in spite of the variety of experiences that one is subjected to.
- iii. In short 'self-actualization' refers to an individual's innate tendency to make the best use of his potential, for one's own growth and well-being.
- iv. The concept of self-actualization was given by **Abraham Maslow**.

OR

Reducing symptoms and raising functioning or quality of life are the two main goals of treating psychological disorders. In the case of milder diseases like reactive depression, phobia, or generalized anxiety, a decrease in symptoms is associated with an improvement in quality of life. However, a patient's symptoms may lessen without necessarily improving in severe mental disorders like schizophrenia. Negative symptoms in these

individuals include apathy or a lack of drive, as well as a decline in their cognitive, social, and occupational abilities. They need rehabilitation so badly.

Rehabilitation entails the following steps:

- i. **Occupational Therapy:** Patients are taught techniques such as weaving, making paper bags, and making candles to help them develop work discipline.
- ii. **Social Skill Training:** Patients' interpersonal skills are developed through role-playing, imitation, and instruction.
- iii. **Cognitive Retraining:** It helps patients improve their basic cognitive abilities, such as executive memory and attention functions.
- iv. **Vocational Training:** Following the patient's ability to support themselves, vocational training is provided to assist the patient in developing the skills required to find gainful employment.

25. 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.

- 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.

26. People getting themselves photographed while helping others have the attitude of getting recognition or attention. It is possible to establish logical cause-and-effect relationships that explain social behaviour through systematic and objective observations and the use of scientific methods. People, often in need of social recognition, take photos while assisting others. Their attitude can be identified through their behaviour. We usually expect behaviour to follow logically from attitudes. However, an individual's attitudes may not always be exhibited through behaviour. Consistency between attitudes and behaviour exists when:

- i. The attitude is strong and occupies a central place in the attitude system.
- ii. The person is aware of her/his attitude.
- iii. There is very little or no external pressure for the person to behave in a particular way.  
For example, when there is no group pressure to follow a particular norm.
- iv. The person's behaviour is not being watched or evaluated by others.



v. The person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behaviour.

27. According to Robert J. Sternberg's triarchic theory of intelligence, Abira would be considered high in creative intelligence. Creative intelligence refers to the ability to generate unique and innovative ideas by combining different experiences or elements in original ways. Individuals with high creative intelligence are adept at thinking outside the box, seeing connections between seemingly unrelated concepts, and proposing novel solutions to problems. They possess the cognitive flexibility and openness to new experiences that allow them to approach challenges from fresh perspectives. Abira's ability to integrate different experiences in an original way suggests her proficiency in creative intelligence.

### Section E

28. Anand's desire to become a musician and fulfill his potential, despite belonging to a family of doctors, can be understood through Carl Rogers' perspective of self-actualization and congruence.

Self-actualization refers to the inherent drive in individuals to reach their full potential and become the best version of themselves. Anand's pursuit of music indicates his recognition of his true passions and talents, and his determination to follow a path that aligns with his authentic self. He is seeking personal growth and self-fulfillment by choosing a career that resonates with his innermost desires.

Congruence, another concept from Rogers' theory, refers to the alignment between one's self-concept and actual experience. Anand's decision to pursue music, despite societal and familial expectations, demonstrates his congruence between his self-concept as a musician and his actions in choosing that path. He is being true to himself and rejecting any incongruence between his identity and external pressures.

Furthermore, Anand's choice reflects his need for positive regard and acceptance from others. According to Rogers, individuals have a fundamental need for unconditional positive regard, which involves being valued and accepted for who they truly are. Anand's pursuit of his musical aspirations may require understanding and support from his family and friends to validate his chosen path and provide the necessary encouragement.

In summary, Anand's desire to become a musician and fulfill his potential demonstrates his pursuit of self-actualization, congruence between his self-concept and actions, and the need for positive regard. He exemplifies Rogers' belief in individuals striving to live authentically and reach their highest potential.

OR

Observational method is a very powerful tool of psychological enquiry. It is an effective method of describing behaviour. A scientific observation differs from day-to-day



observation in many respects.

- i. **Selection:** Psychologists do not observe all the behaviour that they encounter. Rather, they select a particular behaviour for observation.
- ii. **Recording:** While observing, a researcher records the selected behaviour using different means, such as marking tallies for the already identified behaviour whenever they occur, taking notes describing each activity in greater detail using short hand or symbols, photographs, video recording, etc.

Observation can be of the following types :

i. **Non-participant observation**

- a. To observe the person or event from a distance.
- b. The observer may become part of the group being observed.
- c. In the first case, the person being observed may not be aware that he/she is being observed. For example, you want to observe the pattern of interaction between teachers and students in a particular class.

ii. **Participant observation**

- a. In participant observation, the observer becomes a part of the school or the group of people being observed.
- b. the observer takes some time to establish a rapport with the group so that they start accepting him/her as one of the group members.
- c. the degree of involvement of the observer with the group being observed would vary depending upon the focus of the study.

29. Abnormal behavior is any behavior that deviates from what is considered normal.

Abnormal behaviour, thoughts and emotions are those that differ markedly from a society's ideas of proper functioning. Each society has norms, which are stated or unstated rules for proper conduct. Behaviours, thoughts and emotions that break societal norms are called abnormal.

There are four general criteria that psychologists use to identify abnormal behavior: violation of social norms, statistical rarity, personal distress, and maladaptive behavior. Abnormal behavior is not necessarily indicative of a psychological disorder. However, abnormal behavior can be an indicator of a possible mental or psychological disorder. The primary difference between a behavior disorder and another type of psychiatric disorder is the presence of choice. Psychiatric conditions are considered to be involuntary while in behavior disorders, choices are essential.

Mental health is about how your psychological state affects your well-being, while behavioral health is about how actions affect your well-being.

OR





Disorders relating to maladaptive behaviours resulting from regular and consistent use of the substance involved are called **substance abuse disorders**.

These disorders include problems associated with using and abusing such drugs as alcohol, cocaine and which alter the way people think, feel and behave.

There are **two sub-groups of substance-use disorders**:

- i. **Substance Dependence** refers to **intense craving for the substance** to which the person is addicted.  
The person shows tolerance, withdrawal symptoms and compulsive drug taking.  
Tolerance means that the person has to use more and more of a substance to get the same effect.
- ii. **Substance Abuse** refers to recurrent and significant adverse consequences related to the use of substances.  
People, who regularly consume drugs, damage their family and social relationships, perform poorly at work, and create physical hazards.

**The three most common forms of substance abuse:**

**Alcohol Abuse and Dependence:**

- i. People, who abuse alcohol, drink large amounts regularly and rely on it to help them face difficult situations.
- ii. Eventually, the drinking interferes with their social behaviour and ability to think and work.

**Heroin Abuse and Dependence:**

- i. Heroin intake significantly interferes with social and occupational functioning.
- ii. Most abusers further develop a dependence on heroin, revolving their lives around the substance, building up a tolerance for it, and experiencing a withdrawal reaction when they stop taking it.

## Section F

30. Biofeedback is a procedure to monitor and reduce the physiological aspects of stress and is accompanied by relaxation techniques.
31. The hypothalamus is a structure deep in our brain, that acts as our body's smart control coordinating center. Its main function is to keep our body in a stable state called homeostasis.
32. General ability in psychology is the ability to do something in all situations and at all times. Specific ability is the ability to do something in a specific situation or at a specific time
33. The g-factor, also known as the general intelligence factor, is a construct in psychometrics that refers to the idea that a single underlying factor, often referred to as general



intelligence, can account for the positive correlations among cognitive abilities. It includes mental operations which are primary and common to all performances.

