

Class XII Session 2025-26

Subject - Psychology

Sample Question Paper - 4

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, maintaining and even understanding relationships. Moreover, _____. [1]

a) They are unable to initiate social behaviour and seem unresponsive to other people's feelings.	b) They are able to share experiences with others.
c) They show wide range of interests and repetitive behaviours.	d) About 90 per cent of children with autism spectrum disorder do not have intellectual disabilities.
2. The special relationship between the client and the therapist is known as the _____. [1]

a) Interpersonal relationship	b) Unconditional positive regard
c) Therapeutic relationship	d) Trust bond
3. To the social learning theorist, each of the following processes is important in the development of personality except: [1]

a) Operant conditioning	b) Classical conditioning
c) Inferiority	d) Modelling

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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. A collection of people who may be present at a place or situation by chance is called [1]

a) Team

b) Crowd

c) Group

d) Audience

Section B

15. Do you think extreme cohesiveness of a group is always in a group's interest? State your answer with a valid reason. [2]

16. What do you mean by psychological assessment? [2]

OR

What is aptitude?

17. How Oedipus and Electra complex are different? [2]

18. How stress is a basic ingredient of life? [2]

19. How group influences are different from social influences? [2]

Section C

20. How does existential therapy help in reducing psychological distress arising from inability to find meaning in life? Explain. [3]

21. Explain Bipolar 1 Disorder. [3]

22. What is self-esteem? [3]

OR

How does Erich Fromm differ from Freud's approach to personality?

23. How does the group structure develop? Identify any three elements of group structure. [3]

Section D

24. Explain the key features of cognitive therapies as explained by Albert Ellis and Aaron Beck. [4]

OR

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

25. Discuss uses and abuses of intelligence test. [4]

26. What are the different features of attitude? [4]

27. What is creativity? [4]

Section E

28. What are the broad dimensions of personality proposed by H. J. Eysenck? [6]

OR

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.

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

OR

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

Section F

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

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 the questions:

[3]

Multiple intelligences is a theory developed by Harvard psychologist Howard Gardner in 1983. The theory suggests that there are eight different types of intelligence:

Linguistic, Logical-mathematical, Spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic.

The theory posits that individuals possess various distinct types of intelligence, rather than a single general intelligence.

These types encompass areas like:

- The use of words, numbers, pictures, and music
- The importance of social interactions, introspection, physical movement, and being in tune with nature

The theory describes the different ways students learn and acquire information. For example, children with musical intelligence learn well through songs, patterns, rhythms, instruments, and musical expression.



32. Which type of intelligence involves skills in scientific thinking and problem-solving? (1)

33. What is the importance of the theory of multiple intelligences? (2)

Solution

Section A

1. **(a)** 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)** Therapeutic relationship
Explanation:
Therapeutic relationship
3. **(c)** Inferiority
Explanation:
According to social learning theorists, the theories of classical conditioning (Pavlov), instrumental conditioning (Skinner), and observational learning (Bandura) and modelling are the behavioural approach of learning.
4. **(c)** all of these
Explanation:
all of these
5. **(c)** Change
Explanation:
Change is not the personality trait of hardiness. There are three personality traits of hardiness which are also referred to as three C's which are **control, commitment, and challenge**.
6. **(c)** A is true but R is false.
Explanation:
Hardiness is a set of beliefs about oneself, the world, and how they interact. People with high levels of stress and low levels of illnesses share three characteristics which are referred to as the personality traits of hardiness. It takes shape as a sense of personal commitment to what you are doing, a sense of control over your life, and a feeling of challenge.
7. **(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**.
8. **(c)** Grandeur
Explanation:
Delusion of grandeur is a person's belief that they are someone other than who they are, such as a supernatural figure or a celebrity. A delusion of grandeur may also be a belief that they have special abilities, possessions, or powers.

9.

(d) Control

Explanation:

Delusion of control: False belief that another person, group of people, or external force controls one's general thoughts, feelings, impulses, or behavior. It is a kind of psychotic disorder.
10.

(c) Maintaining factors

Explanation:

Maintaining factors
11.

(c) Scapegoating

Explanation:

Scapegoating is a group based way of expressing frustration and often results in negative attitudes or prejudice against the weaker group.
12.

(b) Affective

Explanation:

Affective
13.

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

Explanation:

The way we perceive ourselves and the ideas we hold about our competencies and attributes is called self-concept. We base it on the ways others react and respond to us.
14.

(b) Crowd

Explanation:

Many people in a large group make up a crowd. A crowd of people might gather for a party, concert, or demonstration, implying that there's something a little disorderly and irrational and no feeling of belongingness.

Section B

15. 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.
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

Aptitude is a combination of characteristics indicative of an individual's potential to acquire some specific skills with training. For example, possession of certain qualities in different proportions to become a dancer or a computer programmer. It is individual teachability.
17. 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.
 - 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.
19. In **group influences**, the real presence of people is essential. These are social facilitation, social loafing, and group polarization; whereas, in **social influences**, the presence of people may be real or imaginary. There are three important group influence processes, i.e. conformity, compliance, and obedience.

Section C

20. Existential therapy is a form of psychotherapy that focuses on helping individuals find meaning and purpose in life, which can significantly reduce psychological distress.
Exploring Existential Concerns: Existential therapy encourages individuals to confront fundamental questions about existence. By addressing these existential concerns, individuals can gain a deeper understanding of their own values and beliefs, which helps them find personal meaning.
Emphasizing Personal Responsibility: This therapy emphasizes the importance of personal responsibility and the role of individual choices in shaping one's life. By recognizing that they have the freedom to make choices, individuals can feel more empowered and less helpless.
Fostering Authenticity: Existential therapy encourages individuals to live authentically, in alignment with their true selves. Living authentically can lead to a more fulfilling and meaningful life, reducing feelings of emptiness and despair.
Addressing Isolation and Connection: One of the core aspects of existential therapy is addressing feelings of isolation and fostering a sense of connection with others. By exploring relationships and the human condition, individuals can develop a greater sense of belonging and interconnectedness, which can mitigate feelings of loneliness and existential angst.
Confronting Anxiety and Fear: Existential therapy helps individuals confront and accept the inherent anxieties of life, such as the fear of death or the uncertainty of the future. By facing these fears directly, individuals can reduce their psychological distress and develop a more resilient mindset.
21. Bipolar 1 disorder involves both Mania and depression alternatively with intervals of normal episodes.
 - i. This disorder is cyclic in nature. Earlier it was called Manic depressive disorder.
 - ii. During Mania phase, a patient shows symptom of Mania while in depressive state patient manifest symptoms of depression.
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

- i. According to Freud, approachable personality is biologically oriented whereas **Erich Fromm's** theory of personality has a social orientation.
 - ii. He viewed human beings basically as social beings.
 - iii. For him, personality traits develop due to social interaction whereas, according to **Freud**, the roots of personality development lies in innate tendencies and unconscious desires.
23. Group structure refers to the way in which a group is organized, including the roles, norms, and relationships that shape the behavior and interactions of its members. Here are the three key elements of group structure:
 1. **Roles**
 - **Definition:** Roles refer to the expected behavior patterns attributed to individuals occupying specific positions within a group. Each role comes with a set of responsibilities and expectations.
 - **Examples:** In a classroom setting, a teacher has the role of instructor and leader, while students have the role of learners.
 2. **Norms**
 - **Definition:** Norms are the shared rules and expectations about how members of the group should behave. They provide guidelines for acceptable behavior and help maintain order and cohesion within the group.
 - **Examples:** Norms in a study group might include regular meeting times, punctuality, active participation, and mutual respect.

3. Intermember Relations

- **Definition:** Intermember relations refer to the patterns of relationships and interactions among group members. These relations determine the social dynamics and influence within the group.
- **Examples:** In a project team, intermember relations might include mentorship, collaboration, and peer support.

Section D

24. 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.

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:

- Occupational Therapy:** Patients are taught techniques such as weaving, making paper bags, and making candles to help them develop work discipline.
 - Social Skill Training:** Patients' interpersonal skills are developed through role-playing, imitation, and instruction.
 - Cognitive Retraining:** It helps patients improve their basic cognitive abilities, such as executive memory and attention functions.
 - 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.
- 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.
26. The Four Features of attitude are:
- 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.
 - 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. i. Creativity refers to the ability to think in novel and unusual ways and to come up with unique solutions to problems.
- ii. Creativity is reality-oriented, appropriate, constructive and socially desirable.
 - iii. Individual's vary in terms of the level and the areas in which they exhibit creativity.
 - iv. It may be related to simple occupations and may be higher levels i.e., related to the artists, the scientists, the inventors, etc., however, they are not working at the same level.
 - v. Creativity may be doing things differently. It is working on what has already been done earlier by way of modifications, by putting things in new perspectives or to new use.
 - vi. It is determined by both heredity and environment. Limits of creative potential are set by heredity. Environmental factors stimulate the development, e.g., Motivations, commitment, family support, peer influences, opportunities, etc.

Section E

28.
 - **H.J. Eysenck** proposed that personality could be reduced to two dimensions.
 - These dimensions are presumed to be biologically and genetically based.
 - They are opposed to each other. These dimensions include numerous specific traits.

These dimensions are as follows:

Neuroticism vs. Emotional Stability:

- It refers to the degree to which people have control over their feelings.
- At one extreme of this dimension are highly neurotic people.
- They are anxious, moody, touchy, restless and quickly lose control.
- People, who are calm, even-tempered, reliable and remain under control, occupy the other extreme.

Extroversion vs. Introversion:

- It refers to the extent to which people are socially outgoing or socially withdrawn.
 - At one extreme are those who are active, gregarious, impulsive and thrill-seeking.
 - At other extremes are the people who are passive, quiet, cautious and reserved.
 - **Psychoticism vs. Sociability:** A third dimension was developed by Eysenck later. This dimension results due to interaction with the above-mentioned two dimensions. A person who scores high on the psychoticism dimension tends to be hostile, ego-centric and anti-social.
- Sociability refers to the tendency of an individual to follow social norms.

OR

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.

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:**

- 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**.
- 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:**

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

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

Uses of Classification:

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

Section F

- Biofeedback is a procedure to monitor and reduce the physiological aspects of stress and is accompanied by relaxation techniques.
- 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.
- Logical-mathematical intelligence involves skills in scientific thinking and problem-solving.
- The theory of multiple intelligences is important because it **allows us to think about different types of mental strengths and abilities**. Learning more about which types of intelligence you lean towards may help you learn to recognize your own preferences.