

Class XII Session 2025-26
Subject - Psychology
Sample Question Paper - 9

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. Perceptions that occur in the absence of external stimuli are known as _____. **[1]**
a) Alogia
b) Catatonic stupor
c) Formal Thought disorder
d) Hallucinations
2. What is the name of therapy which combines cognitive therapy with behavioural techniques? **[1]**
a) Gestalt Therapy
b) Client centred Therapy
c) Cognitive Behaviour Therapy
d) Biomedical Therapy
3. Who among the following saw personality as composed of three major systems, the Id, the ego and the superego? **[1]**
a) Carl Jung
b) Erik Fromm
c) Erik Erikson
d) Sigmund Freud
4. Stress Inoculation training is an effective stress management technique developed by _____. **[1]**
a) Meichenbaum
b) Hans Seyle
c) Lazarus and Folkman
d) Kobasa
5. The state of physical, emotional and psychological exhaustion is known as _____. **[1]**

a) Irritability
c) Hopelessness

b) Weakness
d) Burnout

6. **Assertion (A):** Unhelpful habits such as perfectionism, avoidance, procrastination, etc. are strategies that help to cope in the short term. **[1]**
Reason (R): Perfectionists have difficulty in varying standards according to factors such as time available, consequences of not being able to stop work, and the effort needed.

a) Both A and R are true and R is the correct explanation of A.
c) A is true but R is false.

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

7. Which type of effect of stress is poor concentration and reduced short term memory capacity? **[1]**
a) Cognitive effect
c) Behavioural effect

b) Physiological effect
d) Emotional effect

8. Which of the following constitutes Trigunas as per Ayurveda? **[1]**
a) Vatta, pitta, rajas
c) Vata, pitta, kapha

b) Sattva, rajas, kapha
d) Sattva, rajas and tamas

9. ICD-10 Classification of Behavioural and Mental Disorders is prepared by. _____. **[1]**
a) British Psychological Association
c) APA

b) WHO
d) APS

10. Which principle states that the presence of two mutually opposing forces at the same time inhibits the weaker force? **[1]**
a) Principle of reciprocal inhibition
c) Modelling principle

b) Positive reinforcement principle
d) Negative reinforcement principle

11. 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) Emotional appeal
c) Rational appeal

b) Persuasibility
d) Attractiveness

12. There will be a consistency between attitude and behaviour only when **[1]**
a) The attitude is not very strong.
c) The person's behaviour is not being watched or evaluated by others.

b) The person is unaware of his/her attitude.
d) There is a lot of external pressure to behave in a particular way.

13. **Assertion (A):** Self-esteem is an understanding of what others think of you. **[1]**
Reason (R): Our capacity to view ourselves in terms of stable disposition permits us to combine separate self-evaluation into the general psychological image of ourselves.

a) Both A and R are true and R is the correct explanation of A.
c) A is true but R is false.

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

lasts over an extended period of time, can result in high blood pressure or a weakened immune system. It can also contribute to the development of obesity and heart disease. There are four major effects of stress associated with the stressed state-emotional, physiological, cognitive, and behavioral. Chronic daily stress can divert an individual's attention from caring for herself/himself. When stress is prolonged, it affects physical health and impairs psychological functioning. People experience exhaustion and attitudinal problems when the stress due to demand from the environment and constraints are too high and little support is available from family and friends. Selye noticed a similar pattern of bodily responses in animals. he called this pattern the General Adaptation Syndrome(GAS).

30. what is burnout? when does it occurs?

31. What is GAS? What are the three stages of GAS? (2)

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

[3]

Intelligence has been defined in many ways: higher-level abilities (such as abstract reasoning, mental representation, problem-solving, and decision making), the ability to learn, emotional knowledge, creativity, and adaptation to meet the demands of the environment effectively. Psychologist Robert Sternberg defined intelligence as "the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context. Some researchers argue that intelligence is a general ability, whereas others make the assertion that intelligence comprises specific skills and talents. Psychologists contend that intelligence is genetic or inherited, and others claim that it is largely influenced by the surrounding environment. As a result, psychologists have developed several contrasting theories of intelligence as well as individual tests that attempt to measure this very concept. Different researchers have proposed a variety of theories to explain the nature of intelligence. Here are some of the major theories of intelligence that have emerged during the last 100 years. uni factor theory, two-factor theory, multi-factor theory, triarchic theory of intelligence, hierarchical model of intelligence, the structure of intellect model are some of the major theories contributed to the field of psychology.

32. What is the General Factor? (1)

33. Name the theory that assumes intelligence as one similar set of abilities is called. Explain it. (2)

Solution

Section A

1. **(d) Hallucinations**
Explanation:
A hallucination is a psychotic disorder experienced in the absence of an external stimulus, as distinct from an illusion, which is a misperception of an external stimulus.
2. **(c) Cognitive Behaviour Therapy**
Explanation:
CBT works by changing people's attitudes and their behavior by focusing on the thoughts, beliefs and attitudes that are held (a person's cognitive processes) and how these processes relate to the way a person behaves.
3. **(d) Sigmund Freud**
Explanation:
Sigmund Freud
4. **(a) Meichenbaum**
Explanation:
Stress inoculation training is one effective method developed by Meichenbaum. In this approach, you replace your negative thoughts with positive ones.
5. **(d) Burnout**
Explanation:
Exhaustion is seen in the signs of chronic fatigue, weakness and low energy. The mental **exhaustion** appears in the form of irritability, anxiety, feelings of helplessness and hopelessness. This **state of physical, emotional and psychological exhaustion is known** as burnout.
6. **(a) Both A and R are true and R is the correct explanation of A.**
Explanation:
Unhelpful habits such as perfectionism, avoidance, procrastination, etc. are strategies that help to cope in the short term. Perfectionists have difficulty in varying standards according to factors such as time available, consequences of not being able to stop work, and the effort needed.
7. **(a) Cognitive effect**
Explanation:
If pressure due to stress continue one may suffer from mental overload resulting in cognitive effects of stress such as reduced concentration and short term memory.
8. **(d) Sattva, rajas and tamas**
Explanation:
As per Charak Samhita, the three **Gun**as are: Sattva, Rajas and Tamas, ordered from “best” to “worst”. **Ayurveda** is always striving to boost Sattva that includes cleanliness, truthfulness, discipline etc
9. **(b) WHO**

Explanation:

ICD-10 is the 10th revision of the psychological disorders list maintained and developed by WHO. It contains codes for diseases, signs and symptoms, abnormal findings, complaints and diagnostic guidelines.

10. (a) Principle of reciprocal inhibition

Explanation:

Reciprocal inhibition can be defined as anxiety being inhibited by a feeling or response that is not compatible with the feeling of anxiety.

11.

- (c) Rational appeal

Explanation:

Rational appeal

12.

- (c) The person's behaviour is not being watched or evaluated by others.

Explanation:

The person's behaviour is not being watched or evaluated by others.

13.

- (d) A is false but R is true.

Explanation:

As persons, we always make some judgment about our own value or worth. This value judgment of a person about herself/himself is called self-esteem. Our capacity to view ourselves in terms of stable disposition permits us to combine separate self-evaluation into the general psychological image of ourselves.

14.

- (c) Social loafing

Explanation:

If your teacher assigned work on a class project with a group of 20 other students and since you are part of a group, the social loafing tendency makes it likely that you would put less effort into the project.

Section B

15. A **Superordinate goal** is a goal to which personal goals were subordinated. It refers to a higher and more important goal that is normally pursued by individuals within a group which is beneficial for both parties. Superordinate goals could be achieved only through cooperation between the groups. It is mutually beneficial to both parties, hence both groups work cooperatively. Research often shows that prejudice and hostility between groups can be reduced, at least temporarily, if both groups are involved in pursuing such a common goal. For example, in times of war, many social prejudices would be put aside as people join forces against a common enemy.
16. The situationist perspective views human behaviour as resulting from the **interaction of external and internal factors**. It is a product of traits and environmental factors.
This approach believes that external factors play a more important role to determine individual differences.

OR

Situationism proposes that behavior is influenced more by the situation or context than by internal traits. For example, a person may act aggressively in a heated argument but be calm in a different situation.

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. Social facilitation refers to positive influence due to the presence of others. It is a psychological concept relating to the tendency for the presence of others to improve a person's performance on a task rather than alone. In general, social facilitation stems from concerns over being judged by others which are often arousing. It suggests that the presence of others leads to arousal and can motivate individuals to enhance their performance if they are already good at solving something. This enhancement occurs when a person's efforts are individually evaluated.

Section C

20. i. Empathy means understanding things from the other person's perspective, i.e., putting oneself in the other person's shoes.
ii. Empathy is present when one is able to understand the plight of another person and feel like another person.
iii. Empathy enriches the therapeutic relationship and develops a healing relationship.
iv. It is a cognitive process. **Sympathy** is different from empathy.
v. It is compassion and pity towards the suffering of another but not being able to feel like the other person.
vi. It is an effective process.
21. i. Lack of social support and isolation
ii. Disasters in life
iii. Low coping capacity to deal with stressors
iv. Problems in interpersonal relationships
v. Negative and unrealistic pressures
vi. Helplessness and hopelessness
vii. A person suffering from depression or alcohol abuse
viii. Impulsive temperament
22. 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.

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. Four important elements of group structure are:

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

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

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

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

Section D

24. The special relationship between the client and the therapist is known as the therapeutic relationship or alliance.

It has following features:

- It is trusting and confiding relationship. The high level of trust enables the client to unburden herself/himself to the therapist and confide her/his psychological and personal problems.
- The therapist provides unconditional positive regard to the client. The therapist conveys by her/his words and behaviors that she/he is not judging the client and will continue to show the same positive feeling towards the client even if the client is rude or confides all the wrong things that she/he may have done or thought about.
- This relationship develops in a permissive environment.
- The relationship is based on empathy. The therapist encourages the client by being accepting, empathic, genuine, and warm to the client.
- The relationship maintains strict confidentiality of the disclosures, feelings and thoughts of the client.
- The relationship maintains warmth, trust and confidence towards each other.
- It is purely a professional relationship. The therapeutic alliance is the limited duration of therapy. This alliance lasts until the client becomes able to deal with her/his problems and take control of her/his life.

OR

- i. Ellis in RET probes the client's behaviour and belief system by gentle questioning and sometimes challenging the irrational beliefs and negative thinking of the client.
 - ii. **Aaron Beck** in his Cognitive therapy does not attempt to disprove the ideas held by depressed person rather the therapist and client work together to identify the individual's faulty assumptions. **Beck** uses 'pointed, but friendly questioning' to root out depressed people's faulty cognitions.
 - iii. **Ellis** focuses on the client's present circumstances to search the cause of irrational beliefs.
 - iv. **Aaron Beck** emphasises client's core schemata formed during childhood as dysfunctional cognitive structure causing depressive behavioural pattern.
25. The development of intelligence tests in India has for long remained one of the fascinating and popular academic pursuits.
- i. 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.
 - ii. **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.
 - iii. 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.
 - iv. **Dr. S.M. Mohsin** developed the first group test of intelligence in Hindi.
 - v. 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.

26. The theory was proposed by **S.M. Mohsin**.

- i. According to him, attitude change takes place in two steps. In the first step, the target of change identifies with the source. It involves two people, i.e., target and the source.
- ii. Target is the person whose attitude is to be changed.
- iii. Source is the person who assists the target for attitudinal change.

Step-1: Identification: Source must have +ve attitude and love towards the target and target must have trust and respect for the source.

Step-2: Source first of all himself/herself shows an attitudinal change by changing his/ her own attitude towards the issue.

27. Culture plays a crucial role in shaping how intelligence is defined and valued. In **Western cultures**, intelligence is often viewed as individual cognitive ability, emphasizing analytical thinking and measurable skills, exemplified by standardized IQ tests. Success in education and careers is a primary indicator of intelligence.

In contrast, **Indian culture** adopts a more holistic perspective, valuing emotional and social intelligence alongside cognitive abilities. Intelligence is often linked to wisdom and moral values, with concepts like "Buddhi," which encompasses ethical discernment.

For example, while Western society might celebrate innovators like Steve Jobs for their analytical skills, Indian culture may honor figures like Mahatma Gandhi for their wisdom and ability to connect with people, highlighting diverse aspects of intelligence across cultures.

Section E

28. i. One of the most comprehensive approaches to personality and its development was formulated by **Sigmund Freud**.
ii. According to him, the behaviour is determined by the interplay of events and conflicts within the inner life of the individual is central to his approach.

Following are the postulates of psychoanalytic theory:

- i. **Levels of Consciousness:** Freud compared the human mind to an iceberg.
The small part that shows above the surface of the water is **conscious**. It is individuals awareness. Beneath this conscious realm is the much larger **Preconscious** which contains information that is not currently on our mind but we could bring into consciousness if called upon to do so.
- ii. **Structure of Personality:** Freud divided personality into three major systems - Id, Ego, and Superego—that interact to govern human behaviour.
ID: ID is the most primitive part of the personality, it is the storehouse of all basic primitive needs. The ID works on the pleasure principle and seeks immediate gratification of the impulses.
Ego: Ego is the reality-based aspect of self. It develops out of Id. It is governed by the reality principle - the gratification of impulses must be delayed until the situation is appropriate.
- iii. **Ego-defence Mechanism:** When conflicts among Id, ego and the superego is not resolved then the ego experiences anxiety, intense feeling of nervousness, tension and worry. According to **Freud**, the ego uses a defence mechanism for the maintenance of the self.

OR

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.

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. Burnout is the state of physical, emotional and psychological exhaustion. It occurs when you feel overwhelmed, emotionally drained, and unable to meet constant demands.
- 31. General adaptation syndrome (GAS) describes the process your body goes through when you are exposed to any kind of stress, positive or negative. It has three stages: alarm, resistance, and exhaustion. If you do not resolve the stress that has triggered GAS, it can lead to physical and mental health problems.
- 32. Spearman said that there was a generability employed by people while adjusting to different sorts of intellectual tasks. This factor is called the General Factor.
- 33. Uni factor assumes intelligence as one similar set of abilities is called. The uni-factor theory of intelligence states that all abilities can be reduced to a single capacity of general intelligence or "common sense". This implies that all abilities are perfectly correlated and that there is no allowance for the unevenness of people.