

Class XII Session 2025-26
Subject - Psychology
Sample Question Paper - 6

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. Most personality researchers agree that personality is influenced strongly by: **[1]**
 - a) Traits
 - b) Human altruism
 - c) Situations
 - d) Situation and personal characteristics
2. The five-factor model of personality was given by **[1]**
 - a) Hathaway and McKinley
 - b) Paul Costa and Robert McCrae
 - c) Morgan and Murray
 - d) H.J. Eysenck
3. Raven's Progressive Matrices (RPM) Test is an example of which type of Intelligence test? **[1]**
 - a) Performance
 - b) Individual
 - c) Verbal
 - d) Non-verbal
4. 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
 - b) Positive reinforcement principle
 - c) Modelling principle
 - d) Negative reinforcement principle
5. Name the process in which the client acts out his/her frustration, anger, fear and depression that he/she had **[1]**

harboured towards that person in the past but could not express at that time. The therapist becomes a substitute for that person in the present.

- | | | |
|--------------------------|--------------------------|--|
| a) Transference Neurosis | b) Positive transference | |
| c) Confrontation | d) Negative transference | |
6. Therapy introduced by Wolpe for treating phobias and irrational behaviour is _____. [1]
- | | | |
|-------------------------------|---------------------------|--|
| a) Token economy | b) Modelling | |
| c) Systematic desensitisation | d) Positive reinforcement | |
7. A life skill which helps us to communicate our wants, feelings, thoughts clearly and confidently is _____. [1]
- | | | |
|-----------------------|------------------|--|
| a) Rational thinking. | b) Hardiness | |
| c) Assertiveness | d) Perfectionism | |
8. Trichotillomania is a compulsive behavior associated with _____. [1]
- | | | |
|-----------------|-----------------|--|
| a) Nose picking | b) Hair pulling | |
| c) Skin picking | d) Hoarding | |
9. Alogia is a term used for _____. [1]
- | | | |
|-----------------------|----------------------|--|
| a) All of these | b) Poverty of speech | |
| c) No emotions at all | d) Less anger | |
10. Individuals work less hard in a group than they do when performing alone. This is called _____. [1]
- | | | |
|-------------------|------------------------|--|
| a) Adjourning | b) Polarisation | |
| c) Social loafing | d) Intergroup conflict | |
11. Who suggested that the group formation process pass through five development sequences? [1]
- | | | |
|-----------------|--------------------|--|
| a) Irving Janis | b) Sherif and Asch | |
| c) Kelman | d) Tuckman | |
12. The strengthening of the group's initial position as a result of the group interaction and discussion is referred to as _____. [1]
- | | | |
|-----------------------|---------------------|--|
| a) Bandwagon effect | b) Social influence | |
| c) Group polarisation | d) Conformity | |
13. Which feature of the attitude tells us whether an attitude is positive or negative towards the attitude object? [1]
- | | | |
|---------------|----------------|--|
| a) Complexity | b) Centrality | |
| c) Valence | d) Extremeness | |
14. The Human Resource Manager found that as the number of employees increased in the company, the productivity reduced. What steps can be taken to reduce this phenomenon called **social loafing**? [1]
- i. Making the effort of each person identifiable
 - ii. Decreasing group cohesiveness to impact motivation
 - iii. Making group members committed to successful task performance
 - iv. Making group members feel less responsible for the task being performed
- | | | |
|------------------|------------------------|--|
| a) (i) and (iii) | b) (i), (iii) and (iv) | |
|------------------|------------------------|--|

c) (i), (ii) and (iv)

d) (iii) and (iv)

Section B

15. Latika worked for a multinational company. She was shifting houses due to frequent transfers. During this time, she also lost her father to a major heart ailment. This caused a lot of stress. Explain this particular source of stress that Latika faced. [2]
16. Define observation. Explain the limitations of observation as a method to evaluate personality. [2]
17. Explain the principle of reciprocal inhibition. [2]
18. What is a mob? [2]
19. How Sternberg's Concept of Intelligence is different from other concepts? [2]

OR

What is intelligence?

Section C

20. What is attitude? Explain its various components. [3]
21. What functions do dream serve according to Freud? [3]
22. Explain the various stages of group formation. [3]
23. What is unconditional positive regard in the process of psychotherapy? [3]

OR

How Yoga is useful for good mental health?

Section D

24. What are the factors influencing cohesiveness? [4]
25. State symptoms of ADHD. [4]
26. Abira integrates different experiences in an original way to suggest novel solutions. According to Sternberg, she is high on which type of intelligence? [4]

OR

How psychometric approach of intelligence is different from information processing approach?

27. Arihant wants to become a singer even though he belongs to a family of doctors. Though his family members claim to love him but strongly disapprove his choice of career. Using Carl Rogers' terminology, describe the attitudes shown by Arihant's family. [4]

Section E

28. Your friend eats too much junk food, how would you be able to bring about a change in his/her attitude towards food? [6]
29. 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

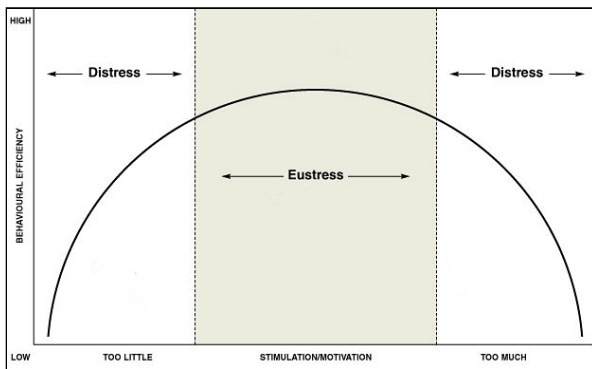
Discuss post Freudian approach to personality.

Section F

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

Some pressure and stress can provide healthy stimulation and help us feel motivated and energized to get things done. However, too much pressure can lead to anxiety and unhealthy personality changes. In other words, if you draw stress

as a normal “bell-shaped” distribution curve (as shown in the stress diagram below), there is a healthy segment in the middle of the curve and unhealthy segments at the two tail ends of the curve — too little pressure and too much pressure can both be problematic.



30. Mention any two factors that put us under stress. (1)

31. What do we call the level of stress that is good for us? Why it is considered positive stress? (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) Situation and personal characteristics
Explanation:
Most personality researchers agree that personality is influenced strongly by situations and personal characteristics.
2.
(b) Paul Costa and Robert McCrae
Explanation:
Paul Costa and Robert McCrae
3.
(d) Non-verbal
Explanation:
The non-verbal tests use pictures or illustrations as test items. Raven's Progressive Matrices (RPM) Test is an example of a non-verbal test. In this test, the subject examines an incomplete pattern and chooses a figure from the alternatives that will complete the pattern.
4. **(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.
5. **(a) Transference Neurosis**
Explanation:
In psychoanalysis, the redirection to a substitute, usually a therapist, of emotions that were originally felt in childhood is called transference neurosis.
6.
(c) Systematic desensitisation
Explanation:
Systematic desensitization is a behavioral technique commonly used to treat fear, anxiety disorders and phobias. Using this method, the person is engaged in some type of relaxation exercise and gradually exposed to an anxiety-producing stimulus, like an object or place.
7.
(c) Assertiveness
Explanation:
Assertiveness is a behaviour or skill that helps to communicate clearly and confidently our thoughts, it is an ability to say no to a request and to state an opinion. It makes you feel confident and increases your self-esteem.
8.
(b) 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.

(b) Poverty of speech

Explanation:

Alogia, also known as poverty of speech, can make speaking difficult due to lack of content.

10.

(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.

11.

(d) Tuckman

Explanation:

Tuckman suggested that groups pass through five developmental sequences- forming, storming, norming, performing and adjourning

12.

(c) Group polarisation

Explanation:

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

13.

(c) Valence

Explanation:

Valence (Positivity or Negativity): The valence of an attitude tells us whether the attitude **is** positive or negative toward the attitude object. It means attitudes are directional. There can be a neutral valence too that means neither positive nor negative.

14. **(a) (i) and (iii)**

Explanation:

(i) and (iii)

Section B

15. Latika faced multiple sources of stress, including frequent transfers in her job, which disrupted her stability and required constant adjustment. Additionally, the loss of her father added significant emotional and psychological strain to her life.

16. 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.

17. Wolpe's theory of systematic desensitization is based on this principle.

This principle states that "the presence of two mutually opposing forces at the same time, inhibit the weaker force" In other words, one cannot be both relaxed and anxious at the same time. Thus, the relaxation response dominates the imagination of mild anxiety-provoking stimulus.

The client becomes able to tolerate progressively greater levels of anxiety because of his/her relaxed state.

18. When audiences go into a frenzy it becomes a **mob** that has a definite sense of purpose. There is a polarization in attention, and the actions of persons are in a common direction. The behaviour of a mob is characterized by the homogeneity of thought and

behaviour as well as impulsivity.

19. According to Sternberg, intelligence is not an adaptation, directional ability, comprehension and self-evaluation, it also improves activities like shaping and selecting the environment.

Sternberg emphasised that intelligence does not simply mean possessing certain abilities but also the use of these abilities in real-life situations.

OR

- i. According to **Wechsler**, intelligence is a global capacity to think rationally, deal effectively and act purposefully.
- ii. According to **Binet**, intelligence is the ability to reason well, to judge well and to understand well.

Section C

20. An attitude is a state of mind, a set of views thoughts or ideas regarding some topic, which have an evaluative feature (positive, negative or neutral quality). These are relatively stable predispositions.

Various components of an attitude are as follows:

1. The thought component is referred to as the cognitive aspect of attitude.
2. The emotional component is known as the affective aspect.
3. The tendency to act is called the behavioural (conative) aspect.

These three aspects have been referred to as the A-B-C components (Affective-behavioral-cognitive) of attitude.

21. **Dreams are considered as the royal road to the unconscious. Mainly they serve the following purposes:**

- i. They work as safeguards of sleep.
- ii. They work as wish fulfilment devices. We can give expression to impulses and desires we find unacceptable during our waking hours.
- iii. Dreams release unconscious tension arising out of conflicts between Id and Ego.

22. The model of group development was first proposed by Bruce Tuckman in 1965. It typically progresses through five stages:

- i. **Forming:** This initial stage involves coming together. People are strangers, feeling awkward and unsure about their roles or the group's purpose. At this stage of the team development process, milestones are more about team building and clearly defining team roles and responsibilities.
- ii. **Storming:** As members interact, disagreements and conflicts may arise as they establish group norms and individual pecking orders. But while the storming stage can be challenging, it's a normal (and often important) part of the team development process.
- iii. **Norming:** The group works towards establishing common ground, building trust, and defining acceptable behaviors within the group.
- iv. **Performing:** The group becomes more cohesive and efficient, working collaboratively towards shared goals. Communication improves and tasks are completed effectively.
- v. **Adjourning:** This stage is relevant for temporary groups. Upon achieving their goal or disbanding, the group dissolves. Some group members may begin looking forward to their next project, while others experience uncertainty about the future.

These stages are not always linear, and some groups may revisit earlier stages if they encounter challenges or changes in membership.

23. 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.

OR

Yoga is a form of alternative therapy.

- i. Yoga techniques enhance well-being, happy mood and increased power of attention and consideration.
- ii. It reduces depression and stress level.
- iii. Insomnia (Sleep Disorder) can be treated through yoga. It reduces the time to go to sleep and improves the quality of sleep.

Section D

24. The factors influencing cohesiveness are:

- i. **Attractiveness:** It includes dimensions like:
 - a. attraction of the members to each other;

- b. attraction of the individual members towards the activities and functions of the group; and
 - c. the extent to which the individual is attracted to the group as a means of satisfying his/her own needs.
- ii. **Amount of Effort:** The amount of effort required to gain entry into the group, influences group cohesiveness. More the effort made for joining the group, higher would be attraction of members towards the group.
- iii. **External Threats and Severe Competition:** Group cohesiveness increases in face of threats from outside the group such as loss of privileges, violence, etc. It helps in providing togetherness at the times of danger.
- iv. **Group Belongingness:** It implies the emotional attachment among the groupmembers. The interpersonal ties between group members lead to cohesiveness.
25. i. **Inattention:**
- a. Difficult to sustain mental effort for long time.
 - b. Difficulty in following instruction.
- ii. **Hyperactivity:**
- a. Constantly in motion.
 - b. Restless-cannot set at one place for long time.
 - c. Fidget
 - d. Sequirm
 - e. Climb and run around the room aimlessly.
 - f. Always on the go.
 - g. Too talkative.
- iii. **Impulsivity:**
- a. Unable to control their immediate reaction
 - b. Find difficult to wait.
 - c. Cannot delay gratification
 - d. Minor and major mishaps are common.

26. 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.

OR

- i. The psychometric approach of intelligence is also known as the **structural approach**.
 - ii. It considers intelligence as an **aggregate of abilities**. It explains an individual's performance in terms of a single index of cognitive abilities.
 - iii. It focuses on the structure of intelligence, i.e., **what** is intelligence, e.g., the benefactor theory, the two-factor theory, the theory of primary mental abilities, etc.
 - iv. **Information processing** approach **describes the processes** people use in intellectual reasoning and problem-solving.
 - v. The major focus of this approach is on **how** an intelligent person acts. It emphasizes studying cognitive functions underlying intelligent behaviour.
e.g., theory of multiple intelligences, PASS model and triarchic theory of intelligence.
27. Arihant wants to become a singer even though he belongs to a family of doctors. His family 'claims' to love him, but disapproves of his choice of career.
- This fact warrants my attention towards an important terminology given by Carl **Rogers**, i.e., unconditional positive regard. As the desire of Arihant to become a singer is contradicted by his family, it results in a situation of negative social conditions which will reduce his level of self-concept and self-esteem.
- His inability to fulfil his goal will prevent him from becoming a 'fully functioning person'. Moreover, his conception of an 'ideal self' involves him being a singer, while his 'real self' is not one due to familial pressure. This discrepancy between the real and ideal self results in dissatisfaction and unhappiness.
- The provision of unconditional positive regard which includes empathy, love and warmth irrespective of other factors is necessary for Arihant.
- According to **Rogers**, a person attains self-actualization only when people have reached their own fullest potential.

His inability to pursue singing will not allow self-actualization to occur which will prevent his psychological health and well-being.

Section E

28. Since my friend eats junk food, it will have some reinforcing value to him/her. In order to bring about a change in his/her attitude towards food, following techniques could be used:

First of all what needs to be targeted is 'the way he/she thinks about junk food, i.e., the cognitive aspect of his/her positive attitude towards junk food. The modification in his/ her attitude can be achieved through using rational as well as emotional appeal and, if required, the help of a dietician whose credibility in this area is very high will be of great use. Attitude changes may be brought about by:

- i. Encouraging him/her to read about what is required for healthy development, e.g., minerals, etc. which are not found in junk food.
- ii. Showing him/her the negative consequences of eating junk food like obesity, other health-related problems by exposing him/her to real-life examples.
- iii. Request people around him/her like family members, elders, and teachers whom he/ she likes. If they provide a role model, i.e., not to consume junk food then he/she will imitate their behaviour.
- iv. Giving his/her choice and space to decide what is right for him/her considering both the aspects of the food and asking him/her to focus and think about the future problems associated with his/her liking.

All these things can bring about cognitive dissonance which might ultimately bring about the attitude change.

29. 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

Post-Freudian Approach: Post Freudians are those psychologists who separated themselves from Freud on two basic issues:

- Biological determinism, i.e., life instinct and death instinct regulate human behaviour.
- Freud's too much emphasis on libido as a source of energy.

i. **Carl Jung:**

- a. He developed his own theory, i.e., **analytical psychology**.
- b. **Basic assumption**—personality consists of competing forces within the individual rather than between the individuals.
—According to Jung, an individual's aims and aspirations are the sources of energy.
- c. Jung proposed a concept of **Collective Unconsciousness**, i.e., inherited part of the unconscious.

ii. **Alfred Adler:**

- a. His theory is known as Individual Psychology.
- b. Basic assumption-human behaviour is purposeful and goal-directed.
- c. Personal goals are the source of our motivation like dominance and status.

iii. **Karen Horney:**

- a. She said we are social beings.
- b. She adopted the **optimistic view of human life** with an emphasis on human growth and self-actualization.
- c. She was opposed to Freud's gender discrimination.

iv. **Erich Fromm:**

- a. He viewed human beings as basically socially beings who could be understood in terms of their relationship with others.
- b. He argued that psychological qualities such as growth and self-actualization occur from a desire for freedom and striving for justice and truth.
- c. According to him, personality develops from our experiences with other individuals.

v. Erik Erikson:

- a. He believed that personality development is a continuous social process.
- b. He gave the concept of identity during adolescence.
- c. His theory lays stress on rational, conscious ego processes in personality development.

Section F

- 30.
 - Challenges
 - Problems
 - Difficult circumstances
- 31. Eustress. Eustress is a positive response to a stressor. It can refer to any type of beneficial stress, whether physical or psychological. Eustress is the opposite of distress. Eustress can have a beneficial effect on health, motivation, performance, and emotional well-being.
- 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.