

PSYCHOLOGY (037)
Sample Question Paper — Set 1
Class XII

Time Allowed: 3 Hours

Maximum Marks: 70

General Instructions:

1. All questions are compulsory unless an internal choice is indicated.
2. Section A (Q1–14): 1 mark each. Answer as directed.
3. Section B (Q15–19): 2 marks each. Word limit: 30 words each.
4. Section C (Q20–23): 3 marks each. Word limit: 60 words each.
5. Section D (Q24–27): 4 marks each. Word limit: 120 words each.
6. Section E (Q28–29): 6 marks each. Word limit: 200 words each.
7. Section F (Q30–33): Case-based questions. 1-mark questions: word limit 20 words; 2-mark questions: word limit 30 words.
8. There is no overall choice, but internal choices have been provided in some questions. Attempt only one option in such questions.

SECTION – A (14 × 1 = 14 Marks)

- Q.1** Rohan behaves in a consistently friendly and sociable manner across most situations he encounters, whether at work, at home or with strangers. A psychologist studying this consistency in his behaviour across situations would most likely be working within which approach to personality? [1]
- (A) Type approach
 - (B) Trait approach
 - (C) Behavioural approach
 - (D) Humanistic approach
- Q.2** Manisha is asked to think of as many different uses as possible for a paperclip within two minutes. This task is designed to assess: [1]
- (A) convergent thinking
 - (B) divergent thinking
 - (C) crystallised intelligence
 - (D) rote memory
- Q.3** An advertisement repeatedly pairs a soft drink with images of happy get-togethers, hoping viewers gradually form a favourable attitude towards the brand. This is an example of attitude formation through: [1]
- (A) classical conditioning
 - (B) operant conditioning
 - (C) social comparison
 - (D) obedience to authority
- Q.4** In Humanistic-Existential therapy, which of the following is considered essential for a client to move towards self-actualisation? [1]
- (A) Identifying and disputing irrational beliefs
 - (B) Receiving unconditional positive regard and empathy from the therapist
 - (C) Systematic exposure to feared situations
 - (D) Reinforcement schedules to shape desired behaviour
- Q.5** After receiving a low score on an important exam, Priya decides to make a revised study timetable and seek extra help from her teacher, rather than dwelling on her disappointment. Which coping strategy is she using? [1]
- (A) Emotion-focused coping
 - (B) Problem-focused coping
 - (C) Avoidance coping
 - (D) Denial
- Q.6** Which of the following best demonstrates unconditional positive regard in a therapeutic relationship? [1]
- (A) The therapist praises the client only when the client makes the 'right' choices.
 - (B) The therapist accepts and values the client regardless of what the client says or has done.
 - (C) The therapist points out all the flaws in the client's thinking during the first session.
 - (D) The therapist remains silent throughout the session to avoid influencing the client.
- Q.7** Positive health, as distinguished from the mere absence of illness, refers to _____. [1]
- (A) freedom from disease alone
 - (B) a state of complete physical, mental and social well-being
 - (C) only physical fitness
 - (D) the absence of stress in daily life
- Q.8** Kabir repeatedly checks whether he has locked the door, even though he has already checked it several times, and feels intense anxiety if he cannot check again. This behaviour is best identified as: [1]
- (A) Impulsive behaviour
 - (B) Phobic behaviour
 - (C) Compulsive behaviour
 - (D) Dissociative behaviour
- Q.9** Read the Assertion (A) and Reason (R) given below and choose the correct option: Assertion (A): During the Middle Ages, abnormal behaviour was often attributed to supernatural causes such as possession by evil spirits. Reason (R): The organismic approach explained psychological disorders as being caused by an imbalance of bodily humours. [1]
- (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.
- Q.10** Read the Assertion (A) and Reason (R) given below and choose the correct option: Assertion (A): Members of a team usually share a common goal and complementary skills. Reason (R): A crowd, unlike a team, is a temporary and loosely formed collection of people with little coordinated interaction. [1]
- (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.

Q.11 The tendency of individuals to exert less effort on a task when working in a group than when working alone is known as _____. [1]

(A) Group polarisation

(B) Social loafing

(C) Cohesiveness

(D) Conformity

Q.12 Arjun joins a neighbourhood watch group soon after a series of burglaries in his area. His main reason for joining is most likely to _____. [1]

(A) enhance his social status

(B) enhance his sense of security

(C) gain formal power over others

(D) enhance his physical strength

Q.13 According to the two-step concept of attitude change proposed by Mohsin, which of the following conditions must be met for the target to change their attitude? i. The source has a positive attitude towards the target. ii. The source shows attitude change by directly altering the target's behaviour. iii. The target of change identifies with the source. iv. The target is the person through whose influence change takes place. [1]

(A) i and iii

(B) ii and iv

(C) i and iv

(D) iii and iv

Q.14 How are relationships in secondary groups typically characterised, in contrast to primary groups? [1]

(A) Warm, emotional and face-to-face

(B) Formal, impersonal and goal-directed

(C) Always hostile and competitive

(D) Based purely on kinship

SECTION – B (5 × 2 = 10 Marks)

Q.15 Differentiate between fluid intelligence and crystallised intelligence. [2]

Q.16 State any two features of self-report measures of personality. [2]

Q.17 Does relying only on an IQ score overlook other important human abilities? Give reasons for your answer. [2]

Q.18 Distinguish between Type A and Type B personality patterns. [2]

Q.19 A How can group polarisation be reduced? [2]

OR

Q.19 B What are the reasons for the occurrence of social loafing? Give two reasons. [2]

SECTION – C (4 × 3 = 12 Marks)

Q.20 A skincare brand wants to design an advertisement targeted at working professionals in their thirties. Describe three important characteristics of this target audience that the company should keep in mind while designing the advertisement. [3]

Q.21 Analyse the importance of ethics in the practice of psychotherapy. [3]

Q.22 Meera feels persistently sad and often thinks, “Nothing I do matters” and “I will never be good enough.” These thoughts have made her withdraw from friends and hobbies. How would Cognitive Therapy help Meera manage these thoughts? [3]

Q.23 A Explain the levels of consciousness as described in the psychodynamic approach to personality. [3]

OR

Q.23 B Explain the Humanistic approach to the study of personality. [3]

SECTION – D (4 × 4 = 16 Marks)

Q.24 Tanya is well-liked among her close friends but is consistently dismissive and unkind towards students from a neighbouring school. Explain the possible sources of her prejudice. [4]

Q.25 Explain the external sources of psychological stress. [4]

Q.26 A Farid has a well-paying, stable job but feels persistently unfulfilled and restless in his career. According to the Humanistic theory of personality, what could explain his dissatisfaction? [4]

OR

Q.26 B Simran, a psychologist, wants to use self-report measures to guide her client through career counselling. Explain the appropriate tests she can use for this purpose. [4]

Q.27 Explain the concept of Emotional Intelligence and discuss its importance in everyday life. [4]

SECTION – E (2 × 6 = 12 Marks)

Q.28 A Describe the characteristics associated with different levels of intellectual disability. [6]

OR

Q.28 B When does anxiety turn into a disorder? Explain the different types of anxiety disorders. [6]

Q.29 A Is creativity an inborn trait, or can it be developed through effort and training? Discuss with reasons. [6]

OR

Q.29 B Describe Robert Sternberg's Triarchic Theory of Intelligence. [6]

SECTION – F (Case-Based Questions)

CASE 1

Read the following passage and answer questions number 30 and 31:

Wasim, a 22-year-old college student, has developed an overwhelming fear of contamination. He washes his hands repeatedly, sometimes for over an hour a day, even though his skin has become raw and painful. He also insists that his family members change their clothes and shower immediately after returning home, and becomes extremely distressed if this routine is disrupted. Wasim recognises that his fear of germs is excessive but says he cannot stop himself from repeating these actions, as not doing so makes him unbearably anxious.

Q.30 What does Wasim's repeated hand-washing represent? [1]

Q.31 "Wasim recognises that his fear of germs is excessive but says he cannot stop himself from repeating these actions." Identify and explain the symptom of the disorder reflected in this statement. [2]

CASE 2

Read the following passage and answer questions number 32 and 33:

In a class discussion, most students confidently agree that a certain policy proposed by the school is a good idea, even though a few of them privately have doubts about it. Riya, who initially disagreed, notices that everyone around her is nodding in agreement. Not wanting to seem out of place or be seen as difficult, she also nods along and later tells her friend that she "went along with the group" even though her opinion had not really changed.

Q.32 What is the term used to describe Riya's behaviour of changing her expressed opinion to match the group? [1]

Q.33 Explain two reasons why individuals like Riya often go along with the group despite privately disagreeing. [2]

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Marking Scheme — Set 1

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Maximum Marks: 70

SECTION – A

Ans.1 (B) Trait approach [1]

Ans.2 (B) divergent thinking [1]

Ans.3 (A) classical conditioning [1]

Ans.4 (B) Receiving unconditional positive regard and empathy from the therapist [1]

Ans.5 (B) Problem-focused coping [1]

Ans.6 (B) The therapist accepts and values the client regardless of what the client says or has done. [1]

Ans.7 (B) a state of complete physical, mental and social well-being [1]

Ans.8 (C) Compulsive behaviour [1]

Ans.9 (B) Both A and R are true, but R is not the correct explanation of A. [1]

Ans.10 (B) Both A and R are true, but R is not the correct explanation of A. [1]

Ans.11 (B) Social loafing [1]

Ans.12 (B) enhance his sense of security [1]

Ans.13 (A) i and iii [1]

Ans.14 (B) Formal, impersonal and goal-directed [1]

SECTION – B

Ans.15 Fluid intelligence refers to the innate ability to reason and solve novel problems independent of acquired knowledge, and tends to decline with age. Crystallised intelligence refers to abilities acquired through learning, education and experience, such as vocabulary and factual knowledge, and generally remains stable or improves with age. [2]

Ans.16 Any two: (i) They present unstructured, ambiguous stimuli and ask the person to respond freely, revealing unconscious thoughts and feelings. (ii) They are less susceptible to faking by the respondent compared to self-report inventories, since the intent of the test is not obvious. [2]

Ans.17 Yes, relying only on an IQ score can overlook other important abilities, since IQ tests mainly measure logical-mathematical and verbal reasoning, and do not adequately capture creativity, practical intelligence, emotional intelligence or social skills, all of which contribute to successful functioning in real life. [2]

Ans.18 Type A personalities are characterised by competitiveness, impatience, urgency and a high drive for achievement, often putting them at greater risk for stress-related illness, while Type B personalities are more relaxed, easy-going and less driven by time pressure or competition. [2]

Ans.19 A Group polarisation can be reduced by encouraging exposure to a wider range of opposing viewpoints before discussion, and by appointing a devil's advocate within the group whose role is to challenge the emerging consensus and raise counter-arguments. [2]

Ans.19 B Any two: (i) When individual contributions to a group task cannot be identified or evaluated separately, members feel less personally accountable. (ii) When the task is perceived as unimportant or the group is very large, individuals feel their own effort makes little difference to the outcome. [2]

SECTION – C

Ans.20 Any three: (i) Their level of environmental consciousness and openness to sustainable products, since young professionals in this age group are often motivated by eco-friendly values. (ii) Their busy work schedules and preference for convenience, which may make quick, easy-to-use products more appealing. (iii) Their reliance on digital platforms and social media for product research, which should shape where and how the advertisement reaches them. [3]

Ans.21 Rehabilitation helps individuals recovering from severe mental illness regain practical skills, such as vocational and social skills, needed to function independently in society. It reduces the risk of relapse by providing structured support and routine, helps counter the stigma and isolation such individuals often face, and encourages reintegration into family and community life through gradual and supported reintroduction to daily responsibilities. [3]

Ans.22 Rational Emotive Therapy would help Meera by identifying the irrational beliefs underlying her thoughts, such as "Nothing I do matters" and "I will never be good enough," and disputing them through logical questioning to show that these beliefs are unrealistic and unhelpful. By replacing these irrational beliefs with more rational and balanced ones, Meera can reduce the emotional distress associated with them and gradually re-engage with her friends and hobbies. [3]

Ans.23 A Freud proposed three levels of consciousness: the conscious, which includes thoughts and perceptions we are currently aware of; the preconscious, which contains material that is not currently in awareness but can be readily brought into consciousness with some effort; and the unconscious, which contains repressed desires, memories and conflicts that are not directly accessible to awareness but strongly influence behaviour. [3]

Ans.23 B The Humanistic approach views personality as shaped by an individual's inherent drive towards self-actualisation, or realising one's fullest potential. It emphasises free will, personal responsibility and the importance of a person's subjective experience of the world. Carl Rogers's concept of the 'self' and the importance of unconditional positive regard in healthy development are central to this approach, which holds that people are inherently motivated towards growth when given a supportive environment. [3]

SECTION – D

Ans.24 Tanya's prejudice may stem from social categorisation, where she views her own school as the 'in-group' and the neighbouring school as an 'out-group', leading to more favourable treatment of her own group and stereotyping of the other. It may also arise from social learning, if she has observed peers or family members express similar attitudes, or from group loyalty and rivalry between schools that has been reinforced through repeated inter-school competitions. [4]

Ans.25 External sources of stress include major life events such as the death of a loved one, illness, or a major change like relocation, which require significant psychological adjustment. They also include daily hassles, such as traffic delays or minor arguments, which accumulate over time; frustration, arising from obstacles that block goal-directed behaviour; and pressure, arising from expectations to perform in a particular way within limited time, such as academic or work deadlines. [4]

Ans.26 A According to the Humanistic theory, dissatisfaction may arise because Farid's career, while materially secure, does not allow him to express his true potential or pursue what is personally meaningful to him. Since self-actualisation requires aligning one's work with one's authentic values and capabilities, a mismatch between his current job and his deeper aspirations could explain his sense of being unfulfilled despite external success. [4]

Ans.26 B Simran can use interest inventories, such as those that assess vocational interests and preferences, to help match her client's interests with suitable career paths. She can also use aptitude tests to assess specific abilities relevant to different careers, and personality inventories to understand how the client's personality traits align with the demands of different occupations, helping guide informed career choices. [4]

Ans.27 Emotional Intelligence refers to the ability to perceive, understand, manage and use one's own emotions as well as recognise and respond appropriately to the emotions of others. In everyday life, it helps individuals build stronger relationships by improving communication and empathy, manage stress and setbacks more effectively, and make thoughtful decisions rather than acting purely on impulse, contributing to both personal wellbeing and success in social and professional settings. [4]

SECTION – E

Ans.28 A Mild intellectual disability (IQ roughly 55-70) involves individuals who can often achieve basic academic and vocational skills and live fairly independently with some support. Moderate intellectual disability (IQ roughly 40-54) typically involves the ability to perform self-care and simple tasks with supervision, along with basic communication skills. Severe intellectual disability (IQ roughly 25-39) is marked by significant limitations in communication and self-care, requiring close supervision. Profound intellectual disability (IQ below 25) involves very limited communication and motor development, with the individual requiring constant care and support for daily functioning throughout life. [6]

Ans.28 B Anxiety becomes a disorder when it is excessive, persistent, disproportionate to the actual threat, and interferes significantly with a person's daily functioning. Types of anxiety disorders include Generalised Anxiety Disorder, marked by chronic, excessive worry about various aspects of life; Panic Disorder, characterised by recurrent, unexpected panic attacks along with intense fear of future attacks; Phobias, involving an intense and irrational fear of a specific object or situation; Social Anxiety Disorder, involving fear of social or performance situations due to fear of embarrassment; and Separation Anxiety Disorder, involving excessive fear of separation from attachment figures. [6]

Ans.29 A Creativity appears to be influenced by both heredity and environment. Some basic capacities, such as cognitive flexibility, may have a genetic component that provides potential for creative thinking. However, environmental factors such as encouragement, exposure to diverse experiences, opportunities for independent thinking, and training in specific skills or domains play a significant role in nurturing and expressing this potential. Since creative achievement is rarely seen without sustained practice and supportive conditions, most psychologists view creativity as a capacity that is present to some degree in most people but can be substantially developed through appropriate training and encouragement, rather than being fixed entirely at birth. [6]

Ans.29 B Robert Sternberg's Triarchic Theory proposes three components of intelligence. The componential aspect refers to the analytical abilities used to acquire knowledge, plan and monitor problem-solving, and evaluate outcomes, similar to abilities measured by traditional IQ tests. The experiential aspect emphasises the ability to deal effectively with novel situations and to automatise familiar tasks, reflecting creative intelligence. The contextual aspect refers to practical intelligence, or the ability to adapt to, shape or select environments suited to one's abilities and goals, reflecting real-world,

street-smart problem solving. According to Sternberg, a well-rounded, successfully intelligent person balances all three of these components. [6]

SECTION – F

Ans.30 Wasim's repeated hand-washing represents a compulsion, driven by an obsessive fear of contamination. [1]

Ans.31 This reflects insight without control, a common feature of Obsessive-Compulsive Disorder, where the person recognises that their thoughts and behaviours are excessive or irrational but is unable to stop performing the compulsive act because doing so causes unbearable anxiety. [2]

Ans.32 This behaviour illustrates conformity. [1]

Ans.33 Any two reasons: (i) Normative influence, where individuals go along with the group to gain approval and avoid being seen as different or facing social disapproval. (ii) Informational influence, where individuals assume that the group's shared opinion must be correct, especially in an ambiguous or unfamiliar situation, and adjust their expressed view accordingly even without genuinely changing their private opinion. [2]