

PSYCHOLOGY (037)
Sample Question Paper — Set 2
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** Neha finds unique and unconventional solutions to problems at her workplace, often combining ideas from unrelated fields. This ability is best described as an indicator of: [1]
- (A) crystallised intelligence
 - (B) creativity
 - (C) rote memorisation
 - (D) social desirability
- Q.2** A psychologist assesses a client using inkblots and asks the client to describe what they see, aiming to reveal unconscious conflicts. Which technique is being used? [1]
- (A) Self-report inventory
 - (B) Projective technique
 - (C) Behavioural observation checklist
 - (D) Structured interview
- Q.3** A student who strongly identifies with a popular senior gradually starts adopting the senior's opinions on social issues. This best illustrates attitude change through: [1]
- (A) classical conditioning
 - (B) identification with the source
 - (C) systematic desensitisation
 - (D) social loafing
- Q.4** In Cognitive Therapy, the therapist primarily works with the client to: [1]
- (A) find a personal sense of meaning despite hardship
 - (B) identify and restructure distorted or irrational thought patterns
 - (C) gradually expose the client to feared stimuli
 - (D) reinforce desirable behaviours using rewards
- Q.5** After a stressful diagnosis, Naveen focuses on distracting himself and avoiding thinking about the situation rather than addressing it directly. This is an example of: [1]
- (A) Problem-focused coping
 - (B) Emotion-focused coping
 - (C) Social support seeking
 - (D) Assertiveness training
- Q.6** Which of the following best illustrates genuineness (congruence) in a therapeutic relationship? [1]
- (A) The therapist presents an idealised, flawless image to the client at all times.
 - (B) The therapist is authentic and consistent, without hiding behind a professional facade.
 - (C) The therapist agrees with everything the client says to avoid conflict.
 - (D) The therapist keeps a strictly formal distance to avoid emotional connection.
- Q.7** Life skills, in the context of promoting positive health, primarily refer to: [1]
- (A) technical skills required for a specific job
 - (B) abilities that help individuals deal effectively with the demands of everyday life
 - (C) memorisation techniques used in school
 - (D) physical exercises alone
- Q.8** Ritika suddenly cannot recall important personal information about herself after a traumatic accident, even though there is no physical cause for the memory loss. This is most consistent with: [1]
- (A) Generalised Anxiety Disorder
 - (B) Dissociative Amnesia
 - (C) Somatic Symptom Disorder
 - (D) Bipolar Disorder
- Q.9** Read the Assertion (A) and Reason (R) given below and choose the correct option: Assertion (A): The biological model explains psychological disorders mainly in terms of genetic and neurochemical factors. Reason (R): According to the psychodynamic approach, unconscious conflicts arising in early childhood can contribute to abnormal behaviour. [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): Group cohesiveness generally increases members' satisfaction and commitment to the group. Reason (R): Highly cohesive groups always make better and more accurate decisions than individuals working alone. [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 A discussion among like-minded group members leads the group to adopt a more extreme position than any individual held before the discussion. This is known as _____. [1]

- (A) Social loafing
- (B) Group polarisation
- (C) Deindividuation
- (D) Cohesiveness

Q.12 Aditi joins a book club mainly because she enjoys the sense of belonging and friendship it provides. Her primary motive for joining is best described as the need to _____. [1]

- (A) enhance her security
- (B) fulfil affiliation needs
- (C) gain formal authority
- (D) demonstrate superior knowledge

Q.13 Which of the following is generally considered a key factor influencing attitude formation? [1]

- (A) Direct personal experience with the attitude object
- (B) Complete absence of any social influence
- (C) Random guessing without any prior information
- (D) Refusal to interact with the social environment

Q.14 Which of the following best describes an 'audience' as a social aggregation, as distinguished from a 'team'? [1]

- (A) A group whose members are polarised in attention towards a common object but do not interact directly with one another
- (B) A group with clearly defined complementary roles working towards a shared goal
- (C) A group formed only for competitive sporting purposes
- (D) A group that always shares a strong sense of cohesiveness

SECTION – B (5 × 2 = 10 Marks)

Q.15 Differentiate between aptitude and intelligence. [2]

Q.16 State any two features of behavioural analysis as a method of personality assessment. [2]

Q.17 Can a single test truly capture an individual's overall personality? Give reasons for your answer. [2]

Q.18 Distinguish between verbal and non-verbal tests of intelligence. [2]

Q.19 A How can the negative effects of group polarisation be minimised in decision-making bodies? [2]

OR

Q.19 B State any two factors that increase the cohesiveness of a group. [2]

SECTION – C (4 × 3 = 12 Marks)

Q.20 A publishing house wants to promote a new series of motivational books aimed at college-going young adults. Describe three important characteristics of this target audience that should shape the marketing approach. [3]

Q.21 Analyse the role of family and community support in the rehabilitation of individuals recovering from severe mental illness. [3]

Q.22 Arjun avoids speaking up in class because he constantly thinks, "Everyone will laugh at me" and "I always say the wrong thing." How would Rational Emotive Therapy (RET) help Arjun manage this anxiety? [3]

Q.23 A Explain the concept of defence mechanisms according to the psychodynamic approach to personality. [3]

OR

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

SECTION – D (4 × 4 = 16 Marks)

Q.24 Aryan, who grew up hearing negative comments about a particular community from his family, now avoids interacting with people from that community altogether. Explain the possible sources of his prejudice. [4]

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

Q.26 A Kavya has excelled academically all her life but feels an unexplained sense of emptiness and lack of direction. According to the Humanistic theory of personality, what could explain her experience? [4]

OR

Q.26 B Ibrahim, a psychologist, wants to assess a client's personality using projective techniques as part of career guidance. Explain the appropriate techniques he can use. [4]

Q.27 Explain the concept of aptitude and discuss how it is measured and used in educational and career guidance. [4]

SECTION – E (2 × 6 = 12 Marks)

Q.28 A Describe the symptoms and possible causes of Schizophrenia Spectrum disorders. [6]

OR

Q.28 B Explain the key features of Depressive Disorder and Bipolar Disorder, highlighting the differences between them. [6]

Q.29 A Discuss the role of both heredity and environment in shaping an individual's intelligence. [6]

OR

Q.29 B Describe the Information Processing (PASS) model of intelligence proposed by Das, Naglieri and Kirby. [6]

SECTION – F (Case-Based Questions)

CASE 1

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

Farah, a 35-year-old woman, has been experiencing persistent stomach pain, headaches and fatigue for over eight months. She has undergone several medical tests, all of which have come back normal, yet she remains convinced that she has a serious undiagnosed illness. She frequently visits different doctors seeking further tests and reassurance, but the reassurance provides only brief relief before her worry returns. Her constant preoccupation with her health has begun to affect her work and family life.

Q.30 What is the most likely category of disorder that best describes Farah's condition? [1]

Q.31 "She frequently visits different doctors seeking further tests and reassurance, but the reassurance provides only brief relief." Explain what this behaviour indicates about her condition. [2]

CASE 2

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

In an office setting, a new manager instructs the team to complete an unusual and unnecessary paperwork process. Although several employees privately feel the process is a waste of time, they comply without objection because the instruction comes directly from their manager. When a colleague later asks why they didn't raise concerns, one employee replies, "He is the boss, so we just do what we are told."

Q.32 What social influence concept is illustrated by the employees' behaviour in this passage? [1]

Q.33 Explain two reasons why individuals often comply with instructions from an authority figure even when they privately disagree. [2]

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Marking Scheme — Set 2

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Maximum Marks: 70

SECTION – A

Ans.1 (B) creativity [1]

Ans.2 (B) Projective technique [1]

Ans.3 (B) identification with the source [1]

Ans.4 (B) identify and restructure distorted or irrational thought patterns [1]

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

Ans.6 (B) The therapist is authentic and consistent, without hiding behind a professional facade. [1]

Ans.7 (B) abilities that help individuals deal effectively with the demands of everyday life [1]

Ans.8 (B) Dissociative Amnesia [1]

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

Ans.10 (C) A is true, but R is false. [1]

Ans.11 (B) Group polarisation [1]

Ans.12 (B) fulfil affiliation needs [1]

Ans.13 (A) Direct personal experience with the attitude object [1]

Ans.14 (A) A group whose members are polarised in attention towards a common object but do not interact directly with one another [1]

SECTION – B

Ans.15 Aptitude refers to a specific, relatively untrained capacity or potential to acquire proficiency in a particular field, such as music or mechanical work, whereas intelligence is a broader, general mental ability that underlies performance across a wide range of cognitive tasks and situations. [2]

Ans.16 Any two: (i) It involves direct observation of the person's behaviour in natural or structured settings rather than relying only on self-report. (ii) It can include techniques such as behavioural ratings and situational tests, which assess how a person actually behaves rather than how they describe themselves. [2]

Ans.17 No, a single test is unlikely to capture an individual's overall personality, since personality is complex and multi-dimensional, shaped by biological, social, cultural and situational factors that no single instrument can fully assess; a combination of methods, such as self-report, projective techniques and behavioural observation, gives a more complete picture. [2]

Ans.18 Verbal tests of intelligence require the use of language, such as answering questions or explaining concepts in words, and are unsuitable for people who are illiterate or do not know the test language. Non-verbal tests use pictures, figures or symbols instead of language, allowing them to be administered to individuals across different language backgrounds or with limited literacy. [2]

Ans.19 A Negative effects of group polarisation can be minimised by ensuring diverse viewpoints are represented in the decision-making body, encouraging open debate and dissent before reaching a decision, and consciously seeking out information that challenges the group's initial leaning. [2]

Ans.19 B Any two: (i) Similarity among members in attitudes, values or background tends to increase cohesiveness. (ii) Success in achieving shared goals and the presence of external competition or threat can also strengthen the sense of unity within a group. [2]

SECTION – C

Ans.20 Any three: (i) Their stage of life and career aspirations, since college-going young adults are often looking for motivation and direction for their future. (ii) Their preference for relatable and accessible language rather than overly formal or academic writing. (iii) Their high engagement with social media and online reviews, which should guide how and where the books are promoted. [3]

Ans.21 Family and community support play a crucial role in rehabilitation by providing emotional support, reducing feelings of isolation, and helping the individual maintain treatment routines such as medication and therapy appointments. A supportive family and community also help reduce stigma, encourage social reintegration through everyday interactions, and provide practical assistance such as helping the individual find suitable work or resume daily responsibilities gradually. [3]

Ans.22 RET would help Arjun by identifying the irrational beliefs behind his anxiety, such as "Everyone will laugh at me," and challenging the evidence for these exaggerated beliefs through logical dispute. By helping Arjun replace these

thoughts with more realistic ones, such as recognising that occasional mistakes are normal and not universally judged, RET can reduce his anxiety and gradually help him participate more confidently in class. [3]

Ans.23 A Defence mechanisms are unconscious psychological strategies used by the ego to protect itself from anxiety arising out of conflicts between the id, ego and superego. Examples include repression, where distressing thoughts are pushed out of conscious awareness; projection, where one's own unacceptable feelings are attributed to others; and rationalisation, where a person creates a logical-sounding but false explanation for their behaviour to avoid facing its true, uncomfortable cause. [3]

Ans.23 B The Trait approach views personality as a combination of stable, enduring characteristics called traits, which are relatively consistent across situations and time. Traits such as those in the Five Factor Model (openness, conscientiousness, extraversion, agreeableness and neuroticism) can be measured and used to predict behaviour, focusing on describing individual differences rather than explaining the underlying causes of personality. [3]

SECTION – D

Ans.24 Aryan's prejudice likely stems from social learning, since he has grown up hearing negative comments about the community from his family and has absorbed these attitudes without direct personal experience. It may also stem from social categorisation, viewing the community as an out-group, and from a lack of direct positive contact with members of that community, which could otherwise have challenged the negative stereotypes he was exposed to. [4]

Ans.25 Internal sources of stress include an individual's personality characteristics, such as a Type A personality with high competitiveness and impatience, which can make a person more prone to stress. They also include unrealistic beliefs or negative self-talk, cognitive appraisals that interpret situations as more threatening than they are, and lack of adequate skills or resources to cope with demands, all of which can amplify the experience of stress from within, independent of external events. [4]

Ans.26 A According to the Humanistic theory, Kavya's sense of emptiness may reflect a mismatch between her actual life and her deeper self-actualisation needs. Even though she has achieved academic success, this achievement may have been driven more by external expectations than by an authentic expression of her own values and potential, leaving her true self unfulfilled despite outward accomplishment. [4]

Ans.26 B Ibrahim can use techniques such as the Thematic Apperception Test, where the client creates stories about ambiguous pictures, revealing underlying motives, needs and conflicts relevant to career choices. He could also use the Rorschach Inkblot Test to gain insight into the client's underlying personality dynamics, or sentence completion tests, which can reveal attitudes and preferences relevant to different career paths in a relatively unstructured way. [4]

Ans.27 Aptitude refers to a person's potential to acquire proficiency in a specific area, such as mechanical, clerical, verbal or numerical ability, prior to formal training in that area. It is measured using specialised aptitude tests, which can be independent tests for a single ability or a battery of tests covering multiple aptitudes together. In educational and career guidance, aptitude tests help identify a student's natural strengths, guiding them towards subjects, courses or careers where they are more likely to succeed and find satisfaction. [4]

SECTION – E

Ans.28 A Schizophrenia Spectrum disorders are characterised by positive symptoms such as delusions (fixed false beliefs), hallucinations (perceiving things that are not present) and disorganised speech or behaviour, as well as negative symptoms such as reduced emotional expression, social withdrawal and lack of motivation. Possible causes include genetic vulnerability, since the disorder tends to run in families, along with neurochemical imbalances, particularly involving dopamine, structural brain abnormalities, and environmental stressors such as prenatal complications or highly stressful life events that may trigger onset in a genetically vulnerable individual. [6]

Ans.28 B Depressive Disorder is characterised by persistent sadness, loss of interest or pleasure in activities, changes in appetite and sleep, fatigue and feelings of worthlessness, lasting for at least two weeks and significantly impairing functioning. Bipolar Disorder, in contrast, involves alternating episodes of depression and mania, with manic episodes marked by abnormally elevated mood, excessive energy, reduced need for sleep, and impulsive or risky behaviour. The key difference is that Depressive Disorder involves only low mood episodes, while Bipolar Disorder involves a cycling pattern between depressive lows and manic highs. [6]

Ans.29 A Both heredity and environment play significant roles in shaping intelligence. Twin and adoption studies show that identical twins raised apart still show notable similarity in intelligence scores, suggesting a genetic contribution. At the same time, environmental factors such as quality of nutrition, early stimulation, educational opportunities, and socio-economic conditions have been shown to significantly affect intellectual development, with enriched environments generally associated with higher measured intelligence. Most psychologists therefore view intelligence as the product of a continuous interaction between inherited potential and environmental opportunity, rather than being determined by either factor alone. [6]

Ans.29 B The PASS model, proposed by Das, Naglieri and Kirby, describes intelligence in terms of four interrelated cognitive processes. Planning involves developing, selecting and evaluating strategies to solve problems and achieve goals. Attention-Arousal involves the ability to selectively attend to relevant stimuli while ignoring distractions, supported by an appropriate level of alertness. Simultaneous processing involves integrating separate pieces of information into a single

whole, useful for tasks like understanding spatial relationships. Successive processing involves arranging information in a specific sequential order, important for tasks like understanding grammar or following a sequence of instructions. Together, these processes form the basis of cognitive functioning according to this model. [6]

SECTION – F

Ans.30 Farah's condition is most consistent with a Somatic Symptom Disorder. [1]

Ans.31 This indicates health anxiety, where reassurance from doctors provides only temporary relief because the person's underlying worry about illness persists regardless of medical evidence, leading to repeated care-seeking behaviour. [2]

Ans.32 This illustrates obedience to authority. [1]

Ans.33 Any two reasons: (i) People often assume that a legitimate authority figure has greater knowledge or the right to direct their actions, making compliance seem appropriate. (ii) Fear of negative consequences, such as loss of job or disapproval, can lead individuals to comply outwardly even when they privately disagree with the instruction. [2]