

CBSE Class 12 Psychology 2024 Set-4

Time allowed : 3 hours

Maximum Marks : 70

SECTION A

1. Sangeeta is a counsellor. She interacts with the client and seeks information from the client on a one-to-one basis. She is using as a method of assessment. 1

- (A) Self-report (B) Observation
(C) Psychological test (D) Interview

2. Surendra's newborn son has no idea of his own self. This refers to which of the following? 1

- (i) He is unaware of various objects in his environment, such as a chair or a table in his room.
(ii) He is able to cry when he is hungry.
(iii) Sometimes he smiles when he sleeps.
(iv) People around him are part of his experiences. However, he cannot gather any meaning from it.
- (A) (i) and (ii) (B) (i) and (iv)
(C) (iii) and (iv) (D) (ii) and (iii)

3. In this question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the statements and choose the appropriate option. 1

Assertion (A): The theory of primary mental abilities states that intelligence consists of primary abilities, each of which is relatively independent of the others.

Reason (R): his theory explains that intelligence consists of abilities operating at two levels, called Level I and Level II.

- (A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is *not* the correct explanation of Assertion (A).
(C) Assertion (A) is true, but Reason (R) is false.
(D) Assertion (A) is false, but Reason (R) is true.

4. Naresh endures personal stresses due to noisy surroundings, commuting, water shortage, and traffic snarls. These stresses can be reported as 1

- (A) Life events (B) Everyday hassles
(C) Traumatic events (D) Physical stress

5. Ritika's stress level was good for her and enhanced her performance. The term used to describe her level of stress is called 1

- (A) Strain (B) Distress

(C) Eustress

(D) Appraisal

6. In this question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the statements and choose the appropriate option. 1

Assertion (A): Students facing important examinations can be highly stressed.

Reason (R): Reduced levels of natural killer cell cytotoxicity have been found in people who are highly stressed.

(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).

(C) Assertion (A) is true, but Reason (R) is false.

(D) Assertion (A) is false, but Reason (R) is true.

7. An ancient theory holds that abnormal behaviour can be explained by the 1

(A) Inadequacies in thinking, feeling or perceiving the world

(B) Operation of supernatural and magical forces

(C) Disturbed interpersonal relationships

(D) Belief that individuals behave strangely because their bodies and brains are not working properly

8. Ranjeet is unable to stop thinking about locking his house. At work, he is preoccupied with this unreasonable and repetitive thought. This is predominantly a symptom of 1

(A) Anxiety disorder

(B) Panic disorder

(C) Obsessive behaviour

(D) Compulsive behaviour

9. Mitali dominates and bullies others without any provocation. Thus, she exhibits which of the following types of aggression? 1

(A) Verbal aggression

(C) Hostile aggression

(B) Physical aggression

(D) Proactive aggression

10. Hina's therapist at the rehabilitation centre administers improves the basic functions of her attention and memory. 1

(A) Social skills training

(B) Vocational training

(C) Cognitive retraining

(D) Occupational therapy

11. The group that is the target of prejudice is sometimes responsible for continuing the prejudice. The members of this target group may behave in a manner that proves the description to be true. This explains the concept of 1

(A) Kernel of truth

(B) Self-fulfilling prophecy

(C) Scapegoating

(D) Ingroup bias

12. Mayank helped the victims of the flood-affected region unconditionally, as he understood that they were in need. This is an example of 1

(A) Social cognition

(B) Social facilitation

(C) Pro-social behaviour

(D) Impression formation

13. In this question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the statements and choose the appropriate option. 1

Assertion (A): A person's behaviour is never contrary to her/his attitude towards a particular topic.

Reason (R): There would be consistency between attitudes and behaviour when the attitude is strong.

(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is *not* the correct explanation of Assertion (A).

(C) Assertion (A) is true, but Reason (R) is false.

(D) Assertion (A) is false, but Reason (R) is true.

14. The relative social position given to group members by others is known as 1

(A) Roles

(B) Norms

(C) Status

(D) Structure

15. The stage in which there is conflict among members about how the target of the group is to be achieved is called the stage. 1

(A) Forming

(B) Storming

(C) Norming

(D) Performing

SECTION B

16. Explain the term 'assessment'. 2

Answer: Assessment refers to the measurement of psychological attributes of individuals and their evaluation, often using multiple methods in terms of certain standards of comparison.

17. 'Intelligence by itself does not ensure creativity.' Do you agree with this statement? Give reasons and examples in support of your answer. 2

Answer: All creative acts require some minimum ability to acquire knowledge and the capacity to comprehend, retain, and retrieve.

18. In India, Mallick and Joshi have developed the Jodhpur Multiphasic Personality Inventory (JMPI). Which test has it been adapted from? Explain its most important use. 2

Answer: Adapted from MMPI (Minnesota Multiphasic Personality Inventory).

The test has been found effective in identifying psychopathology.

19. (a) Mukesh is preparing for an entrance examination and is anxious. He has a persistent, irrational thought that he will not succeed. Explain the therapy that can help him understand and overcome his anxiety. 2

Answer: (a) Rational Emotive therapy - The central thesis of this therapy is that irrational beliefs mediate between the antecedent events and their consequences. The first step in RET is the antecedent-belief-consequence (ABC) analysis. Antecedent events, which caused the psychological distress, are noted. The client is also interviewed to find the irrational beliefs, which are distorting the present reality.

OR

(b) Wasim has a phobia of lizards. What causes will a behaviour therapist assign to Wasim's phobia? 2

Answer: (b) Faulty behavior patterns or thought patterns.

Faulty conditioning patterns, learning, thinking, and beliefs.

20. The therapy which considers a person as a whole entity consisting of body, mind, and emotions also explains the alleviation of the client's problems. Identify the therapy and state any two key features of this therapy. 2

Answer: Humanistic Existential/Gestalt Therapy.

- The goal of Gestalt Therapy is to increase an individual's self-awareness and self-acceptance.
- The client is taught to recognize the bodily processes and the emotions that are being blocked from awareness.
- The therapist does this by encouraging the client to act out fantasies about feelings and conflicts.
- This therapy can also be used in group settings.

21. Mridul feels very happy to join a group of people in his neighbourhood to start a tree plantation campaign. Explain any two components of his attitude towards a 'green environment'. 2

Answer: Components of attitude (ABC component)

- Affective/ emotional component
- Behavioural component
- Cognitive component

SECTION C

22. Mohit understands the motives, feelings, and behaviours of other people and can develop a

comfortable relationship with them. He also likes to travel as he recognises the beauty of different species of flora and fauna. Identify the types of intelligence that Mohit possesses in accordance with Gardner's theory. From the information provided about Mohit, explain any two other types of intelligence that Mohit may not be possessing. **3**

Answer: The Types of intelligence that Mohit possesses

- Naturalistic
- Interpersonal

Intelligence that is not present-

- Spatial: It refers to the abilities involved in forming, using, and transforming mental images.
- Linguistic- Verbal: It is the capacity to use language fluently and flexibly to express one's thinking and understand others.
- Logical-mathematical: Persons high on this type of intelligence can think logically and critically.
- Bodily-kinesthetic: This consists of the use of the whole body or portions of it for the display or construction of products and problem solving.
- Musical: It is the capacity to produce, create and manipulate musical patterns.
- Intrapersonal: This refers to the knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others.

23. Describe any three life skills that can help a person meet life's challenges. **3**

Answer: Life skills

- Assertiveness: Assertiveness is a behaviour or skill that helps to communicate, clearly and confidently, our feelings, needs, wants, and thoughts.
- Time management: The central principle of time management is to spend your time doing the things that you value, or that help you to achieve your goals.
- Rational thinking: Some of the principles of rational thinking are: challenging your distorted thinking and irrational beliefs, driving out potentially intrusive negative anxiety-provoking thoughts, and making positive statements.
- Improving relationship: This consists of three essential skills: listening to what the other person is saying, expressing how you feel and what you think, and accepting the other person's opinions and feelings, even if they are different from your own.
- Self-care: If we keep ourselves healthy, fit, and relaxed, we are better prepared physically and emotionally to tackle the stresses of everyday life.
- Overcoming unhelpful habits: Unhelpful habits such as perfectionism, avoidance, procrastination, etc., are strategies that help to cope in the short term but which make one more vulnerable to stress.

24. (a) Can a long-standing pattern of deviant behaviour be considered abnormal? Elaborate and state an example of the same. **3**

Answer:

a) Abnormal behavior is a deviation from social norms - A society that values competition & assertiveness may accept aggressive behavior, whereas one that emphasizes cooperation and family values may consider it unacceptable.

Abnormal behavior is maladaptive - Many psychologists believe that the best verification for determining the normality of behavior is whether it fosters the well-being of the individual and eventually of the group to which he belongs. (Any other relevant explanation and example).

OR

(b) Is separation anxiety disorder classified under neurodevelopmental disorders? Give reasons for your answer by enumerating the symptoms of separation anxiety disorder. 3

Answer: b) No. Symptoms of separation anxiety disorder

- Fearful and anxious about separation from attachment figures to an extent that is developmentally inappropriate.
- Difficulty in being in a room by themselves/going to school alone/fearful of entering a new institution/clinging to & shadowing their parents' every move
- To avoid separation, they may fuss, scream, throw severe tantrums, or make suicidal gestures (any two of the above symptoms)

SECTION D

25. Vimal is brought up in a society which is technologically advanced. Explain the intelligence that is adopted by him. Is it likely to be tuned by the cultural factors? Give reasons for your answer. 4

Answer: Technologically advanced societies foster skills of generalization and abstraction, speed, minimal moves, and mental manipulation among children. This can be called technological intelligence, which is also individualistic. This is present in Vimal. Vimal's intelligence is likely to be tuned by these cultural parameters.

- The unique features of culture now find some representation in theories of intelligence. Sternberg's notion of contextual or practical intelligence implies that intelligence is the product of culture.
- Vygotsky also believed that cultures, like individuals, have a life of their own; they grow and change, and in the process, specify what will be the end product of successful intellectual development.
- According to him, while elementary mental functions (eg crying, attending to the mother's voice, sensitivity to smells, walking, and running) are universal, how higher mental functions such as problem-solving and thinking operate are largely culture-produced.
- Technologically advanced societies, skills of generalization and abstraction, speed, minimal moves, and mental manipulation among children. These societies promote a type of behavior that can be called technological intelligence.
- In these societies, people are well-versed in skills of attention, observation, analysis,

performance, speed, and achievement orientation. Intelligence tests developed in Western culture look precisely for these skills in an individual.
(any two of the above)

26. A psychologist used projective techniques to assess Rupa's personality. What are the chief features and benefits of using these tests for her when compared to the direct methods? 4

Answer: The following are the features of Projective techniques:

- The stimuli are relatively or fully unstructured and poorly defined
- The person being assessed is usually not told about the purpose of the assessment and the method of scoring and interpretation.
- The person is informed that there are no correct or incorrect responses
- Each response is considered to reveal a significant aspect of personality.
- Scoring and interpretation are lengthy and sometimes subjective.

(Any three characteristics from above)

The chief benefit to Rupa:

- The psychoanalytic theory tells us that a large part of human behavior is governed by unconscious motives.
- Direct methods of personality assessment cannot uncover the unconscious part of our behavior.
- Projective techniques help to access these unconscious motives and feelings.

27. Explain any four techniques used in behavior therapy. 4

Answer: Techniques used in Behavior Therapy:

- Negative Reinforcement: Responses that lead organisms to get rid of painful stimuli or avoid and escape from them provide negative reinforcement.
- Aversive Conditioning: It refers to the repeated association of an undesired response with an aversive consequence.
- Positive Reinforcement: if a child does not do homework regularly, positive reinforcement may be used by the child's mother by preparing the child's favourite dish whenever s/he does homework at the appointed time.
- Token Economy: Persons with behavioural problems can be given a token as a reward every time a desired behaviour occurs. The tokens are collected and exchanged for a reward, such as an outing for the patient or a treat for the child.
- Systematic Desensitization: Systematic desensitisation is a technique introduced by Wolpe for treating phobias or irrational fears.
- Modeling: Modelling is the procedure wherein the client learns to behave in a certain way by observing the behaviour of a role model or the therapist who initially acts as the role model. (Any four)

28. (a) Sakshi is a member of the school basketball team. Santosh is a member of a group of

teachers who help with co-curricular activities in the school. State the key differences between Sakshi's team and Santosh's group.

4

Answer:

(a) Difference between Sakshi's Team and Santosh's Group:

Group	Team
Performance is dependent on the contribution of individual members.	In a team, both individual contribution and teamwork matter
The leader, or whoever is heading the group, holds responsibility for the work	Although there is a leader, members hold themselves responsible

OR

(b) Madan joined the 'Teach an Adult' group. He could fulfill his desire to help the adults who had no opportunity to study. Because of his participation in the group, he was perceived to be generous and important. Why do you think Madan joined this group?

4

Answer: (b) Madan joined the group for the following reasons:

- Status: When we are members of a group that is perceived to be important by others, we feel recognised and experience a sense of power.
- Self-esteem: When we are members of a group that is perceived to be important by others, we feel recognised and experience a sense of power.
- Satisfaction of one's psychological and social needs: Groups satisfy one's social and psychological needs, such as a sense of belongingness, giving and receiving attention, love, and power through a group.
- Goal achievement: Groups help in achieving such goals that cannot be attained individually.

SECTION E

29. (a) Discuss the interview and observation methods used in behavioural analysis. Describe the problems we face in using these methods.

6

Answer: (a)

- An interview involves talking to the person being assessed and asking specific questions face-to-face.
- Diagnostic interviewing generally involves in-depth interviewing, which seeks to go beyond the replies given by the person.
- These may be structured or unstructured depending on the purpose or goals of the assessment.

(Any two of the above)

- The use of observation for personality assessment is a sophisticated procedure that

cannot be carried out by untrained people.

- It requires a fairly detailed guideline about the analysis of behavior to assess the personality of a given person.
- A clinical psychologist may gain considerable insight into clients' personalities.

(Any two of the above)

Limitations

- Quite demanding and time-consuming as professional training required
- The maturity of the psychologist is a precondition
- The mere presence of the observer may contaminate the results.

(Any two of the above)

OR

(b) Enumerate the structure of personality with respect to Freud's theory of personality. 6

Answer: (b) The Structure of Personality

According to Freud's theory, the primary structural elements of personality are three, i.e. id, ego, and superego.

- Ego Reality Principle: For example, the id of a boy, who wants an ice-cream cone, tells him to grab the cone and eat it. His ego tells him that if he grabs the cone without asking, he may be punished. Working on the reality principle, the boy knows that the best way to achieve gratification is to ask for permission to eat the cone.
- Superego - The best way to characterise the superego is to think of it as the moral branch of mental functioning. The superego tells the id and the ego whether gratification in a particular instance is ethical. It helps control the id by internalising the parental authority through the process of socialisation.

30. (a) What do you understand by the term 'dissociation'? Explain its various forms. 6

Answer: (a) Dissociation can be viewed as the severance of the connections between ideas and emotions. It involves feelings of unreality, estrangement, depersonalization, and sometimes a loss or shift of identity.

Types of Dissociative Disorders

- Dissociative Amnesia is characterised by extensive but selective memory loss that has no known organic cause (e.g., head injury).
- Dissociative Identity Disorder: It is often associated with traumatic experiences in childhood. In this disorder, the person assumes alternate personalities that may or may not be aware of each other.
- Depersonalization/Derealization Disorder involves a dreamlike state in which the person has a sense of being separated both from self and from reality.

OR

(b) What are the common features of neurodevelopmental disorders? Describe any three neurodevelopmental disorders. 6

Answer: (b) Features of Neurodevelopmental disorders

- They manifest in the early stages of development/ symptoms appear before the child enters school, or during the early stages of schooling
- They result in hampering personal, social, academic, and occupational functioning
- They are characterized as deficits or excesses in a particular behavior or delays in achieving a particular age-appropriate behavior.

Types of Neurodevelopmental Disorders:

- Attention-Deficit Hyperactivity Disorder (ADHD): Its two main features are inattention and hyperactivity-impulsivity. Children who are inattentive find it difficult to sustain mental effort during work or play. They have a hard time keeping their minds on any one thing or following instructions.
- Autism Spectrum Disorder is characterised by widespread impairments in social interaction and communication skills, and stereotyped patterns of behaviours, interests, and activities.
- Intellectual Disability refers to below average intellectual functioning (with an IQ of approximately 70 or below), and deficits or impairments in adaptive behaviour (i.e. in the areas of communication, self-care, home living, social/interpersonal skills, functional academic skills, work, etc.) which are manifested before the age of 18 years.
- Specific learning Disorder: Here, the individual experiences difficulty in perceiving or processing information efficiently and accurately. The affected child tends to perform below average for her/his age.

SECTION F

Case Study-1

Read the case study given below and answer the questions (Q. 31 and 32) that follow:

The fire department received a call about a fire that swept through a house. The fire started with the explosion of a gas cylinder used for cooking. The injured Suman was lying on a hospital bed. She was talking to a press reporter. She expressed that her mother was in the kitchen when the incident occurred. The cylinder burst with a loud sound, and the fire spread at great speed. The exit door of the house had also caught fire. Her mother shouted in panic as if she had lost all hope, and she fainted in the kitchen. However, Suman was determined to save her mother. She said, "I don't know how I got the energy to drag my mother to the room. I broke the window there and jumped out. My back got hurt, but without wasting any time, I sought the help of my neighbour and rescued my mother. I am happy that we are both safe." Hearing her story, the press reporter was impressed with her chivalry.

31. Referring to the General Adaptation Syndrome (GAS) model, what immediate impact does the fire (noxious stimulus) have on Suman's mother?

1

Answer: Suman's mother is at the alarm reaction stage

OR

It leads to the activation of the adrenal-pituitary-cortex system in her.

OR

This triggers the release of hormones, producing the stress response.

32. Suman and her mother were exposed to prolonged stress as the fire spread. How does the General Adaptation Syndrome model explain Suman and her mother's condition? 2

Answer:

Resistance stage: If stress is prolonged, the resistance stage begins. The parasympathetic nervous system calls for more cautious use of the body's resources.

The organism makes efforts to cope with the threat, as through confrontation. In the case of prolonged stress, the exhaustion stage occurs when continued exposure to the same stressor drains the body of its resources.

Case Study-2

Read the case study given below and answer the questions (Q. 33 and 34) that follow:

Sophia Duleep Singh was the daughter of Maharaja Duleep Singh, the last Sikh emperor of Punjab. Sophia was a long-time supporter of the Women's Suffrage movement (right to vote) and a leading campaigner for changing attitudes about women's rights in Britain. However, she remains a little-known figure.

In 1910, she was part of a delegation of 300 suffragettes who marched towards the Parliament in London. The Prime Minister refused to meet the women, and the demonstration turned violent as policemen and men in the crowd outside the building beat them. Many of the demonstrators were seriously injured, and the day came to be called Black Friday in the UK. Sophia was among the 119 women who were arrested.

Sophia transcended her heritage to devote herself to battling injustice and inequality. Her main causes were the struggle for Indian Independence, the welfare of Indian soldiers in the First World War, and, above all, the fight for female suffrage. Princess Sophia supported Indians, particularly women, throughout her life.

33. 'Her causes were the struggle for Indian independence, the welfare of Indian soldiers in the First World War and, above all, the fight for female suffrage.' All of these attitudes were present within a broader attitude, i.e., the attitude against injustice and inequality. Explain the feature specified here. 1

Answer: The feature of attitude against injustice and inequality possessed by Sophia is

Complexity (Multiplexity) - refers to how many attitudes there are within a broader attitude

OR

Centrality refers to the role of a particular attitude in the attitude system

(Any other explanation of the above two attitude features)

34. The characteristics of the existing attitude (towards women's right to vote) influence the attitude change. To what extent could these have helped Sophia bring about the change in attitude towards women's right to vote? 2

Answer: The characteristics of existing attitudes that influence attitude change are

- Valence: The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object.
- Extremeness: The extremeness of an attitude indicates how positive or negative an attitude is.
- Simplicity or Complexity (multiplicity) refers to how many attitudes there are within a broader attitude. Think of an attitude as a family containing several 'member' attitudes.
- Centrality refers to the role of a particular attitude in the attitude system. An attitude with greater centrality would influence the other attitudes in the system much more than non-central (or peripheral) attitudes would.

(Explanation of any one)

BioSmartNotes