

# Psychology Class 12 Sample Paper 2024

Time: 3 Hours

Max. Marks: 70

## SECTION A (1 Mark)

**1. Monika has to be assessed for her abilities of creativity and original thinking. The test to be used by the psychologist will involve**

- a. Convergent thinking
- b. Divergent thinking
- c. Both convergent and divergent thinking
- d. Memory and logical thinking

**Answer:** b. Divergent thinking

**2. Formal assessment is objective, standardized, and organized. Based on this information, choose the statements which are true for formal assessment.**

- i. Formal assessment uses systematic testing procedures.
- ii. It is always open to subjective interpretations.
- iii. Based on the assessment, predictions about behavior can be made.
- iv. It varies from case to case and from one assessor to another.

- a. ii, iii
- b. i, ii
- c. i, iii
- d. ii, iv

**Answer:** c. i, iii

**3. Aanya's application for admission to the college of her choice got rejected. When talking about the admission to the college with others, she tells everyone that she was never interested in studying in that college. Identify the defence mechanism used by Aanya.**

- a. Repression
- b. Reaction formation
- c. Denial
- d. Rationalisation

**Answer:** d. Rationalisation

**4. \_\_\_\_\_ is a dynamic situation-specific reaction to stress.**

- a. Positive reaction
- b. Coping
- c. Conflict resolution
- d. Meditation

**Answer:** b. Coping

**5. Ritik uses imagery and imagination to reduce his stress levels. Identify the technique being used by Ritik.**

- a. Relaxed visualisation
- b. Meditation
- c. Creative visualisation
- d. Imagination and relaxation

**Answer:** c. Creative visualisation

**6. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.**

Assertion (A): Psychological Stress is the stress that we generate for ourselves in our minds.

Reason (R): These psychological stresses do not have any impact on our physiological being.

*Options:*

- a. Both A and R are true, and R is the correct explanation of A.
- b. Both A and R are true, and R is not the correct explanation of A.
- c. A is true, but R is false.
- d. A is false, but R is true

**Answer:** c. A is true, but R is false

**7. While passing through the streets on her way to the office every day, Jaya feels people are spying on her and the police are chasing her. Identify the type of delusion Jaya is experiencing.**

- a. Persecution
- b. Control
- c. Reference
- d. Grandeur

**Answer:** a. Persecution

**8. Sonali spends hours reading about her favorite actor. She is preoccupied with thinking and researching about him, and when asked to study, she gets violent. To diagnose her disorder, a clinical psychologist would need to know:**

- a. The number of hours she spends studying about the actor each day.
- b. The percentage of the population sharing her interest in the actor.
- c. Whether friends and family members share her interest in the actor.
- d. Whether she is dysfunctional and showing signs of distress.

**Answer:** d. Whether she is dysfunctional and showing signs of distress

**9. Which of the following statements are true about the diathesis-stress model?**

- i. A vulnerability factor and the presence of a pathogenic stressor result in psychological disorder.
  - ii. The presence of biological aberration is enough to develop a psychological disorder.
  - iii. The presence of only pathogenic stressors may lead to psychopathology.
  - iv. The diathesis and the stressor lead to the development of a psychological disorder.
- a. i and ii
  - b. ii and iii
  - c. iii and iv
  - d. i and iv

**Answer:** d. i and iv

**10. Harpreet's mother ignores her when she throws tantrums if asked to keep her room tidy. However, she appreciates Harpreet when she arranges her toys after playtime. The method being used is known as**

- a. Positive reinforcement
- b. Negative reinforcement
- c. Differential reinforcement
- d. Modelling

**Answer:** c. Differential Reinforcement

**11. The centrality of an attitude reflects:**

- a. A person's degree of negative or positive feelings about an object.
- b. Whether an attitude is positive or negative towards an attitude object.
- c. The extent to which an attitude would influence the other attitudes in the system.
- d. The attitude's resistance to change.

**Answer:** c The extent to which an attitude would influence the other attitudes in the system.

**12. Sachin believes that one should always speak the truth. This is an example of:**

- a. Belief
- b. Cognition
- c. Value
- d. Stereotype

**Answer:** c. Value

**13. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.**

**Assertion (A):** According to balance theory, two elements of an attitude system must be in the same direction.

**Reason (R):** An attitude system requires logical consistency, else it will lead to 'mental discomfort'.

*Options:*

- a. Both A and R are true, and R is the correct explanation of A.
- b. Both A and R are true, and R is not the correct explanation of A.
- c. A is true, but R is false.
- d. A is false, but R is true

**Answer:** a. Both A and R are true, and R is the correct explanation of A.

**14. A collection of people present at a place by chance is called a**

- a. Team
- b. Audience
- c. Mob
- d. Crowd

**Answer:** d. Crowd

**15. Which of the following is not a feature of a formal group?**

- a. Functions are stated explicitly and formally.
- b. Formation is based on rules and laws.
- c. There is a close relationship among members.
- d. Members have definite roles.

**Answer:** c. There is a close relationship among members.

### **SECTION B (2 Marks)**

**16. How did Charles Spearman explain the concept of intelligence?**

**Answer:** Charles Spearman proposed the two-factor theory. He said that intelligence consists of a general factor (g-factor) and some specific factors (s-factors). The g-factor includes mental operations that are primary and common to all performances. Excellent singers, architects, scientists, and have specific abilities which allow them to excel in their respective domains.

**OR**

**State the importance of emotional intelligence.**

**Answer:** Emotional intelligence is a set of skills that helps in accurate appraisal, expression, and regulation of emotions. They encourage cooperative behavior and reduce antisocial activities.

**17. The phenomena of student-teacher interactions in a classroom can be easily studied by psychologists. Critically evaluate the assessment method that will be used here.**

**Answer:** Observation method: It involves employing systematic, organised, and objective procedures to record behavioural phenomena occurring naturally in real time.

Limitation - The Observer has little control over the situation, and the reports may suffer from subjective interpretations.

**18. 'Self-esteem shows a strong relationship with our everyday behavior.' Justify this statement with the help of an example.**

**Answer:** Children with high academic self-esteem perform better in school than those with low academic self-esteem. Highly social self-esteem students are liked by their peers.

Children with low self-esteem are found to display anxiety, depression, and an increase in anti-social behaviour.

**19. Ramesh is admitted to a rehabilitation centre for alcohol addiction. His treatment includes giving him a mild electric shock every time he is made to smell the alcohol. Name and describe the therapy being used.**

**Answer:** Ramesh is being treated using Aversive conditioning. It refers to the repeated association of an undesired response with an aversive consequence. With repeated pairings, the smell of alcohol becomes aversive as the pain of the shock is associated with it, and the person will give up alcohol.

**20. Imagine the following situation: 'You auditioned for the school play but did not get selected'. Using Ellis' framework, suggest two contrasting interpretations and their consequences.**

**Answer:**

**Interpretation 1:**

- Antecedent-Belief -Consequence
- I was not selected- I am not good enough- sadness

**Interpretation 2**

- Antecedent-Belief-Consequence
- I was not selected. I must spend more time practicing my acting- Determination to improve (Any similar contrasting examples.)

**21. Ivaan never paid heed to his mother's advice of doing physical exercise daily in the morning. But one day, when he saw his favourite cricketer advocating the importance of regular exercise, he started exercising daily. Identify the characteristics of the source that brought about the attitude change.**

**Answer:** Attractiveness and credibility.

The popularity of the cricketer and his being a credible source for Ivaan (the target).

### **SECTION C (3 Marks)**

**22. Shamin is a spiritual leader who possesses a particular type of intelligence, as explained by Howard Gardner. Identify the intelligence and give reasons for your answer.**

**Answer:** Intrapersonal intelligence- an ability to understand one's feelings, motives, and desires): This is because Shamin knows his internal strengths and limitations, and uses that knowledge to effectively relate to others.

Such people are high in this ability and have finer sensibilities regarding their identity, human existence, and the meaning of life.

**OR**

**Zarin is high in the ability to think analytically and performs well in academics. With respect to Robert Sternberg's theory, which type of intelligence does Zarin possess? Explain this type of intelligence.**

**Answer:** Zarin possesses componential or analytical intelligence. It is the analysis of information to solve problems. This intelligence has three components-

- 1. Knowledge acquisition component, which is responsible for learning and acquiring the ways of doing things.
- 2. Meta or a higher order component, which involves planning concerning what to do and how to do it.
- 3. Performance component, which involves doing things.

**23. Describe Selye's General Adaptation Syndrome (GAS).**

**Answer:** Gives importance to physiological factors in stress. GAS involves three stages: alarm reaction, resistance, and exhaustion (explanation of all three)

- Alarm reaction stage: The presence of a noxious stimulus or stressor leads to activation of the adrenal-pituitary-cortex system. This triggers the release of hormones, producing the stress response. Now the individual is ready for fight or flight.
- 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.
- Exhaustion stage: Continued exposure to the same stressor or additional stressors drains the body of its resources and leads to the third stage of exhaustion. The physiological systems involved in alarm reaction and resistance become ineffective, and susceptibility to stress-related diseases, such as high blood pressure, becomes more likely.

**24. The classification of psychological disorders is important. Justify the statement and explain the two classification schemes.**

**Answer:** Classifications are useful because they enable psychologists, psychiatrists, and social workers -

- to communicate with each other about the disorder
- to help in understanding the causes
- to know the processes involved in their development and maintenance.

DSM - Diagnostic and Statistical Manual- The American Psychiatric Association (APA) classifies various kinds of psychological disorders based on discrete clinical criteria, which indicate the presence or absence of disorders.

ICD-International Classification of Behavioral and Mental Disorders, prepared by WHO.

For each disorder, a description of the main clinical features or symptoms and other associated features, including diagnostic guidelines, is provided in this scheme.

### **SECTION D (4 Marks)**

**25. Kyna and Kyra are identical twins. They were separated early in childhood. Will they show similarities in their intellectual characteristics? Give reasons for your answer.**

**Answer:** Explain concerning Kyna and Kyra

The evidence for hereditary influences on intelligence comes mainly from studies on twins and adopted children. The intelligence of identical twins reared together correlates almost 0.90. The intelligence of identical twins reared in different environments correlated 0.72.

Environmental deprivation lowers intelligence, while rich nutrition, good family background, and quality schooling increase intelligence.

There is a general consensus among psychologists that intelligence is a product of the complex interaction of heredity (nature) and environment (nurture).

**26. Danish is trying to lose weight. During the festivities, he made sure not to eat his favorite desserts. Identify and explain the aspect of self that Danish is exhibiting. Suggest any three techniques he can apply to further achieve his goal.**

**Answer:** Danish is exhibiting Self-control/Self-regulation. Learning to delay or defer the gratification of needs.

A number of psychological techniques of self-control have also been suggested.

- a. Observation of one's own behavior is one of them. This provides us with the necessary information that may be used to change, modify, or strengthen certain aspects of self.
- b. Self-instruction is another important technique. We often instruct ourselves to do something and behave as we want. Such instructions are quite effective in self-regulation.
- c. Self-reinforcement is the third technique. This involves rewarding behaviors that have pleasant outcomes.

**27. Describe the importance of the therapeutic relationship in the process of psychotherapy.**

**Answer:**

- 1. The special relationship between the client and the therapist.
- 2. It is a permanent and lasting relationship.
- 3. Two major components- contractual nature, limited duration of the therapy.
- 4. Trusting and confiding relationship. The therapist encourages this by being accepting, empathic, genuine, and warm to the client; s/he is not judging the client even if the client is rude or confides all the 'wrong' things. This is the unconditional positive regard that the therapist has for the client.
- 5. The therapist has empathy for the client, understanding things from the other person's perspective. Empathy enriches the therapeutic relationship and transforms it into a healing relationship.

- 6. The therapeutic alliance also requires that the therapist keep strict confidentiality. The therapist must not exploit the trust and the confidence of the client.
- 7. Finally, it is a professional relationship, and must remain so.

**28. Four friends are working together to develop a plan for their new start-up. After some initial conflict, the group started to work together and became unified. Now the group is very productive, and the group goal is in the process of being achieved. Identify the stage of group formation that the group has presently reached. Explain the stages that the group has passed through to reach the present stage.**

**Answer:** The group is in the performing stage of group formation.

The group has passed through Tuckman's developmental sequences. These are forming, storming, norming, performing, and, if the group disbands, then adjourning.

- When group members first meet, there is a great deal of uncertainty about the group, the goal, and how it is to be achieved. People try to know each other and assess whether they will fit in. There is excitement as well as apprehension. This stage is called the forming stage.
- Often, after this stage, there is a stage of intragroup conflict, which is referred to as storming. In this stage, there is conflict among members about how the target of the group is to be achieved, who is to control the group and its resources, and who is to perform what task. When this stage is complete, some sort of hierarchy of leadership in the group develops, and a clear vision as to how to achieve the group goal.
- The storming stage is followed by another stage known as norming. Group members, by this time, develop norms related to group behaviour. This leads to the development of a positive group identity.
- The fourth stage is performing. By this time, the structure of the group has evolved and is accepted by group members. The group moves towards achieving the group goal. For some groups, this may be the last stage of group development.
- However, for some groups, for example, in the case of an organising committee for a school function, there may be another stage known as the adjourning stage. In this stage, once the function is over, the group may be disbanded.

**OR**

**A group of 20 students was asked to complete the task of decorating the classroom boards. However, it was brought to the notice of teacher that not everyone was participating and putting in effort. Identify and explain the phenomenon being described above and give reasons why this occurs.**

**Answer:** Social loafing. A participant puts in less effort as the group size increases.

- Group members feel less responsible for the overall task being performed and therefore exert less effort.

- Motivation of members decreases because they realize that their contributions will not be evaluated on an individual basis.
- The performance of the group is not to be compared with other groups.
- There is improper coordination (or no coordination) among members.
- Belonging to the same group is not important for members. It is only an aggregate of individuals.

### **SECTION E (6 Marks)**

**29. Differentiate between type and trait approaches to personality. Explain any four type theories in detail.**

**Answer:** Type- The type approach attempts to comprehend human personality by examining certain broad patterns in the observed behavioral characteristics of individuals. In contrast, the trait approach focuses on the specific psychological attributes along which individuals tend to differ consistently and stably.

**Type Approaches:**

- a. Hippocrates: Hippocrates had proposed a typology of personality based on fluid or humour. He classified people into four types (i.e., sanguine, phlegmatic, melancholic, and choleric); each characterised by specific behavioural features.
- b. Charak Samhita- Tridosha and trigunas: Charak Samhita, a famous treatise on Ayurveda, classifies people into the categories of vata, pitta and kapha based on three humoral elements called tridosha. Each refers to a type of temperament, called prakriti (basic nature) of a person. Apart from this, there is also a typology of personality based on the trigunas, i.e., sattva, rajas, and tamas.
- c. Sheldon- body type: Sheldon proposed the Endomorphic, Mesomorphic, and Ectomorphic typology. The endomorphs are fat, soft, and round. By temperament, they are relaxed and sociable. The mesomorphs have strong musculature, are rectangular, with a strong body build. They are energetic and courageous. The ectomorphs are thin, long, and fragile in body build. They are brainy, artistic, and introverted.
- d. Jung- Introverts and Extroverts: According to this typology, introverts are people who prefer to be alone, tend to avoid others, withdraw into themselves in the face of emotional conflicts, and are shy. Extroverts, on the other hand, are sociable, outgoing, drawn to occupations that allow dealing directly with people, and react to stress by trying to lose themselves among people and social activity.
- e. Friedman and Rosenman- Type A and B; Morris- Type C and D: Type-A personality seems to possess high motivation, lack patience, feel short of time, be in a great hurry, and feel like being always burdened with work. Type-B personality, which can be understood as the absence of Type-A traits. Type-C personalities are cooperative, but suppress their negative emotions (e.g., anger) and show compliance to authority. More recently, a Type-D personality has been suggested, which is characterised

**OR**

**Describe the humanistic approach to personality. What did Maslow mean by self-actualisation? Explain.**

**Answer:** Humanistic theories emphasize personal responsibility and innate tendencies towards personal growth.

- Human beings are fully functioning, psychologically healthy persons who live life to the fullest, live in the here and now.
- Rogers spoke of a discrepancy between the real self and the ideal self-maladjustment and adjustment.
- Rogers proposed two basic assumptions: a) Humans are goal-directed and worthwhile; b) People choose adaptive and self-actualizing behavior.
- All human beings need unconditional positive regard, freedom of choice, and a feeling of fulfilment for the attainment of self-actualization.
- Maslow's Self-Actualization- a state where people have reached their own fullest potential. According to him, human beings are free to shape their lives and to self-actualize.

**30. All of us go through anxiety at some point in our lives. At what stage does anxiety become a disorder? Explain its various types.**

**Answer:** Anxiety is usually defined as a diffuse, vague, very unpleasant feeling of fear and apprehension.

High levels of anxiety that are distressing and interfere with effective functioning indicate the presence of an anxiety disorder.

Types-

- Generalized Anxiety Disorder: Symptoms include worry and apprehensive feelings about the future; hypervigilance, which involves constantly scanning the environment for dangers. It is marked by motor tension, as a result of which the person is unable to relax, is restless, and visibly shaky and tense..
- Panic Disorder: The clinical features include shortness of breath, dizziness, trembling, palpitations, choking, nausea, chest pain or discomfort, fear of going crazy, losing control, or dying.
- Phobia: People who have phobias have irrational fears related to specific objects, people, or situations. Phobias often develop gradually or begin with a generalised anxiety disorder.
- SAD: Separation anxiety disorder (SAD) is another type of anxiety disorder. Individuals with separation anxiety disorder are fearful and anxious about separation from attachment figures to an extent that is developmentally not appropriate.

**OR**

**Describe the different psychological models used to explain mental disorders.**

**Answer:** The psychological models include:

- The Psychodynamic model -forces within the person are not consciously aware, determine behavior; three central forces that are dynamic: instinctual needs, drives, and impulses (id), rational thinking (ego), and moral standards (superego).
- The Behavioral Model-learning maladaptive ways of behaving. Learned through conditioning, what has been learned can be unlearned.
- The Cognitive Model- Irrational beliefs, think in illogical ways, and make overgeneralizations.
- The Humanistic-existential model- natural tendency to be friendly, cooperative, and constructive, driven to self-actualize. Existentialists give meaning to our existence or avoid that responsibility.

## SECTION F

*Read the case and answer the questions that follow.*

### 'My Story about Work-related Stress'

Looking back on my life, I recognize that I have always struggled with anxiety in relationships, friendships, or at work.

However, I misunderstood those feelings for a long time, thinking that my hypervigilance was a positive thing that made me more productive and in tune with others. I remember a badge I bought for myself in my early 20s, which I had on my desk at work. It said, "I thrive on stress. Please hassle me."

I was always on the go, feeling like I had an edge that motivated me. The truth was that I felt anxious almost all the time.

I worked in the same organization for over 20 years. I loved managing my small team of staff and felt that I thrived on the stress of work. I was in a job which I perceived to be rewarding and stressful in equal measure. I was the problem solver, the one to volunteer for any task. I worked extra hours and felt a great sense of responsibility in my role.

However, in early 2012, I began to struggle to manage the stress of my job. Thoughts and worries about work seeped into every part of my life. I would wake up at night with palpitations, worrying about a task I had not completed, or trying to remember if I had sent an urgent email. I found that my mind wandered to work whilst I was spending time with my family. I withdrew from friends as I didn't have the headspace to switch off and relax.

**31. "I thrive on stress. Please hassle me." Explain the type of stress being referred to here.**

**Answer:** Eustress. Eustress is the term used to describe the level of stress that is good for you, and is one of a person's best assets for achieving peak performance and managing minor crises.

**32. "Thoughts and worries about work seeped into every part of my life. I would wake up at night with palpitations, worrying about a task I had not completed, or trying to remember if I had sent an urgent email. I found that my mind wandered to work whilst I was spending time with my family."**

**Suggest and explain two stress management techniques that the writer could use.**

**Answer:** (Explanation of any two of the following)

- **Relaxation Techniques:** It is an active skill that reduces symptoms of stress and decreases the incidence of illnesses such as high blood pressure and heart disease. Usually, relaxation starts from the lower part of the body and progresses up to the facial muscles in such a way that the whole body is relaxed. Deep breathing is used along with muscle relaxation to calm the mind and relax the body.
- **Meditation Procedures:** The yogic method of meditation consists of a sequence of learned techniques for refocusing attention that brings about an altered state of consciousness. It involves such a thorough concentration that the meditator becomes unaware of any outside stimulation and reaches a different state of consciousness.
- **Biofeedback:** It is a procedure to monitor and reduce the physiological aspects of stress by providing feedback about current physiological activity and is often accompanied by relaxation training.
- **Creative Visualization:** Creative visualisation is a subjective experience that uses imagery and imagination. It is easier to visualise if one's mind is quiet, body relaxed, and eyes are closed. This reduces the risk of interference from unbidden thoughts and provides the creative energy needed for turning an imagined scene into reality.
- **Cognitive Behavioral Techniques:** The essence of this approach is to replace negative and irrational thoughts with positive and rational ones. There are three main phases in this: assessment, stress reduction techniques, and application and follow-through. Assessment involves discussing the nature of the problem and seeing it from the viewpoint of the person/client. Stress reduction involves learning the techniques of reducing stress, such as relaxation and self-instruction.
- **Exercise:** Regular exercise improves the efficiency of the heart, enhances the function of the lungs, maintains good circulation, lowers blood pressure, reduces fat in the blood, and improves the body's immune system. Swimming, walking, running, cycling, skipping, etc., help to reduce stress.

***Read the case and answer the questions that follow.***

The Pygmalion effect, or Rosenthal effect, is a psychological phenomenon in which high expectations lead to improved performance in a given area. The hypothesis was that expectations can influence performance. Robert Rosenthal chose an elementary school in California for his study, and having testing all the children's IQs, the researchers selected a sample of children at random. He informed the teachers that these were children of high academic potential. Following the test, the teachers were given the names of the 'intellectual bloomers,' but no scores were disclosed. At the end of the school year, all the students retook the test. While the overall scores had risen, the so-called 'intellectual bloomers' had improved the most because of the teachers' efforts and the attention they got from them. The evidence seemed to indicate that the teachers' expectations had an impact on the student outcomes, especially in the younger students. A

similar process works in the opposite direction in the case of low expectations. The idea of the Pygmalion effect can be applied in many situations. Our beliefs about others can lead us to treat them in such a way that they subsequently start behaving according to our beliefs.

**33. Identify and explain the source of prejudice that leads students to perform poorly.**

**Answer:** Self-Fulfilling Prophecy- Brief explanation

The target group may behave in ways that justify the prejudice.

**34. Explain the cognitive and behavioral components of the teachers' attitude towards the 'intellectual bloomers' in the Rosenthal study.**

**Answer:** Cognitive component- Teachers' expectations and belief that the students are highly intelligent and can understand easily. Behavioral components- the teachers' attention and effort.

BioSmartNotes