



# B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS  
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL



CLASS: XII

PSYCHOLOGY

Time: 3 Hour

Date: 11-12-2025

Max. Marks: 70

Admission No: \_\_\_\_\_

MARKING SCHEME

Roll No: \_\_\_\_\_

## INSTRUCTIONS

1. All questions are compulsory except where internal choice has been given.
2. Question Nos. 1 -14 in Section A carry 1 mark each. You are expected to answer them as directed.
3. Question Nos. 15-19 in Section B are very short answer type-I questions carrying 2 marks each. Answer to each question should not exceed 30 words.
4. Question Nos. 20-23 in Section C are short answer type-II questions carrying 3 marks each. Answer to each question should not exceed 60 words.
5. Question Nos. 24 - 27 in Section D are long answer type - I questions carrying 4 marks each. Answer to each question should not exceed 120 words.
6. Question Nos. 28-29 in Section E are long answer type - II questions carrying 6 marks each. Answer to each question should not exceed 200 words.
7. Question Nos. 30 – 33 in Section F are based on two cases given. Answer to each 1 mark question should not exceed 20 words. Answer to each 2 marks question should not exceed 30 words.

## SECTION A

**Q1. Riya performs well in academics but finds it difficult to express her ideas in group discussions. According to Gardner's theory, this shows:** 1

- A. High intrapersonal and low linguistic intelligence  
B. High analytical and low interpersonal intelligence  
C. High creative and low practical intelligence D. High spatial and low emotional intelligence

**Q2. Rohit, a Class 12 student, feels extremely anxious before exams and experiences stomach pain. His counselor teaches him deep breathing and relaxation techniques. Which coping strategy is being used here?** 1

- A. Emotion-focused coping B. Problem-focused coping  
C. Avoidance coping D. Cognitive distortion

**Q3. Assertion (A): People with an internal locus of control take responsibility for their actions and outcomes.**

**Reason (R): They believe external forces like fate and luck control what happens to them. 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

**Q4. Assertion (A): Systematic desensitization helps clients reduce anxiety by gradually exposing them to the feared object.**

**Reason (R): It works through reciprocal inhibition, replacing fear with relaxation. 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

- Q5. Which of the following best defines emotional intelligence?** 1  
 A. The ability to analyze logical problems  
**B. The ability to express and regulate emotions effectively**  
 C. The speed of processing information D. The capacity to recall emotional memories
- Q6. In Freud's theory of personality, the superego primarily functions to:** 1  
 A. Seek pleasure and avoid pain B. Mediate between instincts and reality  
**C. Uphold moral values and ideals** D. Store unconscious desires
- Q7. Which of the following is not a symptom of Obsessive–Compulsive Disorder?** 1  
 A. Repetitive thoughts B. Compulsive acts **C. Hallucinations** D. Checking rituals
- Q8. According to Rogers, when there is a mismatch between a person's real self and ideal self, it leads to:** 1  
 A. Self-actualization **B. Incongruence** C. Free association D. Self-efficacy
- Q9. When a person changes their attitude to reduce discomfort caused by inconsistency between beliefs and actions, it is called:** 1  
 A. Social facilitation **B. Cognitive dissonance** C. Groupthink D. Impression management
- Q10. In the Asch conformity experiment, participants conformed to group pressure mainly because of:** 1  
 A. Obedience to authority **B. Normative social influence** C. Informational social influence D. social loafing
- Q11. During counseling, Sneha tells her therapist that she feels worthless and blames herself for every failure. The therapist helps her identify her negative thoughts and replace them with more balanced ones. Which therapeutic approach is being used?** 1  
 A. Psychodynamic therapy B. Humanistic therapy  
**C. Cognitive-behavioral therapy** D. Biomedical therapy
- Q12. When people work together on a group project, each member sometimes exerts less effort than they would individually. This phenomenon is known as:** 1  
 A. Group polarization **B. Social loafing** C. Social facilitation D. Groupthink
- Q13. A group of five friends is deciding where to travel. Initially, they all have slightly adventurous preferences. After discussing together, they end up choosing an extremely risky trek that none of them would have chosen alone. This group decision reflects:** 1  
 A. Social facilitation **B. Group polarization** C. Social loafing D. Obedience
- Q14. Asha (P) likes her best friend Ritu (O). Ritu strongly supports a political cause (X) that Asha dislikes. Asha starts feeling uncomfortable and eventually begins to see the cause more positively, even though she originally disagreed. According to Heider's Balance Theory, Asha changes her view about the cause because:** 1  
 A. People avoid forming stereotypes  
**B. People strive to maintain cognitive balance in relationships**  
 C. People follow social norms to be accepted D. Strong attitudes are resistant to change

### **SECTION B**

- Q15. A student who scores average in intelligence tests excels in music and dance. Which concept explains this difference, and who proposed it?** 2  
**A:** This difference is explained by **Gardner's theory of multiple intelligences**, which states that

individuals possess different kinds of intelligences such as musical, bodily-kinesthetic, and linguistic beyond academic ability.

OR

**Explain the role of interest and attitude in assessing psychological attributes.**

**A:** Interest and attitude assessments help identify a person's likes, dislikes, and value orientation, which influence motivation, career choices, and adjustment in personal and professional settings.

**Q16. How does Bandura's social learning theory explain personality development? 2**

**A:** Bandura's theory emphasizes learning through **observation and imitation** of models, combined with **self-regulation** and **self-efficacy**, shaping consistent behavioural patterns that define personality.

**Q17. Meena remains calm under pressure and views challenges as opportunities. Identify the personality trait she demonstrates and explain how it helps in stress resistance. 2**

**A:** Meena demonstrates **hardiness**, characterized by commitment, control, and challenge. It helps individuals cope better by viewing stressors positively and believing they can influence outcomes.

**Q18. A person washes hands repeatedly, fearing contamination, despite knowing it's irrational. Identify the disorder and explain one characteristic feature. 2**

**A:** The person has **Obsessive-Compulsive Disorder (OCD)**, marked by repetitive intrusive thoughts (obsessions) and ritualistic behaviours (compulsions) aimed at reducing anxiety.

**Q19. Differentiate between somatoform and dissociative disorders. 2**

**A:** **Somatoform disorders** involve physical symptoms without organic cause, while **dissociative disorders** involve disturbances in identity, memory, or consciousness, such as amnesia or multiple personality.

### **SECTION C**

**Q20. During group projects, Mehul can easily understand others' feelings and resolve conflicts peacefully. Which type of intelligence does he display? Explain its importance in real-life functioning. 3**

**A:** Mehul displays **emotional intelligence**, which involves perceiving, understanding, and managing emotions in oneself and others. It helps build empathy, cooperation, and strong interpersonal relationships. Individuals with high emotional intelligence can handle stress, resolve conflicts effectively, and adapt better in social and professional settings, leading to greater success and well-being.

OR

**During a class discussion, Aditi argues that IQ tests alone cannot define an individual's abilities, as creativity and social understanding are equally important. Explain her statement with reference to theories of intelligence.**

**A:** Aditi's statement reflects **Gardner's theory of Multiple Intelligences** and **Sternberg's Triarchic Theory**. Gardner proposed several independent intelligences like linguistic, interpersonal, and musical. Sternberg emphasized analytical, creative, and practical intelligence. Both suggest that intelligence is multidimensional, going beyond IQ scores, and that real-life success depends on creativity, problem-solving, and social understanding.

**Q21. Explain Carl Rogers' concept of congruence and its role in the development of a healthy personality. 3**

**A:** According to Rogers, **congruence** exists when a person's real self and ideal self are consistent with one another. Incongruence leads to anxiety and self-doubt. A **congruent individual** experiences self-acceptance, openness, and authenticity. Unconditional positive regard and

empathetic understanding promote congruence, resulting in a balanced and psychologically healthy personality.

**Q22. How does *stereotyping* influence social perception and behavior? Explain with an example.** 3

**A:** **Stereotyping** leads people to judge others based on group membership rather than individual characteristics. It creates biased expectations that influence how we perceive and interact with others. For example, assuming that introverts are poor leaders may cause a teacher to overlook a capable student for leadership roles, affecting both classroom dynamics and the student's confidence.

**Q23. What is cognitive therapy? How does it help in treating depression?** 3

**A:** **Cognitive therapy**, developed by Aaron Beck, focuses on identifying and changing distorted thought patterns that lead to negative emotions and behaviours. In depression, clients learn to challenge irrational beliefs and replace them with realistic, positive thoughts. By restructuring cognition, individuals improve mood, self-esteem, and coping ability, leading to lasting emotional stability.

### **SECTION D**

**Q24. Arjun often hears voices telling him that he is being followed. He withdraws from friends, talks in a disorganized manner, and shows a lack of emotional expression. Identify the disorder and explain four key symptoms that justify your diagnosis.** 4

**A:** Arjun's symptoms indicate **Schizophrenia**, a severe psychotic disorder. The **hallucinations**, especially hearing voices, are classic positive symptoms. His belief that he is being followed reflects **delusions of persecution**, another positive symptom. Disorganized speech suggests **thought disorder**, where communication becomes fragmented or incoherent. Additionally, emotional flatness reflects a **negative symptom**, indicating reduced emotional responsiveness. Social withdrawal is a functional impairment commonly seen in schizophrenia. Together, these symptoms meet diagnostic criteria: disturbances in perception, thought, emotion, and behaviour that significantly interfere with functioning. Schizophrenia typically involves a combination of positive symptoms (hallucinations, delusions) and negative symptoms (apathy, social withdrawal), both visible in Arjun's case.

**Q25. Explain Lazarus and Folkman's transactional model of stress and coping. How does cognitive appraisal influence whether a situation becomes stressful or not?** 4

**A:** Lazarus and Folkman's **transactional model** states that stress is not caused by the situation itself but by how an individual **appraises** it. In **primary appraisal**, a person evaluates whether a situation is irrelevant, positive, or stressful. If seen as stressful, they further judge whether it poses harm, threat, or challenge. In **secondary appraisal**, the person evaluates coping resources—skills, support, and strategies available to manage the situation. Stress occurs when perceived demands exceed perceived resources. Cognitive appraisal determines emotional responses: seeing a situation as a challenge can motivate growth, while viewing it as a threat creates anxiety. Thus, stress depends on personal interpretation, not just external pressure.

OR

**Nisha is preparing for her board exams. She feels pressure from her parents, worries about failure, and experiences headaches and irritability. Her teacher suggests using both problem-focused and emotion-focused coping strategies. Explain how Nisha can apply these strategies and how they help reduce stress.**

**A:** Nisha's symptoms show both emotional and physical effects of academic stress. **Problem-focused coping** helps her tackle the source of stress directly. She can plan a realistic study timetable, prioritize difficult subjects, seek clarification from teachers, and practice past papers to improve mastery and reduce exam-related fear. **Emotion-focused coping** helps her manage the feelings triggered by stress. Nisha can practice deep breathing, meditation, exercise, journaling, or talk to a supportive friend to release emotional tension. Using positive self-talk can reduce anxiety and

increase confidence. Combining both strategies allows her to gain control over the situation while also calming her mind and body, leading to better performance and overall well-being.

**Q26. Reema suffers from depression and often interprets neutral situations as personal failures. Her therapist asks her to identify automatic negative thoughts and replace them with realistic alternatives. Identify the therapeutic approach and explain four techniques used in this method.** 4

**A:** Reema is undergoing **Cognitive Therapy** developed by Aaron Beck. This approach targets maladaptive thoughts that contribute to depression. One technique is **cognitive restructuring**, where clients identify and challenge irrational beliefs. **Automatic thought recording** helps track negative thoughts and triggers. **Reality testing** encourages evaluating evidence for and against these thoughts. **Behavioural activation** increases engagement in meaningful activities to improve mood. Together, these techniques help clients replace distorted thinking with balanced interpretations. Cognitive therapy is structured, goal-directed, and proven effective for depression by breaking the cycle of negative thoughts, emotions, and behaviours.

**Q27. Explain the concept of conformity. Using the findings of Asch's experiment, describe three factors that increase the likelihood of a person conforming in group situations.** 4

**A:** **Conformity** is the tendency to change one's behaviour or beliefs to match group norms. Asch's line-judgment experiment showed that individuals often conform even when the group is clearly wrong. One factor influencing conformity is **group size**; conformity increases with more members, up to a point. **Unanimity of the group** also matters—people conform more when everyone in the group gives the same incorrect answer. A single dissenter significantly reduces conformity. **Public response** increases conformity because individuals fear social rejection when answers are spoken aloud. Additionally, **status and expertise** of the group enhance conformity, as people trust high-status members. Asch's study demonstrated how social pressure strongly shapes individual judgment.

## **SECTION E**

**Q28. A school counsellor notices that three students Riya, Karan, and Sameer perform differently across various tasks. Riya excels in mathematics but struggles in art. Karan performs moderately in academics but shows strong interpersonal and leadership skills. Sameer is creative and imaginative but scores low on traditional IQ tests. Using theories of intelligence, explain why their performance varies. Also describe how appropriate assessment tools can help identify their strengths to guide future career decisions.** 6

**A:** The students' varied performance can be explained using **Gardner's Theory of Multiple Intelligences**. Riya's excellence in mathematics reflects **logical-mathematical intelligence**, which supports reasoning and problem-solving but does not ensure artistic abilities. Karan's strengths in communication and leadership reflect **interpersonal intelligence**, enabling him to understand others and coordinate group activities. Sameer's creativity represents **creative or visual-spatial intelligence**, which often does not correlate with traditional IQ, showing that standard tests cannot capture all abilities.

Sternberg's **Triarchic Theory** also explains these differences. Riya shows strong **analytical intelligence**, Karan exhibits **practical intelligence**, and Sameer demonstrates high **creative intelligence**. These distinctions highlight that intelligence is not unitary but multidimensional.

To identify their strengths accurately, the counsellor can use a range of **psychological tests** standardized IQ tests, creativity assessments, aptitude tests, and personality inventories. Such tools measure diverse abilities with reliability and validity. Understanding these strengths can guide career planning: Riya may excel in engineering or analytics, Karan in management or teaching, and Sameer in design or creative fields. This approach ensures that students are not judged solely by academic scores but are supported according to their unique intellectual profiles.

OR

### **What is Emotional Intelligence? Explain its components.**

**A:** Emotional Intelligence (EI) refers to the ability to **perceive, understand, express, and regulate emotions** in oneself and others. It helps individuals handle social situations effectively, maintain healthy relationships, and make balanced decisions. Unlike traditional intelligence, which focuses on reasoning and academic skills, emotional intelligence highlights how well a person manages feelings and interacts with people. Psychologist Daniel Goleman popularized this concept, emphasizing that EI plays an important role in personal success, mental health, and leadership.

One major component of EI is **self-awareness**, which means recognizing one's own feelings, strengths, weaknesses, and their impact on behavior. People with high self-awareness are better at making choices and managing reactions. Another key component is **self-regulation**, the ability to control impulses, manage stress, and stay calm during challenges. It allows individuals to think before acting and remain composed in difficult situations.

A third component is **empathy**, which involves understanding the emotions of others. Empathy helps in building trust, resolving conflicts, and responding sensitively to people's needs. Finally, **social skills**—such as communication, teamwork, and conflict management—allow individuals to form positive relationships and work effectively in groups. Together, these components make emotional intelligence a crucial psychological attribute for success in everyday life.

### **Q29. Explain how Freud's psychodynamic theory and the humanistic approach differ in their understanding of personality. Then, apply these theories to analyze the personality of a student, Aarav, who is hardworking and disciplined but often experiences guilt and self-criticism, striving for perfection in every task.**

6

**A:** Freud's **psychodynamic theory** explains personality through the interaction of the id, ego, and superego. Behaviour is driven by unconscious conflicts and early childhood experiences. The **id** seeks pleasure, the **ego** balances reality, and the **superego** represents internalized moral standards. Personality develops through resolving conflicts in psychosexual stages.

The **humanistic approach**, especially Rogers and Maslow, views personality as a result of conscious choices, free will, and the drive toward growth. It emphasizes self-concept, self-actualization, and conditions of worth. Unlike Freud, humanistic psychologists see humans as inherently good and capable of change.

Applying this to Aarav: Freud would explain Aarav's hardworking nature and guilt through an **overdeveloped superego**, causing him to internalize strict standards of perfection and criticize himself when he falls short. His discipline reflects a strong ego trying to balance these internal demands.

In contrast, the humanistic approach would highlight Aarav's **conditional self-regard**, meaning he may feel valued only when he performs perfectly. His perfectionism stems from a mismatch between his **real self** and **ideal self**, creating anxiety and self-criticism. Encouraging self-acceptance and unconditional positive regard would support healthier personality growth.

## **SECTION F**

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

Satish, a 20-year-old male, with schizophrenia, believes that the police of the area are tracking and following him. The patrolling of the police makes him believe that they are monitoring every behaviour of his. These thoughts are interfering with his studies and assignments. Satish occasionally laughs abruptly and inappropriately and sometimes stops speaking mid-sentence. He expresses concern about electronics in the room (phone, computer) potentially being monitored and asks the therapist repeatedly about patient confidentiality, stating that he wants to be sure the police won't be informed about his treatment. His beliefs are fixed and if they are challenged, his tone becomes hostile.

### **Q30. Why does Satish occasionally laugh abruptly and inappropriately?**

1

**A:** This is a positive symptom of schizophrenia. The characteristic is that of inappropriate affect.

**Q31. “The patrolling of the police makes him believe that they are monitoring every behaviour of his.” Identify and explain the symptom of the disorder being reflected in this statement. 2**

**A:** The symptom is that of delusion of persecution. Delusion is a false belief that is firmly held on inadequate grounds. In this delusion people believe that they are being plotted against, spied, attacked, victimized and slandered upon.

**Read the following passage and answer question**

Rohan strongly supports environmental conservation. However, when his friends plan a long road trip using three separate cars, he agrees to join them despite knowing it increases pollution. Later, he feels uncomfortable and tries to justify his decision by saying that “everyone travels like this” and “one extra car won’t make a difference.” Over time, Rohan begins believing his justifications and becomes less strict about his environmental views.

**Q32. Identify the psychological concept that explains Rohan’s discomfort after acting against his environmental attitude. 1**

**A:** Cognitive dissonance.

**Q33: Explain why Rohan begins to change his original attitude after justifying his behaviour. Use the underlying psychological theory in your explanation. 2**

**A:** Rohan reduces the tension of dissonance by changing his attitude to match his behaviour. According to Festinger’s cognitive dissonance theory, when behaviour contradicts one’s attitudes, people modify either their belief or their justification to restore internal consistency—leading Rohan to adopt a more lenient attitude towards environmental issues.