



**BK BIRLA CENTRE FOR EDUCATION**  
**SARALA BIRLA GROUP OF SCHOOLS**  
**SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL**  
**PERIODIC TEST-2 (2024-25)**  
**PSYCHOLOGY (037)**



**CLASS: XI**  
**Date: 06-12-2024**  
**Admission No: \_\_\_\_\_**

**Time: 1 Hour**  
**Max. Marks: 25**  
**Roll No: \_\_\_\_\_**

**INSTRUCTIONS**

1. *All All questions are compulsory.*
2. *Question Nos. 1-5 in Section A carry 1 mark each.*
3. *Question Nos. 6-7 in Section B are very short answer type-I questions carrying 3 marks each. Answer to each question should not exceed 40-50 words.*
4. *Question Nos. 8-9 in Section C are short answer type-II questions carrying 4 marks each. Answer to each question should not exceed 60-80 words.*
5. *Question No. 10 in Section D are long answer type - I questions carrying 6 marks. Answer to question should not exceed 120 words.*

**SECTION A**

1. Which term refers to mental representation of a category of objects, ideas, or events? **1**  
a) Schema    b) Prototype    c) **Concept**    d) Algorithm
2. The process of deriving a conclusion from a set of premises is known as \_\_\_\_\_. **1**  
a) Divergent thinking    b) **Deductive reasoning**    c) Convergent thinking    d) Inductive reasoning
3. When someone struggles to solve a problem because they cannot see beyond the usual functions of an object, they are experiencing \_\_\_\_\_. **1**  
a) **Functional fixedness**    b) Divergent thinking    c) Cognitive restructuring    d) Creative thinking
4. Who coined the term "lateral thinking"? **1**  
a) Sigmund Freud    b) **Edward de Bono**    c) Carl Jung    d) Jean Piaget
5. What is "thinking" commonly referred to as in psychology? **1**  
a) **The mental process of manipulating information to make decisions, solve problems, and form concepts**  
b) The act of storing and retrieving memories  
c) The automatic reaction to external stimuli  
d) The physical expression of emotions

**SECTION B**

6. What are the fundamental components that make up a thought? **3**  
A: Thinking relies on the knowledge we already possess, which we represent through mental images or words. For example, when navigating to a familiar place, we use mental images of streets and landmarks. When choosing a storybook, we rely on concepts like authors or themes. These mental

images and concepts are key to human thought.

**7. How can functional fixedness act as an obstacle to problem-solving? 3**

A: Functional fixedness in problem solving happens when individuals are unable to think beyond a thing's typical use, limiting their ability to find solutions. For example, using a hardbound book to hammer a nail demonstrates overcoming functional fixedness, as it utilizes the book for a purpose other than its usual function.

OR

**How can a lack of motivation serve as an obstacle to problem-solving? 4**

A: Lack of motivation can hinder problem-solving abilities, as skills and talents are ineffective without the drive to apply them. People often give up when faced with challenges or initial failures. To successfully solve problems, it's important to persist and stay motivated throughout the process.

**SECTION C**

**8. What is the difference between deductive and inductive reasoning? Provide relevant examples of each? 4**

A: Deductive reasoning involves starting with an assumption or general statement and drawing a specific conclusion from it, such as assuming someone running on a platform is late for the train. However, this reasoning can be flawed if the assumption is incorrect. Inductive reasoning, on the other hand, involves making conclusions based on specific observations, like noticing a person entering a train after running, suggesting they left a bag. Both forms of reasoning are vital in problem-solving and help us analyze situations to arrive at logical conclusions.

**9. How does language influence or shape our thinking? 4**

A: The linguistic relativity hypothesis, proposed by Benjamin Lee Whorf, suggests that language shapes thought. For example, languages like Hindi have specific terms for various relationships, while English uses one term, 'uncle.' This may make it easier for a Hindi speaker to differentiate these relationships. However, experimental evidence suggests that thought quality is not strictly determined by language. While some thoughts may be easier to express in certain languages, all languages can accommodate similar levels of thought.

OR

**Does thought determine language, or does language determine thought? 4**

A: According to Swiss psychologist Jean Piaget, thought precedes language. He believed that children develop internal representations of the world through thinking, even before using language. For example, children may imitate behaviors without the need for language. Piaget argued that while language can enhance symbolic thinking, it is not essential for the origin of thought. Therefore, understanding language requires underlying knowledge and concepts, meaning thought is fundamental to language comprehension.

**SECTION D**

**10. Write the process of creative thinking in detail? 6**

A: Creative thinking involves several stages, each contributing to the development of new and unique ideas.

**Preparation:** This stage begins with recognizing the need for new ideas, often triggered by problems or gaps in information. The person thoroughly understands the task, analyzes the issue, and gathers relevant facts. This phase fuels curiosity and the desire to explore various perspectives.

**Incubation:** During this phase, the person may feel stuck or frustrated and take a break from actively thinking about the problem. Ideas often emerge during relaxation, such as while sleeping or walking, when the mind is not consciously focused on the task.

**Illumination:** This is when a creative idea or solution suddenly appears, often accompanied by excitement or satisfaction.

**Verification:** In this final stage, the creative idea is tested and evaluated for its practicality or effectiveness, with convergent thinking helping to select the best solution.

OR

**How does language develop in children, and what are the stages involved?**

A: Language development in children follows predictable stages. Initially, infants communicate through crying, which gradually becomes more specific to different needs. At around six months, they begin babbling and later produce more complex sounds. By their first birthday, children enter the one-word stage, followed by the two-word stage at 18-20 months, using telegraphic speech. Theories about language acquisition suggest that both nature and nurture play a role. Behaviorist B.F. Skinner argues that language is learned through imitation, association, and reinforcement, while linguist Noam Chomsky proposes that children are born with an innate ability to learn language, supported by a critical period for language acquisition.