

**DESIGN OF QUESTION PAPER  
PSYCHOLOGY (Code No.037)  
FOR BOARD EXAMINATION 2012**

**MAX MARKS : 70**

**CLASS XII**

**TIME ALLOWED: 3 HOURS**

The weightage of the distribution of marks over different dimensions of the question paper shall be as follows:

**I. WEIGHTAGE TO CONTENT/SUBJECT UNITS**

| S.NO. | UNITS                                        | WEIGHTAGE/MARKS |
|-------|----------------------------------------------|-----------------|
| 1     | Intelligence and aptitude                    | 09              |
| 2     | Self and Personality                         | 10              |
| 3     | Human Strengths and Meetings Life Challenges | 07              |
| 4     | Psychological Disorders                      | 10              |
| 5     | Therapeutic Approaches and Counseling        | 07              |
| 6     | Attitude and Social Cognition                | 08              |
| 7     | Social Influence and Group Processes         | 07              |
| 8     | Environmental and Social concerns            | 06              |
| 9     | Applied Psychology                           | 06              |

**II. WEIGHTAGE TO TYPE OF QUESTIONS**

| S.NO.     | Types of questions | Marks for each question | No. of questions | Total marks | Percentage (%) |
|-----------|--------------------|-------------------------|------------------|-------------|----------------|
| <b>01</b> | <b>LC</b>          | <b>1</b>                | <b>10</b>        | <b>10</b>   | <b>14</b>      |
| <b>02</b> | <b>VSA</b>         | <b>2</b>                | <b>6</b>         | <b>12</b>   | <b>17</b>      |

|           |              |          |           |           |            |
|-----------|--------------|----------|-----------|-----------|------------|
| <b>03</b> | <b>SAI</b>   | <b>3</b> | <b>4</b>  | <b>12</b> | <b>17</b>  |
| <b>04</b> | <b>SAII</b>  | <b>4</b> | <b>6</b>  | <b>24</b> | <b>35</b>  |
| <b>05</b> | <b>LA</b>    | <b>6</b> | <b>2</b>  | <b>12</b> | <b>17</b>  |
|           | <b>Total</b> |          | <b>28</b> | <b>70</b> | <b>100</b> |

NOTE: THE EXPECTED LENGTH OF THE ANSWER AND THE TIME GIVEN UNDER DIFFERENT FORMS OF QUESTIONS WOULD AS FOLLOWS:

| S.No.    | Type of question | No. of questions | Expected Lengths            | Expected time for each question | Total Time             |
|----------|------------------|------------------|-----------------------------|---------------------------------|------------------------|
| <b>1</b> | <b>LC</b>        | <b>10</b>        | <b>Objective type</b>       | <b>1</b>                        | <b>1x10=10 mts.</b>    |
| <b>2</b> | <b>VSA</b>       | <b>6</b>         | <b>Upto 30 words</b>        | <b>4</b>                        | <b>4x6=24 mts.</b>     |
| <b>3</b> | <b>SAI</b>       | <b>4</b>         | <b>Upto 60 words</b>        | <b>8</b>                        | <b>8x4=32 mts.</b>     |
| <b>4</b> | <b>SAII</b>      | <b>6</b>         | <b>Upto 100 words</b>       | <b>12</b>                       | <b>12x6=72 mts/</b>    |
| <b>5</b> | <b>LA</b>        | <b>2</b>         | <b>Upto 200 words</b>       | <b>16</b>                       | <b>16x2=32 mts.</b>    |
|          |                  | <b>-</b>         | <b>Reading and revision</b> |                                 | <b>=10 mts.</b>        |
|          |                  |                  |                             |                                 | <b>Total =180 mts.</b> |

**LC** = Learning Checks  
**VSA** = Very Short Answer Type Questions  
**SA-1&II** = Short Answer Type Questions  
**LA** = Long Answer Type Questions

## II. SCHEME OF OPTIONS:

1. There will be no option in the form of “Do any six questions or so”
2. Internal choice (either/or type) of 27% may be given in SA (I), SA (II) and long answer type questions.
3. The alternate question given by way of choice should be based on the same objective and the unit. It would have the same anticipated difficulty level and length of answer.

### III. WEIGHTAGE TO DIFFICULTY LEVEL OF QUESTION

| S.NO. | Estimated Difficulty Level | Percentage |
|-------|----------------------------|------------|
| A     | Easy                       | 15%        |
| B     | Average                    | 70%        |
| C     | Difficult                  | 15%        |

**Note :** A question may vary in difficulty level from individual to individual as such the approximation in respect of each question will be made by the paper setter on the basis of general anticipation from the group as a whole taking the examination. The provision is only to make the paper balance in its weight rather than to determine the pattern of marking at any stage.

### SAMPLE QUESTION PAPER I

#### Psychology

#### Blue Print

#### Class XII

**Maximum Marks:70**

**Time Allowed :3 HOURS**

| S.No | Forms of questions/<br>Content Unit | Learning Checks<br>(1) | Very Short Answer Questions<br>(2) | Short Answer Questions -I<br>(3) | Short Answer Questions - II<br>(4) | Long Answer Questions<br>(6) | TOTAL        |
|------|-------------------------------------|------------------------|------------------------------------|----------------------------------|------------------------------------|------------------------------|--------------|
| 1    | Intelligence and Aptitude           | 1(1)                   | 2(1)                               | -                                | -                                  | 6(1)                         | <b>9(3)</b>  |
| 2    | Self and Personality                | 1(1)                   | 2(1)                               | 3(1)                             | 4(1)                               | -                            | <b>10(4)</b> |
| 3    | Human Strengths                     |                        |                                    |                                  |                                    |                              |              |

|                  |                                       |               |              |              |              |              |               |
|------------------|---------------------------------------|---------------|--------------|--------------|--------------|--------------|---------------|
|                  | and Meeting Life Challenges           | 1(1)          | -            | -            | -            | 6(1)         | <b>7(2)</b>   |
| 4                | Psychological Disorders               | 1(1)          | 2(1)         | 3(1)         | 4(1)         | -            | <b>10(4)</b>  |
| 5                | Therapeutic Approaches and Counseling | 1(1)          | 2(1)         | -            | 4(1)         | -            | <b>7(3)</b>   |
| 6                | Attitude and Social Cognition         | 1(1)          | -            | 3(1)         | 4(1)         | -            | <b>8(3)</b>   |
| 7                | Social Influence and Group Processes  | 1(1)          | 2(1)         | -            | 4(1)         | -            | <b>7(3)</b>   |
| 8                | Environmental and Social Concerns     | 1(1)          | 2(1)         | 3(1)         | -            | -            | <b>6(3)</b>   |
| 9                | Applied Psychology                    | 2(2)          |              |              | 4(1)         |              | <b>6(3)</b>   |
| <b>Sub-total</b> |                                       | <b>10(10)</b> | <b>12(6)</b> | <b>12(4)</b> | <b>24(6)</b> | <b>12(2)</b> | <b>70(28)</b> |

NOTE: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

Summary:

Marks

|       |   |                      |        |                  |
|-------|---|----------------------|--------|------------------|
| LC    | - | Learning Checks      | 1 x 10 | 10               |
| VSA   | - | Very Short Answer    | 2 x 6  | 12               |
| SA I  | - | Short Answer type I  | 3 x 4  | 12               |
| SA II | - | Short Answer type II | 4 x 6  | 24               |
| LA    | - | Long Answer          | 6 X 2  | <u>12</u>        |
|       |   |                      |        | <b><u>70</u></b> |

Scheme of options

Internal options in SA-I, SA-II and LA type question only.

**SAMPLE QUESTION PAPER – I****Class: XII****Psychology****Time Allowed : 3 Hours****Maximum Marks: 70****General Instructions:**

- (i) All questions are compulsory.
- (ii) Marks for each question are indicated against it.
- (iii) Answers should be brief and to the point.
- (iv) PART- A has 10 Learning Checks carrying one mark each. You are required to answer them as directed.
- (v) Questions 11 to 16 in PART- B are Very Short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (vi) Questions 17 to 20 in PART- C are Short Answer Type I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (vii) Questions 21 to 26 in PART- D are Short Answer Type II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- (viii) Questions 27 and 28 in PART- E are Long Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

**PART - A**

1. Match the TWO lists and choose the correct match from the given options:

|        |        |
|--------|--------|
| LIST A | LIST B |
|--------|--------|

|    |                                    |              |
|----|------------------------------------|--------------|
| 1. | One factor theory                  | A. Thurstone |
| 2. | Two factor theory                  | B. Binet     |
| 3. | Structure of Intellect Model       | C. Spearman  |
| 4. | Theory of Primary Mental Abilities | D. Guilford  |

### OPTIONS

- a. 1 – D, 2 – A, 3 – C, 4 – B,
  - b. 1 – C, 2 – D, 3 – B, 4 – A,
  - c. 1 – A, 2 – C, 3 – D, 4 – B,
  - d. 1 – B, 2 – C, 3 – A, 4 – D, (1)
2. A person's resolution of problems at any stage of development less than the adequate, demonstrates regression. (1)  
(a) True (b) False
  3. A counselor is trying to understand the feelings of another person from his/her Perspective. Here the counselor is exhibiting:  
(a) Sympathy (b) Empathy (c) Unconditional positive regard (d) Paraphrasing (1)
  4. The craze for thinness valued by models and actors is termed as \_\_\_\_\_.  
(a) Anorexia nervosa (b) Bulimia. (1)
  5. The term used to describe the level of stress that is good for human beings is  
(a) Strain (b) Eustress (c) distress (d) Arousal (1)
  6. 'Changing our behavior can change how we think and feel'. Give an example. (1)
  7. Identify the correct sequence of the stages of group formation. (1)  
(a) Performing, norming, storming & forming.  
(b) Forming, storming, norming & performing.  
(c) Norming, storming, forming & performing.  
(d) Storming, norming, performing & forming.
  8. Name any ONE human influence on environment. (1)
  9. What do you suggest should be the age of the President of India? This is an example of \_\_\_\_\_ type of interview question.  
(a) Closed ended question  
(b) Open ended question

- (c) Mirror question  
(d) Bipolar question (1)
10. Ritu's son works in a call centre. In spite of knowing his odd hours of returning, she continues to have prolonged, vague and intense fear, accompanied by hyper vigilance, showing a kind of anxiety. Identify the type of anxiety she is suffering from? (1)

### **PART - B**

11. Elucidate any TWO characteristics of emotionally intelligent individual. (2)  
12. Mention TWO tips to improve listening skills. (2)  
13. State any TWO techniques of self regulation. (2)  
14. How does counseling process get initiated? Mention the first two steps. (2)  
15. 'Extreme cohesiveness within a group becomes harmful for its functioning'. Explain. (2)  
16. What are the effects of noise on human behaviour? (2)

### **PART - C**

17. Critically evaluate the method of behavioural rating for assessing personality. (3)  
18. A person shows break-up in relationships, increased body weight, poor performance in school and at work. State the factors predisposing this disorder. (3)  
19. Give the meaning of attribution. Explain fundamental attribution error with the help of an example. (3)  
20. What is aggression? Describe any TWO causes. (3)

OR

Suggest any THREE strategies for poverty alleviation.

### **PART - D**

21. 'Projective techniques were developed to assess unconscious motives and feelings'. Elaborate the statement and explain TWO such techniques. (4)

OR

Compare the trait approaches given by Allport and Cattell to understand personality.

22. State the basic assumptions of behavior therapy. Highlight various stages of systematic desensitization. (2+2=4)
23. What is prejudice? Write any THREE sources which lead to the development of prejudices. (4)
24. What are the potential causes of inter group conflicts among two caste or community groups. Suggest some strategies to reduce such conflicts. (4)
25. 'Effective communication is possible with body language' Comment. (4)
26. Elucidate the differences in various areas of functioning at different levels of mental retardation. (4)

#### PART- E

- 27 Distinguish between psychometric and information processing approaches to intelligence. Elaborate any ONE theory representing information processing approach. (2+4 =6)

OR

Differentiate between 'technological intelligence' and integral intelligence.' Elaborate the concept of intelligence in Indian tradition. (3+3 =6)

28. How can virtues of wisdom and knowledge be applied by students to enhance their well being? Illustrate with 2 examples. (3+3=6)

OR

Stress is an inevitable part of life. Suggest techniques to manage stress in life. (3+3=6)

**PSYCHOLOGY**  
**MARKING SCHEME OF THE SAMPLE QUESTION PAPER I**  
**Class XII**

Time Allowed: 3 hours

Max. Marks: 70

| S.NO.                  | Expected answer / value points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Weightage |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>PART A</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |
| <u>Learning checks</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |
| 1                      | d                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 2                      | a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 3                      | b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 4                      | a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 5                      | b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 6                      | engaging in physical exercise can make you feel good and think positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (1)       |
| 7                      | b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 8                      | noise/pollution/crowding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (1)       |
| 9                      | b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (1)       |
| 10                     | Generalized Anxiety Disorder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | (1)       |
| <b>PART B</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |
| 11                     | Characteristics of an emotionally intelligent individual <ul style="list-style-type: none"> <li>- Ability to perceive and be sensitive to own feelings and emotions of others by noting their body language, voice, tone and facial expression.</li> <li>- Ability to relate own emotions to thoughts so that a person may take them into account while solving problems and taking decisions.</li> <li>- Understand the powerful influence of the nature and intensity of your emotions.</li> <li>- Control and regulate your own emotions and expressions while dealing with self and others. (Any two of the above) (Page 17)</li> </ul> | 1+1=2     |
| 12                     | Tips for being a good listener: <ul style="list-style-type: none"> <li>- Be a patient listener : Refrain from forming an early judgement</li> <li>- Avoid ego speak – be aware of your body language (posture)</li> <li>- Control distractions</li> <li>- If in doubt, try to paraphrase : Visualize what is being said (Any two of the above)</li> </ul>                                                                                                                                                                                                                                                                                   | 1+1=2     |

13 (1) Observation of own behavior. 1+1=2  
 (2) Self instruction  
 (3) Self reinforcement  
 (Explain any two ) (Page 27 and 28).

14 Stages of Counselling process

- (1) Getting started- it is decided as to the frequency with which the counselor and the client will meet, times they will interact, when it is anticipated the relation will end.
- (2) Introductory talk – It entails general conversation about their lives. It gives personal details. (1+1)

15 Extreme cohesiveness may not be in a group’s interest. This phenomenon is called group think’ 2

- It results in the tendency of decision maker to make irrational and uncritical decision.
- Overrides the motivation to realistically appraise courses of action.
- No one expresses dissenting opinion because each person believes it would undermine the cohesion of the group.

(Any two, page 134)

16 Effect of noise – 1+1=2

- When noise comes at intervals, it is more disturbing.
- Uncontrollable noise can reduce level of task performance.
- Continued exposure to noise can have harmful effect on mental health
- Affects concentration
- can lead to sleep disturbance (Any two) (Page 157)

PART C

17 Behavioral rating is used for the assessment of personality in educational and industrial settings. ½ + ½ + 2=3

- Generally taken from people who know the assessor intimately.
- They put the individual into categories according to the behavioral qualities using descriptive adjectives.
- Some time raters show biases in the form of  
 (a) Halo effect and

(b) Middle category bias

(Page 47)

18 Depression involves a variety of negative moods and behavioral changes. 1+2=3

(b) Factors disposing towards depression are

- a. Genetic make up or heredity
- b. Gender and age
- c. Negative life events
- d. Lack of social support
- e. (Page 79 and 80)

19 Attribution is a systematic process of assigning causes to a person's behaviour 1+1+1=3

- The cause may be internal (something within the person) or external (something outside the person)
- An overall tendency for people to give greater weightage to internal than to external factors is called Fundamental Attribution error.
- Example from textbook or guided by the teacher (Page 121 and 122)

20 Aggression is an intentional harm which is done to another person through the demonstration of actual action or use of harsh words. 1+2=3

Example :

A violent act of damage, because he does not like something or somebody

Causes of Aggression

- (a) Inborn tendency
- (b) Physiological mechanism
- (c) Child rearing
- (d) Frustration

(Explanation of any two causes) (Page 168 and 169)

OR

Strategies for poverty alleviation

- (a) Breaking the poverty cycle by giving financial relief
- (b) Making the poor take responsibilities instead of blaming.
- (c) Providing educational and employment opportunities
- (d) Measures to improve mental health
- (e) Empowering the poor

3x1=3

(Explanation of any three causes) (Page 167 and 168)

PART D

21 Projective techniques were developed to assess unconscious motives and feelings- 1+3=4

- They are based on the belief that a less structured stimulus will project an individual's, feelings, desires and needs.
- A variety of projective technique are:
  - (a) Words, inkblots
  - (b) Story writing around picture
  - (c) Sentence completion
  - (d) Drawing

(Explain any two such techniques)

(Page 43 – 46)

OR

Traits are the building blocks of personality which display a wide range of psychological attributes

- The two pioneers of trait approach are Allport and Cattell.
- Allport proposed that individuals have a number of traits which are dynamic in nature. He categorized trait into –
  - (a) Cardinal
  - (b) Central
  - (c) Secondary
    - Cattell – He believed that there is a common personality structure on which people differ
    - He distinguished between source traits and surface traits.
    - He also developed a test called 16PF using factor analysis. (statistical technique ) (Page 31, 32).

22 Basic assumptions of behavior therapy are :

- Disorders arise because of faulty behavior patterns or thought patterns.
  - The focus is on present factors which reinforce and maintain these faulty behavior and devising methods to correct them.
- +1=2)

Systematic desensitization by Wolpe

1. Interviewing the client.

2. Preparers a hierarchy of anxiety provoking stimuli with the least anxiety provoking stimuli at the bottom.
  3. Learning of relaxation techniques.
  4. Imagining the anxiety provoking situation and simultaneously maintaining relaxation.  
(1/2x4=2)
- 23 Prejudices are examples of attitudes towards a particular group : 1+1x3=4  
They are usually negative and are based on stereotype about the specific group  
The sources of prejudice are
- |                   |                                      |
|-------------------|--------------------------------------|
| (a) Learning      | (d) Kernel truth                     |
| (b) In group bias | (e) Self-fulfilling prophecy         |
| (c) Scapegoating  | (elaborate any three) (Page 118-119) |
- 24 Major causes of inter-group conflict 2+2=4
1. Lack of communication
  2. Relative deprivation
  3. Belief of being superior from the other
  4. Biased perception
  5. Competition over scarce resources
  6. Perceived inequity and biases
  7. No respect for norms by others (Any 4 of above)
- Conflict Resolution strategies
1. Altering perceptions
  2. Increasing inter-group contacts
  3. Structural solutions
  4. Respect for other group norms
  5. Negotiation
  6. Redrawing group boundaries
  7. Introduction of super ordinate goals
- (Explain at least 4)  
(page 147-149)
- 25 It is possible to communicate effectively even without using verbal language 4
- The language that people exchange without using words is called body language
  - Use of gesture, posture, eye contact and facial expressions are some examples of body language.
  - A person's back ground and past pattern of behavior are

- considered important in analyzing body language.
- Body language can encourage and discourage the conversation  
Give example from daily life.
- (Page 186 and 187)

- 26 Mental retardation refers to below average intellectual functioning characterized by IQ 70 or below: 4
- Deficit in adaptive behavior in the areas of communication e.g. self care, home living, social/ interpersonal skills)
- (refer to table 4.2)  
(page 84 and 85)

#### PART E

- 27 The psychometric approach focuses on the structure of intelligence or its underlying dimension. Information processing approaches emphasize cognitive function underlying intelligent behaviour. 2+4=6
- The psychometric approach deals with ‘what’ of intelligence and information processing on ‘how’ of intelligence.
- (b) Stern berg’s triarchic theory of intelligence represents the information processing approach to understand intelligence.
- He viewed intelligence as ‘the ability to adopt, to shape, and select environment to accomplish one’s goal’.
  - He categorized intelligence into three types:
    1. Componential
    2. Experiential
    3. Contextual
- (elaborate the above types of intelligence) (page 5,6)

OR

Technological intelligence –

- Promoted by technologically advanced societies.
- Fosters skills of generalization, abstraction, speed, minimal moves and mental manipulation.
- Focuses on attention, observation, analysis, performance and achievement (individualist orientation)

Integral intelligence

- Promoted and valued in Asian and African societies.
- Fosters cognitive and non-cognitive skills and processes.

- Holistic perspective where emphasis is given to connectivity with social and world environment.
- Collectivistic orientation and self-reflection.

Intelligence in Indian concept

- Talks of integral intelligence
- Buddhi
- Competencies
  - Cognitive capacity
  - Social competence
  - Emotional competence
  - Entrepreneurial competence

- 28 Wisdom and knowledge
1. Curiosity
  2. Love of learning 3+3=6
  3. Judgment/ critical thinking
  4. Originality
  5. Social intelligence
  6. Perspective
- (Explain each virtue in a line) 1/2x6=3
- Examples
- Enhancing social/ emotional intelligence may help to cope with negative peer pressure e.g. Drug addiction etc and stress e.g. suicide. Any similar examples from either of the 6 virtues. (1 1/2x2=3)  
(3+3=6)

OR

Stress is a silent killer. It plays a significant role in physical illness and disease. Due to lifestyle changes, stress in on the increase. Some techniques we can use to manage stress in our lives are

1. Relaxation technique
  2. Meditation procedures
  3. Biofeedback
  4. Creative- visualization
  5. Cognitive behavioral techniques
  6. Exercise
- (Explain each one briefly) (1x6=6)

**PSYCHOLOGY**  
**SAMPLE QUESTION PAPER II**  
**BLUE PRINT**  
**Class XII**

**Maximum Marks:70**

**Time Allowed: 3 HOURS**

| S.No | Forms of questions<br>Content/unit                | Learning<br>Checks<br><br>(1) | Very Short<br>Answer<br>Questions<br><br>(2) | Short<br>Answer<br>Questions<br>-I<br>(3) | Short<br>Answer<br>Questions<br>-II<br>(4) | Long Answer<br>Questions<br><br>(6) | TOTAL        |
|------|---------------------------------------------------|-------------------------------|----------------------------------------------|-------------------------------------------|--------------------------------------------|-------------------------------------|--------------|
| 1    | Intelligence and<br>Aptitude                      | 1(1)                          |                                              |                                           | 4(1)                                       |                                     | <b>9(3)</b>  |
| 2    | Self and Personality                              | 2(2)                          | 4(2)                                         |                                           | 4(1)                                       |                                     | <b>10(5)</b> |
| 3    | Human Strengths<br>and Meeting Life<br>Challenges | 1(1)                          | 2(1)                                         |                                           | 4(1)                                       |                                     | <b>7(3)</b>  |
| 4    | Psychological<br>Disorders                        | 1(1)                          |                                              | 3(1)                                      |                                            | 6(1)                                | <b>10(3)</b> |
| 5    | Therapeutic<br>Approaches and<br>Counseling       | 1(1)                          | 2(1)                                         |                                           | 4(1)                                       |                                     | <b>7(3)</b>  |
| 6    | Attitude and Social<br>Cognition                  | 1(1)                          |                                              | 3(1)                                      | 4(1)                                       |                                     | <b>8(3)</b>  |
| 7    | Social Influence<br>and Group<br>Processes        | 1(1)                          |                                              |                                           |                                            | 6(1)                                | <b>7(2)</b>  |

|                  |                                   |               |              |              |             |              |               |
|------------------|-----------------------------------|---------------|--------------|--------------|-------------|--------------|---------------|
| 8                | Environmental and Social Concerns | 1(1)          | 2(1)         | 3(1)         |             |              | 6(3)          |
| 9                | Applied Psychology                | 1(1)          | 2(1)         | 3(1)         |             |              | 6(3)          |
| <b>Sub Total</b> |                                   | <b>10(10)</b> | <b>12(6)</b> | <b>12(4)</b> | <b>4(1)</b> | <b>12(2)</b> | <b>70(28)</b> |

NOTE: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

Summary:

|       |   |                      |                            | <u>Marks</u>     |
|-------|---|----------------------|----------------------------|------------------|
| LC    | - | Learning Checks      | 1 x 10                     | 10               |
| VSA   | - | Very Short Answer    | 2 x 6                      | 12               |
| SA I  | - | Short Answer type I  | 3 x 4                      | 12               |
| SA II | - | Short Answer type II | 4 x 6                      | 24               |
| LA    | - | Long Answer          | 6 X 2                      | <u>12</u>        |
|       |   |                      | <b><u>28 Questions</u></b> | <b><u>70</u></b> |

Scheme of options

Internal options in SA-I, SA-II and LA type question only.

**PSYCHOLOGY THEORY (037)  
SAMPLE PAPER – II**

Time: 3 Hours

Maximum Marks: 70

**General Instructions:**

- (i) *All questions are compulsory.*
- (ii) *Marks for each question are indicated against it.*
- (iii) *Answers should be brief and to the point.*
- (iv) *PART- A has 10 Learning Checks (very short answer type) carrying one mark each. You are required to answer them as directed.*
- (v) *Questions 11 to 16 in PART- B are Very Short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.*
- (vi) *Questions 17 to 20 in PART- C are Short Answer Type I questions carrying 3 marks each. Answer to each question should not exceed 60 words.*
- (vii) *Questions 21 to 26 in PART- D are Short Answer Type II questions carrying 4 marks each. Answer to each question should not exceed 100 words.*
- (viii) *Questions 27 and 28 in PART- E are Long Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.*

**PART – A**

1. The mental age (MA) of an 8 year old child with an IQ of 110 is \_\_\_\_\_ years. **(1)**
2. An individual is rejected in a job interview, he claims that his present job is better. He is using \_\_\_\_\_. **(1)**
- (a) Projection                      (b) Regression                      (c) Reaction formation  
(d) Rationalization
3. A student who believes that he has the ability to excel in sports demonstrates high \_\_\_\_\_. **(1)**
- (a) Self regulation  
(b) Self efficacy  
(c) Self esteem  
(d) Self confidence
4. Frustration results from \_\_\_\_\_. **(1)**
- (a) Incompatibility between two or more needs or motives.  
(b) Blocking of needs and motives.  
(c) Expectations from oneself and others.  
(d) Excessive demands.
5. 'I can control the weather according to my moods'. This is a statement made by a person suffering from delusion of \_\_\_\_\_. **(1)**
- (a) Persecution  
(b) Reference  
(c) Grandeur  
(d) Control
6. Acceptance of the feelings of the client in therapy is known as **(1)**
- (a) Empathy  
(b) Sympathy  
(c) Authenticity  
(d) Positive regard for others

7. Fundamental attribution error means explaining the actions of others on the basis of internal causes. **(1)**  
(a) True (b) false
8. Shortage of resources necessary for living refers to  
(a) Deprivation  
(b) Disadvantage  
(c) Poverty  
(d) Discrimination **(1)**
9. "Sports do not contribute towards holistic development of an individual "  
(a) True (b) False **(1)**
10. A collection of people around a roadside performer is an example of a \_\_\_\_\_.  
(a) Group  
(b) Crowd  
(c) Mob  
(d) Audience **(1)**

**PART B**

11. Describe any TWO factors from the Five Factor Model of personality. **(2)**
12. How is personal identity different from social identity? **(2)**
13. What do positive psychologists seek to find? **(2)**
14. Explain the concept of 'Counseling'. **(2)**
15. How does awareness of human rights empower people to live life with dignity? **(2)**
16. Differentiate between Interpersonal and Intrapersonal communication? **(2)**

**PART - C**

17. Illustrate the TWO categories of substance use disorder. **(3)**

18. Elaborate the ABC components of attitude. **(3)**
19. Your region has just witnessed a natural disaster. What would be its emotional impact on the people? **(3)**  
OR
- You are preparing for an important examination and there is a noisy celebration in your neighborhood. What characteristics of the noise will affect your preparation? **(3)**
20. How can educational Psychology promote effective classroom learning and student motivation? **(3)**

#### PART – D

21. What is emotional intelligence? State any 3 characteristics of emotionally intelligent people. **(4) (1+3)**
22. 'Intelligence is the interplay of nature and nurture'. Comment. **(4)**
23. How is assessment of personality done using indirect techniques? Briefly describe one such technique. **(4)**
24. Describe any FOUR life skills which you think will help you in meeting the challenges of school life. **(4)**
- OR
- How does Selye's Model relates prolonged stress to bodily response? Explain.
25. How is Rational Emotive therapy (RET) used to treat psychological disorders? **(4)**

26. Suppose you want to bring about a change in the attitude of your peers to make your city greener and cleaner. What factors should be kept in mind while preparing effective message for this purpose? **(4)**

**PART – E**

27. Elaborate any THREE psychological models proposed to explain mental disorders. **(3X2 = 6)**

OR

Describe any THREE behavioral disorders prevalent among children. **(3X2 = 6)**

28. What do you understand by the Group? Explain the stages of Group formation.

OR

Why do people conform? How is conformity different from compliance? Explain. **( 3+3 = 6)**

**Subject : Psychology**  
**Class : XII**

**Maximum Marks : 70**  
**Time Allowed : 3 HOURS**

MARKING SCHEME OF THE SAMPLE QUESTION PAPER II

| S.No.         | Expected Answer / Value Points                                                                                                                                                                                                                                                                  | Weightage                                                        |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <u>PART A</u> |                                                                                                                                                                                                                                                                                                 |                                                                  |
| 1             | 8.8. years                                                                                                                                                                                                                                                                                      | (1)                                                              |
| 2             | d                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 3             | b                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 4             | b                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 5             | c                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 6             | d                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 7             | true                                                                                                                                                                                                                                                                                            | (1)                                                              |
| 8             | c                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 9             | b                                                                                                                                                                                                                                                                                               | (1)                                                              |
| 10            | b                                                                                                                                                                                                                                                                                               | (1)                                                              |
| <u>PART B</u> |                                                                                                                                                                                                                                                                                                 |                                                                  |
| 11            | Five factor Model of personality<br>1. Openness to experience<br>2. Extraversion<br>3. Agreeableness<br>4. Neuroticism<br>5. Conscientiousness<br><br>(Brief explanation of any two)<br>(page 33)                                                                                               | 1+1=2                                                            |
| 12            | Personal identity – attributes of a person that make him/ her different from others.<br>(Example – name, a characteristic, a potentiality, a belief)<br>social identity – aspects of a person that link him to a social or cultural group<br>example – Hindu/ Muslim, Urban/ Rural<br>(Page 25) | $\frac{1}{2} + \frac{1}{2} + \frac{1}{2}$<br>$+ \frac{1}{2} = 2$ |
| 13            | Positive psychology attempts to systematically study and analyze the positive aspects i.e. strengths and virtues of human beings which are central to life sustaining processes of helping, altruism,                                                                                           | 2                                                                |

- cooperation and learning.
- 14      • Counseling is a therapeutic and growth process through which individuals are helped to define goals, make decisions and solve problems related to the personal / social/ educational and career concerns.      1+1 = 2
- It involves relationship that includes someone taking help and someone willing to give help. The counselor is trained.
- 15      Human rights refer to the basic rights and freedoms to which all humans are entitled.      1+1 = 2
- They include rights such as right to life and liberty, freedom of expression, equality before law and social, cultural and economic rights, including the right to participate, right to work, right to education. All these rights empower people to live a more dignified life.
- 16      Intrapersonal communication involves communicating with you. It includes thought processes, personal decision making and focusing on self.      1+1=2
- Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship. It includes face to face or mediated conversations, interview and small group discussions.
- 17      Participant observation –       $\frac{1}{2} + 1 + \frac{1}{2} = 2$
- Variation of the method of naturalistic observation
- Observer becomes an active member of the setting
- Widely used by anthropologists
- (Page 181)

### PART C

- 18      Substance dependence – intense craving for the substance addicted to.       $1\frac{1}{2} + 1\frac{1}{2} = 3$
- Shows tolerance, withdrawal symptoms and compulsive drug taking
- The substance is psychoactive – can change mood, thinking processes and consciousness

Substance abuse – recurrent and significant consequences of use

- of substances
- Damage to family, social relationship, poor work performance and physical hazards.
  - Alcohol, cocaine, heroin are common substances abused
- (Page 84)
- 19 ABC components – 1 x 3=3  
 Affective – emotional  
 Behavioral – tendency to act  
 Cognitive – thought component  
 (Brief explanation of each)
- 20 Educational psychology focuses on the study of learning outcomes, student attributes and instructional processes related to the classroom and the school. 1 ½ + 1 ½ = 3  
 Effective classroom learning can be promoted by emphasizing the role of the teacher and focusing on active teaching, lesson organization, assessing and monitoring work and providing feedback. It also involves carrying classroom learning to outside situations.  
 Motivating students is concerned with violation or will that student bring to task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior and their belief about the causes of their success or failure.
- 1 ½ + 1 ½

PART D

- 21 Emotional Intelligence 1 ½  
 Either
- is a set of skills that underlie accurate appraisal, expressions, and regulation of emotions. It is the feeling side of emotions.

**OR**

- it is the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide

one's thinking and actions.

Characteristics of emotionally intelligent

- Perceives and is sensitive to own feelings and emotions.
- Perceives and is sensitive to various types of emotions in others by noting their body language, voice and tone and facial expressions.
- Relates emotions to thoughts, so that the person can take them into account while solving problems and taking decisions.
- Controls and regulates one's emotions.
- Understands the powerful influence of the nature and intensity of ones emotions and their expressions while dealing with self and others to achieve harmony and peace

(Page 17)

$$\frac{1}{2} \times 5 = 2 \frac{1}{2}$$

22 The interplay of nature and nurture refers to the role of heredity and environment in determining intelligence 1/2

**Role of nature**

- Study on identical twins      Correlation
  - reared together                      (.90)
  - reared apart                              (.72)
  - fraternal twins reared together      (.60)
  - siblings reared together              (.50)
  - siblings reared apart                  (.25)
- Studies of adopted children's intelligence show more similarity to their biological parents.

**Role of nature**

- As children grow, their intelligence level moves closer to their adoptive parents. 1/2
- Environmental deprivation lowers intelligence, while enriched environment increases level of intelligence

Hence heredity sets the range within which an individual's intelligence is shaped by support and opportunities of the environment.

$$\frac{1}{2} + 1 + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 4$$

(Page 10)

- 23 Projective Techniques
- Indirect method of assessment
  - Psychoanalytical theory – developed to assess unconscious motives and feelings
  - Projection on unstructured stimuli
  - Qualitative analysis of projections by trained professionals
  - Each response is considered to reveal a significant aspect of personality
  - Scoring and interpretation are subjective and lengthy
- (Any four of the above)
- Some well known projective techniques ½ x 4 =2
- Rorschach Inkblot Test
  - Thematic Apperception Test (TAT)
  - Rosenzweig’s Picture – Frustration study (PF – Study)
  - Sentence Completion Test
  - Draw a person Test
- (Description of any one of the above)  
(page 43, 44,45, 46)
- 24 Life skills important in school life for more adaptive and positive behaviour are: 1x4=4
- Assertiveness
  - Time Management
  - Rational thinking
  - Improving relationship
  - Self care
  - Overcoming Unhelpful Habits
- (Explanation of any four)  
(page 64)
- OR 1x3+1=4
- GAS – General Adaptation syndrom by Hans Selye
- 3 stages –
1. Alarm Reaction
  2. Resistance
  3. Exhaustion
- (Briefly explain them)  
(page 59)

- figure on page 59 (fig. 3.3) NCERT
25. RET- Rational Emotive Therapy was formulated by Albert Ellis to locate the cause of Psychological distress in irrational thoughts and beliefs. 1
- ABC analysis
    - A- Antecedent
    - B- Belief
    - C-Consequence
  - Example
  - Use the process of non-directive questioning.
  - Rational belief system replaces the irrational belief system and there is a reduction in Psychological distress.
- 1 ½  
1 ½  
1  
1  
1+1½+1½+1  
+1=6
26. Message characteristics:
- Rational as well as emotional appeal e.g. scientifically correct information and charged with emotion).
  - Relevant motives activated (e.g. sense of pride in your city or self preservation)
  - Mode of spreading the message (e.g. Mass media and plays, competitions, poster making, slogans)
- (page 115, 116) 1+1+1+1=4
- Example  
(Page 115,116)

**PART E**

27. Psychological models (listing)
- Psychodynamic
  - Behavioral
  - Cognitive
  - Humanistic – existential
  - (Detailed explanation of any three, Rationale of the model is required)
- 3x2=6

- (page 74, 75)

OR

Behavioral disorders prevalent amongst children 3x2=6

- Attention – Deficit Hyperactivity Disorder (ADHD)
- Conduct – Disorder
- Separation Anxiety Disorder

(Symptoms of each one)

(page 82, 83)

28. Group : Meaning

Explanation of all the stages of Group formation 1

1. Forming (formation)
2. Storming (conflict)
3. Norming (stabilization) 1x5=5
4. Performing (performance)
5. Adjourning (dismissal)

(Page 133, 134) (1+5=6)

OR

People conform as 1x3=3

- 1) it allows people to function more smoothly (by adhering to norms)
- 2) behaving in a different way may lead to disapproval
- 3) the norm is seen as reflecting views and beliefs of the majority (which is more likely to be right)

Difference between conformity and compliance on the basis of –

- 1) meaning
- 2) major difference – conformity is based on norms whereas compliance is based on request.

Conformity takes place due to normative or informational influences where as compliance is obtained by using any of these techniques.

- Foot in the door

- Deadline
- Door in the face  
(page 142, 143)

1x3=3

3+3=6