



B.K. BIRLA CENTRE FOR EDUCATION

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



CLASS: XII

PB-3, EXAMINATION, PSYCHOLOGY

Time: 3 Hours

Date: 17-01-2026

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. According to psychological studies, individual differences in intelligence are primarily influenced by _____. 1

A) Only heredity B) Only environment C) A combination of heredity and environment D) Cultural practices alone

Q2. Which of the following intelligence tests is designed to assess intelligence by minimizing the influence of language and culture? 1

A) Stanford-Binet Intelligence Scale B) Wechsler Intelligence Scale
C) Culture Fair Intelligence Test D) Bhatia Battery

Q3. According to Carl Rogers, the *real self* refers to _____. 1

A) How a person wishes to be B) How others perceive the person
C) What a person actually is D) The ideal standards set by society

Q4. Which of the following is a major trait dimension in Eysenck's theory of personality? 1

A) Openness B) Conscientiousness C) Neuroticism D) Agreeableness

Q5. Arjun experiences persistent stress due to academic pressure. His counsellor advises him to maintain a structured daily routine, practise relaxation techniques, and ensure adequate sleep and exercise. This approach primarily: 1

A) Emotion-focused coping B) Lifestyle modification
C) Avoidance strategy D) Defense mechanisms

Q6. Meena feels anxious while speaking in public. Over time, she deliberately volunteers for small presentations, gradually increasing the audience size to overcome her fear. This method is best described as: 1

A) Catharsis B) Systematic desensitization C) Projection D) Withdrawal

Q7. Assertion (A): Individuals with Generalized Anxiety Disorder (GAD) experience excessive anxiety and worry about various life events for at least six months.

Reason (R): The anxiety in GAD is typically limited to a specific object or situation. 1

A) Both A and R are true, and R is the correct explanation of A
C) 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

Q8. Assertion (A): Schizophrenia is characterized by disturbances in thought, perception, emotion, and behaviour.

Reason (R): Hallucinations and delusions are considered negative symptoms of schizophrenia. 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

Q9. Assertion (A): Cognitive Behaviour Therapy (CBT) is effective in treating depression because it helps clients identify and modify irrational thoughts.

Reason (R): CBT assumes that maladaptive behaviours are the primary cause of psychological disorders and ignores cognitive processes. 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.

Q10. Assertion (A): Client-centered therapy emphasizes unconditional positive regard to facilitate personality growth.

Reason (R): According to Carl Rogers, acceptance and empathy from the therapist help reduce the gap between the real self and ideal self. 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.

Q11. A school counselor notices that although a teacher strongly supports inclusive education (positive attitude), she often avoids assigning group work involving students with special needs because she feels it will slow down the class. This inconsistency best reflects: 1

A. Cognitive dissonance B. Attitude accessibility C. Theory of Planned Behaviour
D. Social facilitation

Q12. During an interview, a candidate answers one question exceptionally well. As a result, the interviewer evaluates all other average responses very positively and recommends the candidate for selection. This judgment error is an example of: 1

A. Fundamental attribution error B. Halo effect C. Stereotyping D.
Confirmation bias

Q13. A school introduces a strict no-mobile policy after a few influential student leaders publicly support it. Over time, most students begin to agree that the policy is beneficial, even outside school. This change best illustrates which process of social influence? 1

A. Compliance B. Obedience C. Internalization D. Identification

Q14. During a group discussion, one member refrains from sharing a correct but unpopular opinion because the rest of the group strongly supports a different viewpoint. This behaviour is most likely an example of: 1

A. Group polarization B. Conformity due to normative social influence
C. Social facilitation D. Groupthink

SECTION B

Q15. How can understanding individual differences in intelligence help a teacher improve classroom learning? 2

A: By recognising diverse intelligence levels, a teacher can use differentiated instruction, give varied tasks, provide targeted support, and adjust teaching pace. This promotes inclusive learning and helps every student perform to their potential.

OR

A counsellor is helping a student with low self-efficacy in maths. How can knowledge of psychological attributes guide intervention?

A: Understanding self-efficacy allows the counsellor to build confidence through small achievable goals, positive feedback, modelling, and reducing anxiety. This helps the student believe in their ability and perform better in maths.

Q16. A student performs well academically but avoids participating in group discussions due to fear of negative evaluation. Using concepts of self and personality, explain this behavior. 2

A: The student has positive self-concept academically but low social self-esteem. Introverted personality traits and fear of negative evaluation affect social participation despite high academic competence.

Q17. A teenager feels overwhelmed by academic pressure and family expectations. Using the concept of stress, explain one effective coping strategy that can help. 2

A: Problem-focused coping, such as time management and realistic goal-setting, can reduce stress by addressing academic demands directly, increasing control, and lowering feelings of overwhelm.

Q18. An employee faces constant criticism at work and begins doubting their abilities. Explain how resilience can help the person meet this life challenge. 2

A: Resilience helps the individual recover from criticism by maintaining emotional balance, learning from feedback, using positive thinking, and continuing efforts despite setbacks, thereby adapting effectively to workplace stress.

Q19. A student has persistent fear of being judged, avoids social situations, and experiences sweating and trembling while speaking in public. Identify the disorder, explain one feature. 2

A: The student is showing symptoms of Social Anxiety Disorder. It involves intense fear of social evaluation, leading to avoidance of social situations and physiological anxiety responses during performance situations.

SECTION C

Q20. A teacher notices that two students with similar intelligence levels show very different academic performance. Using the concept of individual differences, explain possible psychological factors responsible for this variation. 3

A: Despite similar intelligence, differences in motivation, self-efficacy, learning styles, emotional intelligence, and personality can influence performance. One student may be more motivated, disciplined, and confident, while the other may experience anxiety or lack effective study habits, resulting in varied academic outcomes.

Q21. A student excels in academics but struggles to take initiatives in extracurricular activities. Using concepts of self and personality, explain why this might happen. 3

A: The student may have a strong academic self-concept but a less developed social or activity-oriented self. Personality traits like introversion or low openness to experience can limit participation in non-academic tasks. Fear of negative evaluation or low self-efficacy in new domains may also inhibit initiative, despite competence in academics.

OR

An adolescent frequently changes hobbies and interests, seeming indecisive. How can understanding personality traits help a counsellor guide them?

A: Frequent changes in interests may reflect high openness to experience or low conscientiousness. Understanding these traits helps a counsellor suggest activities aligned with curiosity, provide structured guidance to improve commitment, and teach decision-making skills. Tailored support encourages exploration while balancing stability, helping the adolescent make informed choices without feeling constrained.

Q22. A college student experiences severe anxiety before exams, affecting performance. Suggest a suitable therapeutic approach and explain how it can help the student manage anxiety effectively. 3

A: **Cognitive-behavioural therapy (CBT)** is suitable, as it helps the student identify and challenge negative thought patterns related to exams. Techniques like cognitive restructuring and relaxation training reduce anxiety, improve coping skills, and enhance confidence. By practicing these strategies, the student can manage stress effectively, focus better, and perform optimally during exams.

Q23. A manager notices that some employees have a negative attitude towards a new project, leading to low participation. Suggest how understanding attitudes can help improve their engagement. 3

A: By understanding employees' attitudes, the manager can identify negative beliefs and their causes. Using persuasive communication, positive role models, and highlighting project benefits can change attitudes. Encouraging participation, providing incentives, and addressing concerns fosters favourable cognitive, affective, and behavioural components, increasing motivation and engagement with the project effectively.

SECTION D

Q24. A student preparing for a competitive examination reports constant anxiety, sleep disturbance, and irritability due to high expectations from self and family. Explain how stress management strategies can help the student cope effectively. 4

A: The student is experiencing high levels of stress due to academic pressure and expectations. Stress management strategies can help by reducing both physical and psychological strain. Problem-focused coping, such as time management, realistic goal-setting, and structured study schedules, can increase control over academic demands. Emotion-focused coping techniques like relaxation training, deep breathing, mindfulness, and positive self-talk can reduce anxiety and improve emotional regulation. Seeking social support from family, teachers, or counselors provides emotional reassurance and guidance. Regular physical activity and adequate sleep also help in maintaining balance. Together, these strategies enhance resilience, improve concentration, and enable the student to manage challenges more effectively while maintaining overall well-being.

Q25. Explain the major features, causes, and impact of Major Depressive Disorder. 4

A: Major Depressive Disorder is characterized by persistent sadness, loss of interest or pleasure, feelings of worthlessness, low energy, sleep and appetite disturbances, and difficulty in concentration. Biological causes include neurotransmitter imbalance, genetic vulnerability, and hormonal changes. Psychological factors such as negative thinking patterns, learned helplessness,

and low self-esteem also contribute. Social causes include chronic stress, interpersonal conflicts, and life losses. Depression significantly affects daily functioning, academic or occupational performance, relationships, and physical health. If untreated, it may lead to severe impairment and increased risk of self-harm. Early identification, social support, and appropriate therapeutic interventions are essential for effective management and recovery.

OR

Describe the symptoms, causes, and consequences of Generalized Anxiety Disorder (GAD).

A: Generalized Anxiety Disorder involves excessive, uncontrollable worry about daily activities lasting for at least six months. Common symptoms include restlessness, muscle tension, fatigue, irritability, sleep problems, and difficulty concentrating. Biological factors include heightened autonomic nervous system arousal and genetic predisposition. Psychological causes involve intolerance of uncertainty and maladaptive coping styles, while environmental factors include prolonged stress and traumatic experiences. GAD interferes with daily life by reducing productivity, impairing relationships, and causing emotional distress. Individuals may avoid situations that trigger worry, further limiting functioning. Effective treatment includes cognitive-behavioral therapy, relaxation techniques, and sometimes medication to reduce anxiety symptoms.

Q26. Explain Cognitive Behavioral Therapy (CBT) highlighting its basic assumptions, key techniques, and effectiveness in treating psychological disorders. 4

A: Cognitive Behavioural Therapy (CBT) is a structured, time-limited therapeutic approach based on the assumption that psychological distress results from distorted thinking patterns and maladaptive behaviours. It emphasizes the interrelationship between thoughts, emotions, and behaviour. CBT helps clients identify negative automatic thoughts and irrational beliefs and replace them with realistic, positive ones. Key techniques include cognitive restructuring, behavioural activation, exposure, and skills training. CBT is goal-oriented and collaborative, with active participation from the client. It is widely used in the treatment of anxiety disorders, depression, phobias, and stress-related problems. Research has shown CBT to be effective in reducing symptoms, preventing relapse, and improving overall functioning.

Q27. Explain conformity and discuss the factors that influence conformity in group situations. 4

A: Conformity refers to the tendency of individuals to change their behavior, attitudes, or beliefs in order to match those of a group. It occurs due to social pressure and the desire for acceptance or correctness. Several factors influence conformity. Group size is important, as conformity increases with group size up to a certain point. Unanimity of the group strengthens pressure to conform, especially when there is no support for one's own view. Cohesiveness of the group also increases conformity, as individual's value group membership. Cultural norms, fear of rejection, and personality traits such as low self-confidence further contribute. Conformity plays a significant role in maintaining social order but may also suppress individuality in group decision-making.

SECTION E

Q28. A school counsellor observes that students with similar intelligence levels show marked differences in academic performance and adjustment. Explain the possible reasons for these differences and suggest how understanding these variations can help in educational planning6

A: Although intelligence is an important psychological attribute influencing academic performance, students with similar intelligence levels may differ widely due to variations in other psychological attributes. Factors such as personality traits, motivation, aptitude, emotional intelligence, self-concept, and learning styles play a significant role. For example, a student high in motivation and self-efficacy is more likely to persist in challenging tasks, while a student with high anxiety may underperform despite similar intellectual capacity. Personality traits like conscientiousness and emotional stability influence study habits and stress management. Differences in aptitude affect

proficiency in specific subjects, while emotional intelligence helps in managing emotions, relationships, and classroom pressures effectively.

Understanding these variations enables educators and counsellors to plan individualized interventions. Differentiated instruction, flexible teaching methods, and varied assessment strategies can cater to diverse learning needs. Counselling support can address emotional or motivational difficulties, while aptitude-based guidance helps in appropriate subject and career choices. Thus, recognizing variations in psychological attributes promotes inclusive education, maximizes individual potential, and supports holistic student development.

Q29. Explain the concept of self and discuss its major components.

6

A: The self refers to an individual's organized and consistent set of thoughts, feelings, and perceptions about oneself. It develops through social interactions and personal experiences and plays a central role in guiding behavior. The major components of self include self-concept, self-esteem, and self-efficacy. Self-concept involves beliefs and knowledge about one's abilities, roles, and attributes. It is shaped by feedback from others, social comparisons, and cultural influences. Self-esteem refers to the evaluative aspect of self and reflects the degree to which individuals value and accept themselves. High self-esteem is associated with confidence and psychological well-being, whereas low self-esteem may lead to insecurity and poor adjustment. Self-efficacy, introduced by Bandura, refers to the belief in one's ability to perform tasks and handle situations effectively. Together, these components influence motivation, emotional experiences, and coping behavior. A positive and realistic self contributes to better interpersonal relationships, academic achievement, and overall mental health.

OR

Describe the Five-Factor Model of personality and explain its significance.

A: The Five-Factor Model, also known as the Big Five model, is a widely accepted framework for understanding personality. It describes personality in terms of five broad dimensions: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Openness reflects imagination, creativity, and willingness to explore new experiences. Conscientiousness involves self-discipline, organization, and goal-directed behavior. Extraversion includes sociability, assertiveness, and positive emotionality, while Agreeableness refers to traits such as kindness, cooperation, and trust. Neuroticism represents emotional instability, anxiety, and vulnerability to stress.

The significance of the Five-Factor Model lies in its ability to explain individual differences systematically. It is useful in predicting behavior across situations, including academic performance, job success, and interpersonal relationships. The model is culturally relevant and empirically supported, making it valuable for assessment, counseling, and research purposes. Understanding personality through this model helps in self-awareness, career guidance, and effective social functioning.

SECTION F

Read the case study given below and answer the questions that follow.

Schizophrenia is the descriptive term for a group of psychotic disorders in which personal, social and occupational functioning deteriorate as a result of disturbed thought processes, strange perceptions, unusual emotional states and motor abnormalities.

It is a debilitating disorder. The social and psychological costs of schizophrenia are tremendous, both to patients as well as to their families and society. Symptoms of schizophrenia can be classified as positive symptoms (i.e. excesses of thought, emotion, and behaviour), negative symptoms (i.e. deficits of thought, emotion, and behaviour), and psychomotor symptoms.

Q30. What are delusions?

1

A: A delusion is a false belief that is firmly held on inadequate grounds. It is not affected by rational argument, and has no basis in reality.

Q31. Explain two types of hallucinations.**2**

A: Hallucination involve sensing things such as visions, sounds or smells that seem real but are not. These things are created by the mind. Two types of hallucinations are as follows- Auditory Hallucinations These are false perceptions of sound. It is one of the most prevalent symptoms of schizophrenia. Somatic Hallucinations It is false perception that something is happening inside the body such as a snake crawling inside one's stomach, etc.

Read the case study given below and answer the questions that follow.

According to the **Pox Model**, attitudes are formed and changed through the interaction of three components—**Persuader (P)**, **Object (O)**, and **Context (X)**. In a school, a counselor conducts an awareness session encouraging students to adopt healthy digital habits. The counselor clearly explains the harmful effects of excessive screen time using real-life examples. The message is delivered in an engaging manner during school hours when students are attentive. As a result, many students begin to reduce their screen time and adopt healthier routines. This situation demonstrates how effective persuasion depends on who communicates the message, what message is conveyed, and the situation in which it is presented.

Q32. In the above passage, who represents the Persuader (P) in the Pox Model? 1

A: The **school counselor** represents the Persuader (P) as they communicate the message and attempt to influence students' attitudes towards adopting healthy digital habits.

Q33. Explain how the Context (X) contributes to attitude change in this situation. 2

A: The Context (X) includes the school setting and appropriate timing, which makes students attentive and receptive. A supportive environment increases message effectiveness, leading to positive attitude change.

*****All the best*****