



INDIAN SCHOOL AL WADI AL KABIR
ASSESSMENT-1 2026-27
PSYCHOLOGY

Date: 27/09/2026
Class: XII

Time Allowed: 3 hours
Maximum Marks: 70

ANSWER KEY

SECTION A

- 1 Low activity of which neurotransmitter has been linked to the development of anxiety disorders?
A. Dopamine
B. Serotonin
C. **Gamma-aminobutyric acid (GABA)**
D. Epinephrine
- 2 In the Five-Factor Model of personality, individuals who are imaginative, curious, and open to new ideas score high on:
A. Extraversion
B. Agreeableness
C. Conscientiousness
D. **Openness to experience**
- 3 The level of stress that is considered "good" and can help achieve peak performance is known as:
A. Distress
B. Strain
C. **Eustress**
D. Hypervigilance
- 4
- 5 When a person attributes their own aggressive tendencies to others, they are using the defense mechanism of:
A. Repression
B. **Projection**
C. Denial
D. Rationalization
- 6 While at an important office event, Danny experienced an abrupt surge of intense anxiety including palpitations and a fear of dying. He is likely suffering from:
A. Specific Phobia
B. **Panic Disorder**
C. Generalized Anxiety Disorder
D. Separation Anxiety Disorder
- 7 Diagnostic and Statistical Manual of Mental Disorders is published by
A. **The American Psychiatric Association**
B. The American Psychological Association
C. World Health Organisation
D. None of the above
- 8 Which of the goals is not emphasized by the Humanistic Existential theories?
a) Growth
b) Realisation of potentials
c) **Success**
d) Being in the present
- 9 According to Lazarus and Folkman, **Problem focussed** strategies attack the problem itself, with behaviours designed to gain information, to alter the event, and to alter belief and commitments.
- 10 Assertion (A): Personality traits such as independence and achievement orientation are more commonly found in hunting-gathering societies than in agricultural societies.

Reason (R): In hunting-gathering societies, rituals, recreational activities, and child-rearing practices are designed to help individuals adapt to the demands of a nomadic lifestyle and ecological environment.

- 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
- 11 3 of the terms given below belong to a particular theory of intelligence? Which is the odd one out?
a) Practical b) Creative
c) **Critical** d) Analytical
- 12 Which of these are not a source of stress?
a. **Tensions** b. Hassles c. Life Events d. Traumatic events
- 13 Assertion (A): Abnormal behaviour is always considered a deviation from social norms.
Reason (R): Each society has its own norms, which are shaped by its culture, history, and values, and these norms can change over time.
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**
- 14 Culture fair tests focus on a particular culture while designing questions.
True or **False**

SECTION B

Q 15 Vaibhav is a Philosophy professor known for his deep understanding of human existence and the meaning of life. He's often praised for his self-awareness and ability to relate with his students on a profound level. Identify the type of intelligence possessed by Vaibhav given by Howard Gardner. Briefly describe 2 other types of intelligence of Gardner.

Answer:

- **Existential Intelligence (or Intrapersonal Intelligence)** (1 mark)
 - **Two Other Intelligences (Gardner):** ($\frac{1}{2} + \frac{1}{2} = 1$ mark)
 - *Linguistic Intelligence:* Skills involved in the production and use of language (e.g., poets, writers).
 - *Logical-Mathematical Intelligence:* Skills in scientific thinking and problem-solving (e.g., mathematicians, scientists).
- (1 + $\frac{1}{2}$ + $\frac{1}{2}$ = 2) marks Pg. 7–8**

Q 16 What happens during the Exhaustion stage according to the GAS model?

- Continued exposure to the same stressor or additional stressors drains the body of its physiological resources. (1 mark)
 - The parasympathetic nervous system takes over, bodily systems break down, leading to physical fatigue, burnout, and susceptibility to serious illnesses. (1 mark)
- (1 + 1 = 2) marks Pg. 54**

Q 17 After returning from war, Major Arun often experienced painful flashbacks of losing his comrades. Identify and list the symptoms of the disorder.

- **Post-Traumatic Stress Disorder (PTSD)** ($\frac{1}{2}$ mark)
- **Symptoms of PTSD:** ($1 \frac{1}{2}$ marks)
 - Recurrent, intrusive memories and painful flashbacks of the traumatic event.
 - Emotional numbness and avoidance of stimuli associated with trauma.
 - Hypervigilance, sleep disturbances, irritability, and exaggerated startle response.

($\frac{1}{2} + 1 \frac{1}{2} = 2$) marks Pg. 77

Q 18 How does social stress impact individuals.

- Social stress is induced externally due to interpersonal friction, social isolation, family conflicts, or peer pressure. (*1 mark*)
- **Impact:** It causes emotional strain, behavioral maladjustment, diminished self-esteem, and increases vulnerability to psychological disorders like anxiety and depression. (*1 mark*)

($1 + 1 = 2$) marks Pg. 53

Q 19 Discuss the causes of maladaptive behaviour put forth by socio-cultural theorists.

- Socio-cultural model states that abnormal behavior is shaped by societal forces, cultural values, and social environment. (*1 mark*)
- **Causes:** Severe social conditions (poverty, unemployment, discrimination), dysfunctional family patterns, rapid socio-economic change, and conflicting societal roles. (*1 mark*)

($1 + 1 = 2$) marks Pg. 75

SECTION C

Q 20 'Assessment is the base of prediction.' With reference to this, explain the nature and types of assessment relevant in Psychology

- **Nature of Assessment:** Assessment refers to the systematic evaluation of psychological attributes using standardized methods to understand, evaluate, and predict human behavior. (*1 mark*)
- **Types of Assessment (Any two explained):** ($1 + 1 = 2$ marks)
 - *Psychological Test:* Standardized and objective measure of mental/behavioral characteristics.
 - *Interview:* Purposeful conversation seeking structured qualitative information from the individual.
 - *Case Study:* In-depth contextual evaluation of psychological attributes, history, and environment.
 - *Observation:* Systematic, objective recording of real-time behavior in natural or laboratory settings.

($1 + 2 = 3$) marks Pg. 3–4

Q 21 What are Self Report measures? Discuss their limitations in personality assessment.

Answer:

- **Self-Report Measures:** Structured tests where an individual responds to direct statements regarding their own traits, motives, or feelings (e.g., MMPI, 16PF). (*1 mark*)
- **Limitations (Any two):** ($1 + 1 = 2$ marks)
 - *Social Desirability:* Tendency of respondents to select options that make them appear favorably.
 - *Acquiescence:* Uncritical tendency to agree ("yes-saying") with items regardless of content.

- *Lack of Self-Awareness*: Inability to accurately perceive or report one's own motives. (1 + 2 = 3) marks Pg. 42–43

Q 22 Briefly describe the 'Trigunas' as mentioned in the Indian tradition.

Answer:

- **Sattva Guna**: Attributes of truthfulness, harmony, purity, wisdom, and moral clarity. (1 mark)
 - **Rajas Guna**: Characterized by intense activity, desire for gratification, dissatisfaction, envy, and restlessness. (1 mark)
 - **Tamas Guna**: Attributes of anger, arrogance, depression, laziness, ignorance, and lethargy. (1 mark)
- (1 + 1 + 1 = 3) marks Pg. 38

Q 23 Besides intelligence, which are the common attributes that exemplify individual variations.

Answer: (Explanation of 3 attributes)

- **Aptitude**: Underlying potential to acquire specific skills or knowledge with training. (1 mark)
- **Interest**: Individual preference for engaging in one or more specific activities relative to others. (1 mark)
- **Personality**: Unique and relatively enduring pattern of characteristics determining individual behavior across situations. (1 mark)

(1 + 1 + 1 = 3) marks Pg. 3

SECTION D

Q 24 What do you understand by the term 'dissociation'? Discuss its various forms.

Answer:

- **Dissociation**: A disruption or detachment between conscious awareness, memory, identity, and perception of surroundings. (1 mark)
 - **Forms of Dissociative Disorders**: (1 mark each for any 3 forms)
 1. *Dissociative Amnesia*: Selective memory loss for personal events/trauma without organic cause. (Includes *Dissociative Fugue*: unexpected travel away from home with identity loss).
 2. *Dissociative Identity Disorder (DID)*: Presence of two or more distinct personality states alternating in control.
 3. *Depersonalization / Derealization Disorder*: Feeling detached from one's body/mind (depersonalization) or experiencing surroundings as unreal/dreamlike (derealization).
- (1 + 3 = 4) marks Pg. 77–78

Q 25 Suhas was suffering from high level of stress and was unable to make sound decisions. Which is this effect of stress? Elaborate on the other prominent effects of stress.

Answer:

- **Cognitive Effect** of stress (*mental overload, poor concentration, reduced memory capacity, impaired decision-making*). (1 mark)
- **Other Prominent Effects** (1 mark each):
 1. *Emotional Effects*: Mood swings, erratic behavior, alienation, generalized anxiety, depression. (1 mark)
 2. *Physiological Effects*: Secretion of adrenaline/cortisol, elevated heart rate, high blood pressure, digestive distress. (1 mark)

3. *Behavioral Effects*: Disrupted sleep/dietary habits, increased intake of stimulants (alcohol, caffeine, smoking). (1 mark) (1 + 1 + 1 + 1 = 4) marks Pg. 57–58

Q 26 Psychologists believe observation of behaviour serves as the basis of behavioural analysis. Enlist some important methods of analyzing behaviour as part of personality assessment.

Answer: (Enlist and describe 4 methods)

1. **Observation**: Naturalistic or laboratory recording of target behaviors under structured conditions. (1 mark)
2. **Interview**: Structured or unstructured purposeful interaction to gather qualitative behavioral data. (1 mark)
3. **Nomination**: Peer-rating technique where group members select individuals displaying specific traits. (1 mark)
4. **Situational Tests**: Placing a person in simulated realistic scenarios to observe decision-making and performance. (1 mark) (1 + 1 + 1 + 1 = 4) marks Pg. 46–48

Q 27 Along with diet and exercise, several factors impact our health and well-being, describe them in detail.

Answer: (Describe 4 health-promoting factors)

1. **Positive Attitude**: Optimism, internal locus of control, and viewing stress as a challenge. (1 mark)
2. **Social Support**: Emotional, tangible, and informational assistance from family, peers, and community. (1 mark)
3. **Stress Management Skills**: Problem-focused coping, relaxation techniques (meditation, yoga), and time management. (1 mark)
4. **Life Skills & Habits**: Assertiveness, emotional regulation, adequate sleep, and avoiding addictive substances. (1 mark) (1 + 1 + 1 + 1 = 4) marks Pg. 63–65

SECTION E

Q 28 (A) Mention the neo-analytic or post-Freudian theorists and list the ways in which their theories diverge from Sigmund Freud's original psychoanalytic theory. Briefly explain any two significant post-Freudian theories to understand personality.

- **Neo-Analytic Theorists**: Carl Jung, Karen Horney, Alfred Adler, Erich Fromm, Erik Erikson. (1 mark)
- **Divergence from Freud**: Placed less emphasis on sexual instincts (libido) and unconscious aggression; emphasized social relationships, cultural influences, ego development, and lifelong growth/mastery. (2 marks)
- **Explanation of Two Theories**: (1.5 + 1.5 = 3 marks)
 1. *Carl Jung (Analytical Psychology)*: Introduced the **Collective Unconscious** containing shared human archetypes (Persona, Anima/Animus); personality develops by balancing opposing inner forces.
 2. *Karen Horney (Humanistic Psychoanalysis)*: Focused on **Basic Anxiety** arising from disturbed parental relations; rejected Freud's penis envy in favor of social/cultural factors;

identified 3 coping styles (moving toward, against, away from people).
(1 + 2 + 1.5 + 1.5 = 6) marks Pg. 36–38

OR

Q 28 (B) Differentiate between type and trait approaches to personality. Explain any two trait theories in detail.

- **Type vs. Trait Approach:** Type approach classifies individuals into broad, distinct categories based on overall pattern of characteristics; Trait approach views personality as composed of specific, building-block traits along continuous dimensions. (2 marks)
- **Two Trait Theories in Detail:** (2 + 2 = 4 marks)
 1. *Allport's Trait Theory:* Categorized traits into **Cardinal** (pervasive dominant trait), **Central** (5–10 generalized dispositions), and **Secondary** (specific situational preferences).
 2. *Cattell's 16PF Theory:* Applied factor analysis to distinguish between **Surface Traits** (observable behaviors) and **Source Traits** (underlying building blocks of personality). (2 + 2 + 2 = 6) marks Pg. 30–34

Q 29 'Indian approach towards intelligence can be considered more holistic.' Explain this statement in detail along with the four facets of intelligence identified in the Indian tradition.

Answer:

- **Indian Holistic View:** Unlike Western models focusing mainly on cognitive skills and abstract reasoning, the Indian concept of intelligence (*Buddhi*) integrates cognitive, affective, motivational, social, and spiritual dimensions. It emphasizes harmony with one's self and environment. (2 marks)
- **Four Facets of Intelligence:** (1 mark each = 4 marks)
 1. **Cognitive Capacity:** Sensitivity to context, abstract reasoning, discrimination, and practical problem-solving.
 2. **Social Competence:** Respect for social order, commitment to elders, helpfulness, and social harmony.
 3. **Emotional Competence:** Self-regulation, emotional restraint, modesty, self-control, and empathy.
 4. **Entrepreneurial Competence:** Hard work, patience, perseverance, commitment, and goal-directed effort. (2 + 4 = 6) marks Pg. 15–16

SECTION F

Q 30 Which category of disorder has been described above? Enlist the sub-disorders under that category.

- **Category: Somatic Symptom and Related Disorders** (1 mark)

- **Sub-disorders:** Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, and Factitious Disorder. (1 mark)(1 + 1 = 2) marks Pg. 76–77

Q 31 What are the common symptoms associated with this category of disorder.

- Presence of physical/bodily symptoms without any identifiable medical organic cause. (1 mark)/Preoccupation with health/illness, severe anxiety regarding symptoms, frequent medical visits, and significant impairment in social/occupational functioning. (1 mark)
(1 + 1 = 2) marks Pg. 76–77

Q 32 What are the different dimensions of the structure of the intellect model?

- J.P. Guilford's Structure of Intellect (SOI) model classifies intellectual traits along **three dimensions: Operations:** What the respondent does (*Cognition, Memory recording,*
Contents: Nature of materials/information **Products:** Form in which information is
(Total $(6 \times 5 \times 6 = 180)$ cells/factors) **Pg. 7** (1 mark)

Q 33 Which approach considers intelligence as an aggregate of abilities? Explain any one theory under that approach in brief.

- **Approach: Psychometric / Structural Approach** (1 mark)
- **Theory (Spearman's Two-Factor Theory):** Proposes that intelligence consists of a **General Factor** ((g) -factor) representing overall mental energy/capacity, and **Specific Factors** ((s) -factors) representing specialized abilities for specific domains. (1 mark)
(1 + 1 = 2) marks Pg. 5–6