



INDIAN SCHOOL AL WADI AL KABIR

ASSESSMENT–1 2026 - 27

Subject: Psychology

Class: XI
Date: 22/09/26

Max. Marks: 70
Time: 3 Hours

General Instructions:

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

Section - A

Q.no	Questions	Marks
1	_____ school rejects the idea of mind and consciousness as the subject matter of Psychology. a) Behaviourism b) Structuralism c) Functionalism d) Psychodynamic	(1)
2	The minimum value of a stimulus required to activate a given sensory system is called _____. a) Stimulation b) Difference threshold c) Sensation d) Absolute threshold	(1)
3	Assertion (A): Data from the qualitative studies are largely subjective Reason (R): They involve interpretation on the part of the researcher as well as the person providing data. a) Both assertion and reason are true and related. b) Both assertion and reason are true but not related. c) The assertion is true, but the reason is false. d) The assertion is false, but the reason is true.	(1)
4	Who wrote the book Psychology in a Third World Country: The Indian Experience?	(1)

a) Urie Bronfenbrenner b) Durganand Sinha c) Dr. N.N. Sengupta d) G. Bose

5 The process of viewing the world in three dimensions is called _____ (1)
perception.

Ans. Depth Perception

6 After identification of the problem the researcher proceeds by developing a tentative answer of the problem which is called _____. (1)

a) Objectivity b) Hypothesis c) Systematic d) Prediction

7 **Assertion (A):** Selective attention is concerned mainly with the selection of a limited number of stimuli from a large number of stimuli. (1)

Reason (R): Stimuli, which are novel and moderately complex, easily get into our focus.

a) Both assertion and reason are true and related.

b) Both assertion and reason are true but not related.

c) The assertion is true, but the reason is false.

d) The assertion is false, but the reason is true.

8 Name the second step in scientific research _____. (1)

a) Conceptualization of problem b) Prediction c) Data collection d) Explanation

9 **Assertion (A):** Indian Psychology was initially dominated by Western psychological tradition. (1)

Reason (R): Indian psychologists were significantly influenced by western theories, particularly in experimental Psychology and psychoanalysis.

a) Both assertion and reason are true and related.

b) Both assertion and reason are true but not related.

c) The assertion is true, but the reason is false.

d) The assertion is false, but the reason is true.

10 In psychological information, the data collected relates to _____. (1)

a) Height b) Occupation c) Emotions d) Weight

11 The term Psychology is derived from two Greek words _____ and _____. (1)
Ans. Psyche and logos

12 _____ is an example of teratogen. (1)

Ans. Drugs, infection, radiations, pollution ect.

13 Which branch of Psychology discusses workplace behaviour including both workers and employers? (1)

a) Educational Psychology b) Organisational Psychology c) Health Psychology
d) Social Psychology

14 Which factors influence the development of a human being? (1)

a) Environment b) Heredity c) Both (a) and (b) d) None of the above

Section B

15 Describe the different types of interviews used in psychological enquiry. (2)

Ans. Structured or standardized and unstructured or non-standardized. (1

mark for each)

- 16 Distinguish between experience and behaviour. (1 mark for each) (2)

Ans. Experiences:

- Experiences can be defined as the learning acquired through everyday life situation.
- Experiences are subjective in nature, different for every individual.
- We cannot directly observe or know someone's experience.
- Only the experiencing person can be aware or conscious of his/her experiences. Thus, experiences are imbedded in our awareness or consciousness.
- Experiences are influenced by internal and external conditions of the experiences.
- The nature of the experience can only be understood by analyzing a complex set of internal and external conditions.
- Experiences are important because most of our learning is based on experiences

Behaviours:

- Behaviours are responses or reactions we make or activities we engage in. Eg. One can feel the heart pounding before taking an examination.
- Some behaviours such as thinking may be simple or complex, short or enduring.
- On the other hand, some behaviours can be outwardly seen or sensed and are called overt, for example laughing.
- All behaviours can be explained on the basis of S-R (Stimulus Response Relations). Any behaviour, overt or covert, is associated with or triggered by a stimulus.
- Both stimulus and response can be internal or external.

- 17 Explain the meaning and concept of 'Development'. (2)

Ans: Development is the pattern of progressive, orderly and predictable changes that begin at conception and continue throughout life. Development mostly involves changes – both growth and decline.

- 18 State any two limitations of psychological enquiry. (one mark for each) (2)

Ans. Lack of true zero point, relative nature of psychological tools,

subjective nature of qualitative data. (Any two)

- 19 Explain how the expectations of a perceiver can influence perception, with the help of an example. (2)

Ans. Expectations: What we expect to perceive shapes what we actually perceive. For example, hearing a knock at the regular milk delivery time leads us to assume it's the milkman.

Section C

- 20 “The myth of old age as incapacitating is changing.” Discuss the challenges faced by elderly people. (1 mark for each points) (3)

Ans: Retirement, widowhood, illness or death in the family.

- 21 Differentiate between clinical and counselling psychologists. (3)

Ans. Clinical and counselling psychology deals with causes, treatment and prevention of different types of psychological disorders such as anxiety, depression, eating disorders and chronic substance abuse. A related area is counselling, which aims to improve everyday function by helping people solve problems in daily life and cope effectively with challenging situations. The work of a clinical psychologist does not differ from that of a counselling psychologist. Although a counselling psychologist deals with people who have less serious problems. For instance, counselling psychologists work with students advising them about problems, personal problems and career planning. A clinical psychologist has a degree in psychology, which includes intensive training in treating people with psychological disorders.

- 22 A student is able to focus on completing his homework for a long period without getting distracted. Identify the type of attention demonstrated in the case and explain the factors affecting it. (3)

a) Define sustained attention. (1 marks)

Ans: Sustained attention focuses on concentration over time. Sustained attention is our ability to stay focused on an object or event for extended periods, often called "vigilance."

Examples of sustained attention include roles like air traffic controllers who constantly monitor unpredictable signals for safety.

b) Mention the factors affecting sustained attention in this case. (2 mark, half mark each)

- **Sensory Modality:** Performance tends to be better when the stimuli are auditory compared to when they are visual.

- **Clarity of Stimuli:** Intense and long-lasting stimuli enhance sustained attention, leading to better performance.

• **Temporal Uncertainty:** Stimuli that appear at regular intervals are easier to attend to than unpredictable ones.

• **Spatial Uncertainty:** Stimuli that appear consistently in the same location are more easily attended to than those that appear randomly.

- 23 A psychologist observes a child's behaviour in a classroom without directly interacting with the child. What is the observation method? Explain the different types of observation methods. (3)

Ans. Observation method (1 mark)

Types: (2 marks)

Participant Vs. Non Participant

Controlled Vs. Naturalistic

Section – D

- 24 A student sees a stationary object as moving and another student perceives two equal lines as different in length. What is an illusion? Explain the different types of illusions with suitable diagrams. (4)

Ans: The misperceptions resulting from the misinterpretation of information received by our sensory organs are known as illusions. (1 mark)

Types: Muller-Lyer illusion and the illusion of vertical and horizontal illusion (1 mark for definition and half mark for the diagram)

OR

What is perceptual constancy? Explain the three types of perceptual constants that people commonly experience in their visual domain.

Ans. Perception of the object as relatively stable in spite of changes in the stimulation of sensory receptors is called perceptual constancy. (1 mark)

Types (1 mark each)

Size constancy

Brightness constancy

Shape constancy

- 25 A person's development continues from infancy through childhood, adolescence, adulthood, and old age, with each stage bringing different changes and challenges. With reference to this, explain the life-span perspective of human development. (4)

Ans. The lifespan perspective views human development as a lifelong, multidimensional, and multidirectional process. According to this perspective:

- **Development is lifelong** – it does not stop at childhood but continues through adolescence, adulthood, and old age.
- The various processes of development, ie, biological, cognitive and socio-emotional, are interwoven.

- **It is multidirectional** – some abilities improve, while others decline with age.
- **It is plastic** – humans have the capacity for change and growth throughout life.
- **It is contextual** – shaped by cultural, social, historical, and environmental factors.
- It is influenced by historical conditions.
- Development is the concern of many disciplines.
- An individual responds and acts on contexts which include what was inherited, the physical environment, social, historical and cultural contexts.

Thus, development is seen as a continuous interaction between growth, maintenance, and decline throughout the life span.

26 Explain the Carol Dweck's experiment on the topic Common sense vs scientific knowledge. (4)

Ans. Dweck took two groups of students who were trained for 25 days in solving math problems. The first group was given easy problems which they were always able to solve. The second group had a mix of easy and difficult problems. Obviously, in case of difficult problems, they failed. Whenever this happened Dweck told them that their failure was because they had not tried hard enough and persuaded them not to give up and keep trying. After the training period was over, a new set of math problems were given to the two groups. What Dweck found goes against common belief. Those who had always succeeded because they were given easy problems, gave up much faster when they faced failure than those who had experience of both success and failure and were taught to attribute failure to their lack of effort.

27 While conducting a psychological study, a researcher must ensure that participants are treated with respect and their personal information is protected. Describe any four ethical issues associated with psychological enquiry. (4)

Ans. Voluntary participation, informed consent, debriefing, sharing the results of the study, and confidentiality of the data source.(Any four)

OR

What is psychological testing? Explain the different types of psychological tests.

Ans. Psychologists have developed a variety of tests to assess different human traits, such as intelligence, personality, and interests. These tests serve many purposes, including selection, placement, training, guidance, and diagnosis across various settings like schools, clinics, and workplaces. A psychological test usually contains questions (items) focused on a specific human trait, which must be clearly defined. All items should be related to that trait only.

Types of Tests

- Psychological tests are categorised based on language, mode of administration, and difficulty level.
- Verbal, non-verbal, and performance tests are classified based on language requirements.
- Tests can be individual (face-to-face administration) or group tests (administered to multiple individuals simultaneously).
- Tests can also be speed tests (with time limits) or power tests (without time limits). Tests should be chosen carefully, considering various factors alongside test data, like background and interests.

Section – E

- 28 A student looks at a distant tree with both eyes and is able to judge how far it is. (6)
Another student uses the relative size and overlap of objects to judge their distance.
Differentiate between monocular cues and binocular cues.

Ans:

Monocular cues

Monocular cues are depth perception cues effective when viewed with one eye, often used in art to create the illusion of depth in two-dimensional images.

There are various monocular cues for perceiving depth, including:

- Relative size: smaller objects appear farther away, while larger objects appear closer.
- Overlapping: when one object partially covers another, the covered object is perceived as farther away.
- Linear perspective: distant objects appear closer together than nearer objects.
- Aerial perspective: the haze or blur caused by dust and moisture in the air makes distant objects appear farther away.
- Light and shade: highlights and shadows on an object can indicate its distance.
- Relative height: larger objects are perceived as closer, while smaller objects are perceived as farther away.
- Texture gradient: the density of visual elements in a scene can indicate distance.
- Motion parallax: when objects at different distances move, they move at different speeds relative to the observer, providing a cue for depth perception.

Binocular Cues

Both eyes give us key clues for perceiving depth in three-dimensional space.

- Retinal Disparity: Due to the horizontal separation of our eyes (about 6.5 cm), each eye forms a slightly different image of the same object. The brain uses the difference between these images to judge depth, with a larger disparity indicating a closer object and a smaller disparity indicating a distant object.
- Convergence: When focusing on a nearby object, our eyes turn inward (converge) to align the image on the retina. The brain interprets the degree of convergence as a cue for depth, with increased convergence indicating a closer object and decreased convergence indicating a farther object.
- Accommodation: This process involves the ciliary muscles adjusting the thickness of the eye's lens to focus on objects at varying distances. The brain receives signals about the degree of muscle contraction to determine the distance of the object, with the lens thickening for near objects and relaxing for distant objects.

OR

A student looks at a picture and naturally groups objects that are close together, similar, or arranged in a particular pattern. Explain the principles of perceptual organisation with suitable examples.

Ans: Gestalt theory proposes that we perceive different stimuli as discrete elements but as an organised whole that carries a definite form. They believe that the form of an object lies in its whole, which is different from the sum of its parts. For example, a flower pot with a bunch of flowers is a whole. If the flowers are removed, the flower pot remains whole.

The principles proposed in this theory are the principle of proximity, the principle of similarity, the principle of continuity, the principle of smallness, the principle of symmetry, the principle of surroundedness, and the principle of closure

- 29 A 15-year-old student has started thinking about future career choices and considering different possibilities before making decisions. Identify the stage of development and explain the cognitive development taking place during this stage. (6)

Ans. Logical thinking, Hypothetical deductive reasoning, imaginary audience, personal fable and forming an identity.

OR

A child's development is influenced by the family, school, community, and wider society in which they grow up. Explain Bronfenbrenner's view of development with a diagram.

Ans. Urie Bronfenbrenner explained development through the **ecological systems theory**, which emphasizes how different environmental systems influence an individual's growth. His model consists of **five interrelated systems**:

1. **Microsystem** – Immediate environment (family, school, peers, neighbourhood).
2. **Mesosystem** – Interconnections between microsystems (e.g., parent–teacher relationship, peer–family influence).
3. **Exosystem** – Indirect environment (parent's workplace, community services, media).
4. **Macrosystem** – Larger cultural and societal context (values, customs, laws).
5. **Chronosystem** – The dimension of time (life events, socio-historical changes).

Section – F

According to the article by Willig C. (2019), "*What can qualitative research contribute to psychological knowledge?*" Psychological enquiry is more than simply observing behavior. It is a structured attempt to understand the complex relationship between people's thoughts, emotions, behavior, experiences, and environments. Both quantitative measurement and qualitative exploration contribute to psychological knowledge. A strong psychological enquiry therefore combines systematic investigation, ethical practice, cultural awareness, critical thinking, and evidence-based interpretation. Psychological enquiry is the systematic process of asking questions about human thoughts, emotions, behaviour, relationships, and experiences. Psychology does not rely only on assumptions or personal opinions; researchers use scientific methods to investigate questions and develop evidence-based explanations.

- 30 What are the 5 goals of psychological enquiry? 1

Ans. Description, prediction, explanation, control and application. 2

- 31 Explain any one of the goals.

Ans: (Any one)

Description

- Psychologists try to describe behaviour or phenomena accurately to distinguish a particular behaviour from others.
- The description requires recording a particular behaviour and describing it accurately to attain a comprehensive understanding of the same.

- Describing the behaviour accurately helps to know the relationship of a particular behaviour with other types of behaviours, events or phenomena

Prediction

- Forecast that under certain conditions, this particular behaviour may occur within a certain margin of events
- Prediction becomes more accurate with the increase in the number of persons observed.

Explanation

- To understand the causal factors or determinants of behaviour
- Understanding the factors that make behaviour happen or not occur
- Ex: what makes children attentive and why do some children devote less time for study as for study compared to others?
- Concerned with identifying the determinants or antecedent conditions of behaviour being studied so that cause cause-and-effect relationship between two variables or events can be established.

Control

- If you can explain why a behaviour occurs, then you can control that behaviour by making changes in its antecedent conditions.
- Control refers to three things: making a particular behaviour happen, reducing it or enhancing it
- Ex: therapy

Application

- The final goal of scientific enquiry is to bring out the positive changes in the lives of people.
- Psychological research is conducted to solve problems in various settings
- Example: application of yoga and meditation helps to reduce stress and improve efficiency.
- Also to develop new theories or constructs that lead to further research

Psychology is a diverse scientific discipline that helps us understand the mind, behaviour, and human experience. Through systematic research and evidence-based practice, Psychology contributes to our understanding of learning, development, emotions, relationships, mental health, and social behaviour. One of the most important questions in Psychology is why people behave the way they do. Behaviour is influenced by many interacting factors, including biology, learning, thoughts, emotions, personality, relationships, culture, and environment.

32 What is the definition of Psychology? 1
Ans. Psychology is a modern discipline aimed at understanding the complexities of 2
mental processes, experiences, and behaviour of individuals in different contexts.

33 Elaborate on the concept of mental process.
Ans. **Mental processes** - Mental processes are activities of the mind and brain, related to cognition
• We use mental processes when we think, remember something, or solve a problem.
• Brain activities and mental process are interdependent and mutually overlapping process but they are not identical.
• The mind emerges and evolves as our interactions and experiences in this

world get dynamically organized in the form of a system which is responsible for the occurrence of various mental processes.

- Mental processes includes remembering, knowing, reasoning, learning, thinking, problem solving, perception, etc