

SENIOR SCHOOL CERTIFICATE EXAMINATION

MARCH 2013

MARKING SCHEME

PSYCHOLOGY (037)

CLASS XII

GENERAL INSTRUCTIONS

1. THE MARKING SCHEME IS A GUIDELINE. ANY RELEVANT AND APPROPRIATE INFORMATION PERTAINING TO ANSWER OF A QUESTION, OTHER THAN THAT GIVEN IN THE MARKING SCHEME MAY BE MARKED CORRECT. STUDENTS USING THEIR OWN LANGUAGE FOR EXPLAINING CONCEPTS BE GIVEN DUE WEIGHTAGE
2. MARKS ARE NOT NORMALLY DEDUCTED FOR SPELLING ERRORS BUT IF THE ANSWER OBLITERATES THE RIGHT CONCEPT OR MEANING OF CONCEPT IS DISTORTED, MARKS MAY BE DEDUCTED ACCORDINGLY.
3. IF A STUDENT HAS ATTEMPTED BOTH PARTS – QUESTION AS WELL AS ITS CHOICE QUESTION, THE PART SECURING HIGHER MARKS IS TO BE CONSIDERED.
4. MARKS ARE NOT TO BE DEDUCTED IF ANSWERS ARE NOT WRITTEN ACCORDING TO THE SEQUENCE GIVEN IN THE QUESTION PAPER.
5. MARKS ARE NOT TO BE DEDUCTED FOR EXCEEDING THE WORD LIMIT.

NOTE: AS PER THE ORDERS OF THE HON'BLE SUPREME COURT THE CANDIDATE WOULD NOW BE PERMITTED TO OBTAIN PHOTOCOPY OF THE ANSWER SHEET ON REQUEST ON PAYMENT OF THE PRESCRIBED FEE. ALL EXAMINERS / HEAD EXAMINERS MUST ENSURE THAT EVALUATION IS CARRIED OUT STRICTLY AS PER SUGGESTED VALUE POINTS FOR EACH ANSWER AS GIVEN IN THE MARKING SCHEME.

WISH YOU GOOD LUCK

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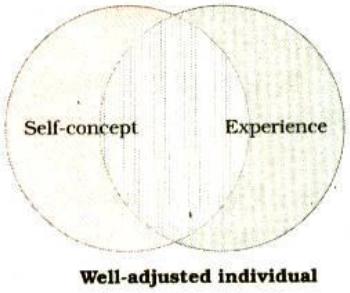
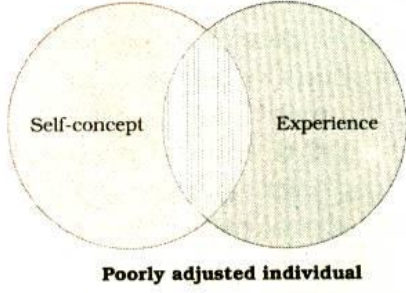
MM 70

Q.No.	EXPECTED ANSWER / SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
PART A			
1	Commitment	17	1
2	Extreme response bias	47	1
3	Ambiguous statement both are right answers	55-56,57	1
4	Pain disorder	78	1
5	Agoraphobia	76	1
6	True	102	1
7	Attribution	107	1
8	True	131	1
9	Instrumental	154	1
10	False	183	1
PART B			
11	<ul style="list-style-type: none"> • eating less nutritional food • increased intake of stimulants like tobacco or other drugs • disrupted sleep pattern • increased absenteeism & reduced work performance (Explain any two points)	58	1+1=2
12	Substance dependence - intense craving for the substance addicted to <ul style="list-style-type: none"> • shows tolerance, withdrawal symptoms and compulsive drug taking • the substance is psychoactive – can change mood, thinking process and consciousness 	84	1+1=2
13	Separation – Anxiety Disorder - <ul style="list-style-type: none"> • internalising disorder, unique to children, where the child experiences excessive anxiety or panic at being separated from parents • symptoms – children have difficulty being in a room by themselves, going to school alone, fearful of entering new situations and cling to and shadow their parent's every move (any two symptoms)	83	1+1=2
14	Determinants of cooperation and competition – <ul style="list-style-type: none"> • Reward structure • Interpersonal communication • Reciprocity (Explanation of any two points)	146	1+1=2
15	Psychological characteristics of poverty - <ul style="list-style-type: none"> • low aspiration and achievement motivation • low self esteem, high level of anxiety and introversion • attitude of resentment 	166	1+1=2

	<ul style="list-style-type: none"> prone to depression due to a sense of hopelessness suffer from emotional and adjustment problems <p>(Explanation of any two points)</p>		
16	<p>Interpersonal communication –</p> <ul style="list-style-type: none"> communication that takes place between two or more persons face to face or mediated conversations, interviews, small group discussions. 	183	1+1=2
PART C			
17	<p>Interactional approach</p> <ul style="list-style-type: none"> situational characteristics play an important role people may behave as dependent or independent not because of their internal personality traits but because of external rewards or threats the cross – situational consistency of traits is found to be quite low. e.g. – people’s behaviour in a market, courtroom, or a place of worship 	30	3
18	<ul style="list-style-type: none"> Actor – observer effect – a distinction is found between the attribution that a person makes for his / her own positive and negative experiences (actor role) and the attribution made for another person’s positive and negative experiences (observer role) For your own positive experience you make internal attribution i.e. hard work and for someone else’s experience we give external attribution i.e. good luck or easy test (any other suitable example) The basic reason for the difference is that people like to have a nice image of themselves as compared to others. 	122	1+1+1=3
19	<p>Causes of aggression</p> <ul style="list-style-type: none"> inborn tendency physiological mechanisms child rearing frustration learning observing aggressive model availability of weapons of aggression personality factors cultural factors anger provoking action by others <p>(Explanation of any three causes)</p>	169, 170, 171	1+1+1=3
20	<p>Skill of listening</p> <ul style="list-style-type: none"> listening is an active process it requires the person to be attentive. patient, non-judgemental and have the capacity to analyse and respond. it involves reception, attention, assignment of meaning and response to message paraphrasing awareness of culture <p>(Explanation of any three points) OR</p>	185 – 187	1+1+1=3

	<p>Non verbal communication is composed of all those messages that people exchange besides words.</p> <p>Factors such as gestures, postures, eye-contact, clothing style, body movement, facial expressions and all aspects of body language / para language should be considered in totality (cluster)</p>	186 - 187	3
PART D			
21	<ul style="list-style-type: none"> • Refers to ability to process emotional information accurately and efficiently • It is a set of skills that underlie accurate appraisal, expression and regulation of emotions • It is the feeling side of intelligence. • The ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions. <p>Characteristics</p> <ul style="list-style-type: none"> • Sensitive to your feelings and emotions • be sensitive to various types of emotions in others by noting their body language etc • relate your emotions to your thoughts • understand the influence of nature and intensity of emotions • control and regulate emotions to achieve harmony and peace <p style="text-align: center;">(any one definition and any two relevant characteristics)</p>	17	2+1+1=4
22	<ul style="list-style-type: none"> • In-depth study of the individual in terms of her / his psychological attributes, psychological history in the context of her / his physical and psychosocial environment • Case studies are widely used by clinical psychologists • Based on data generated by different methods i.e. interviews, observations, questionnaires etc. • Case studies of great people can be highly illuminating <p style="text-align: center;">(any other relevant information)</p>	4	4
23	<ul style="list-style-type: none"> • Diet • Exercise • Positive attitude • Positive thinking <p>(Explanation of all four or other relevant factors supporting development of positive health)</p>	65, 66	1+1+1+1=4
24	<p>According to Socio-cultural model, abnormal behaviour is shaped by</p> <ul style="list-style-type: none"> • poverty / poor economic conditions • family structure • communication • social network • societal conditions 	75	1+1+1+1=4

	<ul style="list-style-type: none"> • societal labels and roles • war, violence and group prejudices, discrimination, unemployment problems and rapid social change <p>(Explanation of any 4 points)</p>		
25	<p>Factors influencing pro-social behaviour are -</p> <ul style="list-style-type: none"> • learning • cultural factors • social norms <ul style="list-style-type: none"> ○ social responsibility ○ reciprocity ○ equity • expected reaction • empathy • mood / feelings • number of bystanders - diffusion of responsibility <p>(Description of any 4)</p>	124-125	1+1+1+1=4
26	<p>Strategies to resolve conflicts</p> <ul style="list-style-type: none"> • Introduction of super ordinate goals • Altering perceptions • Increasing intergroup contacts • Re-drawing group boundaries • Negotiations • Structural solutions • Respect for other group's norms <p>(description of any 4)</p> <p style="text-align: center;">OR</p> <p>Group polarisation is strengthening of the initial position after group discussion which result in taking extreme positions i.e. from very weak to very strong decisions</p> <p>Due to 3 reasons</p> <ul style="list-style-type: none"> • In company of like minded people, one finds favour for ones viewpoints • One finds validation by public – bandwagon effect • Leads to perception of people as in-group, which results in conformity, thereby strengthening the views <p>(Support the answer with the help of example)</p>	148 – 149	1+1+1+1=4
	PART E		
27	<p>Personality refers to our characteristic ways of responding to individuals and situations.</p> <p>Features are –</p> <ul style="list-style-type: none"> • both physical and psychological components • unique pattern of behaviour 	28-29,	2+4

	<ul style="list-style-type: none"> • main features do not easily change with time • dynamic – adaptive to situations <p>(Any other definition / explanation which contains the above features)</p> <p>Humanistic approach to personality – proposed by Rogers</p> <ul style="list-style-type: none"> • Fully functioning person, fulfilment is the motivating force for personality development • Two assumptions by Rogers <ul style="list-style-type: none"> ○ Behaviour is goal directed or worthwhile ○ People choose adaptive self-actualizing behaviour • Discrepancy between the real self and ideal self often results in unhappiness and dissatisfaction • An atmosphere of unconditional positive regard must be created in order to ensure enhancement of people’s self-concept • This theory emphasises the significance of positive aspects of life • May be supported by the following diagram (Pg 41 Fig 2.3) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Congruence</p>  <p>Well-adjusted individual</p> </div> <div style="text-align: center;"> <p>Incongruence</p>  <p>Poorly adjusted individual</p> </div> </div> <p>(any four points)</p> <p style="text-align: center;">OR</p> <p>Projective techniques were developed to assess unconscious motives and feelings</p> <p>Features of Projective Techniques are</p> <ul style="list-style-type: none"> • The stimuli are relatively or fully unstructured and poorly defined • Person being assessed is not told about purpose of assessment and method of scoring and interpretation • There are no right or wrong answers • Each response could reveal significant aspect of personality • Scoring and interpretation are lengthy and sometimes subjective <p>Projective Techniques</p> <ul style="list-style-type: none"> • Rorschach Inkblot test • Thematic Apperception Test • Rosenzweig’s Picture – Frustration study • Sentence Completion Test • Draw a Person Test <p>Describe any one Projective Technique.</p>	40, 41	
	<p>Projective techniques were developed to assess unconscious motives and feelings</p> <p>Features of Projective Techniques are</p> <ul style="list-style-type: none"> • The stimuli are relatively or fully unstructured and poorly defined • Person being assessed is not told about purpose of assessment and method of scoring and interpretation • There are no right or wrong answers • Each response could reveal significant aspect of personality • Scoring and interpretation are lengthy and sometimes subjective <p>Projective Techniques</p> <ul style="list-style-type: none"> • Rorschach Inkblot test • Thematic Apperception Test • Rosenzweig’s Picture – Frustration study • Sentence Completion Test • Draw a Person Test <p>Describe any one Projective Technique.</p>	43-46	3+3

