Paper code: 63   (2013)

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.
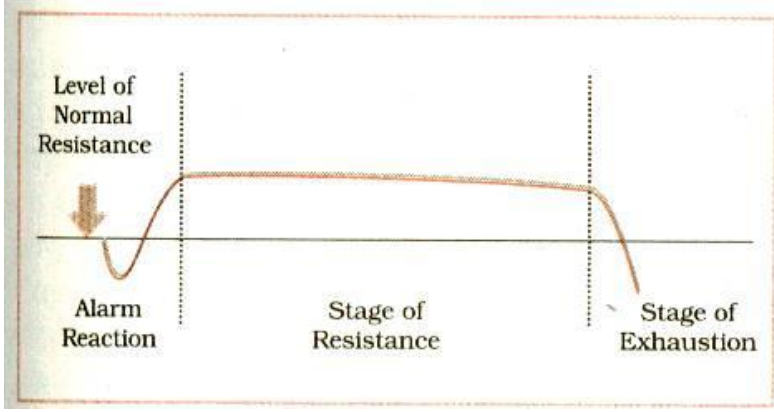
WISH YOU GOOD LUCK

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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	**Emotion oriented coping strategy**: Emotion oriented strategies call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event, with minimal effort to alter the event itself. Give one suitable example	62	1+1=2
12	**Interactional approach of psychological disorders (Bio-Psycho-Social Approach)** The biological, psychological and social factors for explaining abnormal behaviour converged in recent years to form the Interactional Approach. These play important roles in influencing the expression and outcome of psychological disorders.	73	2
13	**Separation** – Anxiety Disorder - - 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 parents every move (any two symptoms)	83	1+1=2
14	**Two characteristics of groups** - social unit consisting of two or more individuals - who perceive themselves as belonging to the group - a characteristic to distinguish one group from the other - collection of individuals who have common motives and goals - a collection of individuals who are interdependent - individuals – trying to satisfy a need - a gathering of individuals who interact with one another – directly or indirectly	130	1x2=2

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	• a collection of individuals whose interactions are structured by a set of roles and norms (any two characteristics)		
15	**Features of experiencing crowding -** • feeling of discomfort • loss or decrease in privacy • negative view of the space around the person • feeling of loss of control over social interaction	159	4x½=2
16	**Interpersonal communication –** • 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	**Psychological technique of self control –** • observation of own behaviour • self instruction • self reinforcement (brief explanation with examples) OR **Interactional approach** • 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	27 30	1x3=3 3
18	**Fundamental attribution error -** • in making attribution, there is an overall tendency for people to give greater weightage to internal or dispositional factors than external or situational factors • varies from culture to culture (one suitable example explaining fundamental attribution error)	122	1+1+1=3
19	**Influence of Television on Behaviour –** on cognitive processes and social behaviour – mixed impact • programmes are attractive • powerful medium of instruction • children spend huge amounts of time watching them • children change their behaviour as they observe in television programmes • reduction in habit of reading and writing • reduction in outdoor activities • children become inactive and sluggish	173 -174	1x3=3

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	• ability to concentrate on particular issue (a target) is reduced • some TV programmes lay positive emphasis on interpersonal attitudes and provide factual information • enhances creativity and ability to understand. It causes a change in behaviour • solitary habits are developed and social interactions decline • aggressive and violent behaviour is promoted by watching violence on television • some researches show that watching violence may actually reduce the natural aggressive tendency of the viewers • what is 'bottled up' gets an outlet and this cleans the system. It is called *catharsis* • by viewing advertisements of various products consumerist attitude develops as viewers are carried away by attractive advertisements (Explain any three effects)		
20	**Components of Human Communication** • encoding • decoding • speaking • communication channel • listening • reception • attention • paraphrasing (list all components and describe any three)	183	1x3=3
	PART D		
21	**Componential intelligence – By Robert Sternberg** • knowledge acquisition – learning and acquisition • meta / high order components – involves planning • performance component – doing things (Explanation and suitable examples)	8	3+1=4
22	**Difference between simultaneous and successive processing –** Simultaneous Processing • takes place when we perceive the relations among various concepts and integrate them into a meaningful pattern for comprehension • in RPM test, by grasping the meaning and relationship between the given option of designs and the given abstracted figure, the correct option is chosen. Simultaneous processing of all given figures helps in choosing the correct option. Successive Processing • takes place when all the information is remembered serially so that recall of one leads to the recall of another. e.g. in learning of digits, alphabets, multiplication tables etc, successive processing helps.	9	4

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	(Both parts are to be attempted otherwise answer is not correct.) (Any other example)		
23	**Reaction of body to stress according to GAS: By Selye** Three stages of GAS model to study the effect of variety of stressors on body • Alarm reaction • Resistance • Exhaustion (Explanation with figure 3.3 pg 59) 	59	½+1+1+ 1+½ = 4

24	**Eating disorders associated with distorted body image are –**
	• **Anorexia Nervosa** – Individual has a distorted body image of being over weight. S/he often refuses to eat, exercising compulsively, developing unusual habits, refusing to eat in front of others, may loose weight and may even starve to death.
	    ○ Individual develops a notion that eating will lead to his / her disfigurement of body and hence develops anorexia nervosa.
	• **Bulimia Nervosa** – Individual may eat excessive amounts of food, purge his / her body of food by using medicines such as laxatives or diuretics or by vomiting or by excessive exercise
	    ○ Person often feels disgusted and ashamed when s/he binges
	    ○ S/he is relieved of tension and negative emotions after purging
	• **Binge eating** – Individual has out–of–control eating and eats frequently
	
	(Mention and explanation of these three disorders)
		84	1½ +1½ +1
			= 4

25	**Factors that influence attitude change -**
	• Characteristics of existing attitude – valence, extremeness, simplicity or complexity (multiplexity), centrality (significance) and direction
	• Source characteristics –
	    ○ Credibility
	    ○ Attractiveness
	• Message characteristics – rational or emotional appeal
	• Motives
	• Mode of spreading the message
		114	1x4=4

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	• Target characteristics – persuasibility, strong prejudices, self esteem and intelligence
	
	(Any four with brief explanation)
	(Emphasis– on characteristics of Attitude Source, Message and Receiver / Target characteristics.)
	
	OR
	Factors influencing pro-social behaviour are -
	    • learning
	    • cultural factors
	    • social norms
	        o social responsibility
	        o reciprocity
	        o equity
	    • expected reaction
	    • empathy
	    • mood / feelings
	    • number of bystanders - diffusion of responsibility
	(Description of any four)
		124-125	1+1+1+1=4

26	**Social loafing** is a reduction in individual's effort when working on a collective task i.e. task in which outputs are pooled with those of other group members. It is not whole hearted involvement of an individual in a task performed. e.g. Tug of war, Clapping by students in morning assembly or Any other suitable example. (Explanation of given example how does it justify social loafing.) (Any other relevant information which explains social loafing)	137	4
	PART E		

27	**Concept of Personality** refers to our characteristic ways of responding to individuals and situations.
	Features are –
	    • both physical and psychological components
	    • unique pattern of behaviour
	    • main features do not easily change with time
	    • dynamic – adaptive to situations
	
	(Any other definition / explanation which contains the above features)
	
	Behavioural approach –
	    • states that anything which is not observable and scientifically verifiable cannot be subject matter of Psychology
	    • personality is not biologically determined, it is learned through classical conditioning, operant conditioning and modelling
	    • response is the structural unit of behaviour. If a particular response is positively reinforced then it is repeated again and again and becomes a part of habit.
		39	2+4=6

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	• Personality is basically a bundle of habits.
	
	OR
	
	Concept of Personality refers to our characteristic ways of responding to individuals and situations.
	Features are –
	    • both physical and psychological components
	    • unique pattern of behaviour
	    • main features do not easily change with time
	    • dynamic – adaptive to situations
	
	(Any other definition / explanation which contains the above features)
	
	Humanistic approach to personality – proposed by Carl Rogers & Abraham Mascow
	    • Fully functioning person, fulfilment is the motivating force for personality development
	    • Two assumptions by Rogers
	        o Behaviour is goal directed or worthwhile
	        o 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)
	
	(Explain any four points)
		28-29,
		
		40, 41
			2+4=6

28	**Different types of Psychotherapy -**
	    • Psychodynamic psychotherapy
	    • Behaviour Psychotherapy
	    • Existential Psychotherapy
	
	Principles underlie humanistic existential psychotherapy
	    • Postulates that psychological distress arises from feelings of loneliness, alienation and an ability to find meaning and genuine fulfilment in life.
	    • Human beings are motivated by the desire for personal growth and self actualisation, and an innate need to grow emotionally. When these needs are clubbed by society and family human beings
		91,92	½+½+½
			=1½

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experience psychological distress. Frustration of self actualisation also causes distress. • Self actualisation requires free emotional expression. The family and society curb emotional expression. This curb leads to destructive behaviour and negative emotions by thwarting the process of emotional integration.		
The therapy creates a permissive non-judgemental and accepting atmosphere in which the client's emotions can be freely expressed and the complexity, balance and integration could be achieved. The chief aim of the therapy is to expand the client awareness.	92,100	4½ (1½+4½=6)

<p align="center">OR</p>

According to Social Learning Theory • both faulty and adaptive behaviours are a result of faulty learning. • the mechanism of reward and punishment will decide the behaviour that will be learnt or eliminated • role of learning – any significant person in a child's life shows / has fear / phobia of lizards and gets attention. Getting attention serves as reinforcement. • this phobia can be treated with techniques like Systematic Desensitisation, Modelling or using methodology of Behaviour Therapy	92, 93	3+3=6

Psychoanalysis
The cause of faulty behaviour lies in the conflicts within the psyche of a person, in this case to the unresolved childhood fear of lizards
• a child who shows phobic reaction to lizards has had a traumatic experience of the phobic stimulus
• so the fear was either repressed or displaced

The phobia can be treated using techniques of free association and dream analysis or using modalities of psychoanalytic approach.