

SENIOR SCHOOL CERTIFICATE EXAMINATION

MARCH 2015

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. HOWEVER THIS SHOULD BE DONE IN CONSULTATION WITH THE HEAD EXAMINER.
2. STUDENTS USING THEIR OWN LANGUAGE FOR EXPLAINING CONCEPTS BE GIVEN DUE WEIGHTAGE
3. 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.
4. IF A STUDENT HAS ATTEMPTED BOTH PARTS – QUESTION AS WELL AS ITS CHOICE QUESTION, THE PART SECURING HIGHER MARKS IS TO BE CONSIDERED.
5. MARKS ARE NOT TO BE DEDUCTED IF ANSWERS ARE NOT WRITTEN ACCORDING TO THE SEQUENCE GIVEN IN THE QUESTION PAPER.
6. 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 EVALUATED ANSWER SHEET ON REQUEST AND BY PAYING 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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Q.No.	EXPECTED ANSWER / SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
PART A			
1	Culture	16	1
2	Type D	31	1
3	immune system	59	1
4	obsessive	77	1
5	Bio medical	102	1
6	vicarious	98	1
7	stereotype	120	1
8	False	143	1
9	instrumental	169	1
10	False / True –as there is ambiguity in the statement both options i.e. T and F are correct	185	1
PART B			
11	<p>Distribution of IQ score in a population IQ scores are distributed in such a way that the IQ scores of most people tend to fall in the middle range of the distribution. Most people show moderate level of performance i.e. in the middle range of the distribution. Very few are on extremes showing :- a) Extreme high (excellent) performance (2.2%) b) Extremely low (very poor) performance (2.2%) Frequency distribution for IQ Scores – tends to approximate a bell shaped curve. It is called Normal Curve where the curve does not touch the x-axis. There is no one with 0 IQ (may be supported by drawing normal curve showing distribution of IQ in the population)</p>	11	2
12	<p>Humanistic – Essential Model for Psychological Disorders This model focuses on broader aspects of Human Existence. According to Humanists: <ul style="list-style-type: none"> ○ Human beings are born with a natural tendency to be <ul style="list-style-type: none"> a) Friendly b) Cooperative c) Constructive d) Human beings are driven to attain self-actualisation stage. It is fulfilment of potential for goodness and growth. According to Existentialists: <ul style="list-style-type: none"> ○ Since birth man has total freedom to give meaning to his existence i.e. feels responsibility. ○ Man also has freedom to avoid that responsibility. ○ Those who do not own responsibility would live empty, inauthentic and dysfunctional life. If humanistic and existentialist aspects of life are in disharmony then abnormal behaviour develops</p>	75	2

13	Psychological disorders in which cognitive behaviour therapy is used a) Anxiety b) Depression c) Panic Attack d) Borderline Personalities etc.	100	½x4
14	Characteristics of psychotherapeutic approaches: a) Systematic application of principles underlying the different theories of therapy. b) Only well trained persons can practice psychotherapy. Any person without receiving practical training under expert supervision can cause harm instead of doing good. c) The therapeutic situation involves a therapist (who renders help) and a client (who seeks and receives help) for his / her emotional problems. d) Client receives the concentrated attention of the therapist. e) The interaction of therapist and client results in formation of the therapeutic relationship. f) Therapeutic relationship between therapist and client is Confidential, Interpersonal and Dynamic (any four)	90	½x4
15	Pro-Environmental Behaviour Includes both actions that are meant to protect the environment from problems and to promote a healthy environment. OR Explanation with appropriate examples.	164	2
16	Skills of effective counsellor a) General skills b) Observational skills c) Specific skills (any two points)	180	1+1
PART C			
17	<ul style="list-style-type: none"> ○ The relationship between creativity and intelligence is positive. All creative acts require some minimum ability to acquire, knowledge and capacity to comprehend, retain and retrieve. ○ Intelligence and creativity both are products of heredity and environment. Heredity sets the limit and environment provides opportunities for the development of potential. ○ Researches have also found that both high and low levels of creativity can be found in highly intelligent children and also children of average intelligence 	19, 20	1+1+1
18	Conditions which facilitate group formation Basic to group formation is – some contact and some form of interaction between people. It is facilitated by <ul style="list-style-type: none"> ○ Proximity – Individuals with similar background, interests, attitudes, values and opinions when have repeated interaction with each other, get a chance to know each other and develop a mutual liking. This facilitates group formation ○ Similarity – being exposed to someone over a period of time makes an 	132, 133	1+1+1

	<p>individual assess similarities. Assessment of similarities paves the way for formation of groups.</p> <p>Explanation given psychologists is that when people meet similar people, they reinforce and validate their opinions and values. They feel that they are right and thus start liking one another.</p> <ul style="list-style-type: none"> ○ Common motives and goals – When a number of people have common objectives or goals, they tend to get together and form a group, which may facilitate goal attainment. <p>For e.g. Commuters in a train may form a group which can work towards facilitating their travel in the train.</p> <p style="text-align: center;">(three points with brief explanation)</p>		
19	<p>Major consequences of crowding</p> <ul style="list-style-type: none"> ○ Feeling of discomfort ○ Loss or decrease in privacy ○ Negative view of the space around the person ○ Feeling of loss of control over interaction <p>a) Abnormal behaviour and aggression</p> <p>Among human beings, an increased population has sometimes been found to be accompanied by an increase in violent crimes and aggression.</p> <p>b) Lower academic performance of children</p> <p>Children growing up in very crowded households show</p> <ul style="list-style-type: none"> ○ Lower academic performance ○ A weaker tendency to continue working on a task ○ Greater conflict with their parents ○ Get less support from their family members <p>c) Crowding leads to</p> <ul style="list-style-type: none"> ○ Lowered performance on difficult tasks that involve cognitive processes ○ Has adverse effects memory and the emotional state <p>d) Crowding tolerance competition tolerance</p> <p>Those who are used to crowded surroundings show above negative effects to a smaller extent</p> <p style="text-align: center;">(any three points)</p>	159, 160	1+1+1
	<p style="text-align: center;"><u>OR</u></p> <p>Some strategies for reducing aggression and violence –</p> <ol style="list-style-type: none"> 1. Parents and Teachers should not encourage and reward aggression in any form. 2. Opportunities to observe and imitate the behaviour of aggressive models should be reduced drastically. 3. Poverty and social injustice may be a prominent cause of aggression. Implementing social justice and equality in society may help in reducing frustration levels and thereby curb aggressive tendencies. 4. Promoting positive attitude towards peace and practicing non-violence. <p style="text-align: center;">(any three points)</p>	171, 172	1+1+1
20	<p>Difference between interpersonal and intrapersonal communication:</p> <p>Intrapersonal communication</p> <p>Intrapersonal communication with oneself. It encompasses such activities as</p>	183	1½+1½

	<p>thought process, personal decision making and focussing on self</p> <p>Interpersonal communication</p> <p>Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship.</p> <p>Interpersonal communication includes:</p> <ul style="list-style-type: none"> • Face to face conversation or mediated conversation • Interviews • Small group discussions etc. 		
	PART D		
21	<p>Competencies of Indian Notion of Intelligence</p> <p>a) Cognitive competence (Capacity) – Sensitivity to context, understanding, discrimination, effective communication and problem solving.</p> <p>b) Social competence – Respect for social order, commitment to elders, the young and the needy, concern about others, recognising others perspectives.</p> <p>c) Emotional competence – Self regulation and self-monitoring of emotions, honesty, politeness, good conduct and self-evaluation.</p> <p>d) Entrepreneurial competence – Commitment, persistence, patience, hard work, vigilance and goal directed behaviours.</p> <p style="text-align: center;">(Explanation of four points)</p>	16, 17	1x4
22	<p>Explanation of personality development by Alfred Adler and Karen Horney</p> <p>Alfred Adler – Life style and social interest – feeling of inferiority and superiority</p> <p>Alfred Adler’s theory is known as individual psychology.</p> <ul style="list-style-type: none"> • The central human motive is that of striving for superiority • Human behaviour is purposeful and goal directed • Each one has capacity to choose and create such goals • Our personal goals are sources of motivation for us • Alfred Adler’s view – every individual suffers from ‘feeling of inferiority’ that are experienced during infancy and childhood. During childhood, child is helpless and depends on others for help and support <p>Karen Horney – Optimism</p> <p>Karen Horney advocated for a more optimistic view of human life with emphasis on Human Growth and Self-actualisation. She emphasised on the importance of social relationships in personality development.</p> <ul style="list-style-type: none"> • Psychological disorders were caused by disturbed interpersonal relationship during childhood • Basic anxiety – refers to the feeling of a child being isolated and helpless in a potential hostile world 	38	2+2
23	<p>Techniques of behavioural analysis used in personality assessment:</p> <p>Techniques of behavioural analysis:</p> <p>a) Interview b) Observation</p> <p>c) Ratings d) Nomination</p> <p>e) Situational test</p> <p style="text-align: center;">(brief explanation of any four techniques)</p>	46, 47	1+1+1+1

24	Eating disorders leading to distorted body image Types of eating disorders <ul style="list-style-type: none"> • Anorexia nervosa • Bulimia nervosa • Binge eating 	84	$\frac{1}{2}+1\frac{1}{2}+$ $1\frac{1}{2}+ \frac{1}{2}$
25	Cognitive distortions are ways of thinking which are general in nature but which distort the reality in a negative manner. These patterns of thought are called dysfunctional cognitive structures. They lead to errors of cognition about the social reality. <ul style="list-style-type: none"> • Repeated occurrence of these thoughts leads to the development of feelings of anxiety and depression • The therapist uses questioning, which is gentle, non-threatening disputation of the client's belief and thoughts • Any suitable example. 	99	1+1+1+1
26	Social Loafing – is a reduction in individual's effort when working on a collective task i.e. one in which outputs are pooled with those of other group members e.g. tug of war How social loafing can be reduced <ul style="list-style-type: none"> • Making efforts of each person identifiable • Increasing group members' commitment to successful task performance • Increasing the apparent importance or value of a task • Making people feel that their contribution to the task is unique and important • Strengthening group cohesiveness which increases the concern for group outcomes <p style="text-align: center;">(any three points)</p>	137	1+1+1+1
PART E			
27	Nature of stress <ul style="list-style-type: none"> - Latin word "strictus" meaning tight / narrow - Definition of stress - Distress and eustress - Stressors / strain - Primary, secondary and appraisals of definitions by Hans Selye / Lazarus Coping – a dynamic situation – specific reaction to stress Avoidance – oriented strategies – denying or minimising the seriousness of the situation, it also involves conscious suppression of stressful thoughts and their replacement by self-protective thoughts e.g. watching TV, phone up a friend or try to be with other people.	51, 52, 53, 61, 62	3+3
	<p style="text-align: center;">OR</p> Eustress: Eustress is the term used for that stress (positive stress) which is good for achieving peak performance and managing minor crises. Distress (Negative stress): Many times a high level of stress causes greater strain and not good for performance and causes wear and tear of our body Sources of psychological stresses: 1. Frustration 2. Conflicts 3. Internal Pressure 4. Social Pressure (Explanation of above points)	51, 52, 55	1+1+4

28	<p>Factors that lead to formation of attitudes:</p> <ol style="list-style-type: none"> 1. Family and school environment 2. Reference groups 3. Personal experiences 4. Learning through exposure to information: Media related influence <p>Process of attitude change There are three major concepts to be considered for processes in attitude change</p> <ul style="list-style-type: none"> • The concept of balance • The concept of cognitive dissonance • The two step concept by S M Mohsin 	111 to 114	$\frac{1}{2} \times 4 + 1\frac{1}{2}$ $+ 1\frac{1}{2} + 1$
	<p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • Social cognition refers to all those psychological processes that deal with the gathering and processing of information related to social objects. • Attitudes, impression formation and attribution are such processes which involve mental activities related to the gathering and interpretation of information about the social world. This is collectively called social cognition. • Schemas Guide Social Cognition • Schema is defined as a mental structure that provides a framework, set of rules or guidelines for processing information about any object. • Most of the schemas are in the form of categories or classes • Schemas that function in the form of categories are called prototypes • Schemas reduce time and mental effort required in cognition • In social cognition, category based schemas that are related to groups of people are called stereotypes. <p>Effect of stereotypes – gives rise to prejudices and biases against specific groups. Prototypes help us to define an object completely.</p>	119, 120	3 1 1 1