

SENIOR SCHOOL CERTIFICATE EXAMINATION

MARCH 2017

MARKING SCHEME

PSYCHOLOGY (037)

CLASS XII

GENERAL INSTRUCTIONS

1. ALL HEAD EXAMINERS ARE EXPECTED TO EXPLAIN THE MARKING SCHEME TO EACH AND EVERY SUB-EXAMINER FOR MAINTAINING UNIFORMITY IN EVALUATION
2. 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.
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 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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| Q.No. | EXPECTED ANSWER / SUGGESTED VALUE POINTS | Page No. | Distribution of Marks |
|---------------|--|----------|-----------------------|
| PART A | | | |
| 1 | (b) Interpersonal intelligence | 7 | 1 |
| 2 | Self Esteem | 26 | 1 |
| 3 | (c) Burnout | 59 | 1 |
| 4 | False | 77 | 1 |
| 5 | Delusion | 80 | 1 |
| 6 | True | 192 | 1 |
| 7 | Prototype / if stereotype (glossary) | 120, 207 | 1, ½ |
| 8 | Audience | 132 | 1 |
| 9 | Ecology | 154 | 1 |
| 10 | (d) Paraphrasing | 185 | 1 |
| PART B | | | |
| 11 | Well Being – is not simply maintenance and survival but also includes growth and fulfilment i.e. the actualisation of potential. <ul style="list-style-type: none"> An example or explanation in own words Relevant points / characteristics | 71 | 2 |
| 12 | Obsessive Compulsive Disorder – Obsessive behaviour is the inability to stop thinking about a particular idea / topic. The person involved, often finds these thoughts to be unpleasant and shameful. Compulsive behaviour is the need to perform certain behaviours over and over again. e.g. – counting, ordering, checking, touching, washing etc. | 77 | 1+1=2 |
| 13 | Systematic Desensitisation – by Wolpe <ul style="list-style-type: none"> A treatment for phobias / irrational fears. The client is interviewed to elicit fear – provoking situations. The therapist prepares a hierarchy of anxiety provoking stimuli. The therapist relaxes the client. Over sessions the client is able to imagine more severe fear provoking situations while maintaining the relaxation. So the client gets systematically desensitised to the fear. | 98 | 2 |
| 14 | Stages of group formation <ol style="list-style-type: none"> Forming Storming Norming Performing Adjourning (list any four or explain any two) | 133, 134 | ½x 4=2 1+1=2 |

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| 15 | <p>Personal space – comfortable physical space one generally likes to maintain around oneself, is affected by a high density environment.</p> <p style="text-align: center;">OR</p> <p>Explanation of personal space with an example.</p> | 160, 161, 205 | 2 |
| 16 | <p>Participant Observation: The observer is actively involved in the process of observing by becoming an active member of the setting where the observation takes place.</p> <p>e.g. Taking a part time job in a shopping mall showroom or any other relevant example.</p> | 181 | 2 |
| PART C | | | |
| 17 | <ul style="list-style-type: none"> • Collective unconscious consists of archetypes or primordial images. • These are not individually acquired but inherited part of unconscious • e.g. Myths, Dreams, God or Mother Earth or any other relevant example | 37 | 1+1+1=3 |
| 18 | <p>Factors Influencing Attitude Formation</p> <ul style="list-style-type: none"> • Family and school environment – Learning of attitudes within the family / social and school environment usually takes place by association, through rewards and punishment and through modeling. • Reference groups indicate to an individual the norms regarding acceptable behavior and ways of thinking (concept should be explained rather than the definition). Thus they reflect learning of attitudes through reference groups or cultural norms. • Personal experiences Direct personal experiences which bring about a drastic change in our attitude towards people and our own life. These direct personal experiences become a source of attitude formation. • Media related influences Technological advances have made audio visual media and internet very powerful sources of information that lead to attitude formation and change of attitude. E.g. Internet, TV, Newspaper etc. <p style="text-align: center;">(any three points) Answer with suitable examples can also be explained</p> | 111 | 1+1+1=3 |
| 19 | <p>Promoting pro – environmental behaviour</p> <ul style="list-style-type: none"> • Reducing air pollution • Reducing noise pollution • Managing disposable of garbage sensibly • Planting trees and ensuring their care • Saying no to plastics in any form • Reducing the non-biodegradable packaging of consumer goods • Laws related to constructions that violate optimal environmental design be implemented <p style="text-align: center;">(any six points) explanation of any three points / list any six points</p> | 164 | $\frac{1}{2} \times 6 = 3$ or $1 \times 3 = 3$ |

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| | OR | 171 | 1+1+1=3 |
| | <p>Strategies for reducing aggression and violence</p> <ul style="list-style-type: none"> • Parents and teachers should be especially careful not to encourage or reward aggression in any form. • Opportunities to observe and imitate the behavior of aggressive models should be reduced drastically. Avoid portraying aggression as heroic behavior. • Poverty and social injustice are cause of frustration which leads to aggression. • Reduction of poverty and social influences help in reducing frustration levels and thereby curb aggressive tendencies at least to some extent. • Inculcating a positive attitude towards peace at the community level. • Propagation of the concept of non violence. <p style="text-align: center;">(any three points)</p> | | |
| 20 | <p>Quality of positive regard for others for an effective counsellor</p> <ol style="list-style-type: none"> 1. Positive regard is accepting that it is all right to feel the way the client is feeling. 2. While speaking to the client the counsellor should use 'I' terms rather than 'you' messages 3. Counsellor should respond after paraphrasing, therefore checking whatever he says 4. Provide freedom of expression, never cut in 5. Do not assume – express yourself according to the content of verbal exchange taking place. 6. Do not label either yourself or the other person regarding any characteristics <p style="text-align: center;">(Any 3 points with explanation)</p> | 192 | 3 |
| | PART D | | |
| 21 | <p>Four competencies of intelligence in Indian tradition</p> <ol style="list-style-type: none"> 1. Cognitive capacity – understanding discrimination etc 2. Social competence – respect for social order etc 3. Emotional competence – self regulation etc 4. Entrepreneurial competence – commitment etc | 16 – 17 | 1+1+1+1=4 |
| 22 | <p>PASS Model of Intelligence Developed by J P Dass, Jack Naglieri & Kirby – 1994</p> <p>This model is comprised of the following</p> <p style="margin-left: 20px;">P – PLANNING A – AROUSAL / ATTENTION S – SIMULTANEOUS S – SUCCESSIVE</p> <p>(It is based on three basic neurological systems)</p> <ul style="list-style-type: none"> • Arousal / Attention: Arousal and attention enables a person to process information - An optimal level of arousal focuses our attention on the relevant aspects of problem | 9 | 4 |

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| | <ul style="list-style-type: none"> - Too much or too little arousal would interfere with attention (any example) • Simultaneous processing: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 • Planning: After the information is attended to and processed, planning is activated. <ul style="list-style-type: none"> - It allows us to think of the possible courses of action, implement them to reach the target and evaluate their effectiveness - If a plan does not work, it is modified to suit the requirement to task or situation. <p style="text-align: center;">(any example)</p> | | |
| 23 | <p>Different types of aggressive behaviour exhibited by children</p> <ol style="list-style-type: none"> 1. Verbal aggression (name calling, swearing) 2. Physical aggression (hitting, fighting) 3. Hostile aggression (directed at inflicting injury to others) 4. Proactive aggression (dominating and bullying others without provocation) <p style="text-align: center;">Or</p> <p style="text-align: center;">Any other relevant explanation</p> | | 1+1+1+1=4 |
| 24 | <p>Humanistic Existential Therapy</p> <ol style="list-style-type: none"> 1. Psychological distress arises from the feelings of loneliness, alienation and an inability to find meaning and genuine fulfilment in life. 2. Human beings are motivated by the desire for personal growth and self actualisation. When these needs are curbed by society and family, human beings experience psychological distress. 3. Healing occurs when the client is able to perceive the obstacles to self actualisation in his /her life and is able to remove them. 4. The therapy creates a permissive, non judgemental and accepting atmosphere. 5. The therapist is a facilitator and guide. 6. Aim of the therapy is to expand the client's awareness. <p style="text-align: center;">(any one point)</p> <p style="text-align: center;">OR</p> <p>Treatment of psychological distress</p> <ol style="list-style-type: none"> 1. Techniques adopted by the therapist and the implementation of the same. | 100 | 4 |
| | | 102 | 4 |

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| | <p>2. The therapeutic alliance. 3. Unburdening of the emotional problems. (catharsis) 4. Non specific factors attributable to the client / patient. (patient – variables) and attributable to the therapist (therapist – variables)</p> <p>Or any relevant example i.e. relaxation procedure and cognitive restructuring</p> | | |
| 25 | <p>Factors influencing pro social behaviour</p> <ol style="list-style-type: none"> 1. Inborn / natural tendency to help 2. Pro – social behaviour is influenced by learning. 3. Cultural factors 4. Social norms –a. social responsibility b. reciprocity c. equity 5. Expected reactions of the person 6. High level of empathy 7. Bad mood, being busy etc. 8. Diffusion of responsibility (explanation of any four points) | 124, 125 | 1+1+1+1=4 |
| 26 | <p>Social loafing – is a reduction in individual effort when working on a collective task i.e. one in which outputs are pooled with those of other group members.</p> <p>Example – Tug of war Experiment – latane / clapping</p> <p style="text-align: center;">OR</p> <p>Explanation of social loafing with any relevant example.</p> | 137 | 4 |
| PART E | | | |
| 27 | <p>Concept of personality</p> <ul style="list-style-type: none"> • Derived from the Latin word ‘Persona’ - the mask used by actors in the Roman theatres <p>Personality refers to our characteristic ways of responding to individuals and situations.</p> <p>Characteristics of personality</p> <ol style="list-style-type: none"> 1. Physical and psychological components 2. Expression in terms of behaviour is fairly unique 3. Main features do not easily change with time 4. Dynamic in nature – some features can change due to internal or external demands. <p>Or any way for explaining concept of personality</p> <p>Cultural approach</p> <p>To understand personality in relation to the features of ecological and cultural environment.</p> <ul style="list-style-type: none"> • Role of ‘economic maintenance system in origin of cultural and behavioural variations • Climatic conditions – economic activities, settlement patterns, social structures, division of labour etc. • All these elements constitute a child’s over all learning | 28, 39 | 3+3=6 |

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| | <p>environment – socialisation practices.</p> <ul style="list-style-type: none"> Any example <p style="text-align: center;">OR</p> <p>Observational method for personality assessment</p> <ul style="list-style-type: none"> Commonly used method for assessment of personality Widely applied in clinical psychology Explanation of method <p>Limitations</p> <ul style="list-style-type: none"> Professional training is required Maturity of the Psychologist is a precondition for validation Presence of observer may affect the behaviour of the subject | 46, 47 | 3+3=6 |
| 28 | <p>All the problems, challenges and difficult circumstances put us to stress.</p> <p>Eustress is the term used to describe the level of stress that is good for you and is one of a person's best assets for achieving peak performance and managing minor crisis.</p> <p>Eustress however has the potential of turning into 'distress', this causes wear and tear.</p> <p>Effects of stress on psychological functioning and health</p> <ol style="list-style-type: none"> Emotional effects Experience mood swings and show erratic behaviour that alienated them from family and friends. E.g. feeling of anxiety and depression, increased physical tension, increased psychological tension and mood swings. Psychological effects Increased physical or psychological stress increases the production of hormones such as adrenaline and cortisol. These hormones produce marked changes in heart rates, blood pressure levels, metabolism and physical activities e.g. release of epinephrine and non epinephrine, slow down of the digestive system, expansion of air passages in the lungs etc. Cognitive effects Continued pressure due to stress may cause mental overload. This may make the sufferer loose his ability to make sound decisions. Poor concentration and reduced short term memory capacity Behavioural effects Stress affects out behavior in the form of eating less nutritional food, increasing intake of stimulants such as caffeine, excessive consumption of cigarettes, alcohol and other drugs. Some behavioural effects are disrupted sleep patterns, increased absenteeism and reduced work performance. <p style="text-align: center;">OR</p> <p>Hans Selye noticed a pattern of bodily response in response to stressors. He called this pattern the General Adaptation Syndrome (GAS). According to him GAS involves three stages.</p> <ol style="list-style-type: none"> Alarm reaction Resistance Exhaustion <p style="text-align: center;">(diag. Pg 59 Fig 3.3 and any relevant example) Elaborate the points</p> | 51, 52, 57-58 | 2+4=6 |
| | | 59, 61, 62 | 4+2=6 |

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| | <p>Coping strategies by Endler & Parker</p> <ul style="list-style-type: none">• Task oriented strategy• Emotional oriented strategy• Avoidance oriented strategy <p>By Folkman & Lazarus</p> <ul style="list-style-type: none">• Problem focussed• Emotion focussed <p>(explanation of any one of the strategies. Need not list all)</p> | | |
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