

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

STRICTLY CONFIDENTIAL - FOR INTERNAL USE ONLY

MM 70

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	Information processing approach Describes the processes people use in intellectual reasoning and problem solving. The major focus of this approach is on how an intelligent person acts. Emphasises studying cognitive functions underlying intelligent behaviour.	05, 06	2
12	Socio – cultural model Socio-cultural factors such as war and violence, group prejudice and discrimination, economic and employment problems and rapid social change can lead to psychological disorder. Behaviour is shaped by societal forces, factors such as family structure and communication, Lack of social support, social networks, societal conditions and societal labels and roles are important	75	2
13	Methods of Rehabilitation of mentally ill – The patients are provided with: (i) Occupational therapy (ii) Social skills training (iii) Vocational training (iv) Cognitive retraining (Mentioning all 4 – 2marks; or mentioning and explaining any 2 – 2 marks)	104	2
14	Gestalt Therapy By Fredrick Pearls and his wife Laura Pearls <ul style="list-style-type: none"> • Gestalt is a German word which means ‘whole’ • It aims at increasing an individual’s self-awareness and self-acceptance. • The therapist teaches the client to recognise the bodily processes and the emotions which are blocked out from awareness. • The therapist encourages the client to act out his fantasies about feelings and conflicts. • It can be used in group settings. <p style="text-align: center;">(any two points)</p>	101	1x2=2

15	Instrumental perspective <ul style="list-style-type: none"> - Suggests that the physical environment exists mainly for use by human beings for their comfort and well being. - Most of the human influences on the environment reflect the instrumental perspective 	154	2
16	The act of summarising the contents of the message of the speaker communicated to the listener, by the listener in his / her own words (restatement) is known as paraphrasing. It is a way to know whether listener has understood the message.	185	2
PART C			
17	Differences between Aptitude and Interest <ul style="list-style-type: none"> • Aptitude refers to individual's underlying potential for acquiring skills with training. • Interest is an individual's preference for engaging in one or more specific activities relative to others. The subject enjoys doing the activity for which he / she has interest. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Interest is a preference for a particular activity, aptitude is the potentiality to perform that activity. • any suitable example to support the answer 	3, 4, 8	1+1+1=3
18	Stages of group formation According to Tuckman groups are formed through five stages <ol style="list-style-type: none"> 1. Forming stage – excitement, apprehension, uncertainty about the group, the goal and planning. 2. Storming stage – conflict among the members because of role, hierarchy and goal attainment. 3. Norming stage – setting the rules and developing positive group identity. 4. Performing stage – group moves towards achievement of group goals. 5. Adjourning stage – once the function is over, the group may be disbanded. 	133, 134	$\frac{1}{2} + \frac{1}{2} \times 5 = 3$
19	Some strategies for reducing aggression and violence – <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=3
	<p style="text-align: center;">OR</p> Reasons for Importance of Personal Space <ol style="list-style-type: none"> 1. It explains many of the negative effects of crowding as an environmental stressor. 2. It tells about social relationships 3. It gives us some idea about how physical space can be modified in order to reduce stress / discomfort in social situations. 	161	1+1+1=3

20	<p>Naturalistic observation – is one of the primary ways of learning about the way people behave in a given setting. (natural setting)</p> <ul style="list-style-type: none"> - Any suitable example <p>Participant observation – is the variation of the method of naturalistic 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> <ul style="list-style-type: none"> - Any suitable example 	181	1+½+1+½ =3
PART D			
21	<p>PASS model of intelligence: J P Dass, Naglieri & Kirby (1994)</p> <p>Intellectual activities involve the interdependent functioning of three neurological systems called the functional units of brain. These units are</p> <ol style="list-style-type: none"> 1. Arousal / attention 2. Coding or processing 3. Planning <p>Now explain</p> <ul style="list-style-type: none"> P – Planning A – Attention and Arousal S – Simultaneous processing S – Successive processing <p>Brief explanation of each process. (Introduction and only stating the process correctly should carry 1 mark. Full marks will be awarded if all the above information is given)</p>	Unit 1 Pg 9	1x4=4
22	<p>Self-Report Measures</p> <p>These are fairly structured measures often based on theories. They require subject to give verbal response using some kind of rating scale. Direct form of assessment measures only conscious part of personality</p> <ul style="list-style-type: none"> • The responses are accepted at face value and scored in quantitative terms • Goals of the test may be revealed • E.g. 16 PF, MMPI <p>Problems</p> <ul style="list-style-type: none"> • Social desirability • Acquiescence <p>Brief explanation of each point (if only definition of self-report is mentioned then 1 mark can be awarded)</p>	Unit 2 Pg 42	2+2=4
23	<p>Trait Approach focuses on:</p> <ul style="list-style-type: none"> • specific psychological attributes along which individuals tend to differ in consistent and stable ways. e.g. a person may be shy etc. • can be explained by any one Trait Theory e.g. Allport, Cattell etc <p>Type Approach attempts to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals</p> <ul style="list-style-type: none"> • Each behavioural pattern refers to one type in which individuals are placed in terms of similarity of their behavioural characteristics with that pattern. These are broad categories • can be explained by any Type Theory e.g. Tridosha or Sheldon etc 	Unit 2 Pg 30, 31	1+1 +1+1 =4

24	<p>Somatoform Disorders – Physical symptoms in the absence of a physical disease.</p> <p>Individual has psychological difficulties and complains of physical symptoms for which no biological cause exists. E.g. fatigue, headache, vague body pains.</p> <p>Types</p> <ol style="list-style-type: none"> Pain disorders Somatisation Conversion Hypochondriasis <p>Brief explanation with symptoms of each disorder.</p>	77, 78	1+1+1+1 =4
25	<p>Importance of Therapeutic Relationship</p> <ul style="list-style-type: none"> The therapeutic alliance has healing properties, because of the regular availability of the therapist and the warmth, empathy, unconditional positive regard provided by the therapist. Unburdening of emotional problems leads to Catharsis which has healing properties. Trusting, accepting / confiding relationship provides security to the client. A special relationship which is contractual in nature and for limited duration (of therapy). It helps the client to overcome his / her problem by actively participating in the therapy without being dependent on the therapist. 	102, 91	4
26	<p>Conflict Resolution Strategies</p> <ol style="list-style-type: none"> Introduction of superordinate goals Altering perceptions Increasing intergroup contacts Redrawing group boundaries Negotiations Structural solutions Respect for other group's norms <p>(brief explanation of any four points)</p>	184, 149	1x4=4
	<p style="text-align: center;">OR</p> <p>Conformity is a type of social influence in which individuals change their behaviour or belief to correspond more closely to the behaviour of others in the group i.e. behaving according to the group norms</p> <p>Determinants of conformity</p> <ol style="list-style-type: none"> Size of group Size of minority Nature of the task Public or private expression of behaviour Personality Informational influence Normative influence <p>(list all and explain any three)</p>	140, 142	1+1+1+1

	<ul style="list-style-type: none"> • social schemas in the perceiver (including stereotypes) • personality characteristics of the perceiver • situational factors <p>The process of impression formation gets influenced by these factors also which is in turn influenced by</p> <ul style="list-style-type: none"> • primacy effect • recency effect • halo effect <p>Attribution that a person makes for his / her own positive and negative experiences (actor role) and the attribution he / she makes for another person's positive and negative experiences (observer role) is called actor-observer effect but criteria of attribution become different. When individual attributes his / her own success, he / she emphasises on internal factors but for failures to the external factors.</p> <p>Whereas he / she attributes success of others giving emphasis to external factors and for failures to the internal factors</p> <ul style="list-style-type: none"> • students may draw the figure 6.4 on Page 122 of NCERT book 		+2=6
--	---	--	------