

Psychology
Class- XII
Marking Scheme – 2018

Time – 3 Hours

Max Marks – 70

General instructions

- All questions are compulsory and answers should be brief and to the point.
- Marks for each question are indicated against it.
- Question No 1- 10 in part A are multiple choice questions carrying 1 mark each. You are expected to answer them as directed.
- Question No 11-16 in Part B are very short answer questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- Question No. 17-20 in Part C are short answer type-I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- Question No. 21-26 in Part D are short answer type-II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- Question No. 27 and 28 in Part E are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

Part – A

Q 1. Ritu is hardworking, committed and patiently works towards her goal. She is said to be high on ———— competence.

- a) Cognitive
- c) Emotional
- b) **Entrepreneurial** (pg17)
- d) Social

Q 2. An individual is rejected in a job interview, which he was very eager to join. Now he claims his present job is better. He is using_____:

- a) Reaction Formation
- b) Projection
- c) Regression)
- d) **Rationalisation** (pg 35)

Q 3. The impact of any stressful event depends largely on the way we interpret it. (**True** /False) pg 53

Q 4. A student thinks that he can complete the task effectively and achieve his goal. This is an example of:

- a) **Self efficacy** pg 27
- b) Self esteem
- c) Self concept
- d) Self control

Q 5. Sunil shows loss of interest in most of the activities, cannot sleep well at night, exhibits excessive guilt and loss of interest in activities that he would enjoy earlier. Sunil's symptoms are akin to that of:

- a) Somatoform Disorder c) **Major depressive disorder(pg 79)**
b) Obsessive compulsive disorder d) Generalised Anxiety Disorder

Q 6. The therapy that leads to cognitive restructuring has proved to be successful in the treatment of _____.

- a) Depression and mania
b) Schizophrenia
c) Phobias
d) **Anxiety and depression (pg100)**

Q7. When an individual changes in a direction opposite to the existing attitude, it is called incongruent attitude change (**True/ False**) pg 114

Q 8. Values refer to the cognitive component of attitudes, and form the ground on which attitudes stand, like belief in the Supreme Being.
(**True/ False**) pg 109

Q 9. 'Perceiving or thinking that one has got less than what one should get' refers to _____. **Deprivation- pg 165**

Q 10. A _____ is a purposeful conversation between two or more people that follows a basic question and answer format.

Interview- pg 188

Part – B

Q 11. What are the characteristics that comprise positive health?

The characteristics that comprise positive health are- healthy body; high quality of personal relationships; a sense of purpose in life; self-

regard, mastery of life's tasks; and resilience to stress, trauma, and change.

Any four points- $\frac{1}{2} \times 4 = 2$ marks. Page 65

Q. 12. Differentiate between surface and source traits.

- a. The **source traits** are stable, and are considered as the building blocks of personality. Cattell described the source traits in terms of opposing tendencies.
- b. Besides these, there are also a number of **surface traits** that result out of the interaction of source traits.

Marks (1+1) Page 32

Q. 13. How would you rehabilitate patients to become productive members of society?

- a. **Occupational therapy**, the patients are taught skills such as candle making, paper bag making and weaving to help them to form a work discipline.
- b. **Social skills** training helps the patients to develop interpersonal skills through role play, imitation and instruction.
- c. **Cognitive retraining** is given to improve the basic cognitive functions of attention, memory and executive functions.
- d. **Vocational training** is given wherein the patient is helped to gain skills necessary to undertake productive employment.

Any two points can be mentioned.

Marks-(1+1) Page 104

Q. 14. 'Poverty begets poverty'. Explain.

Beginning with a low income and lack of resources, the poor go through low health and nutrition, lack of education, and lack of skills. This leads to low employment opportunities, which, in turn, continue their low-income condition, and low health and nutrition status. The resulting lowered motivational level only makes the situation worse; the poverty cycle starts and continues again.

Marks- (2) Page 167

Q. 15. Distinguish between interpersonal and intrapersonal communication.

- a. **Intrapersonal communication** involves communicating with yourself. It encompasses such activities as thought processes, personal decision-making, and focusing on self.
- b. **Interpersonal communication** refers to the communication that takes place between two or more persons who establish a communicative relationship. Forms of interpersonal communication include face-to-face or mediated conversations, interview and small group discussions.

Marks- (1+1) Page 183

Q. 16. What are the drawbacks of self-report measures?

- a. **Social desirability** -It is a tendency on the part of the respondent to endorse items in a socially desirable manner.
- b. **Acquiescence** is a tendency of the subject to agree with items/questions irrespective of their contents. It often appears in the

form of saying 'yes' to items.

Marks (1+1) Page 43

Part – C

Q. 17. How is substance dependence different from substance abuse?

In **substance dependence**, there is intense craving for the substance to which the person is addicted, and the person shows tolerance, withdrawal symptoms and compulsive drug taking. Tolerance means that the person has to use more and more of a substance to get the same effect. Withdrawal refers to physical symptoms that occur when a person stops or cuts down on the use of a psychoactive substance.

In **substance abuse**, there are recurrent and significant adverse consequences related to the use of substances. People who regularly ingest drugs damage their family and social relationships, perform poorly at work, and create physical hazards.

Marks- (1 ½ +1 ½) Page 84

Q. 18. Explain with the help of an example how advertisers focus on the message characteristics to change the attitude of their audience?

a- **Amount of information**- Information that is given about the topic is just enough, neither too much nor too little.

b. **Rational** or an **Emotional appeal**- giving a logical reason for the product or using emotions that shows caring, loving, and nurturing people.

c. Any example.

Marks- (1+1+1) Page 115

Q. 19. Banning smoking in public places is one of the steps taken by the government to promote pro environmental behavior. Suggest some steps that can be used to promote pro-environmental behavior.

Some important actions to protect the environment from pollution are:

- a. **Reducing air pollution** by keeping vehicles in good condition, or changing to non-fuel driven vehicles, stopping the practice of smoking.
- b. **Reducing noise pollution** by ensuring that noise levels are low, for example, discouraging needless honking on the road, or making rules regarding noisy music at certain hours.
- c. **Managing disposal of garbage sensibly**, for example, by encouraging separation of biodegradable garbage from non-biodegradable waste, or composting of kitchen waste. These practices need to be adopted both at home and in public places. Special attention has to be paid to the management of industrial and hospital waste.
- d. **Planting trees and ensuring their care**, keeping in mind that those plants and trees should not be planted that have adverse health effects.
- e. **Saying 'no' to plastics in any form**, thus reducing toxic wastes that pollute water, air and the soil.
- f. **Reducing the non-biodegradable packaging of consumer goods**.
- g. **Laws related to construction (especially in urban areas) that violate optimal environmental design**.

Any six steps need to be mentioned.

Marks- ($\frac{1}{2} \times 6 = 3$) Page 164

Q. 20. Examine the role of listening in communication. How does culture influence the development of listening process? 185-186

Listening requires a person to be attentive, patient, non-judgmental and yet have the capacity to analyse and respond. It is a process that involves reception, attention, assignment of meaning, and listener's response to the message presented.

Role of Culture in Listening -Asian cultures, such as India, emphasise on listening by being a silent communicator when receiving messages from seniors or elders. Buddhism, for instance, has a notion called 'mindfulness' which helps to develop longer attention spans and therefore, lead not only to better listening but also to sympathetic listening. However, in many cultures, such listening enhancing concepts are not present.

Marks- (1 ½ +1 ½) Pages 185-186

Part – D

Q. 21 Highlight the difference between direct and indirect techniques used for assessing personality. Briefly explain any one indirect technique.

a. **Direct** techniques tend to rely on information directly obtained from the person who clearly knows that her/his personality is being assessed. In these situations, people generally become self-conscious and hesitate to share their private feelings, thoughts, and motivations. When they do so, they often do it in a socially desirable manner.

b. **Indirect** methods of personality assessment uncover the unconscious part of our behavior like, Projective techniques.

c. Projective techniques were developed to assess unconscious motives

and feelings. These techniques are based on the assumption that a less structured or unstructured stimulus or situation will allow the individual to project her/his feelings, desires and needs on to that situation. Experts interpret these projections.

d. Rorschach's Ink Blot Test or any other.

Marks- (1+1+1+1) Pages 43-44

Q. 22 How is creativity related to intelligence? Differentiate between creativity tests and intelligence tests.

a. Imagination starts developing in early childhood and expressed through physical activities. Variations in potential for creativity- heredity and environment like motivation, commitment, family support, peer influences, training, and opportunity.

b. Terman, 1920, all creative people are intelligent, may not be high IQ, But all gifted people may not be creative. Therefore, intelligence by itself does not ensure creativity.

c. Creative tests to assess variations- open ended; freedom to use ones imagination and express it in original ways; divergent thinking; ability to see new relationships; guess causes and consequences; put things in a new perspective.

d. Intelligence tests are closed ended; convergent thinking; assesses memory, logical reasoning, accuracy, perceptual ability, clear thinking. No scope for originality, spontaneity, imagination.

Marks- (1+1+1+1) Pages 19-20

Q. 23 What is emotional intelligence? Explain its importance for students?

Emotional intelligence was first introduced by Salovey and Mayer .

They considered emotional intelligence as “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”. **Emotional Quotient (EQ)** is used to express emotional intelligence in the same way as IQ is used to express intelligence.

By improving students’ emotional intelligence, it has beneficial effects on their academic achievement. They encourage cooperative behaviour and reduces their antisocial activities, prepares students to face the challenges of life outside the classroom.

Marks- (2+2) Page 17

Q. 24. What is the role of biofeedback in dealing with stress?

-It monitors and reduces physiological aspects of stress by providing feedback about current physiological activities and accompanied by relaxation training.

- It involves three stages:
 - a. **developing** an awareness of the particular physiological response;
 - b. **learning** ways of controlling that physiological response in quiet conditions.
 - c. **transferring** that control into the conditions of everyday life.

Marks-(1+3) Page 62

Q. 25 A five year old child is showing disruptive and aggressive behaviour in the class. As her teacher, which form of therapy would you use to help modify her behavior?

Behavioural Therapy will be used to modify faulty learning. The techniques can be any one of the following:

1. **Negative reinforcement** refers to following an undesired response with an outcome that is painful or not liked
2. **Positive reinforcement** is given to increase the desired behavior.
3. **Token Economy:** Persons with behavioural problems can be given a token as a reward every time a wanted behaviour occurs. The tokens are collected and exchanged for a reward such as an outing for the patient or a treat for the child.
4. **Differential Reinforcement:** Unwanted behaviour can be reduced and wanted behaviour can be increased simultaneously.

Any three techniques can be mentioned.

Marks- (1+3) Pages 97- 98

Q. 26 Basic virtue of being a humane person would be caring for others. Explain the factors that are likely to influence pro- social behavior.

Factors that influence pro-social behaviour are:

- a. inborn, **natural tendency** in human beings to help other members of their own species. This inborn tendency facilitates survival of the species.
- b. influenced by **learning**. Family that emphasises helping as a value, and praises helpfulness, and showing more pro- social behaviour
- c. **Cultural factors** influence pro-social behaviour. Some cultures actively encourage people to help the needy and distressed. †
- d. expressed when the situation activates certain **social norms** that require helping others. Norm of **social responsibility** ; norm of **reciprocity** ; norm of **equity** .

- e. affected by the **expected reactions** of the person who is being helped.
- f. more likely to be shown by individuals who have a high level of **empathy**, that is, the capacity to feel the distress of the person who is to be helped.

Brief description of any four points.

Marks-(1+1+1+1) Page 124-125

Part – E

Q. 27 What are the various disorders specific to children?

These disorders, if not attended, can lead to more serious and chronic disorders.

1. **Attention Deficit hyperactivity Disorder**- Children who are **inattentive** find it difficult to sustain mental effort during work or play. They have a hard time keeping their minds on any one thing or in following instructions. Children who are **impulsive** seem unable to control their immediate reactions or to think before they act.

Hyperactivity leads to these children being in in constant motion. The child may fidget, squirm, climb and run around the room aimlessly. Boys are four times more likely to be given this diagnosis than girls.

2. **Oppositional Defiant Disorder** display age-inappropriate amounts of stubbornness, are irritable, defiant, disobedient, and behave in a hostile manner. Unlike ADHD, the rates of ODD in boys and girls are not very different.

3. **Conduct Disorder** and **Antisocial Behaviour** refer to age-inappropriate actions and attitudes that violate family expectations,

societal norms, and the personal or property rights of others. It includes aggressive actions that cause or threaten harm to people or animals, non-aggressive conduct that causes property damage, major deceitfulness or theft, and serious rule violations.

4. **Separation Anxiety Disorder** - excessive anxiety or even panic experienced by children at being separated from their parents; difficulty being in a room by themselves, going to school alone, are fearful of entering new situations, and cling to and shadow their parents' every move. To avoid separation, children with SAD may fuss, scream, throw severe tantrums, or make suicidal gestures.

5. **Depression** -. An infant may show sadness by being passive and unresponsive; a preschooler may appear withdrawn and inhibited; a school-age child may be argumentative and combative; and a teenager may express feelings of guilt and hopelessness.

6. **Pervasive Developmental Disorders**. These disorders are characterised by severe and widespread impairments in social interaction and communication skills, and stereotyped patterns of behaviours, interests and activities. **Autistic disorder** or **autism** is one of the most common of these disorders. Children with autistic disorder have marked difficulties in social interaction and communication, a restricted range of interests, and strong desire for routine.

Brief description of any four types.

Marks-(1 ½ +1 ½ +1 ½ +1 ½) Page 82-83

Or

Q. 27 What are anxiety disorders? Explain its types.

Anxiety disorders is a combination of the following symptoms: rapid heart rate, shortness of breath, diarrhoea, loss of appetite, fainting, dizziness, sweating, sleeplessness, frequent urination and tremors.

-Types of anxiety disorders:

a. **Generalised anxiety disorder**- consists of prolonged, vague, unexplained and intense fears that are not attached to any particular object. The symptoms include worry and apprehensive feelings about the future; hyper vigilance, motor tension, as a result of which the person is unable to relax, is restless, and visibly shaky and tense.

b. **Panic disorder**- consists of recurrent anxiety attacks in which the person experiences intense terror. A panic attack denotes an abrupt surge of intense anxiety; occur in an unpredictable manner. The clinical features include shortness of breath, dizziness, trembling, palpitations, choking, nausea, chest pain or discomfort, fear of going crazy, losing control or dying.

c. **Phobias**- irrational fears related to specific objects, people, or situations. Phobias can be grouped into three main types, i.e. *specific phobias*, *social phobias*, and *agoraphobia*.

d. **Obsessive-compulsive disorder** are unable to control their preoccupation with specific ideas or are unable to prevent themselves from repeatedly carrying out a particular act or series of acts that affect their ability to carry out normal activities. **obsessive behaviour** is the inability to stop thinking and **compulsive behaviour** is the need to perform certain behaviours over and over again.

e. **Post- traumatic stress disorder** - include recurrent dreams, flashbacks, impaired concentration, and emotional numbing.

Marks- (1+5) Page 76-77

Q. 28. Differentiate between obedience and compliance? Why do people obey even when they know that their behavior is harming others?

- **Compliance** refers simply to behaving in response to a request from another person or group even in the absence of a norm. whereas when compliance is shown to an instruction or order from a person in authority, such as parents, teachers, leaders, or policemen, that behaviour is called **obedience**.

Some of the reasons regarding obedience are :

- a. People obey because they feel that they are not responsible for their own actions, they are simply carrying out orders from the authority.
- b. Authority generally possesses symbols of status (e.g., uniform, title) which people find difficult to resist.
- c. Authority gradually increases commands from lesser to greater levels and initial obedience binds the followers for commitment.
- d. Many times, events are moving at such a fast speed, for example in a riot situation, that one has no time to think, just obey orders from above.

Marks- (2+4) Page 143-144

OR

Q. 28 Identify the causes belying any international conflict which is causing distress to humanity. As a psychologist, what strategies would you suggest to resolve this conflict?

- Identify the conflict; Mention the causes- poverty, fighting for resources, religion,etc

- Some of these strategies to resolve conflicts are:

- a. **Introduction of superordinate goals** : Like Sherif's study showed that by introducing superordinate goals, intergroup conflict can be reduced.
- b. **Altering perceptions** : Conflicts can also be reduced by altering perceptions and reactions through persuasion, educational and media appeals, and portrayal of groups differently in society. †
- c. **Increasing intergroup contacts** : This can be done by involving groups in conflict on neutral grounds through community projects and events. The idea is to bring them together so that they become more appreciative of each other's stand.
- d. **Redrawing group boundaries** : This can be done by creating conditions where groups boundaries are redefined and groups come to perceive themselves as belonging to a common group.
- e. **Negotiations** : Warring groups can resolve conflict by trying to find mutually acceptable solutions. This requires understanding and trust. Negotiation refers to reciprocal communications so as to reach an agreement in situations in which there is a conflict. Mediators help both parties to focus their discussions on the relevant issues and reach a voluntary agreement. In arbitration, the third party has the authority to give a decision after hearing both parties.
- f. **Structural solutions** : Conflict can also be reduced by

redistributing the societal resources according to principles based on justice. Some of these are : equality (allocating equally to every one), need (allocating on the basis of needs), and equity (allocating on the basis of contributions of members).

- g. Respect for other group's norms** : It has been noticed that a number of communal riots between different groups have taken place because of such insensitivity.

Brief description of any four points.

Marks-(2+4) Page 148-149