Roll Number		

SET **B**

INDIAN SCHOOL MUSCAT

SECOND TERM EXAMINATION (2021-22)

Psychology (037)

CLASS: XI TERM 2 Max.Marks: 35

MARKING SCHEME			
SET	QN.NO	VALUE POINTS	MARKS SPLIT UP
A	**1**	Memory is conceptualised as a process consisting of three independent stages, Encoding, Storage, and Retrieval which are interrelated. Encoding: It refers to a process by which information is recorded and registered for the first time. Storage It refers to the process through which information is retained and held over a period of time. Retrieval: It refers to bringing the stored information to awareness so that it can be used for performing various cognitive tasks such as problem solving or decision-making. Memory failure can occur at any of these stages. **OR** The multicomponent view of short term memory was proposed by Baddeley(1986), He suggested that the short term memory is not a passive storehouse but rather a work bench that holds a wide variety of information that is constantly handled, manipulated and transformed as people perform various cognitive tasks. The work bench is called as working memory and it is having three components are Phonological Loop, Visuospatial Sketchpad, Central	**2**

		Executive.	
	2	Teratogens are the Environmental agents that cause deviations in normal development that can lead to serious abnormalities or death. It includes drugs, infections, radiation, certain chemicals near industrial areas and environmental pollutants and toxic wastes like carbon monoxide, mercury and lead are the sources of danger to the unborn child and can cause permanent change in the genes. Intake of drugs (marijuana, heroin, cocaine, etc.), alcohol, tobacco, etc. by women during pregnancy can cause increase the frequency of congenital abnormalities (of a disease or physical abnormality present from birth).	**2**
	3	Atkinson and Shiffrin model of memory also known as stage model of memory.This proposes the existence of three separate but sequentially linked memory systems, the sensory memory, the short-term memory and the long-term memory. <u>Sensory Memory</u>: The incoming information first enters the sensory memory. It has a large capacity but very short duration (less than a second) <u>Short-term Memory</u>: The attended information from the sensory memory enters the second memory store called the short-term memory (STM). It holds a small amount of information for a brief period of time (usually for 30 seconds or less). Long-term Memory: It is a permanent storehouse of all informations that may be as recent as and to as distant as. Informations are encoded semantically and has a vast capacity.	**2**
B	**4**	Learning is any relatively permanent change in behaviour or behavioural potential produced by experience". Key process in human behaviour. Changes that are temporary are not considered learning. <u>Features of Learning</u> ➔ Learning always involves some kinds of experience. Repeated experience of satisfaction after doing something in a specified manner leads to the formation of habit. Sometimes a single experience can lead to learning. ➔ Behavioural changes that occur due to learning are relatively permanent. They must be distinguished from the behavioural changes that are neither	**3**

permanent nor learned.

Habituation: the change due to continuous exposure to stimuli, It is not due to learning. Changes that are temporary in nature and disappear, as the effect wears out are not learning.

➔ Learning involves a sequence of psychological events.

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Classical Conditioning	**Operant Conditioning**
Called respondent conditioning: US elicits responses The responses are under the control of some stimulus because they are reflexes, automatically elicited by the appropriate stimuli. Such stimuli are selected as US and responses elicited by them as UR.	Responses are under the control of the organism and are voluntary responses or 'operants'.
The CS and US are well-defined	CS is not defined. It can be inferred but is not directly known.
The experimenter controls the occurrence of US	The occurrence of the reinforcer is under the control of the organism that is learning.
For US the organism remains passive,	The subject has to be active in order to be reinforced.

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In Adulthood the person become responsible, mature, self-supporting, and well integrated into society. In early adulthood, two major tasks are, exploring the possibilities for adult living and developing a stable life structure.

<u>Career and Work</u>

Earning a living, choosing an occupation, and developing a career are important themes for people in their twenties and thirties Entering work life is a challenging event in anyone's life. There are apprehensions regarding different adjustments, proving one's competence, performance, dealing with competition, and coping with expectations both of the employers and oneself

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		Marriage, Parenthood, and Family The adjustments that young adults have to make when entering a marriage relate to knowing the other person if not known earlier, coping with each other's likes, dislikes, tastes, and choices. Becoming a parent can be a difficult and stressful transition in young adults It is usually accompanied by the feeling of love for the baby. Parenting, provides a unique opportunity for growth and satisfaction and is perceived as a way of establishing concern and guiding the next generation **OR** **Anorexia nervosa:** It is an abnormal psychic state. The people suffering with this disorder they fell that their body weight is increasing so that they loses all desire for food and even becomes nauseated by food; as a result, severe inanition occurs. **Bulimia:** It is a psychological and severe life-threatening eating disorder described by the ingestion of an abnormally large amount of food in short time period, followed by an attempt to avoid gaining weight by purging what was consumed. Individual follows a binge-and-purge eating pattern. The bulimic goes on an eating binge, then purges by self-induced vomiting or using a laxative at times alternating it with fasting.	
C	**7**	MNEMONICS They are the strategies for improving memory called to help improve memory. Mnemonic strategies for memory enhancement are too simplistic and perhaps underestimate complexities of memory tasks and difficulties people experience while memorising. ***Mnemonics using Images***: It require to create vivid and interacting images of and around the material that need to remember. The two prominent mnemonic devices,, are the keyword method and the method of loci. a. The Keyword Method Uses what a word sounds like to visualize something memorable that will help them later recall the definition. b. The Method of Loci In order to use the method of loci, items that needs remember are placed as objects arranged in a physical space in the form of visual images. This method is particularly helpful in remembering items in a serial order.	**4**

Mnemonics using Organisation

Organisation refers to imposing certain order on the material want to remember. Mnemonics of this kind are helpful because the framework create while organisation makes the retrieval task fairly easy

a. Chunking :

Chunking can increase the capacity of short-term memory. In chunking, several smaller units are combined to form large chunks.

b. First Letter Technique:

In the first letter technique, the first letter of each word that need to be remember is picked up and arrange them to form another word or a sentence. Eg: VIBGYOR

Engage in Deep Level Processing :

Helps to memorise any information well.Craik and Lockhart have demonstrated that processing information in terms of meaning that they convey leads to better memory as compared to attending to their surface features.

Minimise Interference :

Interference is a major cause of forgetting and therefore should try to avoid it as much as possible. Maximum interference is caused when very similar materials are learned in a sequence. To avoid this, while learning arrange the subject in such a way that no similar subjects come one after the other.

PQRST technique:

Developed by Robinson (1962)To make this technique effective 3 basic step require (deeper level) Organizing, Elaborating and Retrieving It involves 5 stage

Preview (P): Making 1st hand idea of the main content: Going through the heading, picture, summary. giving a cursory look at the chapter and familiarising oneself with its content

Questions (Q): Reading materials is put into question form

Read (R): Read section, provide answer to question. Attempt should be made to write down what one has read in the section.

Self recitation (S): Rehearsing, recitation with the self helps in deeper processing of the sensory input.

Test (T): Test your comprehension and knowledge about materials.

	8	Piaget's proposed the four stages of cognitive development: 1. **Sensorimotor Stage:** (Approximate age is of 0-2 years). In this stage infant explores the world by coordinating sensory experiences with physical actions. 2. **Preoperational Stage:** (Approximate age is of 2-7 years). In this stage symbolic thought develops and helps to expend his/her mental world. There are two features of preoperational stage: ○ **Egocentrism (self-focus):** children see the world only in terms of their own selves and are not able to appreciate other's point of view. ○ **Centration:** focusing on a single characteristic or feature for understanding an e.g. a child may insist on drinking a "big glass" of juice, preferring a tall narrow glass to a short broad one, even though both might be holding the same amount of juice. 3. **Concrete Operational Stage:** (approximate age is of 7-11 years). ○ It is made up of operations-mental actions that allows the child to do mentally what was done physically before. ○ Concrete operations are also mental actions that are reversible. ○ Concrete operations allow the child to focus on different characteristics and not focus on one aspect of the object. ○ The child can reason logically about concrete events. ○ This helps the child to appreciate that there are different ways of looking at things. 4. **Formal Operational Stage:** (Approximate age is of 11-15 years). The adolescent can apply logic more abstractly, hypothetical thinking develop	**4**
	9	Filter theory Developed by Broadbent in 1956. This theory state that, many stimuli simultaneously enter our receptors creating a kind of "bottleneck" situation. Moving through the short-term memory system, they enter the selective filter, which allows only one stimulus to pass through for higher levels of processing. Other stimuli are screened out at that moment of time. Thus become aware of only that stimulus, which gets access through the selective filter. Filter-attenuation theory	**4**

		Developed by Triesman in 1962. He modified Broadbent's theory. This theory proposes that the stimuli not getting access to the selective filter at a given moment of time are not completely blocked. The filter only attenuates (weakens) their strength. Thus some stimuli manage to escape through the selective filter to reach higher levels of processing. Multimode theory Developed by Johnston and Heinz in 1978. This theory believes that attention is a flexible system that allows selection of a stimulus over others at three stages. Stages: The sensory representations (e.g., visual images) of stimuli are constructed The semantic representations (e.g., names of objects) are constructed The sensory and semantic representations enter the consciousness **OR** The major Gestalt psychologists are Wertheimer, Koffka and Kohler.According to Gestalt psychologists, human beings perceive different stimuli note as discrete elements, but as an organised, "whole" that carries a definite form. There are several principles that describe the way in which basic sensory input are organized into whole patterns Principle of proximity: Objects which are close in time or space or viewed as together as a group. Principle of Similarity: Objects that are similar to one another and have similar characteristics are perceived as a group Principle of continuity: tend to perceive objects as belonging together if they appear to form a continuous pattern. Principle of smallness: smaller areas are perceived figures against a larger backgrounds. Principle of symmetry: Symmetrical areas tend to be seen as figures against asymmetrical backgrounds. Principle of surroundedness: Areas surrounded by others tend to be perceived as figures. Principle of closure: Will try to fill the gaps in stimulation and will perceive the objects as whole rather than their separate parts.	

	10	Classical conditioning form of learning in which an organism learns to associate stimulus in which a neutral stimulus (NS) becomes a conditioned stimulus (CS) gains the ability to elicit a Conditioned response (CR) by repeatedly paired with an unconditioned stimulus (US). <u>Determinants of classical conditioning:</u> It determines how quickly and strongly acquisition of a response occurs in classical conditioning depends on several factors. <u>Time Relations between stimuli:</u> There are four types based on the time relations between the onset of conditioned stimulus (CS) and unconditioned stimulus (US). Forward conditioning, Backward conditioning Simultaneous Conditioning: When the CS and US are presented together Delayed Conditioning: The onset of CS precedes the onset of US. The CS ends before the end of the US. Trace Conditioning: the onset and end of the CS precedes the onset of US with some time gap between the two. Backward Conditioning;The US precedes the onset of CS. <u>Type of unconditioned stimuli:</u> The unconditioned stimuli used in studies of classical conditioning are of two types: Appetitive US: they automatically elicits approach responses. These responses give satisfaction and pleasure. Eg: eating, drinking, caressing, etc. Appetitive classical conditioning is slower and requires greater number of acquisition trials Aversive Aversive US: they are painful, harmful, and elicit avoidance and escape responses. Eg: noise, bitter taste, electric shock, painful injections, etc. Aversive classical conditioning is established in one, two or three trials depending on the intensity of the aversive US. <u>Intensity of conditioned stimuli:</u> This influences the course of both appetitive and aversive classical conditioning. More intense conditioned stimuli are more effective in accelerating the acquisition of conditioned responses **OR** The key learning process are Reinforcement, Extinction or non-occurrence of learned response, Generalisation of learning to other stimuli under some	**4**

		specifiable conditions, Discrimination between reinforcing and non-reinforcing stimuli and Spontaneous recovery. Reinforcement It is the operation of administering a reinforcer by the experimenter. Reinforcers are stimuli that increase the rate or probability of the responses that precede. Reinforced responses increase in rate, while non-reinforced responses decrease in rate. The reinforcers may be primary or secondary ➔ Primary reinforcer: It is biologically important since it determines the organism's survival ➔ Secondary reinforcer: It is one which has acquired characteristics of the reinforcer because of the organism's experience with the environment. Money, praise, and grades as reinforcers. Extinction It is the disappearance of a learned response due to removal of reinforcement from the situation in which the response used to occur. Stimulus Generalisation The phenomenon of responding similarly to similar stimuli When a learned response occurs or is elicited by a new stimulus, it is called generalisation. Generalisation is due to similarity Stimulus Discrimination Complimentary to generalisation Discrimination is a response due to difference Occurrence of generalisation means failure of discrimination. Discriminative response depends on the discrimination capacity or discrimination learning of the organism. Spontaneous Recovery After a lapse of considerable time, the learned or CR recovers and occurs to the CS and Occurs after a learned response is extinguished. The amount of spontaneous recovery depends on the duration of the time lapsed after the extinction session. The longer the duration of time lapsed, the greater is the recovery of learned response.	
D	**11**	Disorder: Attention Deficit Hyperactivity Disorder (ADHD). Symptoms: They will be impulsivity, excessive motor activity, and an inability to attend. Difficulty in sustaining attention is the central feature of this disorder,	**2**

		which gets reflected in several other domains of the child. They are highly distractible; they do not follow instructions, have difficulty in getting along with parents, and are negatively viewed by their peers.	
	12	Medication Drug Ritalin: Decreases children's over-activity and distractibility, and at the same time increases their attention and ability to concentrate It does not "cure" the problem, negative side-effects as the suppression in normal growth of height and weight Behavioural Management Programmes Featuring positive reinforcement and structuring learning materials and tasks in such a way that minimizes errors and maximizes immediate feedback and success, Cognitive Behavioural Training Programme Rewards for desired behaviours are combined with training in the use of verbal self-instructions (stop, think, and then do). With this procedure, the ADHD children learn to shift their attention less frequently and to behave reflectively — a learning that is relatively stable over time	**2**