Roll Number		

SET **C**

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**	Development is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life Maturation is the changes that follow an orderly sequence and are largely dictated by the genetic blueprint which produces commonalities in our growth and development.	**2**
	2	Atkinson and Shiffrin proposed Control Processes which function to monitor the flow of information through various memory stores. All informations which our senses receive are not registered Selective Attention, is the first control process that decides what will travel from sensory registers to STM. From the STM the information goes to next control process Maintenance Rehearsal to retain the information for as much time as required. Through elaborative rehearsals from the STM information enters the LTM This rehearsal attempts to connect the 'to be retained information' to the already existing information in long-term memory **OR** This 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 Executive.	**2**

<table>
<tr><td></td><td>3</td><td>Proposed by Craik and Lockhart in 1972. This view suggests that the processing of any new information relates to the manner in which it is perceived, analysed, and understood can be done in different level which in turn determines the extent to which it will eventually be retained.
Structural Encoding: Shallowest level of processing analyse information in terms of its physical or structural features.
Phonemic encoding; The intermediate level One might consider and attend to the phonetic sounds that are attached to the letters and therefore the structural features are transformed into at least one meaningful word
Semantic encoding: Deepest level at which information can be processed where Encoding information in terms of the meaning it carries that leads to memory that resists forgetting considerably so that information is retained for a longer period.</td><td>2</td></tr>
<tr><td>B</td><td>4</td><td><table>
<tr><th>Classical Conditioning</th><th>Operant Conditioning</th></tr>
<tr><td>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.</td><td>Responses are under the control of the organism and are voluntary responses or ‘operants’.</td></tr>
<tr><td>The CS and US are well-defined</td><td>CS is not defined. It can be inferred but is not directly known.</td></tr>
<tr><td>The experimenter controls the occurrence of US</td><td>The occurrence of the reinforcer is under the control of the organism that is learning.</td></tr>
<tr><td>For US the organism remains passive,</td><td>The subject has to be active in order to be reinforced.</td></tr>
</table></td><td>3</td></tr>
<tr><td></td><td>5</td><td>Reflexes are the automatic, built-in responses to stimuli. It governs the newborn’s movements. They are genetically-carried survival mechanisms, and are the building blocks for subsequent motor development.</td><td>3</td></tr>
</table>

		The major newborn reflexes are Rooting: Turning the head and opening the mouth when touched on the cheek. Disappears between 3 and 6 months Moro: If there is a loud noise, the baby will throw her/his arms outward while arching her/his back, and then bring the arms together as if grasping something. Disappears in 6 to 7 months Grasp: When a finger or some other object is pressed against the baby's palm, the baby's fingers close around it. Disappears in 3 to 4 months Babinski: When the bottom of the baby's foot is stroked, the toes fan out and then curl. Disappears in 8 to 12 months **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.	
	6	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 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.	**3**

C	**7**	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**
	8	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 Developed by Triesman in 1962. He modified Broadbent's theory. This theory	**4**

		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.	
	9	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	**4**

unconditioned stimulus (US).

Determinants of classical conditioning:

It determines how quickly and strongly acquisition of a response occurs in classical conditioning depends on several factors.

Time Relations between stimuli:

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.

Type of unconditioned stimuli:

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.

Intensity of conditioned stimuli:

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 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. <u>Extinction</u> It is the disappearance of a learned response due to removal of reinforcement from the situation in which the response used to occur. <u>Stimulus Generalisation</u> 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 <u>Stimulus Discrimination</u> 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. <u>Spontaneous Recovery</u> 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.	
	10	<u>MNEMONICS</u> 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	**4**

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.

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.	
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, 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.	**2**
	12	<u>Medication</u> 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 <u>Behavioural Management Programmes</u> Featuring positive reinforcement and structuring learning materials and tasks in such a way that minimizes errors and maximizes immediate feedback and success, <u>Cognitive Behavioural Training Programme</u> 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**