INDIAN SCHOOL MUSCAT

FIRST PRELIMINARY EXAMINATION

JANUARY 2019

SET A

CLASS XII

Marking Scheme – PSYCHOLOGY [THEORY]

| Q.NO. | Answers | Marks |
|-------|---|-------------|
| | | (with split |
| | | up) |
| 1. | Culture | 1 |
| 2. | A. Source traits | 1 |
| 3. | Primary appraisal | 1 |
| 4. | False | 1 |
| 5. | True | 1 |
| 6. | A. Vicarious learning | 1 |
| 7. | B. Gardener Murphy | 1 |
| 8. | Methyl isocyanate (MIC) | 1 |
| 9. | B. Crowding Tolerance | 1 |
| 10. | Body Language | 1 |
| 11. | Creativity tests are process oriented and their main focus is mainly on the way | 2 |
| | or the process of finding the solution rather than the final outcome. The | |
| | second important quality of creativity tests are there is no right and wrong | |
| | answer and all the questions are in open ended format. | |
| | | |
| | (OR) | |
| | The term giftedness is associated with the children who consistently | |
| | performance in a better way in various fields. The Gifted children are having | |
| | different qualities which are as follows. | |
| | Advanced logical thinking, questioning and problem solving. | |
| | High speed in processing information. | |
| | Superior generalization and discrimination ability. | |
| | Advanced level of original and creative thinking. | |
| 12. | Simultaneous processing refers to fixing the newly learned or acquired | 2 |
| | information with the already existing information. Successive processing | |
| | refers to recalling the stored content or the information in a serial order one | |
| | by one. | |
| 13. | The theory of trigunas is found in the Atharva veda. It includes three | 2 |
| | different gunas or traits. | |
| | Satva guna | |
| | Rajas guna | |
| | Tamas guna (To be explained in detail) | |
| | (OP) | |
| | (OR) | |
| | As persons we always make some judgement about ourself. The value | |

| | judgement made by an individual about himself or herself is called as self- | |
|-----|--|---|
| | esteem. A child at the age of seven years is able to develop the self-esteem in | |
| | four different areas. | |
| | i. Academic competence | |
| | ii. Physical appearance. | |
| | iii. Social competence | |
| | iv. Physical and athletic competence. | |
| 14. | The two coping strategies proposed by Lazarus are as follows. | 2 |
| | i. Problem focused | |
| | ii. Emotion focused | |
| 15. | Social facilitation refers to increase in level of performance of an individual | 2 |
| | in front of a large group of audience. | |
| | Social inhibition refers to decrease in level of performance of an individual in | |
| | front of a large group of audience. | |
| 16. | The process of impression formation includes three stages | 2 |
| | i. Selection | |
| | ii. Organization | |
| | iii. Inference. | |
| | The effects of impression formation are two | |
| | i. Primacy effect | |
| | ii. Recency effect. | |
| 17. | The levels of consciousness proposed by Sigmund freud in his theory of | 3 |
| | personality are 3. | |
| | i. Conscious | |
| | ii. Pre – Conscious | |
| | iii. Unconscious (To be explained in detail) | |
| 18. | Hans seyle is known as father of modern stress research and he observed the | 3 |
| 10. | animals and human beings in two different situations. Sick and injured | |
| | animals and human beings in hospitals and healthy animals and human beings | |
| | in laboratory while projecting X-rays and injecting epinephrine on them. | |
| | GAS theory includes three steps | |
| | Alarm reaction | |
| | Resistance | |
| | Exhaustion (To be explained in detail) | |
| 19. | Mood disorders are of four types. | 3 |
| | i. Depression | |
| | ii. Major Depressive Disorder | |
| | iii. Mania | |
| | iv. Bipolar mood disordere | |
| | (OR) | |
| | Delusion is a false belief, which is firmly held on in adequate grounds. | |
| | i. Delusions of persecution | |
| | ii. Delusions of reference | |
| | iii. Delusions of Grandeur | |
| | iv. Delusions of control | |
| | Hallucinations may be auditory, tactile, somatic, visual or gustatory. (To be | |
| 1 | | |

| 20. | Logo therapy is a part of existential therapy, Logos is a greek word which means soul and log therapy refers to the treatment of the soul. Transference is discouraged in this therapy. Finding the meaning even in life threatening circumstance is very important in the therapy. | 3 |
|-----|---|---|
| 21. | Approaches of intelligence are of two types. i. Psychometric approach ii. Information processing approach Guilford's theory of intelligence is having three dimensions. i. Contents ii. Operations iii. Products (To be explained in detail) | 4 |
| 22. | The very well-known self-report measures are i. MMPI –II ii. Eysenck Personality Questionnaire iii. Sixteen Personality Factor Questionnaire. | 4 |
| 23. | The factors contributing to healing in psychotherapy are i. Therapeutic relationship ii. Professional qualification and abilities of therapist iii. Client related factors iv. Nature of the problem and choice of techniques. Alternative therapies are i. Yoga ii. Meditation iii. Counselling iv. Music therapy | 4 |
| 24. | Prejudice resolution is possible through the mentioned strategies i. Minimizing opportunities for learning prejudices ii. Changing such attitudes iii. De-emphasising narrow social identity based on ingroup. iv. Education and information dissemination for correcting stereotypes. v. Increasing intergroup contact. vi. Highlighting personal identity rather than social identity. Fundamental attribution error refers giving more importance to personal factors and ignoring the role of situational factors. | 4 |
| 25. | The Poverty refers to shortage of resources for living and it is considered as an economic term generally. The poverty in broader view is not only an economic cause and it is associated with the various psychological reasons. The various psychological characteristics of Poverty are Low motivation Low self-esteem Attitude of resentment towards the society. Low amount of cognitive functioning Mental health related problems | 4 |

| (OR) The act of aggression which is intended to obtain something from another individual is known as instrumental aggression. The act of aggression with having an intention of harming or injuring others is hostile aggression. Causes of aggression Inborn tendency Physiological mechanisms Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) (OR) | |
|--|---|
| having an intention of harming or injuring others is hostile aggression. Causes of aggression Inborn tendency Physiological mechanisms Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Causes of aggression Inborn tendency Physiological mechanisms Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Inborn tendency Physiological mechanisms Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Physiological mechanisms Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Child rearing practices Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Frustration Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Learning Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| Observing an aggressive model (To be explained in detail) 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| 26. The characteristics of an effective helper are i. Authenticity ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| i. Authenticityii. Positive regard for othersiii. Empathyiv. Paraphrasing (To be explained in detail) | |
| ii. Positive regard for others iii. Empathy iv. Paraphrasing (To be explained in detail) | l |
| iii. Empathy iv. Paraphrasing (To be explained in detail) | |
| iv. Paraphrasing (To be explained in detail) | |
| | |
| | |
| Hearing is a biological activity whereas listening is biological and | |
| psychological. In listening we give importance to the sounds as well as its | |
| meaning and in hearing only the sounds are important. | |
| The process of communication includes various types. | |
| i. Accidental | |
| ii. Rhetorical | |
| iii. Intrapersonal iv. Interpersonal | |
| v. Public | |
| 27. Anxiety disorders are five types. 6 | |
| | |
| i. Generalized anxiety disorder | |
| ii. Panic disorder | |
| | |
| iii. Phobias | |
| iv. PTSD | |
| v. Obsessive –Compulsive disorder | |
| The forms of aggression are | |
| Verbal, Proactive, Physical and Hostile aggression. | |
| (OR) | |
| Somatoform disorders are of four types. | |
| i. Pain disorder | |

| • | | |
|-----|--|---|
| | ii. Somatization | |
| | iii. Conversion disorder | |
| | iv. Hypochondriasis. | |
| | Oppositional Defiant disorder: It refers to age in appropriate amount of stubbornness, irritable, defiant and disobedient. | |
| 28. | People obey others even it is harmful to them due to various reasons People feel that they are not responsible for whatever they are doing and it is the higher authority ordered to do it. People obey others because of due to authority and it always flows from top to bottom and it is difficult to resist. People obey others because to get some privileges and benefits. People obey others because of situational demands and it is difficult to think in certain situations and only obedience is the matter. Determinants of cooperation and competition i. Reward structure ii. Interpersonal communication iii. Reciprocity (OR) In the matters of capital punishment that the majority view is validated or accepted by the public and it is known as bandwagon effect. Continuous and constant interaction among the group member's results to extreme side decisions and the entire group members will try to think in a same manner and it is known as group polarization. Acceptance of a group norm is known as conformity and the determinants of conformity are Size of the group Size of the minority Nature of the task Public/Private expression Personality | 6 |