

**INDIAN SCHOOL MUSCAT****ANNUAL EXAMINATION****FEBRUARY 2020****SET A****CLASS XI****Marking Scheme – Psychology [THEORY]**

Q.NO.	Answers	Marks (with split up)
1.	psychoanalysis	1
2.	reliability	1
3.	Pituitary gland	1
4.	Formal operational	1
5.	genotype	1
6.	microsystem	1
7.	true	1
8.	Perceptual process	1
9.	Vestibular system	1
10.	retina	1
11.	Operant conditioning	1
12.	Herman ebbinghaus	1
13.	true	1
14.	paivio	1
15.	false	1
16.	The cannon bard	1
17.	false	1
18.	Environmental psychology focuses on studying the relationship between the various environmental factors like pollution, crowding, noise temperature, humidity, climatic changes, natural disasters..etc, and its consequences on human behavior.	2
19.	Any stimuli or stimulus event which is used to strengthen the occurrence of a particular behaviour or discourage the unwanted behaviour occurrence in an organism is known as a reinforcement. The particular stimuli or stimulus we are using to control is called as a reinforcer.	2
20.	Inductive and deductive reasoning allowed us to make judgements to draw conclusions from opinions, evaluate events based on knowledge and available evidences. Sometimes judgements are automatic and require a conscious effort by the person and occur as a matter of habit.	2
21.	Post-Traumatic Stress Disorder (PTSD) is a mental disorder that's triggered by a	2

	<p>terrifying event-- either experiencing or witnessing it. the event can be either natural disaster (flood, earthquake,cyclone) or man-made (accidents,war,etc). Victims may face flashbacks, nightmares, and severe anxiety, as well as uncontrollable thoughts about the event.</p> <p>or</p> <p>Emotional Intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. It includes three Skills: Emotional Awareness, or the ability to identify and name one's own emotions; the Ability to Harness those Emotions and apply them to tasks like thinking and problem solving; and the Ability to Manage Emotions, which includes both regulating one's own emotions when necessary and cheering up or calming down other people. The Concept of Emotional Intelligence includes Intrapersonal and Interpersonal elements.</p>	
22.	<p>Any stimulus or event which varies or differs and takes a significant different value is known as a variable. An object is not considered as a variable but its feature is treated as a variable in the field of study. Examples of variables are Age, Gender, intelligence, time...etc.</p> <p><b>Independent variable:</b> An independent variable is a variable which is manipulated or altered to carry an experiment and these variables are under the control of the experimenter in the field of study.</p> <p><b>Dependent variable:</b> The dependent variable is the actual outcome or the result which we want to study in the field of psychological research or experimentation. The dependent variable changes are associated with the variations occur in independent variables.</p> <p>For example studying the relationship between hours of study and performance, the hours of study is an independent variable and the level of performance is a dependent variable.</p> <p><b>Intervening variable:</b> Intervening or extraneous variables are another type of variables which will occur in the field of research suddenly and disturbs the performance of the subjects, these intervening variables need to be controlled and managed in a good way to get accurate results. The common intervening variables like restlessness, fatigue...etc.</p> <p>Or</p>	3

	<p>Establishment of relationship between two variables is known as correlation and it is classified in to three ways. The correlation value lies in between +1 to -1.</p> <p><b>Positive correlation:</b> Positive correlation indicates the relationship between two variables in a positive way. It can be understood as increase or decrease in any one variable will lead to the same amount of change in another variable is known as positive correlation.</p> <p><b>Negative correlation:</b> It indicates the negative relationship between two variables in a relation. The negative correlation can be seen as increase in any one variable may lead to decrease in another variable or vice versa.</p> <p><b>Zero correlation:</b> Any change in one variable is not going to affect or impact another variable value means it is known as zero correlation.</p>	
23.	<p>(Diagram)</p> <p>Neuron is the basic unit of our nervous system, these are specialized cells, which possess unique property of converting various forms of stimuli into electrical impulses.</p> <p>The structure of neuron is having three basic fundamental components Soma, dendrites and axon. Soma or the cell body is the main part of the cell and it contains nucleus and it is supportive in cell reproduction and protein synthesis.</p> <p>Dendrites are the branches emanating from the soma, They are receiving ends of a neuron and their function is to receive the incoming neural impulses from adjacent neurons.</p>	3
24.	<p>Eating disorders are basically of three types and they are</p> <p><b>Anorexia nervosa:</b> The people suffering with this disorder they fell that their body weight is increasing and in order to reduce it they starve themselves and stop eating or they refuse to eat.</p> <p><b>Bulimia nervosa:</b> In this disorder an individual will eat a large quantity of food and afterwards due to lack of digestion they may go for vomiting, in some situations they may use laxatives or diuretics to reduce body weight.</p> <p><b>Binge eating:</b> It a kind of eating disorder where we can notice the people eating frequently.</p>	3

25.	Any four from students choice- medicine,economics,political science,philosophy,sociology,computer science,law & criminology,mass communication.music and fine arts,architecture and enginnering	4
26.	<p>Acculturation refers to the cultural and psychological changes which are resulting due to the interaction of various cultures in one's life. The acculturation process is basically seen in the way how individuals interact with other cultural groups.</p> <p><b>Integration:</b> It is a process where an individual will interact with other cultural groups and have respect for their customs and traditions and follows his own culture.</p> <p><b>Assimilation:</b> It is an acculturation strategy where an individual will leave his own cultural identity and will be part of a new or different culture.</p> <p><b>Separation:</b> Separation is a strategy followed by the people with strict commitment to their own culture and customs. People will not like or prefer to interact with other cultural groups and they are more positive towards their own culture and they avoid interactions with other cultural groups.</p> <p><b>Marginalization:</b> People have less interest in cultural matters and they will get mix with any culture quickly in their social interactions.</p>	4
27.	<p>The various factors affecting sustained attention are as follows:</p> <p><b>Sensory modality:</b> it is an important factor and it illustrates that the performance is found to be superior when the stimuli is visual than auditory.</p> <p><b>Clarity of stimuli:</b> If the stimuli is clear and it is long lasting means it will facilitate sustained attention.</p> <p><b>Temporal uncertainty:</b> It is a third factor. If the stimuli appears at regular intervals of time it will be attended in a much better way than the stimuli appears at irregular intervals.</p> <p><b>Spatial uncertainty:</b> If the stimuli appears at fixed place is readily attended, whereas those that appear at random locations are difficult to attend.</p>	4
28.	<p><u>(Any four) Mnemonics using images</u></p> <p>a) <b>The key word method:</b> In key word method an individual who is interested to learn a foreign language will see the sounds similar to the language which he or she is aware. For example, if a child want to remember a Spanish word for duck which means "Pato" he or she will</p>	4

	<p>find the similar sound in English “Pot” and will associated and learn.</p> <p><b>b)The Method of Loci:</b> In this method of memory development basically people focus on a particular place and the items arranged in that place in an order. It is a way of development of visual memory and this method will be helpful in remembering various items in a serial order. For example a person want to remember bread, eggs, tomatoes and he will imagine where this things are kept in kitchen, When he or she enters the market they start imagining their kitchen and recall the items.</p> <p><b><u>Mnemonics using organization</u></b></p> <p><b>a)Chunking:</b> It is a way of dividing the entire content in to various meaningful parts and studying these parts. It will be helpful to understand the larger information in various simple forms and will support to develop the memory.</p> <p><b>b)First Letter Technique:</b> It is a way to develop the memory while picking a first letter of each word, It is like learning various abbreviations. For example the WHO means world health organization.</p> <p><b>Along with this some suggestions are:-</b></p> <p><b>a)Engage in deep level processing:</b> To develop an effective memory it is important for each and every individual to engage or involve in deep thinking. Craik &amp; Lockhart demonstrated that processing of information in terms of meaning that they convey leads to better memory as compared to attending to their surface features.</p> <p><b>b)Minimise interference:</b> Reducing interference is a very important practice to develop the memory. The content similarities basically leads to interference and it is necessary to avoid the interference while pointing out the content similarities and differences and understanding them in a good way.</p> <p><b>c)Give yourself enough retrieval cues:</b> Developing retrieval cues is very important and it is necessary for each and every individual to think and develop certain cues while considering the key elements of the content. The cues development is basically a personal process and the nature of an individual is important in development of cues.</p>	
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**PQRST method:** Thomas and Robinson developed this acronym, This acronym stands for preview, question, Read, Self – recitation and Test. This method will be supportive to the development of memory in a much better way.

**OR**

**(Any four)** Long term memory is known as permanent memory and it is divided in to various ways for the sake of our understanding.

**Declarative and Procedural memory: -**

**a)Declarative:** All the information pertaining facts, names, dates, such as India got independence on August 15, 1947. The capital city of Oman is Muscat....etc. are the concepts of declarative memory.

**b)Procedural memory** refers to the various processes or the methods used to accomplish various tasks and skills such as how to prepare a Pizza, making a cup of tea, how to swim....etc.

**Tulving divided the declarative memory as two types one is episodic memory and another one is Semantic memory.**

**a)Episodic memory** contains biographical details of our life. Memories related to personal life experiences constitute the episodic memory and it is for this reason that its content is basically emotional in nature.

**b)Semantic memory** is the memory of general awareness and knowledge. All concepts, ideas, rules of logic are stored in semantic memory.

**Another classification of long term memory**

**a)Flashbulb memories:** These are memories related to events which will arouse in a surprising way. Such memories are very detailed and they are like a photo taken with an advanced model camera. Flashbulb memories are like images frozen in memory and tied to particular places, events, dates, times and situations.

**b)Autobiographical memory:** The personal experiences are stored in autobiographical memory, They are not distributed evenly throughout our lives. Personal experiences around the age of 4 to 5 years can be recalled by the people and before to this age period nothing will be remembered and it is called as childhood amnesia.

	<p><b>c)Implicit memory:</b> It is a kind of memory which an individual is not aware of it and it is retrieved automatically. Implicit memories lie outside the boundaries of awareness. In other words, we can say that an individual is not conscious that the memory is existing until and unless we are not placed in a situation. Like swimming, typing, cycling....etc.</p>	
29.	<p>Creativity is nothing but the divergent thinking ability of the individuals. The way how an individual is able to produce and generate different type of ideas is basically known as creativity.</p> <p><b>Preparation</b></p> <p>Process of creative thinking begins with preparation stage that requires one to understand the problem and become aware of the background facts and related information that process rocks curiosity and excitement to think more indifferently.</p> <p><b>Incubation</b></p> <p>May even get disgusted with failure, may learn the problem/talk for some time. This is the stage of incubation. Research shows that creative ideas may not occur immediately during incubation when it isn't consciously thinking about the problem but seeking conscious effort.</p> <p><b>Illumination:</b></p> <p>"I have found it" experience, the amount we associate emergence of creative ideas. There is usually a function of excitement even satisfaction of hearing found a creative idea.</p> <p><b>Verification</b></p> <p>It is a stage where the people will try to verify the idea or the solution which is seen in the illumination phase. After the verification whether the solution is good means they will accept it and if it is not right or suitable means they will re think.</p> <p>OR</p> <p>The abilities of divergent thinking are:-</p> <p><b>Fluency:</b></p> <p>Fluency refers to how many ideas an individual can produce to solve a problem or task. It is the ability to produce many ideas for a given task/problem. The more the ideas for a given task/problem the higher the fluency ability.</p>	4

	<p><b>Flexibility:</b></p> <p>Indicates variety in thinking. Maybe thinking of an object, different interpretation of picture/story etc.</p> <p><b>Originality:</b></p> <p>Ability to produce ideas that are rare/unusual be seen new relationships, combining old ideas with new ideas, looking at things from different perspective, etc.</p> <p>Research has shown that fluency and flexibility are the necessary for originality. The more and various ideas one produces, the greater the livelihood of original ideas.</p> <p><b>Elaboration:</b></p> <p>Ability that enables a person to go into detail and implications of new ideas. In this an individual can provide the various applications of the ideas which are witnessed in the process of illumination.</p>	
30.	<p>(Diagram)This theory was proposed by Abraham Maslow and is based on the assumption that people are motivated by a series of five universal needs.His viewpoint about motivation is very popular because of its theoretical and applied value which is popularly known as the “Theory of Self-Actualization”.</p> <p><b>Physiological needs</b> are deemed to be the lowest-level needs.These needs include the needs such as food and water.As long as physiological needs are unsatisfied, they exist as a driving or motivating force in a person’s life.Only when these needs are met,the need to be free from threatened danger arises.</p> <p><b>Safety needs</b> are the needs for shelter and securityand become the motivators of human behaviour.Safety needs include a desire for security,stability,dependency, need for structure,order,and law. In the workplace this needs translates into a need for atleast a minimal degree of employment security.</p> <p><b>Social needs</b> include the need for belongingness and love.Generally,as gregarious creatures,human have a need to belong. In the workplace, this need may be satisfied by an ability to interact with one’s co-workers and perhaps to be able to work collaboratively with his/her colleagues.</p>	4



	<p>After social needs have been satisfied, <b>Ego and esteem needs</b> become the motivating needs. Esteem needs include the desire for self-respect, self-esteem, and the esteem of others. When focused externally, these needs also include the desire for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance and appreciation.</p> <p>The highest need in Maslow's hierarchy is that of <b>Self-actualization</b>. The need for self-realization, continuous self-development, and the process of becoming all that a person is capable of.</p>	
31.	<p>Observation is a method of investigation includes an intentional recording of data or the information for the purpose of carrying the research work and it is not seeing or watching something. It will be helpful in describing the behavior in daily life in a scientific way to achieve the goals. The scientific observation is actually follows three steps which are as follows.</p> <p><b>Selection:</b> The behavior whatever occurs will not be observed by the psychologist and they select a particular behaviour which is required for the purpose of completion of the research work or the research study in scientific way.</p> <p><b>Recording:</b> The second important step in the scientific research is recording of information or the data while using different electronic devices to improve the authenticity of the information.</p> <p><b>Analysis of data:</b> Once the data is recorded in a right way it is necessary analyse the information in a balanced way. The analysis need to be carried in a scientific way to draw the conclusions in the field of research.</p> <p>Types of Observation</p> <p><b>Naturalistic vs controlled observation:</b> The observation is carried or conducted in a natural settings or the real life situations it is known as natural observation. The natural observation is not having any limitations, rules and regulations to enforce on the subjects of study. In opposite to the natural is controlled observation, in which the observer will keep certain limitations or restrictions and the subjects need to act according to the rules and regulations. For example</p>	6

observing in laboratory setting is best example of controlled observation.

**Participant vs Non Participant observation:** Participant observation is a method of observation where the observer will become a part of the observing group. The observer will mix up with the subjects and create a feeling that he is also a part of them, but his intention is to observe and record their behavior. If the subjects are aware about the observer means they may not show their actual behavior in this method of observation. Non participant observation is opposite to the participant observation, in this method the observer will be far away to the subjects or he will hide in some place and will observe the natural behavior of the people.

Or

Interview is a formal interaction in between two or more than two people on different issues of the society or for selecting a right person for a right job. The person conducting the interview is known as interviewer and the respondent is known as interviewee.

**Structured vs unstructured interviews:** On the base of format of conducting the interviews we are classifying it as structured and unstructured interview. The structured interview is an interview where the pattern is already decided and the interviewer need to follow the pattern and rules to conduct it. The unstructured interview is not designed and it is mainly depends on interviewer to ask or conduct according to situation.

**Number of participants in the interview:**

The number of participants in the interview is another base or criteria for classification of an interview. On the base of participants we are classifying the interview in four different ways which are as follows.

**Individual to Individual:** one interviewer will be conducting or taking the interview of one interviewee at the same time.

**Individual to Group:** In this situation one interviewer will be conducting or

	<p>taking the interview of more than one interviewee at the same time.</p> <p><b>Group to Individual:</b> A group of experts are acting as interviewers and interviewing one individual in different aspects is known as group to individual interview.</p> <p><b>Group to Group:</b> A group of interviewers and interviewees will be interacting in one situation at the same time then it is known as a group to group interview.</p>	
32.	<p>Learning disability is a general term, it refers to a heterogeneous group of disorders manifested in terms of difficulty in the acquisition of learning, reading, writing, speaking and reasoning. The various symptoms of learning disabilities are as follows.</p> <ol style="list-style-type: none"> <li>Difficulties in <b>writing</b> letters, words and phrases, reading out text, and speaking appear quite frequently. They have <b>listening problems</b>, although they may not have any auditory defects.</li> <li>Learning disabled children have <b>attention disorders</b> and they get easily distracted and cannot keep attention and focus on any one topic for some time.</li> <li><b>Poor space orientation</b> and inadequate sense of time are very common with them. They get confused and not able to get adjust with the environment. They fail to understand right, left, up and down.</li> <li>One of the symptoms of the children with learning disability is <b>motor coordination and poor dexterity</b>. They fail to maintain the balance in performing motor tasks like sharpening of a pencil and have difficulty in riding a bicycle.</li> <li>Children with learning disabilities have more difficulties in following <b>oral directions</b> and they misjudge relations and fail to understand the body language.</li> <li><b>Perceptual disorders</b> are very common with the learning disabled children and they may have visual, auditory, tactual and kinaesthetic misperception.</li> <li>A large number of children with learning disabilities was found with <b>dyslexia</b>. Children suffering with dyslexia fail to copy letters and</li> </ol>	6

	<p>words. For example they fail to distinguish b and d, p and q, p and 9, was and saw, unclear and nuclear.</p> <p>Or</p> <p>The principles of key learning process are emerged from the experiment of Pavlov's classical conditioning experiment. The five principles which are observed by Pavlov while experimenting are known as key learning principles.</p> <p><b>Law of Reinforcement:</b> Reinforcement is a way of motivating an organism to perform some task to achieve something or it is a corrective mechanism to prevent the occurrence of behaviour. The reinforcement is of two type's positive and negative reinforcement. Positive reinforcement is a way to improve the occurrence of certain type of behaviour and negative reinforcement is used as a way to prevent the occurrence of unwanted or undesired behaviour.</p> <p><b>Law of Generalization:</b> These law was observed by Pavlov accidentally due to the nearness of his laboratory to the road. When Pavlov was pressing the buzzer and providing the food to the Dog in second phase due to the sounds which are coming from outside environment also made the Dog to salivate in its initial trials of conditioning.</p> <p><b>Law of discrimination:</b> It is found after the law of generalization and it is observed by Pavlov that the Dog was able to understand the difference between the buzzer sound and other sounds which are coming out from the surroundings. The Dog started responding only to the buzzer sound due to the food connection and it ignored the sounds coming out from its environment is a clear indication of discrimination.</p> <p><b>Law of extinction:</b> it is found in the third phase after conditioning by Pavlov. When Pavlov stop providing the food to the dog and pressing the buzzer at that point of time he found this law of extinction. The dog stop salivation due to the removal of food and it is not responding.</p> <p><b>Law of Spontaneous Recovery:</b> it is the reestablishment of the learned response while providing the food again back to the Dog. Pavlov provided the food and connected it with the buzzer sound and the dog as usually started salivating to the buzzer sound.</p>	
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