

<b>SET</b>	<b>A</b>
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**INDIAN SCHOOL MUSCAT  
HALF YEARLY EXAMINATION 2023  
PSYCHOLOGY**

CLASS:XI

Max.Marks: 70

MARKING SCHEME			
SET	QN.NO	VALUE POINTS	MARKS SPLIT UP
		<b>SECTION A</b>	
A	1	D. i, ii, iii, iv	1
A	2	C. Developmental Tasks	1
A	3	A. Control	1
A	4	C. Sense organs	1
A	5	B. Broadbent in 1956	1
A	6	A. Both A and R are true and R is the correct explanation of A.	1
A	7	D. Determining the faintest sound a person can hear in a quiet room.	1
A	8	D. A is false but R is true.	1
A	9	C. Difference threshold	1
A	10	B. Theory	1
A	11	B. Social media usage decreases, psychological well-being increases.	1
A	12	D. Identity Confusion	1
A	13	A. Exosystem	1
A	14	C. Case study	1
A	15	A. Reliability	1
		<b>SECTION B</b>	

A	16	<p>Self-understanding in early childhood is limited to defining oneself through physical characteristics</p> <p>Middle and late childhood, the child is likely to define oneself through internal characteristics.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Imaginary audience:</b> It is the adolescent's belief that others are as preoccupied with them as they are about themselves. They imagine that people are always noticing them and are observing each and every behaviour of theirs. It makes them extremely self-conscious.</p> <p><b>Personal fable:</b> ("you don't understand me"): It is a part of the adolescents' egocentrism that involves their sense of uniqueness. Adolescents' sense of uniqueness makes them think that no one understands them or their feelings.</p>	1+1
A	17	Humanistic perspective provides positive view of human nature. Humanists, such as Carl Rogers and Abraham Maslow, emphasised the free will of human beings and their natural striving to grow and unfold their inner potential. According to them people motivated to achieve their potential and self-actualize. The humanistic approach is thus often called the third force in psychology after psychoanalysis and behaviorism.	$\frac{1}{2} \times 4 = 2$ marks
A	18	<p><b>Experimental group:</b> It is a group in which members of the group are exposed to independent variable manipulation</p> <p><b>Control group:</b> It is a comparison group that is treated in every way like the experimental group except that the manipulated variable is absent in it.</p>	1+1
A	19	<p>Perception of the objects as relatively stable in spite of changes in the stimulation of sensory receptors.</p> <p>Types: Size Constancy, Shape Constancy, Brightness Constancy (Explain any two)</p>	<p>1 mark definition <math>\frac{1}{2}</math> for type with expln <math>1 + \frac{1}{2} + \frac{1}{2} = 2</math> marks</p>
A	20	Sigmund Freud brought with his radical view of human nature who shook the world. He is considered as the father of modern psychology. He viewed human behaviour as a dynamic manifestation of unconscious desires and conflicts. He founded psychoanalysis as a system to understand and cure psychological disorders. He viewed human beings as motivated by unconscious desire for gratification of pleasure seeking (and often, sexual) desires.	<p>4 points <math>\frac{1}{2}</math> each <math>\frac{1}{2} \times 4 = 2</math> marks</p>
A	21	<b>Maturation:</b> the changes that follow an orderly sequence and are largely dictated by the genetic blueprint, which produces commonalities in our	1+1

		<p>growth and development.</p> <p><b>Development</b> is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life.</p>	
		<b>SECTION C</b>	
A	22	<p>Relevant variables are other variables that influence the dependent variable, but the researcher may not be interested in examining their effects.</p> <p>Organismic Variables, Situational or Environmental Variables, Sequential variables (Explain any 2)</p>	<p>1 for definition</p> <p>Any two types with explanation</p> <p>1 mark each</p>
A	23	<p>Lack of True Zero Point,</p> <p>Relative Nature of Psychological Tools,</p> <p>Subjective Interpretation of Qualitative Data. (Need to be explain)</p>	<p>1 x 3 = 3 marks</p>
A	24	<p>According to Harlow and Harlow (1962) found that Providing nourishment or feeding was not crucial for attachment and contact-comfort is important. A sense of trust is built on a feeling of physical comfort which builds an expectation of the world as a secure and good place.</p> <p>If the parents are sensitive, affectionate, and accepting, it provides the infant a strong base to explore the environment. Such infants are likely to develop a secure attachment</p> <p>If parents are insensitive and show dissatisfaction and find fault with the child, it can lead to creating feelings of self-doubt in the child.</p> <p style="text-align: center;"><b>OR</b></p> <p>Delinquency,</p> <p>Substance Abuse,</p> <p>Eating Disorders. (Need to explain)</p>	<p>1 mark for Harlow viewpoint</p> <p>1 mark each for two types of parenting.</p> <p>1+1+1 = 3 marks</p>
		<b>SECTION D</b>	
A	25	<p>Durganand Sinha in his book Psychology in a Third World Country: The Indian Experience published in 1986 traces the history of modern psychology as a social science in India in four phases.</p> <p>First phase till independence was a phase with emphasis on experimental, psychoanalytic and psychological testing research, which primarily reflected the development of the discipline in western countries.</p> <p>The second phase till the 1960s was a phase of expansion of psychology in India into different branches of psychology. During this phase Indian</p>	<p>Each phase 1 mark</p>

		<p>psychologists showed a desire to have an Indian identity by seeking to link western psychology to the Indian context.</p> <p>Third phase Psychology in India sought to become relevant for Indian society in the post 1960s, Psychologists became more focused on addressing the problems of the Indian society but the limitations of excessive dependence on western psychology for our social context were also realized.</p> <p>Fourth phase: phase of indigenization (1970s). Rejecting the western framework, Indian psychologists stressed the need for developing an understanding based on a framework, which was culturally and socially relevant. This trend was also reflected in some attempts to develop psychological approaches based on traditional Indian psychology, which came from our ancient texts and scriptures.</p>	
A	26	<p>Durganand Sinha presented an ecological model for understanding the development of children in Indian context Ecology of the child could be viewed in terms of two concentric layers.</p> <p><b>The “upper and the more visible layers</b></p> <p>The most important ecological factors influencing development of the child in the visible upper layer</p> <p>Home: home, its conditions in terms of overcrowding, space available to each member, toys, technological devices used, etc, school: nature and quality of schooling, facilities to which the child is exposed and peer groups: nature of interactions and activities undertaken with peer groups from childhood onwards.</p> <p><b>Surrounding layers</b></p> <p>This layer child’s ecology constantly influences the “upper layer” factors whose influences are not always clearly visible.</p> <p>The elements of the surrounding layer of ecology constitut are:</p> <p>general geographical environment: space and facilities for play and other activities available outside the home including general congestion of the locality and density of population,</p> <p>(ii) institutional setting provided by caste, class, and other factors</p> <p>(iii) general amenities available to the child like drinking water, electricity, means of entertainment and so on</p>	Each level 2 mark

		<p style="text-align: center;"><b>OR</b></p> <p>Piaget's proposed the four stages of cognitive development:</p> <p><b>Sensorimotor Stage:</b> (Approximate age is of 0-2 years). In this stage infant explores the world by coordinating sensory experiences with physical actions.</p> <p><b>Preoperational Stage:</b> (Approximate age is of 2-7 years). In this stage symbolic thought develops and helps to expand his/her mental world. There are two features of preoperational stage:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Centration: focusing on a single characteristic or feature for understanding an event.</li> </ul> <p><b>Concrete Operational Stage:</b> (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.</p> <p>The child can reason logically about concrete events. This helps the child to appreciate that there are different ways of looking at things.</p> <p><b>Formal Operational Stage:</b> (Approximate age is of 11-15 years). The adolescent can apply logic more abstractly, hypothetical thinking develops.</p>	<p>1 mark for each stage 1 X 4 = 4 marks</p>
A	27	<ul style="list-style-type: none"> <li>• Voluntary Participation,</li> <li>• Informed Consent,</li> <li>• Debriefing,</li> <li>• Sharing the Results of the Study,</li> <li>• Confidentiality of Data Source. (Explain any four)</li> </ul>	4
A	28	<p>It is a process concerned mainly with the selection of a limited number of stimuli or objects from a large number of stimuli.</p> <p><b>Factors Affecting Selective Attention</b></p> <p><b>External factors:</b> characteristics of stimuli: things held constant, the size, intensity, motion of stimuli, novel, moderately complex, Similarly, rhythmic auditory stimuli.</p> <p><b>Internal factors:</b> the characteristics of individuals. Motivational factors: Relate to one's biological or social needs</p> <p>Cognitive factors. Include factors like interest, attitude, and preparatory set.</p>	1+1+2

A		<b>SECTION E</b>	
A	29	<ul style="list-style-type: none"> <li>• Cognitive Psychology,</li> <li>• Biological Psychology,</li> <li>• Neuropsychology,</li> <li>• Developmental Psychology,</li> <li>• Social Psychology,</li> <li>• Cross-cultural and Cultural Psychology,</li> <li>• Environmental Psychology,</li> <li>• Health Psychology,</li> <li>• Clinical and Counselling Psychology,</li> <li>• Industrial/Organisational Psychology,</li> <li>• Educational Psychology,</li> <li>• Sports Psychology.</li> </ul> <p>(Explain any 6)</p> <p style="text-align: center;"><b>OR</b></p> <p>Philosophy, Medicine, Sociology, Politic Science, Economics, Computer science, Mass Communication, Law and Criminology, Music and Fine Arts. (discuss any 6)</p>	1 x 6 = 6 marks with expln. of each point
A	30	<p><b>Filter theory</b></p> <p>Developed by Broadbent in 1956. According to this theory, 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, we become aware of only that stimulus, which gets access through the selective filter.</p> <p><b>Filter-attenuation theory</b></p> <p>Developed by Triesman in 1962. He modifying 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.</p> <p><b>Multimode theory</b></p> <p>Developed by Johnston and Heinz in 1978.</p> <p>This theory believes that attention is a flexible system that allows selection of a stimulus over others at three stages.</p> <p>Stages</p>	2 marks each 2+2+2 = 6 marks

		<p>The sensory representations (e.g., visual images) of stimuli are constructed</p> <p>The semantic representations (e.g., names of objects) are constructed</p> <p>The sensory and semantic representations enter the consciousness</p> <p>It is also suggested that more processing requires more mental effort.</p> <p>When the messages are selected on the basis of stage one processing (early selection), less mental effort is required than when the selection is based on stage three processing (late selection).</p> <p style="text-align: center;"><b>OR</b></p> <p>Depth perception process of viewing the world in three dimensions.</p> <p>Relative Size,</p> <p>Interposition or Overlapping,</p> <p>Linear Perspective,</p> <p>Aerial Perspective,</p> <p>Light and Shade,</p> <p>Relative Height,</p> <p>Texture Gradient, Motion Parallax. (Explain any 5)</p>	
		<b>SECTION F</b>	
A	31	<b>Quasi Experiments.</b> It is done when many variables cannot be manipulated in the laboratory settings. The independent variable is selected rather than varied or manipulated by the experimenter	1
A	32	<p><b>Dependent variables</b> (risk taking behaviour): It is the variables on which the effect of independent variables is observed.</p> <p><b>Independent variables</b> (Gender): Variable which is manipulated or altered or its strength varied by the researcher in the experiment.</p>	1+1
A	33	<p><b>Attention Deficit Hyperactivity Disorder (ADHD)</b></p> <p>Causal factors: dietary factors, particularly food coloring, Social-psychological factors</p>	$\frac{1}{2} + \frac{1}{2} = 1$ marks
A	34	<p><b>Medication</b></p> <p>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</p> <p><b>Behavioural Management Programmes:</b> Featuring positive reinforcement</p>	Any two methods 1 + 1

		<p>and structuring learning materials and tasks in such a way that minimises errors and maximises immediate feedback and success,</p> <p><b>Cognitive Behavioural Training Programme:</b> 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. (Discuss any two)</p>	
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<b>SET</b>	<b>B</b>
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HALF YEARLY EXAMINATION 2023  
PSYCHOLOGY**

CLASS:XI

Max.Marks: 70

MARKING SCHEME			
SET	QN.NO	VALUE POINTS	MARKS SPLIT UP
		<b>SECTION A</b>	
B	1	D. Identity Confusion	1
B	2	C. Case study	1
B	3	A. Exosystem	1
B	4	C. Reliability	1
B	5	D. A is false but R is true.	1
B	6	B. John Dewey	1
B	7	B. Difference threshold	1
B	8	D. Social media usage decreases, psychological well-being increases.	1
B	9	C. Determining the faintest sound a person can hear in a quiet room.	1
B	10	A. Both A and R are true and R is the correct explanation of A.	1
B	11	B. Triesman in 1962	1
B	12	C. Sense organs	1
B	13	A. Control	1
B	14	C. Developmental Tasks	1
B	15	D. i, ii, iii, iv	1
		<b>SECTION B</b>	

B	16	<p>Perception of the objects as relatively stable in spite of changes in the stimulation of sensory receptors.</p> <p>Types: Size Constancy, Shape Constancy, Brightness Constancy (Explain any two)</p>	<p>1 mark definition <math>\frac{1}{2}</math> for type with expln <math>1+1/2+1/2 =</math> 2 marks</p>
B	17	<p><b>Experimental group:</b> It is a group in which members of the group are exposed to independent variable manipulation</p> <p><b>Control group:</b> It is a comparison group that is treated in every way like the experimental group except that the manipulated variable is absent in it.</p>	1+1
B	18	<p><b>Maturation:</b> the changes that follow an orderly sequence and are largely dictated by the genetic blueprint which produces commonalities in our growth and development.</p> <p><b>Development</b> is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life</p>	1+1
B	19	<p>Sigmund Freud bring with his radical view of human nature who shook the world. He is considered as the father of modern psychology. He viewed human behaviour as a dynamic manifestation of unconscious desires and conflicts. He founded psychoanalysis as a system to understand and cure psychological disorders. He viewed human beings as motivated by unconscious desire for gratification of pleasure seeking (and often, sexual) desires.</p>	<p>4 points <math>\frac{1}{2}</math> each <math>\frac{1}{2} \times 4 = 2</math> marks</p>
B	20	<p>Humanistic perspective provides positive view of human nature. Humanists, such as Carl Rogers and Abraham Maslow, emphasised the free will of human beings and their natural striving to grow and unfold their inner potential. According to them people motivated to achieve their potential and self-actualize. The humanistic approach is thus often called the third force in psychology after psychoanalysis and behaviorism.</p>	$\frac{1}{2} \times 4 = 2$ marks
B	21	<p>Self-understanding in early childhood is limited to defining oneself through physical characteristics</p> <p>Middle and late childhood, the child is likely to define oneself through internal characteristics.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Imaginary audience</b> It is the adolescent's belief that others are as preoccupied with them as they are about themselves. They imagine that people are always noticing them and are observing each and every</p>	1+1

		behaviour of theirs It makes them extremely self-conscious <b>Personal fable</b> (“you don’t understand me”): It is a part of the adolescents’ egocentrism that involves their sense of uniqueness. Adolescents’ sense of uniqueness makes them think that no one understands them or their feelings.	
		<b>SECTION C</b>	
B	22	Lack of True Zero Point Relative Nature of Psychological Tools Subjective Interpretation of Qualitative Data. (Need to be explain)	1 x 3 =3 marks
B	23	According to Harlow and Harlow (1962) found that Providing nourishment or feeding was not crucial for attachment and contact-comfort is important. A sense of trust is built on a feeling of physical comfort which builds an expectation of the world as a secure and good place. If the parents are sensitive, affectionate, and accepting, it provides the infant a strong base to explore the environment. Such infants are likely to develop a secure attachment If parents are insensitive and show dissatisfaction and find fault with the child, it can lead to creating feelings of self-doubt in the child.  <b>OR</b>  Delinquency Substance Abuse Eating Disorders	1 mark for Harlow viewpoint 1 mark each for two types of parenting. 1+1+1 = 3 marks <b>or</b> 3
B	24	Relevant variables are other variables that influence the dependent variable, but the researcher may not be interested in examining their effects. Organismic Variables Situational or Environmental Variables Sequential variables (Explain any 2)	1 for definition Any two types with explanation 1 mark each
		<b>SECTION D</b>	
B	25	Durganand Sinha presented an ecological model for understanding the development of children in Indian context Ecology of the child could be viewed in terms of two concentric layers. <b>The “upper and the more visible layers</b>	Each level 2 mark Or Each stage 1 mark

	<p>The most important ecological factors influencing development of the child in the visible upper layer</p> <p>Home: home, its conditions in terms of overcrowding, space available to each member, toys, technological devices used, etc, school: nature and quality of schooling, facilities to which the child is exposed and peer groups: nature of interactions and activities undertaken with peer groups from childhood onwards.</p> <p><b>Surrounding layers</b></p> <p>This layer child's ecology constantly influences the "upper layer" factors whose influences are not always clearly visible.</p> <p>The elements of the surrounding layer of ecology constitute are:</p> <p>general geographical environment: space and facilities for play and other activities available outside the home including general congestion of the locality and density of population,</p> <p>(ii) institutional setting provided by caste, class, and other factors</p> <p>(iii) general amenities available to the child like drinking water, electricity, means of entertainment and so on</p> <p style="text-align: center;"><b>OR</b></p> <p>Piaget's proposed the four stages of cognitive development:</p> <p>Sensorimotor Stage: (Approximate age is of 0-2 years). In this stage infant explores the world by coordinating sensory experiences with physical actions.</p> <p><b>Preoperational Stage:</b> (Approximate age is of 2-7 years). In this stage symbolic thought develops and helps to expand his/her mental world. There are two features of preoperational stage:</p> <p><b>Egocentrism (self-focus):</b> children see the world only in terms of their own selves and are not able to appreciate other's point of view.</p> <p>Centration: focusing on a single characteristic or feature for understanding an event.</p> <p><b>Concrete Operational Stage:</b> (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.</p>	
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		<p>The child can reason logically about concrete events. This helps the child to appreciate that there are different ways of looking at things.</p> <p><b>Formal Operational Stage:</b> (Approximate age is of 11-15 years). The adolescent can apply logic more abstractly, hypothetical thinking develop.</p>	
B	26	<p>Indian psychologist Dr. N.N. Sengupta influenced the beginning of modern experimental psychology at Calcutta University, He trained in USA in the experimental tradition of Wundt.</p> <p>Indian psychology began in the Department of Philosophy in Calcutta University and the first syllabus of experimental psychology was introduced there. The first psychology laboratory was established in 1915. They also started the first Department of Psychology in the year 1916. Another Department of Applied Psychology in 1938.</p> <p>Professor G. Bose was trained in Freudian psychoanalysis, another area which influenced the early development of psychology in India. He established Indian Psychoanalytical Association in 1922.</p>	4
B	27	<p>Binocular cues provided important cues to depth perception using two eyes.</p> <p><b>Retinal or Binocular Disparity</b></p> <p><b>Convergence:</b> When we see a nearby object our eyes converge inward in order to bring the image on the fovea of each eye.</p> <p><b>Accommodation:</b> It refers to a process by which we focus the image on the retina with the help of ciliary muscle. These muscles change the thickness of the lens of the eye. Object gets away (more than 2 meters), the muscle is relaxed. Object moves nearer, the muscle contracts and the thickness of the lens increases.</p>	1+1+1+1
B	28	<p>Research follows systematic procedure or steps of investigation. It includes the following steps:</p> <p>Conceptualisation of a problem</p> <p>Collection of data</p> <p>drawing conclusions</p> <p>Revising research conclusions and theory</p> <p>(4 steps need to explained)</p>	1+1+1+1
		<b>SECTION E</b>	
B	29	<b>Filter theory</b>	2 marks each 2+2+2 = 6

	<p>Developed by Broadbent in 1956. According to this theory, 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, we become aware of only that stimulus, which gets access through the selective filter.</p> <p><b>Filter-attenuation theory</b></p> <p>Developed by Triesman in 1962. He modifying 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.</p> <p><b>Multimode theory</b></p> <p>Developed by Johnston and Heinz in 1978.</p> <p>This theory believes that attention is a flexible system that allows selection of a stimulus over others at three stages.</p> <p>Stages</p> <p>The sensory representations (e.g., visual images) of stimuli are constructed</p> <p>The semantic representations (e.g., names of objects) are constructed</p> <p>The sensory and semantic representations enter the consciousness</p> <p>It is also suggested that more processing requires more mental effort.</p> <p>When the messages are selected on the basis of stage one processing (early selection), less mental effort is required than when the selection is based on stage three processing (late selection).</p> <p style="text-align: center;"><b>OR</b></p> <p>Depth perception process of viewing the world in three dimensions</p> <p>Relative Size</p> <p>Interposition or Overlapping</p> <p>Linear Perspective</p> <p>Aerial Perspective</p> <p>Light and Shade</p> <p>Relative Height</p> <p>Texture Gradient</p>	<p>marks Or 1+5</p>
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		Motion Parallax. (Explain any 5)	
B	30	<p>Cognitive Psychology  Biological Psychology  Neuropsychology  Developmental Psychology  Social Psychology  Cross-cultural and Cultural Psychology  Environmental Psychology  Health Psychology  Clinical and Counselling Psychology  Industrial/Organisational Psychology,  Educational Psychology  Sports Psychology.  (Explain any 6)</p> <p style="text-align: center;"><b>OR</b></p> <p>Philosophy, Medicine, Sociology, Politic Science, Economics, Computer science, Mass Communication, Law and Criminology, Music and Fine Arts.  (Discuss any 6)</p>	1 x 6 = 6 marks with expln. of each point
		<b>SECTION F</b>	
B	31	<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Causal factors: dietary factors, particularly food coloring, Social-psychological factors</p>	½+1/2
B	32	<p><b>Medication</b></p> <p>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</p> <p><b>Behavioural Management Programmes:</b> Featuring positive reinforcement and structuring learning materials and tasks in such a way that minimises errors and maximises immediate feedback and success,</p> <p><b>Cognitive Behavioural Training Programme:</b> 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</p>	1+1

		<p>shift their attention less frequently and to behave reflectively — a learning that is relatively stable over time</p> <p>(Discuss any two)</p>	
B	33	<p>Quasi Experiments. It is done when many variables cannot be manipulated in the laboratory settings. The independent variable is selected rather than varied or manipulated by the experimenter</p>	1
B	34	<p>Dependent variables (risk taking behaviour): It is the variables on which the effect of independent variables is observed.</p> <p>Independent variables (Gender): Variable which is manipulated or altered or its strength varied by the researcher in the experiment.</p>	1+1



<b>SET</b>	<b>C</b>
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MARKING SCHEME			
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		<b>SECTION A</b>	
C	1	B. Social media usage decreases, psychological well-being increases.	1
C	2	D. Determining the faintest sound a person can hear in a quiet room.	1
C	3	A. Both A and R are true and R is the correct explanation of A.	1
C	4	C. Broadbent in 1956	1
C	5	C. Sense organs	1
C	6	D. Control	1
C	7	B. Developmental Tasks	1
C	8	A. i, ii, iii, iv	1
C	9	D. Rooting	1
C	10	B. Case study	1
C	11	A. Exosystem	1
C	12	A. Reliability	1
C	13	D. A is false but R is true.	1
C	14	C. Ivan Pavlov	1
C	15	B. Difference threshold	1
		<b>SECTION B</b>	

C	16	<p><b>Experimental group:</b> It is a group in which members of the group are exposed to independent variable manipulation</p> <p><b>Control group:</b> It is a comparison group that is treated in every way like the experimental group except that the manipulated variable is absent in it.</p>	1+1
C	17	<p>Sigmund Freud bring with his radical view of human nature who shook the world. He is considered as the father of modern psychology. He viewed human behaviour as a dynamic manifestation of unconscious desires and conflicts. He founded psychoanalysis as a system to understand and cure psychological disorders. He viewed human beings as motivated by unconscious desire for gratification of pleasure seeking (and often, sexual) desires.</p>	4 points ½ each ½ X 4 = 2 marks
C	18	<p>Self-understanding in early childhood is limited to defining oneself through physical characteristics</p> <p>Middle and late childhood, the child is likely to define oneself through internal characteristics.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Imaginary audience</b> It is the adolescent's belief that others are as preoccupied with them as they are about themselves. They imagine that people are always noticing them and are observing each and every behaviour of theirs It makes them extremely self-conscious</p> <p><b>Personal fable</b> ("you don't understand me"): It is a part of the adolescents' egocentrism that involves their sense of uniqueness. Adolescents' sense of uniqueness makes them think that no one understands them or their feelings</p>	1+1
C	19	<p>Humanistic perspective provides positive view of human nature. Humanists, such as Carl Rogers and Abraham Maslow, emphasised the free will of human beings and their natural striving to grow and unfold their inner potential. According to them people motivated to achieve their potential and self-actualize. The humanistic approach is thus often called the third force in psychology after psychoanalysis and behaviorism.</p>	½ X 4 =2 marks
C	20	<p><b>Maturation:</b> the changes that follow an orderly sequence and are largely dictated by the genetic blueprint which produces commonalities in our growth and development.</p> <p><b>Development</b> is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life.</p>	1+1

C	21	<p>Perception of the objects as relatively stable in spite of changes in the stimulation of sensory receptors.</p> <p>Types: Size Constancy, Shape Constancy, Brightness Constancy (Explain any two)</p>	<p>1 mark definition ½ for type with expln 1+1/2+1/2 = 2 marks</p>
		<b>SECTION C</b>	
C	22	<p>According to Harlow and Harlow (1962) found that Providing nourishment or feeding was not crucial for attachment and contact-comfort is important. A sense of trust is built on a feeling of physical comfort which builds an expectation of the world as a secure and good place.</p> <p>If the parents are sensitive, affectionate, and accepting, it provides the infant a strong base to explore the environment. Such infants are likely to develop a secure attachment</p> <p>If parents are insensitive and show dissatisfaction and find fault with the child, it can lead to creating feelings of self-doubt in the child.</p> <p style="text-align: center;"><b>OR</b></p> <p>Delinquency, Substance Abuse, Eating Disorders</p>	<p>1 mark for Harlow viewpoint 1 mark each for two types of parenting. 1+1+1 = 3 marks</p> <p style="text-align: center;">or 3</p>
C	23	<p>Relevant variables are other variables that influence the dependent variable, but the researcher may not be interested in examining their effects.</p> <p>Organismic Variables, Situational or Environmental Variables, Sequential variables (Explain any 2)</p>	<p>1 for definition Any two types with explanation 1 mark each</p>
C	24	<p>Lack of True Zero Point, Relative Nature of Psychological Tools, Subjective Interpretation of Qualitative Data. (Need to be explain)</p>	<p>1 x 3 = 3 marks</p>
		<b>SECTION D</b>	
C	25	<p>It is the process of organising visual field into meaningful wholes</p> <p><b>Characteristics that distinguish figure from the ground</b></p> <ul style="list-style-type: none"> <li>• Figure has a definite form, while the background is relatively formless.</li> <li>• Figure is more organised as compared to its background.</li> <li>• Figure has a clear contour (outline), while the background is contourless.</li> <li>• Figure stands out from the background, while the background stays</li> </ul>	<p>1+ any 3 character 3 mark</p>

		<p>behind the figure.</p> <ul style="list-style-type: none"> <li>Figure appears more clear, limited, and relatively nearer, while the background appears relatively unclear, unlimited, and away from us.</li> </ul>	
C	26	<p>Survey research study opinions, attitudes and social facts. Their main concern initially was to find out the existing reality or baseline.</p> <p>They are personal interviews, questionnaires, telephonic surveys, and controlled observations.</p> <p>(Need to be explained)</p>	<p>Definition 1mark 3 method 3mark 4</p>
C	27	<p>Cognitive psychology was developed by combining the aspects of Gestalt approach and structuralism. Cognition is the process of knowing. It involves thinking, understanding, perceiving, memorizing, problem solving and a host of other mental processes by which our knowledge of the world develops, making us able to deal with the environment in specific ways.</p> <p>The modern cognitive psychology views human beings as actively constructing their minds through their exploration into the physical and the social world which is called as constructivism</p>	<p>4 points 4 mark</p>
C	28	<p>Durganand Sinha presented an ecological model for understanding the development of children in Indian context Ecology of the child could be viewed in terms of two concentric layers.</p> <p>The “upper and the more visible layers</p> <p>The most important ecological factors influencing development of the child in the visible upper layer</p> <p>Home: home, its conditions in terms of overcrowding, space available to each member, toys, technological devices used, etc, school: nature and quality of schooling, facilities to which the child is exposed and peer groups: nature of interactions and activities undertaken with peer groups from childhood onwards.</p> <p>Surrounding layers</p> <p>This layer child’s ecology constantly influences the “upper layer” factors whose influences are not always clearly visible.</p> <p>The elements of the surrounding layer of ecology constitut are:</p> <p>general geographical environment: space and facilities for play and other activities available outside the home including general congestion of the locality and density of population,</p>	<p>Each level 2 mark Or 4 stage 4 mark</p>

		<p>(ii) institutional setting provided by caste, class, and other factors</p> <p>(iii) general amenities available to the child like drinking water, electricity, means of entertainment and so on.</p> <p style="text-align: center;"><b>OR</b></p> <p>Piaget's proposed the four stages of cognitive development:</p> <p>Sensorimotor Stage: (Approximate age is of 0-2 years). In this stage infant explores the world by coordinating sensory experiences with physical actions.</p> <p>Preoperational Stage: (Approximate age is of 2-7 years). In this stage symbolic thought develops and helps to expand his/her mental world. There are two features of preoperational stage:</p> <p>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.</p> <p>Centration: focusing on a single characteristic or feature for understanding an event 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.</p> <p>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.</p> <p>The child can reason logically about concrete events. This helps the child to appreciate that there are different ways of looking at things.</p> <p>Formal Operational Stage: (Approximate age is of 11-15 years). The adolescent can apply logic more abstractly, hypothetical thinking develop.</p>	
		<b>SECTION E</b>	
C	29	<p>Cognitive Psychology,</p> <p>Biological Psychology,</p> <p>Neuropsychology,</p> <p>Developmental Psychology,</p> <p>Social Psychology,</p> <p>Cross-cultural and Cultural Psychology,</p>	<p>1 x 6 = 6 marks with expln. of each point</p>

		<p>Environmental Psychology, Health Psychology, Clinical and Counselling Psychology, Industrial/Organisational Psychology, Educational Psychology, Sports Psychology. (Explain any 6)</p> <p style="text-align: center;"><b>OR</b></p> <p>Philosophy, Medicine, Sociology, Politic Science, Economics, Computer science, Mass Communication, Law and Criminology, Music and Fine Arts. (discuss any 6)</p>	
C	30	<p>Filter theory</p> <p>Developed by Broadbent in 1956. According to this theory, 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, we become aware of only that stimulus, which gets access through the selective filter.</p> <p>Filter-attenuation theory</p> <p>Developed by Triesman in 1962. He modifying 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.</p> <p>Multimode theory</p> <p>Developed by Johnston and Heinz in 1978.</p> <p>This theory believes that attention is a flexible system that allows selection of a stimulus over others at three stages.</p> <p>Stages</p> <p>The sensory representations (e.g., visual images) of stimuli are constructed</p> <p>The semantic representations (e.g., names of objects) are constructed</p> <p>The sensory and semantic representations enter the consciousness</p> <p>It is also suggested that more processing requires more mental effort.</p> <p>When the messages are selected on the basis of stage one processing (early</p>	<p>2+2+2 2+2+2 = 6 marks Or 6 x 1=6</p>

		<p>selection), less mental effort is required than when the selection is based on stage three processing (late selection).</p> <p style="text-align: center;"><b>OR</b></p> <p>Depth perception process of viewing the world in three dimensions</p> <p>Relative Size, Interposition or Overlapping, Linear Perspective, Aerial Perspective, Light and Shade, Relative Height, Texture Gradient, Motion Parallax. (Explain any 5)</p>	
		<b>SECTION F</b>	
C	31	<p>Quasi Experiments. It is done when many variables cannot be manipulated in the laboratory settings. The independent variable is selected rather than varied or manipulated by the experimenter</p>	1
C	32	<p>Dependent variables (risk taking behaviour): It is the variables on which the effect of independent variables is observed.</p> <p>Independent variables (Gender): Variable which is manipulated or altered or its strength varied by the researcher in the experiment.</p>	1+1
C	33	<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Causal factors: dietary factors, particularly food coloring, Social-psychological factors</p>	$\frac{1}{2} + \frac{1}{2} = 1$ marks
C	34	<p>Medication</p> <p>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</p> <p>Behavioural Management Programmes: Featuring positive reinforcement and structuring learning materials and tasks in such a way that minimises errors and maximises immediate feedback and success,</p> <p>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</p> <p>(Discuss any two)</p>	1+1