## MARKING SCHEME

### SET I

<table>
<thead>
<tr>
<th>Q.No.</th>
<th>Expected Answer / Value Points</th>
<th>Page No.</th>
<th>Distribution of Marks</th>
</tr>
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<tbody>
<tr>
<td><strong>PART A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Secondary group</td>
<td>135</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Anorexia Nervosa</td>
<td>84</td>
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<tr>
<td>3.</td>
<td>True</td>
<td>134</td>
<td>1</td>
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<tr>
<td>4.</td>
<td>Deprivation</td>
<td>165</td>
<td>1</td>
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<tr>
<td>5.</td>
<td>Eustress</td>
<td>51-52</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Self Esteem</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>False</td>
<td>183</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Conversion Disorder</td>
<td>78</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Scapegoating</td>
<td>118-119</td>
<td>1</td>
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<tr>
<td>10.</td>
<td>Instrumental</td>
<td>169</td>
<td>1</td>
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<td><strong>PART B</strong></td>
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| 11. | **Ways of preventing Groupthink:**  
- Encouraging and rewarding critical thinking and even disagreements among group members  
- Inviting outside experts to evaluate groups decision  
- Encouraging members to seek feedback from trusted others.  
( Any two points) | 134 | 2 |
| 12. | **Occupational Therapy:** It is a technique to improve the quality of life of a mentally ill person after treatment. In occupational therapy patients are taught skills such as candle making, paper bag making, weaving etc to help them to form work discipline. | 104 | 2 |
| 13. | **Psychometric approach:** Intelligence is considered as aggregate of abilities. It considers individual’s performance in terms of single index of cognitive abilities.  
**Information Processing Approach:** Describes the process people use in intellectual reasoning and problem solving. How an intelligent person acts is the main concern of this approach.  
- Emphasis on studying cognitive functions underlying intelligent behaviour rather the focusing on structure of intelligence or underlying dimensions. | 05 | 2 |
| 14. | **Ways of improving listening skill:**  
- Recognise that both sender and receiver have the responsibility in making effective communication  
- Refrain from forming early judgements. Be open to all ideas  
- Be a patient listener.  
- Avoid ego  
- Be careful of emotional responses which certain words bring about | 186 | 2 |
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|   | **Be aware of your posture**  
|   | **Try to paraphrase**  
|   | **Visualise what is being said**  
|   | ( Any Two)  |
| 15. | **Problem Focused Strategy**: Attack the problem itself with behaviour designed to gain information, alter beliefs and commitments.  
| | **Emotion Focused Strategy**: Call for psychological changes designed primarily to limit the degree of emotional disruption caused by the event, with minimal efforts to alter the event itself.  |
| 16. | **Vicarious Learning**: learning by observing others is used and through the process of rewarding small changes in the behaviour the client gradually learns to acquire the behavior of the model  |
| 17. | **ABC component of Attitude**: An attitude is comprised of three components:  
| | a. Cognitive component (thought)-represents thinking, the belief that one has about the attitude object. This evaluation can be positive, negative or neutral.  
| | b. Affective component (emotions)- deals with the way one feels about the attitude object.  
| | c. Behavioral component- refers to actual behaviour of the individual towards the attitudinal object-whether favourable or unfavourable  
| | (The three components may be supported with a suitable example)  |
| 18. | **Various techniques of compliance are** -  
| | The foot in the door technique  
| | The deadline technique  
| | The door in the face technique  
| | (Explain the 3 techniques in detail)  
| | **OR**  
| | **Conflict Resolution Strategies**:  
| | - Introduction of superordinate goals  
| | - Altering perceptions  
| | - Increasing intergroup contacts  
| | - Redrawing group boundaries  
| | - Negotiations  
| | - Structural solutions  
| | - Respect for other group’s norms  
| | (Explain any three strategies)  |
| 19. | **Diathesis stress Model**: This model states that the psychological disorders develop when a diathesis (predisposition to the disorder) is set off by a stressful situation. This model has three components:  |
1. The diathesis or the presence of some biological aberration which may be inherited.
2. Diathesis may carry the vulnerability to develop a psychological disorder. This means the person is at risk or predisposed to develop the disorder.
3. The presence of pathogenic stressor may lead to psychopathology.

**20. Views of self in different cultures:** Analyze Self in Indian and Western Culture. Make out difference
  - **Indian Culture** - collectivistic, flexible boundary believes self and others
  - **Western culture** - individualistic, rigid boundary between self and others
  (may be supported with a diagram)

**21. Effects of Stress on Psychological Functioning:**
- Emotional Effects
- Physiological effects
- Cognitive Effects
- Behavioural Effects
  (Explain all four)

**22. Factors influencing attitude formation:**
- Family and School environment
- Reference Groups
- Personal experience
- Media-related influences
  (Explain all four)

**23. Promotion of pro environmental behaviour:**
- Reducing air pollution
- Reducing noise pollution
- Managing disposal of garbage
- Planting trees and ensuring their care
- Saying no to plastic in any form
- Reducing non-biodegradable packaging of consumer goods
- Implementation of laws related to construction
  (Explain any 4 points)

**24. The overall tendency for people to give greater weightage to internal or dispositional factors than to external or situational factors is called fundamental attribution error (Example of fundamental attribution error)**

**OR**

**Factors Influencing Pro-Social Behaviour**
- Inborn, natural tendency in human beings to help other members of their own species.
- Pro-social behaviour is influenced by learning
- Cultural factors influence pro-social behavior

| 20. Views of self in different cultures: Analyze Self in Indian and Western Culture. Make out difference | 28 | 1 ½ + 1 ½ |
| 21. Effects of Stress on Psychological Functioning: | 57-58 | 4 |
| 22. Factors influencing attitude formation: | 111-112 | 4 |
| 23. Promotion of pro environmental behaviour: | 164 | 4 |
| 24. The overall tendency for people to give greater weightage to internal or dispositional factors than to external or situational factors is called fundamental attribution error (Example of fundamental attribution error) | 122 | 2+2 |
| **OR**
Factors Influencing Pro-Social Behaviour | 124-125 | 4 |
- Social norms that require helping others
  - Social responsibility
  - Reciprocity
  - Equity
- Pro-social behaviour is affected by the expected reaction of person being helped
- Pro-social behaviour is shown more by individuals high on empathy
- Pro-social behaviour is affected by mood states
- Pro-social behaviour maybe reduced by number of bystander
  (Brief explanation of any four factors)

| 25. | Beck’s Theory - Psychological distress characterized by anxiety and depression states that childhood experiences provided by the family and society develops core schemas. **Core schemas** lead to development of **negative automatic thoughts**. These negative automatic thoughts are characterized by cognitive distortions. **(Explain cognitive distortion)** Repeated occurrence of these thoughts lead to development of feeling of anxiety and depression. Technique used by the therapists to restructure dysfunctional schemas. | 99 | 4 |

| 26. | **Behavioural Ratings** as a method of Personality assessment: A rating scale is a method that requires the rater to assign a value to some attribute. Such as strongly agree, strongly disagree etc sometimes in numeric for,  - The rater knows the assesse intimately  - The rater attempts to put individuals into certain categories in terms of behavioural qualities. **Major limitation of Behavioural Ratings:**  - Halo Effect  - Category Bias  - Middle category Bias  - Extreme response bias **(Explain the limitation)** | 47 | 2+2 |

| 27. | **Somatoform Disorder**: The condition in which there are physical symptoms in the absence of a physical disease. In somatoform disorder the individual has psychological difficulties and complains of physical symptoms for which there is no biological cause. **Main Types of Somatoform Disorders:**  - Pain Disorder  - Somatisation Disorder  - Conversion Disorder  - Hypochondriasis | 77-78 | 2+4 |
**Dissociation:** Dissociation is taken as severance of connections between ideas and emotions. Defining characteristics: Feelings of unreality, estrangement, depersonalization, memory gaps, loss or shift of identity, feeling of alienation splitting self into multiple self states.

**Main Types of dissociation:**
- Dissociative Amnesia
- Dissociative Fugue
- Dissociative Identity disorder
- Depersonalisation

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<tr>
<th>28. Difference between Aptitude and Intelligence</th>
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<td><strong>Aptitude:</strong> refers to individual’s underlying potential for acquiring skills. Training and opportunities are required-it is specific potential for specific competence.</td>
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<td><strong>Intelligence:</strong> Global capacity to understand the world, think rationally and use available resources effectively when faced with challenge.</td>
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<tr>
<td><strong>PASS Model:</strong> P-Planning, A-Arousal/attention, S-Successive, S-simultaneous processing.</td>
</tr>
</tbody>
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**OR**
**Culture** is a collective system of customs, beliefs, attitudes and achievements in art and literature. A person’s intelligence is likely to be tuned by these cultural factors. Sternberg’s notion of contextual intelligence implies that intelligence is a product of culture. Vygotsky also believed that cultures like individuals have life of their own; they grow and change.

**Western Notion:** Technological Intelligence: Technologically advanced societies adopt child rearing practices that foster skills of generalization and abstraction, speed, minimal moves and mental manipulation among children. These societies favour promote a type of behaviour called technological intelligence.

**Indian Notion:** In Indian tradition, intelligence can be termed as integral intelligence.

**INTEGRAL INTELLIGENCE:** emphasis on connectivity with the social and world environment. Indian notion views intelligence from a holistic perspective where equal attention is paid to cognitive and non-cognitive processes as well as their integration.
### Concept of Buddhi:
Includes skills as mental effort, determined actions, feelings and options along with cognitive competence.

The four competencies of intelligence in Indian tradition:
- Cognitive capacity
- Social Competence
- Emotional Competence
- Entrepreneurial Competence

(Explain all four competencies)