BK BIRLA CENTRE FOR EDUCATION
SARALA BIRLA GROUP OF SCHOOLS
SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL
ANNUAL EXAMINATION (2024-25)
PSYCHOLOGY (037)

CLASS: XI **MARKING SCHEME** **Time: 3 Hour**
Date: 20 -02 -2025 **Max. Marks: 70**
Admission No: **Roll No:**

SECTION A

1. Which of the following branches of psychology focuses on diagnosing and treating mental disorders? **1**
a) Educational Psychology **b) Clinical Psychology**
c) Developmental Psychology d) Industrial Psychology

2. Functionalism in psychology was developed in _____. **1**
a) Germany b). Leipzig **c). Massachusetts** d). United Kingdom

3. Which of the following research methods is most suitable for studying cause-and-effect relationships? **1**
a) Case study **b). Experiment** c). Survey d). Naturalistic observation

4. Which of the following is a key characteristic of scientific observation in psychology? 1
a) It is subjective and based on intuition. **b) It involves standardized tools and procedures.**
c) It relies on anecdotal evidence. d) It avoids replication.

5. Which of the following is NOT a principle of development? **1**
a). Development is a lifelong process. **b) Development is unidirectional and irreversible.**
c) Development involves both growth and decline. d) Development is multidimensional.

6. The term "proximodistal trend" in human development refers to _____. **1**
a) Development progressing from head to toe.
b) Development progressing from the central axis of the body to the extremities.
c) Development progressing from simple to complex behaviors.
d) Development progressing from social to personal aspects.

7. The minimum intensity of a stimulus that can be detected 50% of the time is referred to as _____. **1**
a). Difference threshold **b). Absolute threshold** c). Sensory adaptation d). Signal detection

8. The ability to perceive depth or the three-dimensional relationship between objects in space is primarily due to _____. **1**
a). Binocular cues b). Monocular cues c). Retinal disparity **d). Both A and C**

9. Thorndike's law of effect states that _____. **1**
a) Behavior is strengthened by positive reinforcement and weakened by punishment.
b) Behaviors followed by satisfying consequences are more likely to be repeated.
c) Learning occurs through observation and imitation.
d) Cognitive processes play no role in learning.

10. In classical conditioning, the stimulus that naturally and automatically triggers a response is called the _____.   1
a) Conditioned Stimulus (CS)   b) Neutral Stimulus (NS)
c) Unconditioned Stimulus (US)   d) Conditioned Response (CR)

11. Which type of memory is involved when a person recalls a list of words after seeing them for a brief period of time?   1
a) Sensory memory   b) Short-term memory   c) Long-term memory   d) Iconic memory

12. **Which of the following best describes the process of encoding in human memory?**   1
a) Storing information for later retrieval
b) Organizing information into meaningful patterns
c) Converting sensory input into a form that can be stored in memory
d) Retrieving information from long-term memory

13. **Which of the following types of thinking involves finding a solution by identifying the best possible outcome?**   1
a). Divergent thinking   **b). Convergent thinking**   c). Critical thinking   d).Reflective thinking

14. Which of the following is an example of a mental representation in thinking?   1
a) Abstract ideas   b) Symbols and images   c) Concepts   **d) All of the above**

15. Which of the following is NOT a characteristic of motivation?   1
a) Goal-directed behaviour   b) Persistence   c) Arousal of an emotional state   **d) Physical growth**

SECTION B

16. How can a speed test and a power test be distinguished based on their purpose and characteristics?   2
A: A speed test measures how quickly tasks are completed within a set time, while a power test assesses the difficulty level of tasks to gauge a person's ability, regardless of time constraints.
OR
**Explain the two primary types of variables in research**
A: The two primary types of variables in research are independent variables (manipulated to observe effects) and dependent variables (measured to assess the impact of the independent variable).

17. How does latent learning occur, and what is its relationship with reinforcement?   2
A: Latent learning occurs when knowledge is acquired without immediate reinforcement, becoming evident later when motivation or a reward is introduced. Reinforcement activates the learned behavior, making it more likely to occur.

18. How can the stage model of memory be explained? Provide a diagram.   2
A: The stage model of memory explains memory as a process through three stages: sensory memory, short-term memory, and long-term memory. Information flows sequentially through these stages, with encoding and retrieval occurring at each stage.
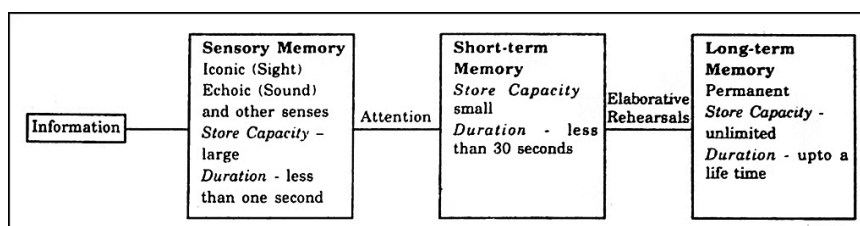
19. What do you mean by 'Represent the problem' in problem solving?   2
A: "Representing the problem" in problem-solving means understanding and visualizing the

problem clearly by organizing relevant information, identifying key factors, and formulating it in a structured way to find a solution.

20. What is the need for achievement, and why is it considered significant in understanding motivation?   **2**
A: The need for achievement is the desire to accomplish goals and excel. It is significant in understanding motivation because it drives individuals to perform well, strive for success, and overcome challenges.

SECTION C

21. Explain any three limitation of psychological enquiry in detail.   **3**
A: The limitations of psychological enquiry include the lack of a true zero point, making measurements relative rather than absolute. Psychological tests are context-dependent, with tests developed for specific environments or populations not always applicable to others. Additionally, qualitative data can be subjective, as interpretations may vary between researchers and respondents, requiring multiple perspectives for reliable conclusions.

OR

Explain the characteristics of a standardized set.
A: A standardized psychological test is a structured, objective tool used to assess an individual's characteristics, such as intelligence or personality. It ensures consistency through clear instructions, reliable scoring procedures, and objectivity. Key features include defined characteristics, relevance to specific age groups, and established norms. The test's reliability and validity are assessed to confirm it accurately measures what it claims and produces consistent results.

22. Explain the Filter Attenuation Theory of attention, and provide a relevant example to illustrate its concept?   **3**
A: The Filter-Attenuation Theory, proposed by Treisman, suggests that unattended stimuli are not completely blocked but weakened by the selective filter. Relevant stimuli, like one's name, can pass through even at low levels, capturing attention. For example, at a crowded party, you may notice someone calling your name despite the surrounding noise, illustrating how important stimuli break through the filter.

23. What is Ebbinghaus's Curve of Forgetting, and how does it explain the process of forgetting over time?   **3**
A: Ebbinghaus's Curve of Forgetting illustrates how memory retention decreases over time. He found that forgetting is rapid initially, then levels off. After learning something, people forget a large portion within the first hour, and the rate of forgetting slows down as time passes. This highlights that much of what is learned is forgotten soon after initial exposure.

24. Explain the nature of thinking.   **3**
A: Thinking is a higher cognitive process unique to humans, involving the manipulation and analysis of information from the environment. It goes beyond simple perception, incorporating abstract reasoning, problem-solving, judging, and decision-making. Thinking is directed, goal-oriented, and can be inferred from behavior. It relies on existing knowledge, represented through mental images or words, to create new understanding or strategies.

SECTION D

25. Explain the evolution of psychology in detail?   **4**
A: The evolution of psychology traces its roots from ancient philosophy to modern scientific inquiry. In 1879, Wilhelm Wundt established the first experimental lab, marking psychology's formal beginning. Early psychologists, known as structuralists, used introspection to study the mind's structure. Reacting to this, Gestalt psychology focused on perceptual experiences,

suggesting that the whole is greater than the sum of its parts. Psychoanalysis, developed by Freud, emphasized unconscious desires, while behaviorism, led by Watson and Skinner, focused on observable behavior. Functionalism, championed by William James, emphasized the mind's functions and its adaptation to the environment. In the mid-20th century, cognitive psychology emerged, focusing on mental processes like perception and memory. Vygotsky and Piaget further expanded psychology, emphasizing social and cultural influences on development.

OR

Explain the development of psychology in India

A: The development of psychology in India has been influenced by its rich philosophical traditions focusing on consciousness, cognition, and perception. Modern psychology in India began with the establishment of experimental psychology at Calcutta University in 1915, with pioneers like N.N. Sengupta. The early focus was on experimental, psychoanalytic, and psychological testing research, following Western frameworks. By the 1960s, psychology expanded into various branches, with Indian psychologists seeking to adapt Western ideas to the Indian context. In the post-independence period, a movement toward indigenization emerged, emphasizing the development of culturally relevant psychological approaches. Today, psychology in India is applied in diverse fields like education, clinical settings, corporate HRD, sports, and IT, with a growing focus on integrating traditional knowledge with modern research.

26. What are the key principles of Gestalt psychology, how do they explain perception? 4

A: Gestalt psychology emphasizes the idea that perception is more than just the sum of its parts. It proposes that humans tend to organize sensory information into meaningful wholes, known as "gestalts," based on principles. Gestalt psychology emphasizes that perception is not just a passive process but involves active organization of sensory input. The key principles include:

- Proximity: Objects that are close together are perceived as part of a group.
- Similarity: Objects that are similar in shape, color, or size are grouped together.
- Closure: The mind tends to fill in missing information to create complete images.
- Continuity: People perceive continuous patterns, even if parts of the pattern are missing.
- Symmetry: Symmetrical objects are perceived as a unified whole.
- Smallness: Smaller objects are often grouped together or perceived as part of a larger whole due to their relative size.
- Surroundedness: Objects that are surrounded by other objects are often perceived as the focus or figure of a group.

27. Difference between classical and operant conditioning.   4

A: Classical conditioning and operant conditioning are two fundamental learning processes in psychology.

Classical Conditioning (Pavlov): Involves learning through association. A neutral stimulus becomes associated with an unconditioned stimulus to trigger a conditioned response. For example, Pavlov's dogs learned to associate the sound of a bell (neutral stimulus) with food (unconditioned stimulus), eventually salivating at the bell alone.

Operant Conditioning (Skinner): Involves learning through consequences. Behaviors are strengthened or weakened based on reinforcement or punishment. Positive reinforcement increases the likelihood of a behavior by adding a pleasant stimulus, while punishment reduces behavior by adding or removing stimuli. For instance, a child may be rewarded with candy for completing homework (reinforcement) or given extra chores for misbehaving (punishment).

In summary, classical conditioning involves association, while operant conditioning involves consequences.

SECTION E

28. What are the ethical guidelines that a psychologist needs to follow while conducting a psychological enquiry?   6

A: Psychologists must adhere to several ethical guidelines to ensure that their research is

conducted responsibly and respectfully towards participants. These include:

- Voluntary Participation: Participants must have the freedom to choose whether to participate without any coercion or undue inducements. They should also have the right to withdraw from the study at any time without facing any penalties.
- Informed Consent: Before participating, individuals must be informed about the nature of the study, potential risks, and the procedures involved. This ensures that they make an informed decision regarding their participation. If deception is used, participants should be fully informed afterward.
- Debriefing: After the study, participants should be given an opportunity to understand the research purpose and outcomes. This is especially important if deception was used, as it helps clarify any confusion and mitigate any negative effects experienced during the study.
- Sharing Results: Researchers are obligated to share their findings with the participants, fulfilling their expectations and ensuring transparency. This also allows participants to offer feedback, which can be valuable for further research.
- Confidentiality: Participants' privacy must be protected, and their data should be kept confidential. Any identifying information should be removed or coded to ensure anonymity, and no personal details should be shared with third parties.

These ethical principles maintain the integrity of psychological research and protect the well-being of participants.

<div align="center">OR</div>

What are the goals of a scientific enquiry?
A: The goals of scientific enquiry, including psychological research, aim to explore, understand, and enhance human behavior and experiences. These goals include:

- Description: The first goal is to observe and record behaviors or phenomena accurately. This step involves detailing specific behaviors to distinguish them from others, such as identifying study habits in students, which could include behaviors like regular attendance and revising regularly.
- Prediction: Once behaviors are described, the next goal is to predict future occurrences based on observed patterns. For example, if a student dedicates more time to studying, it can be predicted that they are likely to perform well in exams. Prediction becomes more accurate as the number of observations increases.
- Explanation: Understanding the causes behind specific behaviors is crucial. Psychologists seek to identify factors that influence behavior, such as determining why some students are more attentive or study more effectively than others. This goal helps establish cause-and-effect relationships.
- Control: After understanding the behavior, psychologists aim to control it by modifying the antecedent conditions. This involves influencing the occurrence, reduction, or enhancement of behavior, like adjusting study hours to improve performance.
- Application: The ultimate goal is to apply the knowledge gained from research to improve people's lives. For example, psychological research helps address stress reduction through techniques like yoga and meditation, ultimately enhancing well-being.

29. What is the Contextual view of development by Bronfenbrenner, how do social-cultural factors influence development. **6**
A: Bronfenbrenner's contextual view of development emphasizes that an individual's growth is shaped by various environmental factors that are interrelated. His ecological model consists of multiple layers: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

- Microsystem refers to the immediate environment where an individual directly interacts, such as family, school, and peers.
- Mesosystem reflects the relationships between these environments, like the interaction between parents and teachers.
- Exosystem includes social settings that influence the individual indirectly, such as a parent's workplace or community events.
- Macrosystem consists of the broader cultural context, including societal values, laws, and cultural norms.

- Chronosystem accounts for changes over time, such as socio-historical events or personal life transitions.

Social and cultural factors deeply influence development. For instance, the quality of family interactions, educational opportunities, and community support can shape a child's cognitive and social growth. Children from impoverished environments with fewer resources, such as books or stimulating activities, may face developmental challenges compared to those in more enriched settings. Bronfenbrenner's theory stresses that development is not only biologically driven but also significantly impacted by these surrounding social and cultural influences.

OR

What are the challenges faced by individuals on entry to adolescence?

A: Adolescence is a period of significant biological, cognitive, and emotional changes, and the challenges that arise during this time can affect an individual's development.

- One of the main challenges is identity formation. Adolescents begin to explore who they are, what they believe, and what their future will hold. This search for identity can be confusing, leading to conflicts with family and peers as they try to establish independence.
- Another challenge is peer pressure, which can lead adolescents to engage in risky behaviors such as smoking, drinking, or experimenting with drugs. This is often driven by the desire to fit in or gain social acceptance. Self-esteem issues also emerge, as adolescents become more self-conscious about their physical appearance and compare themselves to others.
- Pubertal changes can also be overwhelming, as adolescents experience physical transformations that may cause them to feel uncomfortable in their own bodies. This can be coupled with confusion about sexual identity and emerging feelings of attraction. Furthermore, adolescents are at risk of substance abuse and eating disorders such as anorexia nervosa and bulimia due to societal pressures and the desire for control or acceptance.

These challenges can be exacerbated by environmental factors, such as family dynamics, socio-economic status, and access to supportive resources, all influencing their developmental trajectory.

SECTION F

Read the case and answer the questions that follow.

Sarah, a 25-year-old woman, was experiencing severe anxiety, loneliness and was struggling to maintain her daily routine and work was affected. She sought help from a psychologist. The psychologist, after conducting an in-depth assessment, identified that Sarah's anxiety was related to a past traumatic experience, which she had repressed. After several therapy sessions, Sarah was able to understand the connection between her thoughts, emotions, and behaviors, and she started improving gradually.

30. Which branches of psychology are involved in the case?   **1**
A: Clinical psychology, as it focuses on diagnosing and treating mental health disorders such as anxiety, loneliness, and trauma-related issues.

31. What techniques would you suggest as a psychologist and as a psychiatrist to address the individual's needs or concerns?   **2**
A: As a psychologist: Suggest Cognitive Behavioral Therapy (CBT), which helps individuals understand the connection between their thoughts, emotions, and behaviors, and Trauma-Focused Therapy to address the repressed traumatic experience.
As a psychiatrist: Recommend medication to manage anxiety symptoms alongside therapy.

Read the case and answer the questions that follow.

Raj, a 12-year-old boy, was caught cheating on his school exam. When questioned, Raj claimed that he only cheated because he wanted to impress his friends and avoid being ridiculed for his poor academic performance. Raj's parents, upon hearing the incident, are concerned about his moral development and the choices he is making. They wonder whether his behavior is a phase of

adolescence or if he is struggling with deeper moral conflicts.

32. At what stage of moral development, according to Lawrence Kohlberg? **1**
A: Raj is likely at the Conventional Level, specifically at the Stage 3 (Good Interpersonal Relationships), where moral decisions are based on seeking approval from others, such as impressing friends to avoid ridicule.

33. What factors could influence Raj's moral development, and how can his parents help him develop a stronger sense of morality? **2**
A: Factors influencing Raj's moral development include peer influence, family values, and societal expectations. His parents can help by fostering open communication, setting clear moral expectations, discussing the consequences of unethical behavior, and encouraging empathy for others. Encouraging positive role models and guiding him toward making responsible choices will also support his moral growth.

Read the case and answer the questions that follow.

Rajesh is a soldier posted in a remote border area. The harsh conditions, long periods of separation from his family, and constant danger make life challenging. Despite the emotional toll, Rajesh remains motivated to serve his country. His sense of duty and the camaraderie among fellow soldiers help him cope with the difficulties. However, during a mission, he loses a close friend, which deeply affects him. Rajesh must now navigate the emotional challenges of grief and loss while maintaining his motivation to continue his service.

34. What is the primary source of Rajesh's motivation in the case study? **1**
A: Rajesh's primary source of motivation is intrinsic, his sense of duty to serve his country.

35. How does Rajesh cope with the emotional challenges of grief after losing his friend? 2
A: Rajesh copes with the emotional challenges of grief by relying on his sense of duty to continue his service and drawing strength from the camaraderie with his fellow soldiers. This support system helps him stay focused on his responsibilities despite the emotional toll.

******All the best*****