

CLASS : 12th (Sr. Secondary)

2065/2015

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MARKING INSTRUCTIONS AND MODEL ANSWERS

PSYCHOLOGY

ACADEMIC/OPEN

(Only for Fresh Candidates)

उप-परीक्षक मूल्यांकन निर्देशों का ध्यानपूर्वक अवलोकन करके उत्तर-पुस्तिकाओं का मूल्यांकन करें। यदि परीक्षार्थी ने प्रश्न पूर्ण व सही हल किया है तो उसके पूर्ण अंक दें।

General Instructions :

- (i) Examiners are advised to go through the general as well as specific instructions before taking up evaluation of the answer-books.
- (ii) Instructions given in the marking scheme are to be followed strictly so that there may be uniformity in evaluation.
- (iii) Mistakes in the answers are to be underlined or encircled.
- (iv) Examiners need not hesitate in awarding full marks to the examinee if the answer/s is/are absolutely correct.
- (v) Examiners are requested to ensure that every answer is seriously and honestly gone through before it is awarded mark/s. It will ensure the authenticity as their evaluation and enhance the reputation of the Institution.

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- (vi) A question having parts is to be evaluated and awarded partwise.
- (vii) If an examinee writes an acceptable answer which is not given in the marking scheme, he or she may be awarded marks only after consultation with the head-examiner.
- (viii) If an examinee attempts an extra question, that answer deserving higher award should be retained and the other scored out.
- (ix) Word limit wherever prescribed, if violated up to 10%. On both sides, may be ignored. If the violation exceeds 10%, 1 mark may be deducted.
- (x) Head-examiners will approve the standard of marking of the examiners under them only after ensuring the non-violation of the instructions given in the marking scheme.
- (xi) Head-examiners and examiners are once again requested and advised to ensure the authenticity of their evaluation by going through the answers seriously, sincerely and honestly. The advice, if not heeded to, will bring a bad name to them and the Institution.
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महत्त्वपूर्ण निर्देश :

- (i) अंक-योजना का उद्देश्य मूल्यांकन को अधिकाधिक वस्तुनिष्ठ बनाना है। अंक-योजना में दिए गए उत्तर-बिंदु अंतिम नहीं हैं। ये सुझावात्मक एवं सांकेतिक हैं। यदि परीक्षार्थी ने इनसे भिन्न, किन्तु उपयुक्त उत्तर दिए हैं तो उसे उपयुक्त अंक दिए जाएँ।
- (ii) शुद्ध, सार्थक एवं सटीक उत्तरों को यथायोग्य अधिमान दिए जाएँ।

- (iii) परीक्षार्थी द्वारा अपेक्षा के अनुरूप सही उत्तर लिखने पर उसे पूर्णांक दिए जाएँ।
- (iv) वर्तनीगत अशुद्धियों एवं विषयांतर की स्थिति में अधिक अंक देकर प्रोत्साहित न करें।
- (v) भाषा-क्षमता एवं अभिव्यक्ति-कौशल पर ध्यान दिया जाए।
- (vi) मुख्य-परीक्षकों/उप-परीक्षकों को उत्तर-पुस्तिकाओं का मूल्यांकन करने के लिए केवल Marking Instructions/ Guidelines दी जा रही हैं, यदि मूल्यांकन निर्देश में किसी प्रकार की त्रुटि हो, प्रश्न का उत्तर स्पष्ट न हो, मूल्यांकन निर्देश में दिए गए उत्तर से अलग कोई और भी उत्तर सही हो तो परीक्षक, मुख्य-परीक्षक से विचार विमर्श करके उस प्रश्न का मूल्यांकन अपने विवेक अनुसार करें।

PART – A

(Objective Type Questions)

- | | |
|---|---|
| 1. True | 1 |
| 2. (d) Cognitive capacity | 1 |
| 3. (c) Bandura's Social Learning Theory | 1 |
| 4. (b) Regression | 1 |
| 5. (c) Inferiority complex | 1 |
| 6. (d) Emotional Effects | 1 |
| 7. False | 1 |
| 8. (c) Treatment for soul | 1 |
| 9. (c) Fritz Heider | 1 |
| 10. (b) Social Influence | 1 |
| 11. (b) Social Disadvantage does not create the problem of discrimination | 1 |
| 12. (c) Interpersonal skill. | 1 |

PART – B**(Very Short Answer Type Questions)**

- 13. Operating Abilities at Level I & II :** Arther Jenses proposed a hierarchincal model of intelligence consisting of abitities operating at two levels n. e. I & II. (With some description) 2
- 14. Type Approach to personality :** The type approach attempts to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals. Each behavioural pattern refers to one type. (with brief description). 2
- 15. Psychological Stress :** These are stresses that we generate ourselves in our minds. There are personal & unique to the person experiencing them and are internal sources the stress. Sources of psychological stress are frustration, conflicts, social pressures etc. (with some description) 2
- 16. Utility of classification of Psy Disorders :**
- (i) Classifications enable users like psychologists, psychiatrists and social workers to communicate with each other about the disorder.
 - (ii) Helps in understanding the causes, processes involved in their development & maintenance. (with brief description) 2
- 17. Humanistic-existential Model :**
- (i) Humanists believe that human beings are born with the natural tendency to be friendly, cooperative & constructive.

- (ii) From birth we have total freedom to give meaning to our existence. (Award accordingly) 2

18. Learning of Attitudes by Association :
Students often develop a liking for a particular subject because of the teacher. They see many positive qualities in the teacher. (with brief description) 2

19. Influence of Family/School Environment on Attitude Formation : Parents and other family members play a significant role in shaping attitude formation, the school environment becomes an important background for attitude formation. With learning takes place by association, through rewards & punishments and modelling. (with brief description) 2

20. Why people join groups :

- (i) Security
- (ii) Status
- (iii) Self esteem
- (iv) Goal achievement
- (v) Provide knowledge & information
- (vi) Satisfaction of social & Psychological needs. (with brief description) 2

21. Ecological Influences : The natural environment of a particular region determines whether people living in the region rely on agriculture or on other occupations such as hunting, or on industries on turn, the occupation determines the life style & attitudes of the residents. (with brief description) 2

22. Effects of crowding and High Density :

- (i) Crowding & High Density may lead to abnormal behaviour and aggression.
- (ii) Crowding leads to lowered performance on difficult tasks.
- (iii) Children show lower academic performance.
- (iv) Individuals vary in negative effects of crowding. (with some description) 2

PART – C**(Short Answer Type Questions)****23. Triarchic theory of Intelligence :** Robert sternberg (1985) proposed triarchic theory of Intelligence, having the following element :

- (i) Componential Intelligence
- (ii) Experiential Intelligence
- (iii) Contextual Intelligence. (with brief description) 3

24. Herman Rorscha's Projective Technique : This test consists of 10 inblots. Five of them are in black and white, two with some red ink and remaining three in some pastel colours. The blots in symmetrical in design. (With more description) 3**25. Ways of coping with stress :**

- (i) Task oriented strategy
- (ii) Emotion-oriented strategy
- (iii) Avoidance-oriented strategy
(With brief description) 3

26. Factors-contributing to Healing in Psychotherapy :

- (i) Techniques adapted by therapist
- (ii) Therapeutic Alliance between therapist & client
- (iii) Understanding Emotional problems being faced
- (iv) Non-specific factors associated to patient/client. 3

(With brief description)

27. Techniques in Behavioural therapy :

- (i) Negative reinforcement
- (ii) Aversive Conditioning
- (iii) Positive Re-inforcement
- (iv) Token Economy
- (v) Modelling
- (vi) Principle of reciprocal inhibition 3

(With brief description)

28. Social Loafing : Social loafing is a reduction in individual effort when working on a collective work social loafing can be reduced.

- (i) Identify each one's efforts
- (ii) Pressurize to work hard
- (iii) Increase apparent importance
- (iv) Strengthen group cohesiveness 3

(With some description)**PART – D****(Essay Type Questions)****29. Obsessive-Compulsive Disorder :** Obsessive behaviour is the inability to stop thinking about a particular idea or topic. Compulsive behaviour is the need to perform certain behaviours over & over again. 5

(With more description)

OR

Dissociation & its forms : Dissociation can be viewed as severance of the connections between ideas and emotions. It involves feelings of unreality, estrangement depersonalization, loss or shift of identity. Its forms are - Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder. 5

(With more description)

- 30. Listening Skills :** Listening involves reception, attention, assignment of meaning, Listener's response to the message presented. It can be improved by being patient listener, avoiding ego-speak, being careful to the emotional responses, controlling distractions, being open to all ideas etc. 5

(With more description)

OR

Intersensing Skill : In interview is a purposeful conversation between two or more people. It involves direct questioning, close-ended questioning, Leading questions, Open-ended questions, mirror questions etc. Its format consists of opening of the interview, body of the interview, closing the interview. 5

(With more description)

