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# DELHI PUBLIC SCHOOL, FARIDABAD

FIRST SEMESTER EXAMINATION, 2015-16

## MARKING SCHEME

CLASS - XII

SUBJECT - Psychology DATE - 24/9/16

MAX MARKS - 70

Q. NO.		MARKS
Q1)	enduring belief about an ideal mode of behaviour.	1
Q2)	Tendency for people to give higher weightage to internal than external factors.	①
Q3)	Anorexia Nervosa or Bulimia.	1
Q4)	neologisms	1
Q5)	pattern of responses an organism makes to stimulus event that disturbs the equilibrium & exceeds ability to cope.	1
Q6)	relationship between the client and the therapist	1
Q7)	Social facilitation	1
Q8)	formal effort aimed at understanding personality of an individual.	①
Q9)	any appropriate example	1
Q10)	self-regulation.	1
Q11)	An innate force that moves the person to become more complex, balanced, integrated	2
Q12)	Mild - IQ 55-70, Moderate - 35-55,	

NAME AND SIGNATURE OF SUBJECT COORDINATOR



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CLASS - \_\_\_\_\_ SUBJECT - \_\_\_\_\_ DATE - \_\_\_\_\_ MAX MARKS - \_\_\_\_\_

Q. NO.		MARKS
	severe - 35-20, profound - below 20.	
Q13.	any 2 sign & symptoms	1 mark each
Q14.	When in group, each person thinks it is not his/her responsibility alone to help. Cite appropriate example.	1+1
Q15.	Eustress - level of stress that is good for a person Distress - level of stress that is not ideal for a person.	1+1
OR	procedure to monitor & reduce the physiological aspects of stress by providing feedback about current physiological activity	
Q16.	Those with high self-esteem perform better in school, more liked by peers. Low self-esteem display anxiety, depression & anti social behaviour.	1+1
Q17.	Affective, Behavioural, Cognitive. explain in detail.	1+1+1
OR	⊕ Two step concept ⊖ Identification ⊕ attitude change.	1/2 + 1/2



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Q. NO.		MARKS
Q18)	RET - antecedent ; belief • consequence	1+1+1
Q19)	Mood disorders - Major depressive disorder • Mania • Bipolar mood disorder.	1+1+1
Q20)	Diatheisis - "stress" model - • biological aberration • vulnerability • pathogenic stressors.	1+1+1
Q21)	Any 2 self report measures. MMPI, EPQ, 16PF.	2+2
Q22)	Forming, storming, norming, performing, adjourning. (examples)	1+1+1+ 1/2+1/2
Q23)	less structured or unstructured stimulus will allow the individual to project feelings, desires etc. Any 2 techniques	1+ 1/2+1/2
Q24)	Biological & Genetic, psychodynamic, behavioural, cognitive, humanistic, socio-cultural, diathesis-stress model. (any 4)	1+1+1+1
Q25)	Techniques - negative reinforcement, aversive conditioning, positive reinforcement, token economy, differential reinforcement, systematic desensitization, modelling, vicarious learning. (any 4)	1+1+1+1

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SUBJECT - \_\_\_\_\_

DATE - \_\_\_\_\_

MAX MARKS - \_\_\_\_\_

	MARKS
OR. Humanistic - existential model, free expression, non-judgemental, create awareness of potential.	1+1+1+1
Q26) Causes: lack of communication. relative deprivation, better than others. no respect. retaliation. biased perception. extremes. inequity.	1/2 mark each.
Q27) Individual or Group test. - Verbal, non-verbal, performance test. - Culture fair or culture biased test.	2+2+2
OR. Componential. Experiential. Contextual.	2+2+2.
Q28) Yes - Give 2 cite appropriate reasons. - family & school environment. - Reference groups. - personal experiences. - Media-related influences.	2+1+1 +1+1.
OR. inborn. learning. Culture. social norms. - reactions. empathy. bystanders. other factors.	1/2+1/2 +1/2+1/2 1/2+1/2 +1/2