कोड नं. Code No. 63

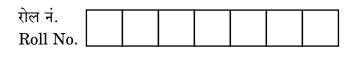


निर्धारित समय · 3 घण्टे

63

Time allowed : 3 hours

Series BVM



परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें । Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 8 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 28 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।
- Please check that this question paper contains 8 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **28** questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

मनोविज्ञान (सैद्धान्तिक) PSYCHOLOGY (Theory)

अधिकतम अंक : 70

Maximum Marks : 70

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सामान्य निर्देश :

- (i) सभी प्रश्न अनिवार्य हैं ।
- (ii) प्रत्येक प्रश्न के अंक उसके सामने दर्शाए गए हैं ।
- (iii) आपके उत्तर संक्षिप्त तथा प्रश्न के अनुकूल होने चाहिए ।
- (iv) भाग क में प्रश्न संख्या 1 10 अध्ययन परख (बहुत छोटे उत्तर) प्रकार वाले प्रश्न हैं जिनके प्रत्येक के लिए 1 अंक निर्धारित है । इनके उत्तर निर्देशानुसार दीजिए ।
- (v) भाग ख में प्रश्न संख्या 11 16 अति लघु उत्तर प्रकार वाले प्रश्न हैं जिनके प्रत्येक के लिए
 2 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 30 शब्दों से ज़्यादा नहीं होना चाहिए ।
- (vi) भाग ग में प्रश्न संख्या 17 20 लघु उत्तर प्रकार-I वाले प्रश्न हैं जिनके प्रत्येक के लिए 3 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 60 शब्दों से ज़्यादा नहीं होना चाहिए ।
- (vii) भाग घ में प्रश्न संख्या 21 26 लघु उत्तर प्रकार-II वाले प्रश्न हैं जिनके प्रत्येक के लिए 4 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 100 शब्दों से ज़्यादा नहीं होना चाहिए ।
- (viii) भाग ङ में प्रश्न संख्या 27 और 28 लम्बे उत्तर वाले प्रश्न हैं जिनके प्रत्येक के लिए 6 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 200 शब्दों से ज़्यादा नहीं होना चाहिए ।

General Instructions :

- (i) All questions are compulsory.
- *(ii)* Marks for each question are indicated against it.
- *(iii)* Answers should be brief and to the point.
- (iv) Questions no. 1 10 in Part A has Learning Checks (very short answer type) questions carrying 1 mark each. You are required to answer them as directed.
- (v) Questions no. 11 16 in Part B are Very Short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (vi) Questions no. 17-20 in Part C are Short Answer Type-I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (vii) Questions no. 21 26 in Part D are Short Answer Type-II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- (viii) Questions no. 27 and 28 in Part E are Long Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

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भाग क (प्रत्येक 1 अंक) PART A (1 mark each)

 अध्यापकों के अनुसार जिन विद्यार्थियों में उच्च योग्यता, उच्च सर्जनात्मकता तथा उच्च प्रतिबद्धता का संयोजन होता है, उन्हें कहा जाता है _____ ।

अथवा

स्टर्नबर्ग की आनुभविक बुद्धि में सम्मिलित है

(क) पिछली घटनाओं से सीखने की योग्यता

- (ख) लोगों की राय बदल सकने की क्षमता
- (ग) सर्जनात्मक समस्या समाधान
- (घ) आधारभूत शैक्षिक कौशल

According to teachers, students who have a combination of high ability, high creativity and high commitment are said to be ______.

OR

Sternberg's experiential intelligence includes

- (a) The ability to learn from past events
- (b) The ability to manipulate people's opinions
- (c) Creative problem solving
- (d) Basic academic skills
- 2. अवसाद के प्रति प्रवणता _____ व्यक्तित्व की विशेषता है।

_ personality is characterised by proneness to depression.

 शोभिता को अपनी पसंद के कॉलेज में प्रवेश नहीं मिला । उसने अपने मित्रों को कहा कि उसे वहाँ जाना कभी पसंद ही नहीं था । वह ______ नामक रक्षा युक्ति का उपयोग कर रही है ।

Shobhita did not get admission in the college of her choice. She told her friends that she never really wanted to go there. She is using a defence mechanism called ______.

4. एक विद्यार्थी अपने खराब प्रदर्शन के लिए अध्ययन में अधिक समय देने के बदले अपने सबसे अच्छे मित्र को दोष देता है । वह _____ दबाव का सामना करने का उपयोग कर रहा है ।

A student blames her/his best friend for her/his poor performance rather than devoting time towards studies. She/he is said to be using _____ coping.

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 मूल गुणारोपण त्रुटि एक समग्र प्रवृत्ति है जो दूसरों के कार्यों को बाह्य या परिस्थितिजन्य कारकों की अपेक्षा आंतरिक कारणों के आधार पर स्पष्ट करती है । (सत्य/असत्य)

अथवा

एक अभिवृत्ति परिवर्तन को सर्वसम कहा जाता है जब अभिवृत्ति परिवर्तन वर्तमान अभिवृत्ति की विपरीत दिशा की ओर होता है। (सत्य/असत्य)

Fundamental attribution error is an overall tendency to explain the action of others on the basis of internal cause rather than due to external or situational factors. (True/False)

OR

An attitude change is said to be congruent when the attitude change takes place in a direction opposite to the existing attitude. (True/False)

6.	अभिघातज उत्तर दबाव	विकार से निपटने वाले विशेषज्ञों	के अनुसार बच गए लोगों में
	विकसित किए जाने योग्य	एक महत्त्वपूर्ण अभिवृत्ति है	-

(क)	आत्म-विश्वास	(ख)	आत्म-मूल्य

(ग) आत्म-धारणा (घ) आत्म-सक्षमता

According to experts who deal with Post Traumatic Stress Disorder, one of the key attitudes to develop in the survivors is that of

(a)	Self-confidence	(b)	Self-worth	

(c) Self-concept (d) Self-efficacy

7. निशांत बहुत चाहता है कि हर व्यक्ति उसे प्यार करे और सभी प्रतियोगिताओं में विद्यालय का प्रतिनिधित्व करने के लिए उसे चुना जाए । जब ऐसा नहीं होता, तो उसे बहुत बुरा लगता है और वह पढ़ाई में ध्यान नहीं दे पाता । इस समस्या से छुटकारा पाने के लिए चिकित्सा का कौन-सा स्वरूप उसके लिए सर्वाधिक उपयुक्त होगा ?

- (क) संज्ञानात्मक चिकित्सा (ख) मनोगतिक चिकित्सा
- (ग) व्यवहार चिकित्सा (घ) जैव-आयुर्विज्ञान चिकित्सा

Nishant feels very strongly that everyone should love him and he should be selected to represent the school for all competitions. When this does not happen, he feels miserable and is unable to concentrate. Which form of therapy would be the most suitable for him to overcome this problem ?

- (a) Cognitive therapy (b) Psychodynamic therapy
- (c) Behaviour therapy (d) Biomedical therapy

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8. कोई विद्यार्थी विद्यालय में एक नए अध्यापक के बारे में अपनी छवि बना लेता है । जिस अध्यापक के बारे में छवि बनाई गई उसे लक्ष्य तथा जिस विद्यार्थी ने छवि बनाई उसे प्रत्यक्षणकर्ता कहा जाता है । (सत्य/असत्य)

अथवा

जब अभिवृत्ति दुर्बल हो और अभिवृत्ति प्रणाली में एक महत्त्वपूर्ण स्थान पर हो, तो अभिवृत्ति और व्यवहार में संगति होगी । (सत्य/असत्य)

A student forms her/his impression about a new teacher in school. The teacher about whom the impression is formed is called a target and the student who forms the impression is called a perceiver. (True/False)

OR

There will be consistency between attitude and behaviour when the attitude is weak and occupies an important place in the attitude system. (True/False)

- 10. एक लंबे विचार-विमर्श के बाद समूह की प्रारंभिक स्थिति बहुत प्रबल हो गई, यह प्रभाव प्रदर्शन है
 - (क) समूह ध्रुवीकरण का
 - (ख) समूह अनुरूपता का
 - (ग) समूह चिंतन का
 - (घ) समूह संसक्तता का

After a long discussion, the initial position of the group became much stronger, thus, demonstrating the effect of

- (a) Group polarisation
- (b) Group conformity
- (c) Groupthink
- (d) Group cohesiveness

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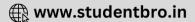
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भाग ख (प्रत्येक 2 अंक)

PART B (2 marks each)

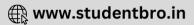
11.	व्यवहार आयुर्विज्ञान, एक नई विद्याशाखा, दबाव को दूर करने में कैसे सहायता करता है ? अथवा	2
	निर्धनता की संस्कृति को समझाइए । How does behaviour medicine, a new discipline, help to alleviate stress ? OR	2
	Explain the culture of poverty.	
12.	अनुरूपता को व्यवहार की सार्वजनिक या व्यक्तिगत अभिव्यक्ति कैसे प्रभावित करती है ? समझाइए। Harr door weblie commisses commencian of behaviour influence conformity ?	2
	How does public or private expression of behaviour influence conformity ? Explain.	
13.	- महिलाओं के सम्बन्ध में कैरेन हार्नी का दृष्टिकोण फ्रायड के दृष्टिकोण से कैसे भिन्न है ? How is Karen Horney's viewpoint regarding women different from that of	2
	Freud's ?	
14.	संज्ञानात्मक विकृति को एक उदाहरण की सहायता से स्पष्ट कीजिए ।	2
	Explain cognitive distortion with the help of an example.	
15.	बर्नआउट क्या है ?	2
	अथवा	
	दबाव के शरीरक्रियात्मक प्रभावों को स्पष्ट कीजिए ।	2
	What is burnout ?	
	OR	
	Explain the physiological effects of stress.	
16.	अंतर्वैयक्तिक (इंटरपर्सनल) तथा अंतरावैयक्तिक (इंट्रापर्सनल) संप्रेषण के अंतर को उदाहरणों	
	की सहायता से स्पष्ट कीजिए ।	2
	Differentiate between interpersonal and intrapersonal communication with the help of examples.	
	भाग ग (प्रत्येक 3 अंक)	
	PART C (3 marks each)	

17. आपको दायित्व सौंपा गया है कि आप भोजन की बरबादी के प्रति अपने विद्यालय के साथियों की अभिवृत्ति में बदलाव लाएँ । इस अभिवृत्ति परिवर्तन के लिए ध्यान में रखने वाले किन्हीं तीन कारकों की पहचान कीजिए और एक उदाहरण की सहायता से इसे स्पष्ट कीजिए । You have been given the responsibility of changing the attitude of your schoolmates towards food wastage. Identify any three factors that you need to keep in mind while bringing in this attitude change and explain it with the help of an example.

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18.	किसी के श्रवण कौशलों को बढ़ाना संभव है । इस कथन की पुष्टि कीजिए ।	3
	अथवा	
	क्या वाचिक संप्रेषण संदेश के पूरे अर्थ को पहँचा सकता है ? स्पष्ट कीजिए ।	3
	It is possible to enhance one's listening skills. Justify this statement. OR	
	Does verbal communication convey the complete meaning of the message Explain.	?
19.	पूर्वाग्रह भेदभाव से किस प्रकार भिन्न है ? स्पष्ट कीजिए ।	3
201	How is prejudice different from discrimination ? Explain.	Ū
20.	शोर मानवों को कैसे प्रभावित करता है ? समझाइए ।	3
	How does noise affect human beings ? Explain.	
	भाग घ (प्रत्येक 4 अंक)	
	PART D (4 marks each)	
21.	बुद्धि तीन तंत्रिकीय तंत्रों का अन्योन्याश्रित प्रकार्य है । इस सिद्धांत को स्पष्ट कीजिए । Intelligence is the interdependent functioning of three neurologica systems. Explain this theory.	4
22.	समूह क्या है ? स्पष्ट कीजिए कि लोग समूहों में क्यों सम्मिलित होते हैं ।	4
	अथवा	
	समूह संरचना कैसे विकसित होती है ? समूह संरचना के किन्हीं तीन घटकों की पहचान कीजिए।	
	What is a group ? Explain why do people join groups.	4
	OR	
	How does the group structure develop ? Identify any three elements or group structure.	f
23.	विच्छेदी विकार क्या हैं ? इनके विभिन्न प्रकारों को समझाइए ।	4
	अथवा	
	विघटनकारी, आवेग-नियंत्रण तथा आचरण विकार को समझाइए ।	4
	What are dissociative disorders ? Explain their various types.	
	OR	
	Explain disruptive, impulse-control and conduct disorders.	
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- 24. संवेग तर्क चिकित्सा कष्ट को कम करने में कैसे सहायक होती है ? एक उदाहरण की सहायता से अपने उत्तर का समर्थन कीजिए ।
 How does rational emotive therapy help in reducing distress ? Support your answer with the help of an example.
- 25. मनोवैज्ञानिक दबाव के विभिन्न स्रोतों को उपयुक्त उदाहरणों की सहायता से समझाइए । Explain the various sources of psychological stress giving suitable examples.
- 26. सर्जनात्मकता तथा बुद्धि के बीच संबंध को समझाइए । सर्जनात्मक परीक्षणों की महत्त्वपूर्ण विशेषताओं का उल्लेख कीजिए । Explain the relationship between creativity and intelligence. State the important features of creativity tests.

भाग ङ (प्रत्येक 6 अंक)

PART E (6 marks each)

27. आत्म के संज्ञानात्मक पक्षों की चर्चा कीजिए । समझाइए कि उनका मूल्यांकन कैसे होता है । 6 अथवा

व्यक्तित्व के मूल्यांकन में प्रयुक्त व्यवहारपरक निर्धारण का वर्णन कीजिए । इन निर्धारण के उपयोग की प्रमुख सीमाओं को स्पष्ट कीजिए ।

Discuss the cognitive aspects of self. Explain how they are assessed.

OR

Describe behavioural ratings used in the assessment of personality. Explain the major limitations in using these ratings.

28. अपसामान्यता को स्पष्ट कीजिए । मनोवैज्ञानिक विकारों के बारे में हमारी समझ इसकी वर्तमान स्थिति तक कैसे विकसित हुई ? इसका संक्षिप्त इतिहास लिखिए ।

अथवा

अपसामान्य व्यवहार को समझने के लिए प्रयुक्त विभिन्न मनोवैज्ञानिक मॉडलों को स्पष्ट कीजिए।

Explain abnormality. Trace a brief history of how our understanding of psychological disorders has evolved to its current status.

OR

Explain the different psychological models used to explain abnormal behaviour.



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4

MARKING SCHEME

NCERT Book for reference Dec. 2017

Q.No		Page No	Distribution of Marks
	PART - A		1
1.	Gifted OR	13	1
	(a) The ability to learn from past experiences	•	
	(c) Creative problem solving	8	1
	(both a and c are correct)		
2.	Type - D	31	1
3.	Rationalisation, Reaction formation (both are correct)	35	1
4.	Emotion oriented, Avoidance oriented	61	1
	(both may be marked correct)		
5.	Fundamental attribution error True	122	1
	An attitude changeFalse		
	Due to absence of sub division of questions 5/8, both responses of True or False should be accepted as correct.		
6.	Self – Efficacy	164	1
7.	Cognitive therapy	99	1
8.	True	120	1
	OR False		
	Due to absence of sub division of questions 5/8, both responses of True or False should be accepted as correct.	117	
9.	Objectivity, Scientific orientation, standardized interpretation	187	1
	(any one of them)		
10.	Group Polarisation	138	1
	PART – B		
11.	A new discipline called behaviour Medicine has emerged, which seeks to alleviate stress due to diseases through modification in behaviour.	173	2
	OR The concert emphasizes that instead of was of measuribad drives		
	The concept emphasizes that instead of use of prescribed drugs to alleviate stress, behaviour modification is need.		

Q.No		Page No	Distribution of Marks
	OR A belief system, convinces the person that she/he will continue to remain poor. It is carried over from one generation of the poor to the next.	167	1+1
12	Less conformity is found under private expression than it is seen under public expression.	142	2
13	Karen Horney – women are more likely to be affected by social and cultural factors than by biological factors.	38-39	1+1
	Freud – has used males as the prototype of all human personality development. He overlooked female experiences and perspectives. Freud treated women as inferior.		
14	Cognitive distortions are ways of thinking which are general in nature but which distort reality in a negative manner. They lead to errors of cognition about social reality.	99	1
	e.g. I am ugly. I am stupid etc.		1
15.	The state of physical, emotional and psychological exhaustion is known as burnout.	59	2
	 OR Increase in the production of certain hormones – adrenaline and cortisol, changes in the heart rate, blood pressure levels. Sleep disturbances. 	57	1+1
	 Release of epinephrine and nor-epinephrine. Slowing down of the digestive system. Expansion of air passage in the lungs. 		
	 Increased heart rate. Constriction of blood vessels. (Any four points from above) 		1/2+1/2+1/2+1/2
16.	Intrapersonal communication involves communicating with yourself.	183	1⁄2
	e.g. – thought processes, personal decision making, focusing on self, talking aloud to oneself.		1/2
	Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship.		1/2 1/2
	E.g. – Face to face or mediated conversations, interview and small group discussions.		1/2

CLICK HERE

	PART – C		1
Q.No		Page No	Distribution of Marks
17	 Characteristics of the existing attitude valence, extremeness, simplicity or complexity and centrality. 	114- 117	
	• Source characteristics – credibility and attractiveness.		
	 Message characteristics – rational, emotional appeal, motives, mode. 		
	 Target characteristics – persuasibility, strong prejudices, self-esteem and intelligence. 		1+1+1
	(any three points with explanation)		
	OR		
	If attitude change is explained using 2 step concept, using source and target factors relating to an example		2
18.	Role of culture – Asian Culture (Buddhism, Mindfulness)	186	3
	OR Box No. 186		1+1+1
	• Recognise that both the sender as well as the receiver have equal responsibility in		
	making effective communication.		
	• Refrain from forming an early judgment about information that is being		
	communicated. Be open to all ideas.		
	• Be a patient listener. Do not be in a hurry to respond.		
	 Avoid ego speak. That is, do not talk only about what you want to talk about. Give 		
	 consideration also to others and to what they say. 		
	• Be careful to the emotional responses which certain words are likely to bring about.		
	• Be aware that your posture affects your listening.		
	Control distractions.		
	• If in doubt, try to paraphrase. Also check with the sender whether s/he has been		
	correctly understood by you.		
	• Visualise what is being said. That is, try to translate the message in the form of a concrete action.		
	(Any three points from the above)		



Q.No		Page No	Distributior of Marks
	OR		
	Body Language or non verbal communication is important	186-	2
	(gestures, posture, eye contact clothing style together that is in cluster)	187	+
	 Congruency – verbal & non verbal 		1
	(any relevant points)		
19	1. Prejudices are usually negative attitude.	118	1
	2. Cognitive component of prejudice is stereotype.		1
	 Affective component of prejudice is frequently accompanied by hatred & dislike. 		1
	4. Behavioral component of prejudice is discrimination.		
	5. Discrimination can be shown without prejudice.		
	6. Whenever discrimination and prejudice exists, conflicts are likely to arise within the group.		
	7. Discriminatory behavour can be curbed by law.		
	8. Any relevant answer.		
	(Any 3 points from above).		
20	1. Intensity, predictability, controllability	157	
	2. Simple mental task – people adapt and get used		
	3. Unpredictable noise – disturbing		
	4. Difficult task – task performance		
	5. Interesting		
	6. Emotional, cognitive,		
	(any three points from above)		4 . 4 . 4
			1+1+1
21	PART – D PASS model	09	1
	Interdependent functioning of 3 neurological systems,	00	
	Attention/ arousal, simultaneous and successive processing and		+
	planning.		3
	(Detailed explanation)		
22	Organised, two or more individuals, interact, interdependent,	130-	1
	common motives, role relationship, norms that regulate behaviour.	132	+
	• Security, Status , Self esteem, Satisfaction of psycho social needs, Goal achievement		3
	Provide knowledge		
	(Explain any 3)		

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Q.No		Page No	Distribution of Marks
	OR		
	Members interact with each other		1
	 Norms, Role, Status , Cohesiveness 	136	+
	(Explain any three)		3
23	Sudden temporary alterations of consciousness that blot out	78	1
20	painful experiences.	10	+
	Severance of connection between ideas and emotions, feelings		3
	of unreality, loss or shift of identity		0
	Dissociative Amnesia		
	Dissociative identity disorder		
	Depersonalzation/ Derealisation		
	(Explanation of the above. In case only the names of disorders		1/2
	are written without explaining, marks to be given).		72
	OR		
	Oppositional Defiant disorder display age – inappropriate amounts of stubbornness, are irritable, defiant disobedient and behave in a hostile manner. Individuals with ODD do not see themselves as angry, oppositional, or defiant and often justify their behaviour as reaction to circumstances/ demand, problematic interactions with others.	84	2
	(Any 4 points to be written).		
	Conduct disorder and antisocial bahaviour refer to age – inappropriate action, and attitudes that violate family expectations, societal norms, and the personal or property rights of others. Include aggressive actions that cause or threaten harm to people or animals, non aggressive conduct that causes property damage, major deceitfulness or theft and serious role violations. Children show many different types of aggressive behaviour. Such as verbal aggression, physical aggression hostile aggression and proactive aggression. (Any 4 points to be written.		2

Q.No		Page No	Distribution of Marks
24	Albert Ellis Rational Emotive therapy.	99	3
	A, B, C analysis, to be explained		+
	• (Antecedent, belief and consequence) and example		1
	explaining the three points.		
	• Non directive questioning – Gentle without probing, leads		
	to reduction in psychological distress.		
25	Sources of Psychological stress	55	4
	Frustration		
	Conflict		
	 Pressure – (Internal and external) 		
	• In case the student mentions, these are internal sources		
	of stress, and not written one or more the above points,		
	he/she will be given one mark.		
	OR Life evente		
	 Life events Daily Hassels If written 		2
	Traumatic event		
26	All creative people are intelligent	19-20	2
	Creativity and intelligence in positively correlated.		+
	• All intelligent people may not be creative creativity tests measure.		2
	Second parts of the questions		
	Imagination		
	Spontaneity.		
	They are open ended		
	Focus on divergent thinking,		
	 No right or wrong answers 		
	Originality.		
	(any two points from above)		

Q.No		Page No	Distribution of Marks
27	• Self concept – How we perceive ourselves and ideas we hold about our competencies to find out about one's self concept best is to ask the person himself.	26 – 27	1½
	• Self Esteem – value judgement of oneself.		1½
	Some have a high self esteem. Some have a low self esteem.		
	 Self efficacy – extent to which people believe they control their outcomes rather than by luck or fate. 		1½
	(The 2 nd part is not in the text book therefore all children will get Marks)		1½
	 OR Used for assessment in educational and industrial setting. Generally taken by people who know the assessee. They attempt to put individuals into certain categories in 	47	
	 terms of their behavioural qualities. The categories may involve different numbers or descriptor. 		3
	 In order to use ratings effectively, the traits should be clearly defined in terms of carefully started behavioural anchors. 		
	(Any 3 points to be explained from the above points.		
	Limitations		
	1) Halo effect.		1
	2) Middle category and extreme response.		2
	(Explanation of the above)		

Q.No			Page No	Distribution of Marks
28	a)	Deviance Two approaches	70	2
	b)	Distress OR • Deviation from social norms.		
	c)	dysfunction • Maladaptive behaviour		
	d)	danger		
	(Explanation of the above)			
	(Second part, 'historical background', not in curriculum 2018-19 therefore everyone would get marks).			4
	OR			
	Psychological models – These factors include maternal deprivation faulty parent child relationships, maladaptive family structures and severe stress.			
	Model Psychodynamic Behavioural model 			
				1½
				1½
	•	Cognitive model		11⁄2
	•	Humanistic model		11⁄2
		(Explanation of all 4 models 1 ¹ / ₂ for each model		
		OR		
	depriv	hological models–These factors include maternal vation faulty parent child relationships, maladaptive family tures and severe stress.		1 ½ + ½ + ½ + ½ +

