

BAL BHARATI PUBLIC SCHOOL
COMMON SAMPLE PAPER (2020-2021)
SUBJECT: PSYCHOLOGY
MARKING SCHEME

Question Number	Indicator	Page numbers
Q1. A	Psychometric Approach – 1 mark	Pg. 5
Q1. B	Information processing approach- 1 mark	Pg. 8
Q 2.	Cardinal Traits- 1 mark	Pg. 32
Q 3.	Option b- Informational Support- 1 mark	Pg. 66
Q4.	Option C- Abrupt surge in anxiety and thoughts of particular stimuli 1 mark	Ch 4, Pg 76
Q 5. A.)	False 1- mark	Pg. 135
Q 5. B)	Option B- Achieved status 1-mark	Pg. 135
Q 6.	Option A – Experiential Intelligence 1- mark	Pg. 8
Q7.	Nomination 1 -mark	Pg. 47
Q8.	Option D- An individual has developed major depressive disorder as he/she lacks personal goals and has not been able to overcome inferiority complex. 1 –mark	Pg. 38
Q9.	Option B- Internal Pressure 1 -mark	Pg. 55
Q10.	Option B- Somatic Symptom Disorder 1-mark	Pg. 78
Q11. A)	Option D- Rational Emotive Therapy- 1-mark	Pg. 99

Q11. B)	Option B- False 1 -mark	Pg. 100
Q12.	Option C- Credibility and attractiveness of source 1 - mark	Pg. 115
Q13.	Option D- To be creative, a person should possess superior level of intelligence.- 1mark	Pg. 19
Q14.	Response -1 mark	Pg. 39
Q15. A)	Q15. A i) option c- Schizophrenia- 1 mark ii) option A – positive symptom- 1 mark iii) option D- Delusion of control- 1 mark	Pg. 81-82
Q15. B)	Q15. B) i) Option A- specific phobia- 1 mark ii) True – 1 mark iii) Option A – Agoraphobia – 1- mark	Pg. 76
Q16.	i) Option C- Hassles – 1-mark ii) Option A- Effect of stress on Emotional Functioning- 1-mark iii) Option D- to help employees manage stress – 1-mark iv) Option A- task oriented coping 1 mark	Ch -3
Q17.)	Natural killer cells are involved in fight against viruses and tumors – 1 mark Natural killer cell cytotoxicity is effected by stress – 1 mark	Pg. 60
Q18.	Classifications are useful because they enable users like psychologists, psychiatrists and social workers to communicate with each other about the disorder and help in understanding the causes of psychological disorders and the processes involved in their development and maintenance. – 1 mark DSM V by APA or ICD 10 by WHO – 1 mark for any option mentioned.	Pg. 73

Q19.	<p>The difference lies in the way this concern is expressed. In the case of somatic symptom disorder, this expression is in terms of physical complaints and the person actually experiences the symptom.</p> <p>In illness anxiety disorder it is the anxiety which is the main concern. – 2 marks</p>	Pg. 78
Q20.	<p>Major life events can be stressful, because they disturb our routine and cause upheaval – 1 mark</p> <p>Example – 1 mark</p>	Pg. 56
Q21.	<p>Norms are expected standards of behavior and beliefs established, agreed upon and enforced by group members. They are the unspoken rules and convey to group members the expected standards. – 2 marks</p>	Pg. 134
Q22. A.	<p>Positive Reinforcement is given to increase the deficit behavior- 1 mark</p> <p>Example- 1 mark</p>	Pg. 98
Q22. B	<p>Goals- to increase an individual's self-awareness and self-acceptance.</p> <p>The client is taught to recognise the bodily processes and the emotions that are being blocked out from awareness</p> <p>1 mark for each point</p>	Pg. 101
Q23.	<p>Linguistic Intelligence – 1.5 marks</p> <p>Musical intelligence – 1.5 marks</p>	Pg. 7
Q24.	<p>1.) The theories are largely based on case studies; they lack a rigorous scientific basis. (2) They use small and atypical individuals as samples for advancing generalisations. (3) The concepts are not properly defined, and it is difficult to submit them to scientific testing. 4.) Freud has used males as the prototype of all human personality development. He overlooked female experiences and perspectives.</p> <p>Any 3 points- 1 point for each point</p>	Pg. 38-39
Q25. A)	<p>Sources of Prejudice:</p> <ol style="list-style-type: none"> 1.) Learning 2.) Scape Goating 3.) Strong in-group bias 	Pg. 118-119

Q25. B	<p>4.) Kernel of truth concept 5.) Self-fulfilling prophecy Any three points explained, one mark for each point</p> <p>Refers to how many attitudes there are within a broader attitude. -1 mark</p> <p>An attitude system is said to be ‘simple’ if it contains only one or a few attitudes, and ‘complex’ if it is made up of many attitudes- 1 mark</p> <p>Example – 1 mark</p>	Pg. 109
Q26. A	<p>Major Depressive Disorder- 1 mark</p> <p>Other symptom- change in body weight, tiredness, inability to think clearly, agitation, greatly slowed behaviour, and thoughts of death and suicide. – 1 mark</p> <p>Factors predisposing- 1. Genetic make-up, heredity</p> <p style="text-align: center;">2. Age</p> <p style="text-align: center;">3. Gender</p> <p style="text-align: center;">4. Cultural factors</p> <p>Explanation of any two factors, 1 mark for each point mentioned</p>	Pg. 79-80
Q26. B	<p>Conduct Disorders: conduct disorder and antisocial behaviour refer to age-inappropriate actions and attitudes that violate family expectations, societal norms, and the personal or property rights of others. The behaviours typical of conduct disorder include aggressive actions that cause or threaten harm to people or animals, nonaggressive conduct that causes property damage, major deceitfulness or theft, and serious rule violations.</p> <p>Any four symptoms- 1 mark for each point</p>	Pg. 84
Q27.	<p>Rehabilitation is required to help such patients become self-sufficient. The aim of rehabilitation is to empower the patient to become a productive member of society to the extent possible. In rehabilitation, the patients are given occupational therapy, social skills training, and vocational therapy. – 1 mark</p>	Pg. 103-104

	<ol style="list-style-type: none"> 1. In occupational therapy, the patients are taught skills such as candle making, paper bag making and weaving to help them to form a work discipline. 1 mark 2. Social skills training helps the patients to develop interpersonal skills through role play, imitation and instruction. The objective is to teach the patient to function in a social group. 1 mark 3. Cognitive retraining is given to improve the basic cognitive functions of attention, memory and executive functions. 1 mark 	
Q 28.	<p>Target characteristics-</p> <ol style="list-style-type: none"> 1. Persuasibility – 1 mark 2. Strong prejudices- 1 mark 3. Self-esteem 1- mark 4. Intelligence 1 –mark <p>Along with explanation</p>	Pg. 117
Q29.	<p>Social Loafing- Social loafing is a reduction in individual effort when working on a collective task, i.e. one in which outputs are pooled with those of other group members. 1 mark</p> <p>Reasons- Group members feel less responsible for the overall task being performed and therefore exert less effort.</p> <ul style="list-style-type: none"> • Motivation of members decreases because they realise that their contributions will not be evaluated on individual basis. • The performance of the group is not to be compared with other groups. • There is an improper coordination (or no coordination) among members. • Belonging to the same group is not important for members. It is only an aggregate of individuals. <p>Any three point- 1 mark for each point.</p>	Pg. 137
Q 30. A	<p>Post Freudians- characterised by less prominent roles to sexual and aggressive tendencies of the id and expansion of the concept of ego.</p> <p>1 mark</p> <p>The human qualities of creativity, competence, and problem solving abilities are emphasised. 1 mark</p> <p>Karen Horney:</p> <ol style="list-style-type: none"> 1. Each sex has attributes to be admired by the other, and 	Pg. 37-38

<p>Q30. B</p>	<p>neither sex can be viewed as superior or inferior.</p> <ol style="list-style-type: none"> 2. psychological disorders were caused by disturbed interpersonal relationship during childhood. 3. Basic Anxiety <p>2 points for any points explained 2+4</p> <p>Cultural Approach:</p> <p>Group's 'economic maintenance system' plays a vital role in the origin of cultural and behavioural variations.</p> <p>The climatic conditions, the nature of terrain of the habitat and the availability of food (flora and fauna) in it determine not only people's economic activities, but also their settlement patterns, social structures, division of labour, and other features such as childrearing practices.</p> <p>People's skills, abilities, behavioural styles, and value priorities are viewed as strongly linked to these features.</p> <p>Rituals, ceremonies, religious practices, arts, recreational activities, games and play are the means through which people's personality gets projected in a culture.</p> <p>People develop various personality (behavioural) qualities in an attempt to adapt to the ecological and cultural features of a group's life.</p> <p>Thus, the cultural approach considers personality as an adaptation of individuals or groups to the demands of their ecology and culture.</p> <p>1 mark for each point.</p>	<p>Pg. 39-40</p>
<p>Q31. A</p>	<p>Emotional Intelligence - Emotional intelligence is a set of skills that underlie accurate appraisal, expression, and regulation of emotions. It is the feeling side of intelligence</p> <p>The ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions.</p> <p>2 marks</p> <p>Emotional intelligence is receiving increasing attention of educators for dealing with students who are affected by stresses and challenges</p>	<p>Pg. 17</p>

<p>Q31. B</p>	<p>of the outside world.</p> <p>Programmes aimed at improving students' emotional intelligence have beneficial effects on their academic achievement.</p> <p>They encourage cooperative behaviour and reduce their antisocial activities.</p> <p>These programmes are very useful in preparing students to face the challenges of life outside the classroom.</p> <p>1 mark for each point.</p> <p>Integral intelligence gives emphasis on connectivity with the social and world environment. Indian thinkers view intelligence from a holistic perspective where equal attention is paid to cognitive and non-cognitive processes as well as their integration. 2 marks</p> <p>Cognitive capacity (sensitivity to context, understanding, discrimination, problem solving, and effective communication).</p> <p>1 mark</p> <p>Social competence (respect for social order, commitment to elders, the young and the needy, concern about others, recognising others' perspectives).</p> <p>1 mark</p> <p>Emotional competence (self-regulation and self-monitoring of emotions, honesty, politeness, good conduct, and self-evaluation).</p> <p>1 mark</p> <p>Entrepreneurial competence (commitment, persistence, patience, hard work, vigilance, and goal-directed behaviours). 1 mark</p>	<p>Pg. 16-17</p>
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