

Strictly Confidential: (For Internal and Restricted use only)
Senior School Certificate Examination
March 2019
Marking Scheme – PSYCHOLOGY (SUBJECT CODE - 037)
(PAPER CODE – 63 (SET - 4))

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled.
5. If a question does not have any parts, marks must be awarded in the left hand margin and encircled.
6. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
7. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
8. A full scale of marks **0-70** has to be used. Please do not hesitate to award full marks if the answer deserves it.
9. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 25 answer books per day.
10. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totaling on the title page.
 - Wrong totaling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.

11. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as (X) and awarded zero (0) Marks.
12. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
13. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
14. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
15. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

MARKING SCHEME

NCERT Book for reference Dec. 2017

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

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. Freud – has used males as the prototype of all human personality development. He overlooked female experiences and perspectives. Freud treated women as inferior.	38-39	1+1
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. e.g. I am ugly. I am stupid etc.	99	1 1
15.	The state of physical, emotional and psychological exhaustion is known as burnout. OR <ul style="list-style-type: none"> • Increase in the production of certain hormones – adrenaline and cortisol, changes in the heart rate, blood pressure levels. • Sleep disturbances. • 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)	59 57	2 1+1 $\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$
16.	Intrapersonal communication involves communicating with yourself. e.g. – thought processes, personal decision making, focusing on self, talking aloud to oneself. Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship. E.g. – Face to face or mediated conversations, interview and small group discussions.	183	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

PART – C			
Q.No		Page No	Distribution of Marks
17	<ul style="list-style-type: none"> Characteristics of the existing attitude valence, extremeness, simplicity or complexity and centrality. Source characteristics – credibility and attractiveness. Message characteristics – rational, emotional appeal, motives, mode. Target characteristics – persuasibility, strong prejudices, self-esteem and intelligence. <p>(any three points with explanation)</p> <p style="text-align: center;">OR</p> <p>If attitude change is explained using 2 step concept, using source and target factors relating to an example..</p>	114-117	1+1+1 2
18.	<p>Role of culture – Asian Culture (Buddhism, Mindfulness)</p> <p style="text-align: center;">OR Box No. 186</p> <ul style="list-style-type: none"> 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. <p>(Any three points from the above)</p>	186	3 1+1+1

Q.No		Page No	Distribution of Marks
	OR		
	<ul style="list-style-type: none"> • Body Language or non verbal communication is important (gestures, posture, eye contact clothing style together that is in cluster) • Congruency – verbal & non verbal (any relevant points) 	186- 187	2 + 1
19	<ol style="list-style-type: none"> 1. Prejudices are usually negative attitude. 2. Cognitive component of prejudice is stereotype. 3. Affective component of prejudice is frequently accompanied by hatred & dislike. 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 behaviour can be curbed by law. 8. Any relevant answer. (Any 3 points from above). 	118	1 1 1
20	<ol style="list-style-type: none"> 1. Intensity, predictability, controllability 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) 	157	 1+1+1
PART – D			
21	<p>PASS model</p> <p>Interdependent functioning of 3 neurological systems, Attention/ arousal, simultaneous and successive processing and planning. (Detailed explanation)</p>	09	1 + 3
22	<p>Organised, two or more individuals, interact, interdependent, common motives, role relationship, norms that regulate behaviour.</p> <ul style="list-style-type: none"> • Security, Status, Self esteem, Satisfaction of psycho social needs, Goal achievement • Provide knowledge (Explain any 3) 	130- 132	1 + 3

Q.No		Page No	Distribution of Marks
	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Members interact with each other • Norms, Role, Status , Cohesiveness <p>(Explain any three)</p>	136	1 + 3
23	<p>Sudden temporary alterations of consciousness that blot out painful experiences.</p> <p>Severance of connection between ideas and emotions, feelings of unreality, loss or shift of identity</p> <ul style="list-style-type: none"> • Dissociative Amnesia • Dissociative identity disorder • Depersonalization/ Derealisation <p>(Explanation of the above. In case only the names of disorders are written without explaining, marks to be given).</p>	78	1 + 3 ½
	<p style="text-align: center;">OR</p> <p>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.</p> <p>(Any 4 points to be written).</p> <p>Conduct disorder and antisocial behaviour 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 rule violations. Children show many different types of aggressive behaviour. Such as verbal aggression, physical aggression hostile aggression and proactive aggression.</p> <p>(Any 4 points to be written).</p>	84	2 2

Q.No		Page No	Distribution of Marks
27	<ul style="list-style-type: none"> • 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. • Self Esteem – value judgement of oneself. 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. (The 2nd part is not in the text book therefore all children will get Marks) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 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 terms of their behavioural qualities. • The categories may involve different numbers or descriptor. • 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.) <p><u>Limitations</u></p> <ol style="list-style-type: none"> 1) Halo effect. 2) Middle category and extreme response. <p>(Explanation of the above)</p>	26 – 27 47	1½ 1½ 1½ 1½ 3 1 2

Q.No		Page No	Distribution of Marks
28	<p>a) Deviance Two approaches</p> <p>b) Distress OR • Deviation from social norms.</p> <p>c) dysfunction • Maladaptive behaviour</p> <p>d) danger</p> <p>(Explanation of the above)</p> <p>(Second part, 'historical background', not in curriculum 2018-19 therefore everyone would get marks).</p> <p>OR</p> <p>Psychological models – These factors include maternal deprivation faulty parent child relationships, maladaptive family structures and severe stress.</p> <p>Model</p> <ul style="list-style-type: none"> • Psychodynamic • Behavioural model • Cognitive model • Humanistic model <p>(Explanation of all 4 models 1½ for each model)</p> <p>OR</p> <p>Psychological models–These factors include maternal deprivation faulty parent child relationships, maladaptive family structures and severe stress.</p>	70	2
		74-75	4
			1½
			1½
			1½
			1½
			1
			½ + ½ +
			½ + ½ +