

Question Paper Solution

2023

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Marking Scheme
Strictly Confidential
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Senior Secondary School Examination, 2023
SUBJECT NAME -Psychology (SUBJECT CODE -037) (PAPER CODE-63)

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.
2	**"Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website, etc. may invite action under various rules of the Board and IPC."**
3	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 assessedfor their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.**
4	The Marking scheme carries only suggested value points for the answers These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	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. If there is any variation, the same should be zero after deliberation and discussion. 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.
6	Evaluators will mark (√) wherever answer is correct. For wrong answer CROSS 'X" be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
7	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. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note **"Extra Question"**.
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11	A full scale of marks **70** (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
13	Ensure that you do not make the following common types of errors committed by the Examiner in the past: - ● Leaving answer or part there of unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● 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/not same. ● 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.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any un assessed 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.
16	The Examiners should acquaint themselves with the guidelines given in the "**Guidelines for spot Evaluation**" before starting the actual evaluation.
17	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.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

M.M. : 70 **PSYCHOLOGY (037)** APRIL 2023

PAPER CODE 63 (SET – 4)

MARKING SCHEME

Q.No		NCERT Book Page No. Reference	Distribution of marks
	SECTION – A		
Q1.	(c) Generalised	18	1
Q2.	(b) Psychoticism	33	1
Q3	(b) (ii) and (iii) / (c) (iii) and (iv)	26	1
Q4	(d) Cardinal	32	1
Q5	(b) (iii) only (note-if student writes iii & iv, it is marked as correct)	61	1
Q6	(c) Exhaustion	59	1
Q7	(b) Avoidance	64 - 65	1
Q8.	(b) (i) and (iii) are true	75 - 76	1
Q9.	(d) Obsessive – Compulsive disorder	77 - 78	1
Q10.	(c) Specific learning disorder	84	1
Q11	(b) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A)	99-100	1
Q12	(d) Gestalt therapy	101	1
Q13	(a) (i), (iii) and (iv)	96	1
Q14	(d) Assertion (A) is false, but Reason (R) is true	113	1

Q.No		NCERT Book Page No. Reference	Distribution of marks
Q15.	(a) Self – fulfilling prophecy / (d) Social Cognition	107, 118 - 119	1
Q16.	(b) Environmental characteristics	114 – 117	1
Q17.	(c) (ii) and (iii)	135-136	1
Q18.	(a) Both Assertion (A) and Reason (R) are true and Reason (R) is correct explanation of Assertion (A)	10	1
	SECTION - B		
Q19.	* Conduct Disorder *Types of aggressive behavior - verbal aggression - physical aggression - hostile aggression - proactive aggression (Any two of above aggressive behaviours)	84	1 ½ + ½ (1+½+½=2)
Q20.	(a) * Hardiness * a set of beliefs about oneself, the world and how they interact * 3 Cs – commitment, control, challenge * Explanation of 3Cs (Any two points) **OR** (b) * Life events – changes in life from the moment we are born * Other sources of resources * hassles – happening in daily lives * traumatic events – being involved in variety of extreme events	63 56-57	1 1 1 1 (1+1=2) 1 ½ ½ 1+½+½=2

Q.No		NCERT Book Page No. Reference	Distribution of marks
Q21	* Cognitive distortion – Ways of thinking general in nature but which disturb reality in a negative manner. * Example – "I am ugly", I am stupid" or any other relevant example.	99	1 1 (1+1=2)
Q22	* Two step concept with relevant explanation. (Any other theory of attitude change if explanation provided in relation to the given situation).	112 - 114	2
Q23	**In - group** * Refers to one's own group * Use the word "we" or "us" * Persons are generally supposed to be similar, viewed favourable, have desirable traits * Supporting example (Any two relevant points) **Out - group** *Refers to another group *Use the word 'they' *Members are viewed differently and often perceived negatively in comparison to in-group members. *Supporting Example (Any two relevant points)	136	½ + ½ ½+½ (½+½+½ +½=2)

<table>
<tr><th>Q.No</th><th></th><th>NCERT Book Page No. Reference</th><th>Distribution of marks</th></tr>
<tr><td colspan="4">SECTION – C</td></tr>
<tr><td>Q24</td><td>Hierarchical Model of Intelligence by Arther Jensen
Level 1 – Associative learning in which output is more or less similar to input
(Possessed by Ryan)
Level 2 – Cognitive competence involves higher order skills as they transform the input to produce on effective output.
(Possessed by Shireen)
Based on Psychometric Approach
(or any other relevant explanation)</td><td>6</td><td>1
½ + ½
1
(1+½+½ +1=3)</td></tr>
<tr><td>Q25.</td><td>Psychological Models
1. Psychodynamic
2. Behavioural
3. Cognitive
4. Humanistic – Existential
(Explanation of any three)</td><td>74-75</td><td>1+1+1=3</td></tr>
<tr><td>Q26</td><td>(a) La Piere experiment or any other related evidence/ example
OR
(b) Beliefs – refer to the cognitive component of attitudes and form the ground on which attitudes stand such as belief in God (or any other e.g)
Values – are attitudes or beliefs that contain a should or ought aspect, such as moral or ethical values. For e.g. one should work hard (or any other e.g.)</td><td>117
108 - 109</td><td>3
1½ + 1½</td></tr>
<tr><td>Q27</td><td><table><tr><th>Group</th><th>Team</th></tr><tr><td>1. Performance is dependent on contribution of individual member</td><td>1. Both individual contribution and teamwork matters</td></tr><tr><td>2. Leader or whoever is heading the group holds responsibility for the work</td><td>2. Although there is a leader, members hold themselves responsible</td></tr></table>(Any other relevant difference)</td><td>131</td><td>1½
1½
1½+1½=3</td></tr>
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Q.No		NCERT Book Page No. Reference	Distribution of marks
	SECTION – D		
Q28 (a)	**PASS Model** (i) Attention Arousal (ii) Simultaneous & successive (iii) Planning (Explanation of above processes)	Page 9	 1 2 1 (1+2+1=4)
	OR		
Q28 (b)	• According to Vygotsky culture provides a social context in which people live, grow and understand the world around them. • Sternberg's notion of contextual or practical intelligence implies that intelligences is a product of culture. • Technologically advanced societies adopt child rearing practices that foster skills of generalization, abstraction, speed, minimal moves and mental manipulation among children, whereas • Integral intelligence emphasizes on connectivity with the social and world environment and majority focuses on cognitive, social, emotional and entrepreneurial competences. (Or any other four relevant points)	Page 15-17	1+1+1+1=4
Q29	• Given example can be best understood with the help of Carl Jung's analytical Psychology. • Concept of collective unconscious consisting of Archetypes or primordial images. • Primordial images (archetypes) are not individually acquired, but are inherited. • The God or the Mother Earth. • So the British children have the primordial images of snakes (archetype) which are inherited (or any other relevant example) (Any other relevant feature of Carl Jung's theory)	37	1+1+1+1=4

Q.No		NCERT Book Page No. Reference	Distribution of marks
Q30 (a)	Life Skills • Assertiveness • Time management • Rational Thinking • Improving relationships • Self care • Overcoming unhelpful habits (Explanation of any four life skills)	64 – 65	1+1+1+1=4
	OR		
Q30 (b)	Stress management techniques • Relaxation techniques • Meditation procedures • Biofeedback • Creative Visualization • Cognitive behavioural techniques • Exercise (Explanation of any 4 techniques)	62 - 63	1+1+1+1=4
Q31	Behaviour modification techniques • Positive reinforcement • Negative reinforcement • Aversive conditioning • Token Economy • Differential reinforcement • Modelling/ Vicarious learning (Relevant explanation of any two of the above techniques)	97 - 98	(2+2=4)

Q.No		NCERT Book Page No. Reference	Distribution of marks
	PART – E		
Q32 (a)	• Type Approach – Attempts to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals. Type Theories • Hippocrates / Greek – based on fluids, humour Four types – Sanguine, phlegmatic, melancholic, choleric • Charak Samhita/ Tridosha / Ayurveda Categories – Vatta, Pitta, Kapha • Trigunas – Sattva, Rajas, Tamas • Sheldon – Based on body built and temperament • Endomorphic, Mesomorphic, Ectomorphic • Jung's typology – Introvert and Extrovert • Recent Years Friedman Rosenman – Type A & Type B Type C and Type D (Any six points to be explained)	30 – 31	1x6=6
	OR		
Q32 (b)	Ego Defence Mechanism / Defence Mechanism • Repression • Projection • Denial • Reaction Formation • Rationalization (Brief explanation of any five defence mechanisms with relevant examples) Note: Any other defence mechanism which is relevant	35 - 36	1 1x5=5 (1+5=6)

Q.No		NCERT Book Page No. Reference	Distribution of marks
	SECTION – F		
Q33 (a)	Disorder – Intellectual disability	83	1
	Distinction between intellectual disability and autism spectrum disorder		1
	Intellectual disability: • The child having I.Q. 70 or less than 70 suffer from intellectual disability. • Child deficits or impairments in adaptive behavior i.e. in areas of communication, self care, home living, social/interpersonal skills etc. **Autism Spectrum Disorder:** • About 70% of children with this disorder have intellectual disabilities. • Autism spectrum disorder is characterized by wide spread impairments in social interaction and communication skills. • Shows restricted range of interests and strong desire for routine i.e. difficulty in socialization. (Any one difference)		1+1=2
	OR		
Q33 (b)	Mohsin suffers from moderate intellectual disability	85	
	Severe /Profound form of intellectual disability, differs from moderate intellectual disability in respect of self – help skills, speech and communication, academics, social skills, vocational adjustment. (Explanation of any two areas of functioning)		1+1=2

Q.No		NCERT Book Page No. Reference	Distribution of marks
Q34	Classification of psychological disorders (i) DSM – 5 by APA (ii) ICD-10 by WHO.	73	1+1=2
Q35	Triarchic Theory of intelligence Type of Intelligence – Contextual Intelligence	8 -9	1+1=2
Q36	* Intrapersonal intelligence * (i) Awareness of one's own feelings motives and desires (ii) Knowledge of one's internal strengths and limitations and using that knowledge to effectively relate to others. (Any of point (i) and (ii))	7	1 1 (1+1=2)