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Senior School Certificate Examination-2020

Marking Scheme – PSYCHOLOGY

(SUBJECT CODE - 037) (PAPER CODE – 63) SET - 04

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. Evaluators will mark(✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. 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.
6. 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.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks 0 – 70 has to be used. Please do not hesitate to award full marks if the answer deserves it.

10. 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).
11. 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 totaling of marks awarded on a reply.
 - 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.
12. 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.
13. 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.
14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
15. 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.
16. 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.

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|--------------------|--|------------------------------|-----------------------|
| SECTION - A | | | |
| 1. | External/ Situational/ Environmental | 2 | 1 |
| 2. | Creativity | 21 | 1 |
| 3. | Avoidance | 61-62 | 1 |
| 4. | Object | 25 | 1 |
| 5. | Age of Reason and Enlightenment/ Renaissance period/ Reform movement | 72 | 1 |
| 6. | Attention – Deficit/ Hyperactivity Disorder/ ADHD/ Hyperactivity | 83 | 1 |
| 7 | False | 33 | 1 |
| 8 | Verbal | 84 | 1 |
| 9. | Positive Reinforcement | 98 | 1 |
| 10. | Scapegoating | 118-119 | |
| | Displacement/ Displaced Aggression | 170 | 1 |
| 11. | Recency Effect | 121 | 1 |
| 12. | Crowd | 131 | 1 |
| 13. | Environmental Psychology | 153 | 1 |
| 14. | Pro-Environmental/ Pro Social | 164 | 1 |
| 15. | True | 179 | 1 |
| 16. | Non – verbal/ body language | 186 | 1 |
| 17. | Paraphrasing | 185 | 1 |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|------|--|------------------------------------|--|
| 23 | If student has mentioned features of NPC marks should be awarded proportionately | 11 | 3 |
| 24 | <ul style="list-style-type: none"> • Explanation of observational skill and types. • It allows behaviour to be seen and studied in its natural setting • People from outside or those already working in a setting, can be trained to use it. • Events being observed are subject to bias due to the feelings of the people involved as well as of the observer. • Generally day to day activities in a given setting are fairly routine which can go unnoticed by the observer. • The actual behaviour and responses of others may get influenced by presence of the observer. • Professional training is required for collection of data. This method is demanding and time consuming. <p>Any three points from the above.</p> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 1. Opening of the interview <ul style="list-style-type: none"> • Rapport • Goals to be established 2. Body of the interview <ul style="list-style-type: none"> • Sequence of questions called Schedule • Domains/categories of questions 3. Closing the interview with discussion of next step to be taken and offering liberty to interviewee to ask questions. | <p>181-182, 46</p> <p>188, 189</p> | <p>1</p> <p>1+1+1=3</p> <p>1+1+1=3</p> |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|------|---|------------------------------|-----------------------|
| 29 | <ul style="list-style-type: none"> • Generalised anxiety disorder <ul style="list-style-type: none"> • prolonged, vague, unexplained and intense fears that are not attached to any particular object or event. • accompanied by hyper vigilance • worry and apprehensive feelings • motor tension-unable to relax • Panic Disorder <p>Recurrent anxiety attacks</p> <p>Frequent anxiety attacks characterized by feelings of intense terror, palpitations, trembling, dizziness and a sense of losing control or dying, choking, nausea, chest pain, fear of going crazy</p> • Separation Anxiety Disorder – Extreme distress while expecting or going through separation from home or other significant people to whom the individual is immensely attached clinging, shadow their parents. • Fuss, Scream, throw temper tantrums, make suicidal gestures. • Phobia disorder <ul style="list-style-type: none"> (a) Specific phobia (b) Social phobia (c) Agoraphobia <p>(Explanation of any two of these disorders)</p> | 76, 77 | 2 + 2=4 |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|--------------------|---|------------------------------|---|
| | <p style="text-align: center;">OR</p> <p>Special interest to young people</p> <ul style="list-style-type: none"> • Anorexia Nervosa: Distorted body image, often refusing to eat, exercising compulsively, refusing to eat in front of others. They may lose large amounts of weight and may starve to death. • Bulimia Nervosa : May eat excessive amount of food and then purge. Feel guilty or disgusted when s/he eats excessive amount of food. • Binge Eating: Frequent episodes of out of control eating, tends to eat at a higher speed. <p>(Explanation of the above)</p> | 84 | <p>1½</p> <p>1½</p> <p>1</p> <p>1½+1½+1=4</p> |
| SECTION - E | | | |
| 30 | <p>Emotional intelligence refers to the ability to process emotional information accurately and efficiently.</p> <ul style="list-style-type: none"> • Perceive and be sensitive to your feelings and emotions. • Perceive and be sensitive to various types of emotions in others by noting their body language, voice and tone and facial expressions. • Control and regulate your emotions and their expressions while dealing with self and others to achieve harmony and peace. <p>As Angad is lacking in the above characteristics, has problems in interpersonal relationships.</p> <p>Emotional intelligence has beneficial effects on their academic achievement. It encourages co-operative behaviour. It prepares students to face challenges of life outside classroom.</p> <p>(Explanation of the above)</p> | 17 | 4 |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|------|---|--|--|
| 31 | <ul style="list-style-type: none"> • Personality refers to – • Our characteristic ways of responding to individuals and situations. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • unique and relatively enduring characteristics of a person that make her/him distinct from others (Any other relevant definition) • Type • Trait • Psychodynamic • Behavioural • Cultural • Humanistic <p>(Explanation of any one of the above)</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Projective techniques were developed to assess unconscious motives and feelings. • These techniques are based on the assumption that a less structured or unstructured stimulus or situation will allow the individual to project his/her feelings, desires and needs on to that situation. These projections are interpreted by experts. • The person being assessed is usually not told about the purpose of assessment and method of scoring and interpretation. <p style="text-align: right;">Contd....</p> | <p>4, 28, 29,</p> <p>30,31,32, 33, 34, 35, 36, 37, 38, 39 & 40</p> <p>43, 44, 45, 46, 47, 48</p> | <p style="text-align: center;">2</p> <p style="text-align: center;">2+2=4</p> <p style="text-align: center;">2+4=6</p> |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|------|--|------------------------------|---|
| | <ul style="list-style-type: none"> • Person is informed that there are no correct or incorrect responses. • Each response is considered to reveal a significant aspect of personality. (Any four features) <ul style="list-style-type: none"> • Rorschach Inkblot test • Thematic Apperception Test • Rosenzweig's picture frustration study (P-F Study) • Sentence completion test • Draw a person test. <p>(Explanation of any two of the above)</p> | 44 | $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$ 2+2 2+2+2=6 |
| 32 | <ul style="list-style-type: none"> • A range of techniques is available for changing behaviour. • The principles of these techniques are to reduce the arousal level of the client. • Alter behaviour through classical conditioning or operant conditioning with different contingencies of reinforcements, as well as to use vicarious learning procedures. <p>Behavioural Techniques</p> <ul style="list-style-type: none"> • Negative reinforcement/ Aversive conditioning • Positive reinforcement/ Token economy • Systematic desensitization/Principle of reciprocal inhibition • Modelling <p>(Name and explanation of any of the above six points)</p> | 96, 97, 98 | 1x6=6 |

| Q.No | | NCERT Book Page No Reference | Distribution of Marks |
|------|--|---------------------------------------|--|
| | <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Cognitive therapies locate the cause of psychological distress in irrational thoughts and beliefs. • Albert Ellis formulated the Rational Emotive Therapy Antecedent, belief, consequence (ABC) analysis Distorted perception of the antecedent event due to the irrational belief leads to the consequence i.e. negative emotions and behaviours. In the process of Rational Emotive Therapy, the irrational beliefs are refuted by the therapist through non-directive questioning; nature of questioning is gentle, without probing or being directive. • Aaron Beck – Psychological distress characterized by anxiety or depression, states that childhood experiences provided by the family and society develop core schemas. • Negative thoughts are persistent i.e. I am ugly, I am stupid, I will not succeed. These patterns of thoughts are called dysfunctional cognitive structures. <p>Cognitive distortions are the ways of thinking which are general in nature which distort the reality in a negative manner (Explanation of the above with example should be awarded marks).</p> | <p style="text-align: center;">99</p> | <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3+3=6</p> |