

**ANSWER KEY & MARKING SCHEME · CBSE CLASS 11****Human Development**

Psychology · Chapter 4 · Use this with the Board Paper · Companion to Quick Drill

**HOW TO USE**

Attempt the Board Paper first (closed-book, full time). Then come here. For 2-mark+ questions, compare your answer to the model. For 3-4 mark questions, also consult the **Topper Templates** below — these show the exact step-by-step structure that scores full marks per CBSE marking-scheme conventions.

**MODEL ANSWERS · BOARD PAPER****Section A — Very Short Answer (1 mark each, 4 Qs)****Q1. Define maturation in one sentence. [1 mark]**

**Ans:** Maturation is the set of changes that unfold automatically according to the body's genetically programmed timetable, independent of practice (e.g. walking, puberty).

**Q2. Name the developmental task of adolescence according to Erikson. [1 mark]**

**Ans:** Identity vs role confusion.

**Q3. Which system of Bronfenbrenner's model represents the dimension of time and historical change? [1 mark]**

**Ans:** The chronosystem.

**Q4. In one line, what does heredity contribute to development? [1 mark]**

**Ans:** Heredity sets the potential or range for a person's traits, within which the environment then operates.

**Section B — Short Answer I (2 marks each, 3 Qs)****Q5. Distinguish between growth and development. [2 marks]**

**Ans:** Growth is the increase in physical SIZE or quantity (height, weight) and stops at a certain age; it is mostly quantitative. Development is the broader, LIFELONG pattern of progressive, orderly change in body, mind, emotion and behaviour — both quantitative and qualitative — that includes growth but is much wider. In short, growth = physical size (ends with maturity); development = whole-person change across the life-span.

**Q6. How do heredity and environment together influence development? Give two points. [2 marks]**

**Ans:** (i) Heredity sets the POTENTIAL or range for traits (e.g. a genetic ceiling for height, a temperamental tendency). (ii) Environment (nutrition, family, schooling, culture) decides how much of that potential is actually REALISED. The two are in continuous INTERACTION — both are always involved, never one alone — so the modern view rejects a simple 'nature versus nurture' contest.

**Q7. Differentiate between the microsystem and the exosystem in Bronfenbrenner's model. [2 marks]**

**Ans:** The microsystem is the immediate setting the child is DIRECTLY part of and interacts with face to face (family, peers, school). The exosystem is a setting the child is NOT directly in but which still affects them through others (e.g. a parent's workplace, the local government). In short: micro = where the child IS; exo = a setting that touches the child without the child being there.

**Section C — Short Answer II (3 marks each, 3 Qs)****Q8. Define development and distinguish it from maturation and evolution. [3 marks]**

**Ans:** Development is the pattern of progressive, orderly and relatively enduring change in the structure, thought, emotion and behaviour of an individual across the entire life-span, arising from the interaction of heredity and environment. MATURATION is one part of this — the genetically programmed, automatic changes (walking, puberty) that need no practice. EVOLUTION is different again: it is change in the inherited characteristics of a whole SPECIES across many generations, whereas development is change in a single individual across one life-span. (1 mark for the definition; 1 for maturation; 1 for the development-vs-evolution distinction.)

**Q9. Explain any three features of the life-span perspective on development. [3 marks]**

**Ans:** Any three, e.g.: (i) **LIFELONG** — development continues from conception to old age, with no single age dominating. (ii) **MULTIDIRECTIONAL** — it involves both gain and loss together (e.g. an older adult loses speed but gains wisdom). (iii) **PLASTIC** — it is modifiable; experience, training and intervention can change developmental outcomes. (Other acceptable: multidimensional — physical, cognitive and socio-emotional; contextual — shaped by family, culture and historical time.) 1 mark per well-explained feature.

**Q10. Name and briefly explain any three systems of Bronfenbrenner's ecological model. [3 marks]**

**Ans:** Any three, e.g.: (i) **MICROSYSTEM** — the immediate settings the child is directly part of (family, peers, school). (ii) **MESOSYSTEM** — the connections between microsystems (e.g. the home-school link). (iii) **MACROSYSTEM** — the wider culture: customs, laws, values and economic conditions. (Other valid: **EXOSYSTEM** — a setting the child is not in but which affects them, e.g. a parent's office; **CHRONOSYSTEM** — the dimension of time and historical change.) 1 mark per system correctly named and explained.

**Section D — Case Study / Long Answer (5 and 6 marks, 2 Qs)**

**Q11. Describe the stages of human development from the prenatal period to old age, mentioning at least one developmental task or key feature of each stage. [5 marks]**

**Ans:** Human development proceeds through ordered stages. **PRENATAL** (conception to birth) is the period of most rapid development, when all organs form and the womb environment (nutrition, teratogens) already matters. **INFANCY** (about 0-2 yrs) features rapid motor development and the formation of **ATTACHMENT**; its task (Erikson) is **TRUST** vs mistrust. **CHILDHOOD** (about 2-11 yrs) brings language, logical thinking and school skills, with a sense of competence/industry. **ADOLESCENCE** (about 11-18 yrs) begins with puberty; its central task is **IDENTITY** vs role confusion — 'who am I?'. **ADULTHOOD** (about 20-60 yrs) centres on intimacy, career and generativity (contributing to the next generation). **OLD AGE** (60+) brings physical decline but also gains such as wisdom; its task is **INTEGRITY** vs despair. (Marks: roughly 1 for prenatal + infancy, 1 for childhood, 1 for adolescence/identity, 1 for adulthood, 1 for old age — tasks/features carry the credit.)

**Q12. Read the passage and answer the parts that follow. Sneha, aged 15, has recently grown taller and gone through the physical changes of puberty. She spends a lot of time with her friends, often questions her parents' values, and worries about what career to choose and 'who she really is'. Her father has started working long night shifts at a factory, which has changed the routine at home. Sneha is also growing up in a time when most of her social life happens on smartphones. (a) Name the stage of development Sneha is in, and state its central developmental task. (b) The physical changes of puberty are an example of which process — growth, maturation or learning? Justify. (c) Identify the Bronfenbrenner system to which her father's factory workplace belongs, and explain why. (d) Which Bronfenbrenner system is reflected in her growing up in the 'smartphone era'? (e) State one way heredity and environment together shape Sneha's development. [6 marks]**

**Ans:** (a) **ADOLESCENCE**; its central developmental task (Erikson) is **IDENTITY** vs role confusion, shown by Sneha questioning values and asking 'who she really is'. (b) **MATURATION**, because the changes of puberty unfold automatically on the body's genetically programmed biological timetable, independent of practice or training. (c) The **EXOSYSTEM** — the father's workplace is a setting Sneha is not directly part of, yet his night shifts change the home routine and so affect her development indirectly. (d) The **CHRONOSYSTEM**, which captures the historical/time dimension — growing up in the smartphone era differs from earlier times. (e) Any one: heredity provides the biological onset of puberty and her potential range for traits, while environment (family, peers, school, the smartphone-era culture) shapes how she develops within that range — the two interact continuously. (Marks: 2 + 1 + 1 + 1 + 1.)

★ **TOPPER TEMPLATE — 3-4 mark question: 'Define development' / 'Distinguish between growth, maturation and development.'**

Almost every annual and SQP

<b>Step 1</b> [1 mark]	<b>State the definition of development verbatim</b>	Open with the textbook definition: 'Development is the pattern of progressive, orderly and relatively enduring change in the structure, thought or behaviour of a person that occurs across the entire life-span as a result of the interaction of heredity and environment.' Stressing 'across the life-span' and 'interaction' earns the anchor mark.
<b>Step 2</b> [2 marks]	<b>Contrast growth, maturation and development</b>	Draw the distinctions clearly: GROWTH is the increase in physical SIZE/quantity (height, weight) and stops at a certain age; MATURATION is genetically programmed, automatic change that unfolds on a biological timetable independent of practice (walking, puberty); DEVELOPMENT is the broad, lifelong pattern of qualitative AND quantitative change that INCLUDES growth and maturation but is wider than both. Give one example of each — examples convert recall into understanding marks.
<b>Step 3</b> [1 mark]	<b>Add the development-vs-evolution clincher</b>	Close by separating development from EVOLUTION: development is change in ONE individual across their lifetime, whereas evolution is change in a whole SPECIES across many generations. This one sentence shows full command of the family of terms and lifts a 'definition' answer to full marks.

**COMMON LOSS OF MARKS:**

- Treating growth and development as synonyms — the examiner reads this as not knowing the chapter.
- Forgetting that development is LIFELONG, not childhood-only.
- Omitting examples — abstract definitions of maturation/growth score lower than ones with 'walking', 'height'.

★ **TOPPER TEMPLATE — 5-mark question: 'Describe Bronfenbrenner's ecological model of development' / 'Explain the role of context in development.'**

Annual + Pre-Board

<b>Step 1</b> [1 mark]	<b>State the core idea + name the model</b>	Begin with the framing: Urie BRONFENBRENNER's ECOLOGICAL (bioecological) model holds that a child develops within a set of NESTED environmental systems, each influencing the others, like a set of concentric circles around the developing person. State that there are FIVE systems — naming the model and its author carries marks.
<b>Step 2</b> [3 marks]	<b>Name and explain the five systems in order</b>	March outward, one line each: MICROSYSTEM — the immediate settings the child is directly in (family, peers, school); MESOSYSTEM — the connections BETWEEN microsystems (e.g. home-school link); EXOSYSTEM — settings the child is NOT in but which affect them (a parent's workplace, local government); MACROSYSTEM — the wider culture, customs, laws and values; CHRONOSYSTEM — the dimension of TIME and historical change (e.g. growing up before vs after smartphones). Keep micro and exo strictly separate.
<b>Step 3</b> [1 mark]	<b>End with why context matters</b>	Conclude that the model shows development cannot be understood by looking at the child alone — the same child develops differently in different cultural, social and historical contexts. This contextual conclusion earns the closing mark and demonstrates higher-order understanding.

**COMMON LOSS OF MARKS:**

- Swapping microsystem and exosystem — the single most penalised Bronfenbrenner error.
- Listing only three or four systems when five are asked, or forgetting the chronosystem (time).
- Naming systems without saying what each contains — the examiner wants the content, not just the labels.

**★ TOPPER TEMPLATE — 4-6 mark case-study: a person is described and the student must NAME the developmental stage, state its developmental task, and (often) link to heredity/ environment or Bronfenbrenner.**

SQP case-study + Annual

<b>Step 1</b> [1 mark]	<b>Identify the correct stage from the age cue</b>	Read the stem for the age. Before birth -> PRENATAL; roughly 0-2 yrs -> INFANCY; ~2-11 yrs -> CHILDHOOD; ~11-18/19 yrs (puberty, peer focus, 'who am I') -> ADOLESCENCE; ~20-60 yrs -> ADULTHOOD; ~60+ yrs -> OLD AGE. Name the stage first and clearly.
<b>Step 2</b> [2 marks]	<b>State the developmental task + justify with the stem</b>	Give the stage's key developmental task and tie it to the passage: 'Because Sneha, 15, is questioning her values and worrying about her future career and friend group, this is ADOLESCENCE, whose central task (Erikson) is IDENTITY vs role confusion — forming a stable sense of who she is.' Linking the task back to the evidence is where the application marks live.
<b>Step 3</b> [1 mark]	<b>Add the context / heredity- environment link</b>	Finish by connecting to influences: 'Her development is shaped by both heredity (the biological onset of puberty) and environment (family, peers, school — her microsystem), and by the historical context (chronosystem).' Showing context secures the final mark and demonstrates integration across the chapter.

**COMMON LOSS OF MARKS:**

- Naming a stage but not stating its developmental task, or vice versa.
- Attaching the wrong task — especially pairing adolescence with 'trust' instead of 'identity'.
- Writing a generic stage description without linking it to the specific person in the passage.

**MARKING SCHEME — GENERAL NOTES**

- Definition of development must include 'across the life-span' AND the interaction of heredity and environment for full marks; a missing element caps the answer.
- For growth/maturation/development/evolution distinctions, each correct contrast (especially development = individual vs evolution = species) is independently creditable.
- For Bronfenbrenner, the system NAME plus its content both carry marks; naming without explaining caps at half. Do not award marks for swapping microsystem and exosystem.
- Case-study stage-identification needs the stage NAME plus its developmental task drawn from the passage — name alone gets half marks.
- Do not award marks for pairing adolescence with 'trust' (which is infancy) instead of identity, or for treating heredity and environment as a one-winner contest — these are the flagged danger errors.