

Marking Scheme Strictly Confidential (For Internal and Restricted use only) SR. SECONDARY SCHOOL SUPPLEMENTARY EXAMINATION, 2025 SUBJECT NAME : PSYCHOLOGY (SUB. CODE-037) (Q.P. CODE : 63/S)	
<u>General Instructions: -</u>	
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 Newspaper/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 assessed for 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 _____(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). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> • 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 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 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.
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.

PSYCHOLOGY (037)
PAPER CODE 63 (SET- 4)
MARKING SCHEME
2024-25

General instructions:

- All questions are compulsory except where internal choice has been given.
- Question Nos. **1-14** in Section-A carry **1** mark each. You are expected to answer them as directed.
- Question Nos. **15-19** in Section-B are very short answer type-I questions carrying **2** marks each. The answer to each question should not exceed 30 words.
- Question Nos. **20-23** in Section-C are short answer type II questions carrying **3** marks each. The answer to each question should not exceed **60** words.
- Question Nos. **24-27** in Section-D are long answer type-I questions carrying **4** marks each. The answer to each question should not exceed 120 words.
- Question Nos. **28-29** in Section-E are long answer type-II questions carrying **6** marks each. The answer to each question should not exceed **200** words.
- Question Nos. **30-33** in Section-F are based on two cases given. Answers to each one-mark question should not exceed **20** words. The answer to each two-marks question should not exceed **30** words.

Q.NO		NCERT BOOK PAGE NO REFERENCE	DISTRIBU TION OF MARKS
SECTION - A			
Q1	(C)Case Study	Pg 4	1
Q2	(C)Triarchic Theory of Intelligence	Pg 5, 8-9	1
Q3	(B)Self-Instruction	Pg 27	1
Q4	(A)Burnout	Pg 58-59	1
Q5	(A)Self Efficacy	Pg 27	1
Q6	(C) Assertion(A) is true, but Reason (R) is false.	Pg 57-60	1
Q7	(D) Proactive aggression	Pg 84	1
Q8	(C) Withdrawal response	Pg 85	1
Q9	(A)Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)	Pg 73	1
Q10	(B) Enhancing personal accountability and motivation.	Pg 128	1
Q11	(C) Similarities	Pg 123	1
Q12	(A)Ingroup	Pg 127	1
Q13	(C) Each member's attitude that belongs to an attitude system	Pg 106	1

	has only one of the A-B-C components.		
Q14	(A)Roles	Pg 125	1
SECTION – B			
Q15	<ul style="list-style-type: none"> Members of teams often have complementary skills and are committed to a common goal or purpose. Members are mutually accountable for their activities. In teams, there is a positive synergy attained through the co-ordinated efforts of the members. In group, performance is dependent on contributions of individual members. In teams, both individual contributions and teamwork matters. In groups, the leader or whoever is heading the group holds responsibility for the work. However in teams, although there is a leader, members hold themselves responsible. <p>Any two of the above points.</p>	Pg 122	1+1=2
Q16 (a)	Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use pictures or illustrations as test items. These can be administered on children and illiterate people too.	Pg 13-14	2
	OR		
(b)	<p>Some important characteristics of gifted children are:</p> <ul style="list-style-type: none"> Advanced logical thinking, questioning and problem solving behaviour. High speed in processing information. Superior generalisation and discrimination ability. Advanced level of original and creative thinking. High level of intrinsic motivation and self-esteem. Independent and non-conformist thinking. Preference for solitary academic activities for long periods <p>Any two points from the above.</p>	Pg 12-13	1+1=2
Q17	<p>The assessment method that employs systematic and objective procedures to record behavioural phenomena occurring naturally in real time is Observational Method.</p> <p>Limitation of observational method (any one)</p> <ul style="list-style-type: none"> Observer has little control over the situation and the reports may suffer from subjective interpretations of the 	Pg 4, 46	1+1=2

Q21	<p>Important sources of psychological stress are</p> <ul style="list-style-type: none"> • Frustration • Conflicts • Internal pressures and Social pressures <p>Explanation of the above points</p> <p>Note: For writing below mentioned points one mark maybe awarded.</p> <p>Sources of Stress</p> <ul style="list-style-type: none"> • Life events • Daily hassles • Traumatic events 	Pg 55-56	1+1+1=3
Q22 (a)	<p>The qualities and skills Raghav is likely to possess are:</p> <ul style="list-style-type: none"> • In technologically advanced societies, personal achievement founded on abilities of reasoning and judgement is considered to represent intelligence. • Technologically advanced societies adopt child rearing practices that foster skills of generalisation and abstraction, speed, minimal moves, and mental manipulation among children. • In technological societies, persons are well-versed in skills of attention, observation, analysis, performance, speed, and achievement orientation. 	Pg 15-16	1+1+1=3
(b)	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Emotional intelligence is receiving increasing attention from educators for dealing with students who are affected by stresses and challenges of the outside world. Programmes aimed at improving students' emotional intelligence, like that of Ridit, have beneficial effects on their academic achievement. • They encourage co-operative behaviour and reduce their antisocial activities. • These kind of programmes are very useful in preparing students to face the challenges of life outside the classroom. 	Pg 17	1+1+1=3
Q23	<ul style="list-style-type: none"> • Somatic Symptom Disorder <p>Features</p> <ul style="list-style-type: none"> • It involves a person having persistent body-related 	Pg 78	1+2=3

	<p>symptoms which may or may not be related to any serious medical condition. People with this disorder tend to be overly preoccupied with their symptoms and they continually worry about their health and make frequent visits to doctors.</p> <ul style="list-style-type: none"> As a result, they experience significant distress and disturbances in their daily life. 		
SECTION – D			
Q24 (a)	<p>No, Sumedha's behaviour is not a reflection of her attitude. Psychologists have found that there would be consistency between attitudes and behaviour when:</p> <ul style="list-style-type: none"> The attitude is strong, and occupies a central place in the attitude system. The person is aware of her/his attitude. There is very little or no external pressure for the person to behave in a particular way. <p>For example, when there is no group pressure to follow a particular norm.</p> <ul style="list-style-type: none"> the person's behavior is not being watched or evaluated by others, and The person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behavior. <p>(Relating it to Sumedha's Case)</p> <p>Explanation of any three points from above OR any other relevant explanation.</p> <p style="text-align: center;">OR</p>	Pg 114-115	1+1+1+1= 4
(b)	<ul style="list-style-type: none"> Qualities of the target influence the likelihood and extent of attitude change, such as Persuasibility. Strong prejudices, Self-esteem, Intelligence <p>Explanation of above points in reference with Satish.</p>	Pg 114	1+1+1+1= 4
Q25	<p>Assessment methods:</p> <ul style="list-style-type: none"> Psychological Test Observation Interview 	Pg 4	1+1+1+1= 4

	<p>same person despite the variety of experiences that one is subjected to.</p> <ul style="list-style-type: none"> • Just as lack of food or water causes distress, frustration of self-actualisation also causes distress. • The therapy creates a permissive, non-judgmental and accepting atmosphere in which the client's emotions can be freely expressed and the complexity, balance and integration could be achieved. • The fundamental assumption is that the client has the freedom and responsibility to control her/his own behaviour. • The therapist is merely a facilitator and a guide. It is the client who is responsible for the success of therapy. <p>Any four points from the above</p> <p style="text-align: center;">OR</p> <p>Any other relevant explanation</p>		
SECTION – E			
Q28 (a)	<p>There are many types of anxiety disorders:</p> <ul style="list-style-type: none"> • Generalized Anxiety Disorder, which consists of prolonged, vague, unexplained and intense fears that are not attached to any particular object. • Panic Disorder, which consists of recurrent anxiety attacks in which the person experiences intense terror. A panic attack denotes an abrupt surge of intense anxiety rising to a peak when thoughts of particular stimuli are present. • Phobias - People who have phobias have irrational fears related to specific objects, people, or situations. Phobias often develop gradually or begin with a generalised anxiety disorder. Phobias can be grouped into three main types, i.e. specific phobias, social phobias, and agoraphobia. • Separation Anxiety Disorder (SAD) is another type of anxiety disorder. Individuals with separation anxiety disorder are fearful and anxious about separation from attachment figures to an extent that is developmentally inappropriate. <p>Explanation of any three of the above</p> <p style="text-align: center;">OR</p>	Pg 76-77	2+2+2=6
(b)	Approaches to explain abnormal behaviour -	Pg 73-76	2+2+2=6

	<ul style="list-style-type: none"> • Biological factors influence all aspects of our behavior. A wide range of biological factors such as faulty genes, endocrine imbalances, malnutrition, injuries and other conditions may interfere with the normal development and functioning of the human body. Genetic factors have been linked to bipolar and related disorders, schizophrenia, intellectual disability and other psychological disorders. Researchers have not, however, been able to identify the specific genes that are the culprits. In most cases, no single gene is responsible for a particular behaviour or a psychological disorder. • Psychological models, which provide a psychological explanation of mental disorders. These models mention that psychological and interpersonal factors have a significant role to play in abnormal behaviour. These factors include maternal deprivation (separation from the mother, or lack of warmth and stimulation during early years of life). The psychological models include the psychodynamic, behavioural, cognitive, and humanistic-existential models. • Socio-cultural factors such as war and violence, group prejudice and discrimination, economic and employment problems, and rapid social change, put stress on most of us and can also lead to psychological problems in some individuals. According to the socio-cultural model, abnormal behaviour is best understood in light of the social and cultural forces influencing an individual. • Diathesis-Stress model – This model states that psychological disorders develop when a stressful situation sets off a diathesis (biological predisposition to the disorder). This model has three components: Presence of some biological aberration. Diathesis may carry a vulnerability to develop a psychological disorder. Presence of pathogenic stressors. <p>Explanation of any three points in detail</p>		
Q29(a)	Post-Freudian theorists:	Pg 37-38	2+2+2=6

	<ul style="list-style-type: none"> • Carl Jung : Aims and Aspirations Jung claimed that there was a collective unconscious consisting of archetypes or primordial images. These are not individually acquired, but are inherited. The God or the Mother Earth is a good example of archetypes. They are found in myths, dreams and arts of all mankind. Jung held that the self strives for unity and oneness • Karen Horney : Optimism She argued that psychological disorders were caused by disturbed interpersonal relationship during childhood. When parents' behaviour toward a child is indifferent, discouraging, and erratic, the child feels insecure and a feeling called basic anxiety results. • Alfred Adler : Lifestyle and Social Interest His basic assumption is that human behaviour is purposeful and goal directed. Each one of us has the capacity to choose and create. Our personal goals are the sources of our motivation. The goals that provide us with security and help us in overcoming the feelings of inadequacy are important in our personality development. In Adler's view, every individual suffers from the feelings of inadequacy and guilt, i.e. inferiority complex, which arise from childhood. • Erich Fromm : The Human Concerns In contrast to Freud's biological orientation, Fromm developed his theory from a social orientation. He viewed human beings as basically social beings who could be understood in terms of their relationship with others. He argued that psychological qualities such as growth and realisation of potentials resulted from a desire for freedom, and striving for justice and truth. • Erik Erikson : Search for Identity Erikson's theory lays stress on rational, conscious ego processes in personality development. In his theory, development is viewed as a lifelong process, and ego identity is granted a central place in this process. His concept of identity crisis of adolescent age has drawn considerable attention. Erikson argues that young people must generate for themselves a central 		
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(b)	<p>perspective and a direction that can give them a meaningful sense of unity and purpose.</p> <p>Explanation of any three Post Freudian theories in detail.</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 her/his feelings, desires and needs on to that situation. These projections are interpreted by experts. The stimuli are relatively or fully unstructured and poorly defined. The person being assessed is usually not told about the purpose of assessment and the method of scoring and interpretation. The person is informed that there are no correct or incorrect responses. Each response is considered to reveal a significant aspect of personality. Scoring and interpretation are lengthy and sometimes subjective. <p>Any three points from the above</p> <p>Projective techniques which are widely used by psychologists -</p> <ul style="list-style-type: none"> The Rorschach Inkblot Test The Thematic Apperception Test (TAT) Sentence Completion Test Rosenzweig's Picture-Frustration Study (P-F Study) Draw-a-Person Test <p>Explanation of any 3 points from above</p>	Pg 43-46	<p>3+</p> <p>1+1+1=6</p>
SECTION – F			
Q30	Yes, this may be an outcome of learning. This behaviour might have triggered due to Operant/ Instrumental conditioning or Observational learning.	Pg 39	1
Q31	<p>Principles of Behavioural approach are -</p> <ul style="list-style-type: none"> Behavioural approach focuses on learning of stimulus-response connections and their reinforcement. According to 	Pg 39	2

	<p>them, personality can be best understood as the response of an individual to the environment.</p> <ul style="list-style-type: none"> • The structural unit of personality is the response. Each response is a behaviour, which is emitted to satisfy a specific need. • The core tendency that organizes behaviour is the reduction of biological or social needs that energize behaviour. This is accomplished through responses (behaviours) that are reinforced. • The theories of classical conditioning (Pavlov), instrumental conditioning (Skinner), and observational learning (Bandura) <p>Any two points from the above.</p>		
Q32	<p>Antecedent events and irrational thoughts cause the psychological distress to Angel/ Relevant answer from the case.</p>	Pg 96-97	1
Q33	<p>RET for reducing distress-</p> <ul style="list-style-type: none"> • Irrational beliefs are assessed through questionnaires and interviews. • In the process of RET, the irrational beliefs are refuted by the therapist through a process of non-directive questioning. • The nature of questioning is gentle, without probing or being directive. • The questions make the client to think deeper into her/his assumptions about life and problems. • Gradually the client is able to change the irrational beliefs by making a change in her/his philosophy about life. <p>Any two points from the above.</p>	Pg 96-97	2