Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior School Certificate Examination, 2024 SUBJECT NAME PSYCHOLOGY (Q.P. CODE 63)

General Instructions: -

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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 assessed for their correctness otherwise and due marks be awarded to them. In class-X, 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 delibration 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	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"

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	하셨다. 명하하면 하다 하다 하다 하나 하나 하는 사람들이 되어 보면 하면 하면 하다 하나 하나 하나 하나 하는 것이다.
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	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 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.)
14	Half or a part of answer marked correct and the rest as wrong, but no marks awarded. 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) PAPER CODE 63 (SET – 4) MARKING SCHEME

Q.No			NCERT	Distribution of
			Book Page	marks
		and the second	Jan 2023	gardi.
			Revised	
			Edition	
		SECTION – A		
Q1.	(D)	interview	04	1(
Q2.	(B)	(i) and (iv)	25, 26	1
Q3	(C)	(c) Assertion (A) is true, but Reason (R) is false	06	1
Q4	(B)	Everyday hassles	56, 57	1
Q5	(C)	Eustress	51, 52	1
Q6	(A)	Both Assertion (A) and Reason (R) are true, and	59, 60	1
		Reason (R) is the correct explanation of	A CONTRACTOR	
		Assertion (A)		
		OR		
	(B)	Both Assertion (A) and Reason (R) are true, but	l a	
		Reason (R) is not the correct explanation of		
		Assertion (A)		
Q7	(B)	Operation of supernatural and magical forces	71, 72	1
Q8.	(C)	Obsessive behaviour	77, 78	1
Q9.	(D)	Proactive aggression	84	1
Q10.	(C)	Cognitive retraining	101	1 4
Q11	(B)	Self- fulfilling prophecy	116	1
Q12	(C)	Pro- social behavior	Out of	390
		Award Marks	textbook	
Q13	(D)	Assertion (A) is false, but Reason (R) is true	114, 115	1
Q14	(C)	Status	125,126	.1
Q 15	(B)	Storming	124	1

	SECTION - B		2
Q16.	Assessment refers to the measurement of psychological attributes of individuals and their evaluation often using multiple methods in terms of certain standards of comparison OR	3	
	Any other relevant explanation or example.	19	
Q17	All creative acts require some minimum ability to acquire knowledge and the capacity to comprehend, retain and retrieve OR Terman in the 1920s found that all persons with high IQ were not necessarily creative		-1
	Any relevant example.	2	1+1=2
Q18	 Adapted from MMPI (Minnesota Multiphasic Personality Inventory) The test has been found effective in identifying psychopathology OR It is used as a tool for psychiatric diagnosis. 	2 42	
	It is used as a tool for payoritatile creation.	96-98	2
Q19 (a)	Rational Emotive therapy – ABC Antecedent Belief Consequence OR		
	Cognitive therapy by Aaron Beck OR		
(b)	Cognitive- Behavioral therapy (Brief explanation of any one) OR Faulty behavior patterns or thought patterns	92-94	2
	Faulty conditioning pattern, learning, thinking and beliefs (Any 2 points)		



Q20	Humanistic Existential/Gestalt Therapy	98, 99	1 + 1=2
	Key features (any two)		BALL FOR
,	The goal of Gestalt Therapy is to increase an	785 400 FW (\$	
	individual's self awareness and self acceptance.	riceir) 1 # 479	
	The client is taught to recognize, the bodily		83.96
	processes and the emotions that are being	建筑 对抗	
	blocked out from awareness.		
	The therapist does this by encouraging the	KANAMATA MENAN	
	client to act out fantasies about feelings and	Take Palacet	4
	conflicts.	arity or business.	
	This therapy can also be used in group settings		
	(Brief explanation of one of above)		
Q21	Components of attitude (ABC component)	106	1+1=2
ı	Affective/ emotional component	garagaya ya es e	
	Behavioral component	lantares associa	
	Cognitive component		
	(Explanation of any two)		
<i>(</i> **)	SECTION - C		
Q22.	Types of intelligence that Mohit possesses	7, 8	1/2+1/2 +1+1=3
	# Naturalistic # Interpersonal		
	# Intelligence that are not present-	egan, aligner	
	Spatial		
	Linguistic- Verbal	estimates (
	Logical- mathematical	33.34 (1.32)	20 July 2010 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 - 100 -
1 35	Bodily- kinesthetic		
	Musical		
	Intrapersonal		
	(Explanation of any two of above)		
Q23	Life skills	64,65	1+1+1=3
	Assertiveness		
	Time management		
	Rational thinking		
	Improving relationship	A Contraction	



•	 Self- care Overcoming unhelpful habits (Description of any three of the above or any other relevant life skills) 		
)224 a)	 Abnormal behavior is deviation from social norms - Society that values competition & assertiveness may accept aggressive behavior whereas one that emphasizes cooperation and family values may consider it as unacceptable. Abnormal behavior is maladaptive - Many psychologists believe that best verification for determining the normality of behavior is whether it fosters the wellbeing of the individual and eventually of the group to which he belongs. (Any other relevant explanation and example). 		1.5+1.5=3
b)	• No		1+2=3
100 mg/s	Symptoms of separation anxiety disorder Fearful and anxious about separation from attachment figures to an extent that is developmentally not appropriate		
•	Difficulty in being in a room by themselves/going to school alone/fearful of entering new institution/ cling to & shadow their parents' every		
	 move To avoid separation they may fuss, scream, throw severe tantrum or make suicidal gestures (any two of the above symptoms) 		
	SECTION - D		*
Q25.	Technologically advanced societies foster skills of generalization and abstraction, speed, minimal moves, and mental manipulation among children. This can be	15 -16	1+1.5+1.5=4



called technological intelligence, which is also individualistic. This is present in Vimal.

Vimal's intelligence is likely to be tuned by these cultural parameters.

- The unique features of culture now find some representation in theories of intelligence.
 Sternberg's notion of contextual or practical intelligence implies that intelligence is the product of culture.
- Vygotsky also believed that cultures like individuals have a life of their own; they grow and change, and in the process, specify what will be the end product of successful intellectual development.
- According to him, while elementary mental functions (eg. Crying, attending to mother's voice, sensitivity to smells, walking and running) are universal, the manner in which higher mental function such as problem solving and thinking operate are largely culture-produced.
- Technologically advanced societies, skills of generalization and abstraction, speed, minimal moves, and mental manipulation among children. These societies promote a type of behavior, which can be called technological intelligence.
- In these societies, persons are well-versed in skills of attention, observation, analysis, performance, speed and achievement orientation. Intelligence tests developed in Western culture look precisely for these skills in an individual.

(any two of the above)



Q26.	Following are the features of Projective techniques:	43-44	3+1=4
	The stimuli are relatively or fully unstructured		
	and poorly defined		1000
	The person being assessed is usually not told	erderdi eta ki	
	about the purpose of the assessment and the	ger all of	
	method of scoring and interpretation.		
	The person is informed that there are no correct		
	or incorrect responses		
	Each response is considered to reveal a	ari Fasicantina	
-1	significant aspect of personality.	11-11-11-11-11	
	Scoring and interpretation are lengthy and		
	sometimes subjective.	37.3	
	(Any three characteristics from above)	for it ye sign	
	The chief benefit to Rupa:	58 A. J. 108 J.	
	The psychoanalytic theory tells us that a large		
	part of human behavior is governed by	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	
	unconscious motives. Direct methods of	5/963	
	personality assessment, cannot uncover, the		
	unconscious part of our behavior. Projective	g. 12 5 4 55 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	
	techniques help to access these unconscious	g symile	
1	motives and feelings.	in the stant	
Q.27.	Techniques used in Behavior Therapy:	95-96	1+1+1+1=4
	Negative Reinforcement		
	Aversive Conditioning		
	Positive Reinforcement	purals over	
	Token Economy		
V A-SC	Systematic Desensitization		
	Modeling		
	(Any four of the above techniques)		



Q.28. (a)	Difference between Sakshi's	s Team and Santosh's	122	2+2=4
	Group:	Team		
•	Performance is dependent on contribution of individual members.	In team both individual contribution and teamwork matters		
	The leader or whoever is heading the group holds responsibility for the work	Although there is a leader member hold themselves responsible.		
	C	DR .		
(b)	Madan joined group for the • Status	following reasons:	123	2+2=4
	Self-esteem			
	Satisfaction of one's	psychological and social		
71.1%	needs			
	Goal achievement			
	(Name four and explain any			
		SECTION - E		
Q.29				
(a)	열리 얼마나 그들은 하는 것이는 가장하는 사람과 가를 하는 것이다.	alking to the person being g specific questions face to	46	2+2+2=6
	indepth interviewing	ving generally involves y which seeks to go beyond		
	the replies given by			
	These may be structed depending on the property assessment.	tured or unstructured urpose or goals of		
	(Any two of the abo	ve)		
	Use of observation	for personality assessment		



It requires a fairly detailed guideline about		
analysis of behavior in order to assess the		
personality of a given person.	1.00	
A clinical psychologist may gain considerable		
insight into clients' personality.	la vincentin	
(Any two of the above)		
Limitations		
Quite demanding and time consuming as		
professional training required		
Maturity of the psychologist is a precondition		
Mere presence of the observer may	fart july 123	
contaminate the results.		
(Any two of the above)		
OR		
Structure of Personality	34,35	2+2+2=6
ld - Pleasure principle/ libido/ life and death instinct		
-Example	Š laby Natio	
Ego - Reality Principle		
- Example		9748 P
Superego - Morality/Ethics/Internalization of parental		
(explanation of the above)	A STATE OF THE STA	
	2000 100 150 100 1	
	78,79	1+2+1.5+1.5=6
	Low Miles	
of identify.		
[그리의 [[[[그리고 사람이 되는 []]] [] 그리고 하는 않는 그리고 한 사람이 되었다. [[] [] 그리고 하는 사람이 되었다. [[] 그리고 있다.		**
	personality of a given person. A clinical psychologist may gain considerable insight into clients' personality. (Any two of the above) Limitations Quite demanding and time consuming as professional training required Maturity of the psychologist is a precondition Mere presence of the observer may contaminate the results. (Any two of the above) OR Structure of Personality Id - Pleasure principle/ libido/ life and death instinct -Example Ego - Reality Principle - Example Superego - Morality/Ethics/Internalization of parental authority - Example (explanation of the above) Dissociation can be viewed as severance of the connections between ideas and emotions It involves feeling of unreality, estrangement, depersonalization and sometimes a loss or shift	carried out by untrained people. It requires a fairly detailed guideline about analysis of behavior in order to assess the personality of a given person. A clinical psychologist may gain considerable insight into clients' personality. (Any two of the above) Limitations Quite demanding and time consuming as professional training required Maturity of the psychologist is a precondition Mere presence of the observer may contaminate the results. (Any two of the above) OR Structure of Personality Id - Pleasure principle/ libido/ life and death instinct -Example Ego - Reality Principle Example Superego - Morality/Ethics/Internalization of parental authority Example (explanation of the above) Dissociation can be viewed as severance of the connections between ideas and emotions It involves feeling of unreality, estrangement, depersonalization and sometimes a loss or shift



 Dissociative Amnesia including Dissociative Fugue Dissociative Identify Disorder Depersonalization/Derealization Disorder Explanation of above) OR eatures of Neurodevelopmental disorders 	82-84	
Dissociative Identify Disorder Depersonalization/Derealization Disorder Explanation of above) OR eatures of Neurodevelopmental disorders	82-84	
Depersonalization/Derealization Disorder Explanation of above) OR eatures of Neurodevelopmental disorders	82-84	
Explanation of above) OR eatures of Neurodevelopmental disorders	82-84	
OR eatures of Neurodevelopmental disorders	82-84	
eatures of Neurodevelopmental disorders	82-84	
그는 그림, 얼마가 가는 그렇게 한 경험 가장을 하고 있다. 얼마가 되었다. 바라지막 하루바라 하고 바라를 하고 하나 없다.	02 0-	1.5+1.5+1.5+1.5=6
전하다. 유민과 2000년 전쟁 1000년 1일 전쟁 100년 1일 전쟁 120년 1일 100년 120년 120년 120년 120년 120년 12년 12년 12년 12년 12년 12년 12년 12년 120년 12일		
They manifest in the early stages of		
development/ symptoms appear before the child		
enters school or during the early stages of		
schooling		
They result in hampering personal, social,		
academic and occupational functioning		
They get characterized as deficits or excesses		
in a particular behavior or delays in achieving a		
particular age-appropriate behavior.		
Types of Neurodevelopmental disorders:		
Attention-Deficit Hyperactivity Disorder (ADHD)		
Autism Spectrum Disorder		
Intellectual Disability		
Specific learning Disorder		
20 - 발달 (14일) - 그리어, 얼마, 전다. 그리아, 19일 중시는 그는 이 2010 이 10 기타, 22 이 12일 등 20 등 1.0 (10 12) 12 등 20 등 20 등 20 20 기타		
SECTION - F		
Suman's mother is at the alarm reaction stage	59	1
OR		
It leads to activation of adrenal-pituitary-cortex		
회사님 마시아 회사는 하는 그 이번 바라가 하고 있어야 돌아왔다. 하지만 시작 사고 있어 하지만 하고 있다고 있다면 하나 하나 하다.		
OR		
This triggers the release of hormones producing		
나라 그렇게 되었다. 원인하는 경기 없는 사람들은 사람들이 되었다. 그런 얼마를 느껴지는 이렇게 되었다. 그런 그렇게 되었다. 그렇게 되었다.		
	 They result in hampering personal, social, academic and occupational functioning They get characterized as deficits or excesses in a particular behavior or delays in achieving a particular age-appropriate behavior. Types of Neurodevelopmental disorders: Attention-Deficit Hyperactivity Disorder (ADHD) Autism Spectrum Disorder Intellectual Disability Specific learning Disorder Detailed explanation of any three disorders) SECTION - F Suman's mother is at the alarm reaction stage OR It leads to activation of adrenal-pituitary-cortex system in her. 	They result in hampering personal, social, academic and occupational functioning They get characterized as deficits or excesses in a particular behavior or delays in achieving a particular age-appropriate behavior. Sypes of Neurodevelopmental disorders: Attention-Deficit Hyperactivity Disorder (ADHD) Autism Spectrum Disorder Intellectual Disability Specific learning Disorder Detailed explanation of any three disorders) SECTION - F Suman's mother is at the alarm reaction stage OR It leads to activation of adrenal-pituitary-cortex system in her. OR This triggers the release of hormones producing



	배경과 분양되었다면 종선명이 있었다면서 결혼되었습니다. 그리는 사람들에 있는 그리를 받는 그 사람들은 그리는 사람들이 되는 그리는 그리는 그리는 그리는 그리는 그리는 그리는 그리는 그리는 그리	STATE OF THE STATE	
Q32	Resistance stage: If stress is prolonged, the resistance stage begins. The para-sympathetic nervous system calls for more cautious use of the body's resources. The organism makes efforts to cope with the threat, as through confrontation. In case of prolonged stress, the Exhaustion stage occurs continued exposure to the same stressor drains the body of its resources.	59	2
Q33	The feature of attitude against injustice and inequality possessed by Sophia is Complexity (Multiplexity) – refers to how many attitudes there are within a broader attitude OR Centrality – refers to the role of a particular attitude in the attitude system (Any other explanation of the above two attitude features)	106, 107	1
Q34	The characteristics of existing attitude which influence the attitude change are 1. Valence (positivity or negativity/ congruence or incongruence) 2. Extremeness 3. Simplicity or Complexity (multiplicity) 4. Centrality (Explanation of any one)	111, 112	1+1=2

