

| Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior School Certificate Examination, 2025 SUBJECT NAME PSYCHOLOGY (Theory) (Q.P. CODE 63) | |
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| <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 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 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” . |

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| 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

| Q.NO | | NCERT BOOK PAGE NO REFERENCE | DISTRIBU TION OF MARKS |
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| SECTION - A | | | |
| Q1 | (C) Level I, associative learning | Pg 6, Ch1 | 1 |
| Q2 | (B) 1-III, 2-II, 3-I, 4-IV | Pg 10, Ch 1 | 1 |
| Q3 | (D) Social desirability | Pg 43, Ch 2 | 1 |
| Q4 | (A) Divergent | Pg 20, Ch 1 | 1 |
| Q5 | (C) The concepts are well defined and easily submitted to scientific testing. | Pg 38, Ch 2 | 1 |
| Q6 | (A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A). | Pg 4, Ch 1 | 1 |
| Q7 | (C) Impaired immune response due to stress | Pg 60, Ch 3 | 1 |
| Q8 | (D) Affective, Behavioural and Cognitive | Pg 105, Ch 6 | 1 |
| Q9 | (C) Community social workers and doctors talking to people directly | Pg 114, Ch 6 | 1 |
| Q10 | (C) The polarisation of attention and shared emotions among the audience | Pg 123, Ch 7 | 1 |
| Q11 | (B) Mesomorphs – Strong musculature, strong body build, rectangular, energetic, courageous | Pg 31, Ch 2 | 1 |
| Q12 | (B) Encouraging frequent, informal interactions among members | Pg 126, Ch 7 | 1 |
| Q13 | (B) Overgeneralisation | Pg 75, Ch 4 | 1 |
| Q14 | (C) Societal norms are derived from society's culture, including its history, values and institutions and these norms can change over time. | Pg 71, Ch 4 | 1 |
| SECTION – B | | | |
| Q15 | (With reference to Neeraj) <ul style="list-style-type: none"> Gifted children show early signs of intellectual superiority. Even during infancy and early childhood, they show larger attention span, good recognition memory, preference for novelty, sensitivity to environmental changes, and early appearance of language skills. To equate giftedness with brilliant academic performance | Pg 12-13, Ch 1 | 1+1=2 |

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| | <p>is not correct. Athletes who show superior psychomotor ability are also gifted. Each gifted student possesses different strengths, personalities and characteristics.</p> <p style="text-align: center;">OR</p> <p>(Above points or any other relevant points on giftedness or any other valid/connected theory of intelligence)</p> | | |
| Q16(a) | <ul style="list-style-type: none"> A simple attitude system contains only one or a few attitudes, such as attitude towards a person. Complex attitude is made of many attitudes. For example attitude towards health and well-being consists of several 'member' attitudes, such as one's concept of physical and mental health views about happiness and well-being and beliefs about how one should achieve health and happiness. Example | (Pg 107, Ch 6) | (1½ + |
| (b) | <p style="text-align: center;">OR</p> <p>In the early years of life, parents and other family members play a significant role in shaping attitude formation. Later, the school environment becomes an important background for attitude formation. Learning of attitudes within the family and school usually takes place by association, through rewards and punishments, and through modelling.</p> | Pg 108, Ch 6 | ½ =2 1+1=2 |
| Q17 | <p>Social loafing may be reduced by:</p> <ul style="list-style-type: none"> Making the efforts of each person identifiable. Increasing the pressure to work hard(making group members committed to task performance). Increasing the apparent importance or value of a task. Making people feel that their individual contribution is important. Strengthening group cohesiveness which increases the motivation for successful group outcome/s. <p>(Any two points from above mentioned)</p> | Pg 128, Ch 7 | 1+1=2 |
| Q18 | <ul style="list-style-type: none"> Assertiveness is a behaviour or skill that helps to communicate, clearly and confidently, our feelings, needs, wants, and thoughts. It is the ability to say no to a request, to state an opinion without being self conscious, or to express emotions such | Pg 64, Ch 3 | 1+1=2 |

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| | <p>as love, anger, etc. openly.</p> <ul style="list-style-type: none"> If you are assertive, you feel confident, and have high self-esteem and a solid sense of your own identity. <p>(Any two from the above mentioned points)</p> | | |
| Q19 | <ul style="list-style-type: none"> When people have common motives and goals, they get together and form a group. Any relevant example | Pg 126, Ch 7 | 1+1=2 |
| SECTION – C | | | |
| Q20 | <ul style="list-style-type: none"> Stress resistant personality / hardiness by Kobasa – Explain. 3C's – control, commitment and challenge. Commitment – to work, family, hobbies and social life. Control – which is a sense of purpose and direction in life. Challenge – see changes in life as normal and positive. <p>(Any three points of the above)</p> <p>Note: If the student is able to evaluate the clients ability to manage stress effectively using any model or theory, should be awarded marks accordingly.</p> | Pg 63, Ch 3 | 1+1+1 =3 |
| Q21 | <ul style="list-style-type: none"> Age of Reason & Enlightenment as the scientific method replaced faith and dogma. Contributed to Reform Movement. Increased compassion for people who suffered from these disorders. Reforms of asylums initiated in Europe and America. New inclination for deinstitutionalisation focussing on community case. <p>(Any three points from above)</p> | Pg 72-73, Ch 4 | 1+1+1=3 |
| Q22 (a) | <ul style="list-style-type: none"> According to Terman persons with high IQ were not necessarily creative. Creative ideas could come from persons who did not have a very high IQ. Both high and low levels of creativity can be found in highly intelligent children and also children of average intelligence. The same person can be creative as well as intelligent but it's not necessary that intelligent ones must be creative. Intelligence by itself does not ensure creativity. | Pg 19-20, Ch 1 | 1+1+1 =3 |

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| | <p>as well as their integration.</p> <p>Cultural factors:</p> <ul style="list-style-type: none"> • The cultural environment provides a context for intelligence to develop. Vygotsky, a Russian psychologist, has argued that culture provides social context in which people live, grow, and understand the world around them. • For example, in less technologically developed societies, social and emotional skills in relating to people are valued, while in technologically advanced societies, personal achievement founded on abilities of reasoning and judgment is considered to represent intelligence. • Four facets of integral intelligence: Cognitive. social, emotional and entrepreneurial competence. <p>(Any two points from the above)</p> <p style="text-align: center;">OR</p> <p>(b) Characteristics of Emotionally Intelligent person which contribute to Manoj's popularity as compared to Sunil-</p> <ul style="list-style-type: none"> • The ability to monitor one's own and others emotions. • To discriminate among them. • Understand the powerful influence of the nature and intensity of your emotions. • Use this information to guide one's thinking and actions. <p>(Any four of the above or any other relevant characteristics of emotionally intelligent persons).</p> | Pg 17, Ch 1 | 1x4=4 |
| Q25 | <p>Four methods/processes of attitude formation</p> <ul style="list-style-type: none"> • Association • Being Rewarded or Punished • Through Modelling • Through Group or Cultural Norms • Through exposure to information <p>(Explanation of any four points of the above)</p> <p style="text-align: center;">OR</p> <p>Factors influencing attitude formation:</p> <ul style="list-style-type: none"> • Family and social environment • Reference groups • Personal experiences | <p>Pg 107-108, Ch 7</p> <p>Pg 108-109, Ch 7</p> | 1+1+1+1=4 |

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| | <ul style="list-style-type: none"> Media related influences. <p>(Explanation of all four above points)</p> <p>NOTE: As 'methods' term not being used in textbook, so might confuse students thus 'factors' too may be considered along with 'process'.</p> | | |
| Q26 | <p>Sentence Completion test:</p> <ul style="list-style-type: none"> Makes use of a member of incomplete sentences. The starting part of the sentence is presented and the subject has to provide an ending to the sentence. The type of ending reflects the subject's attitudes, motivation and conflicts. <p style="text-align: center;">OR</p> <p>Provides subjects with several opportunities to reveal their underlined unconscious motivations.</p> <ul style="list-style-type: none"> Sample/ example My father <p>Draw-a-Person Test</p> <ul style="list-style-type: none"> The subject is asked to draw a person, then ask to draw the figure of an opposite sex person. Finally he/she has to make a story about the person as if he/she is a character in a novel or play. Example of interpretation. <p>(a) Omission of facial features suggest that the person tries to evade a highly conflict – ridden interpersonal relationships.</p> <p>(b) Graphic emphasis on the neck suggests lack of control over impulses.</p> <p>(c) Disproportionately large head suggests organic brain disease and preoccupation with headaches.</p> <p>(Brief description of both the techniques covering all relevant points).</p> | Pg 45-46, Ch 4 | 2+2=4 |
| Q27 | <ul style="list-style-type: none"> Identification: <p>a) Specific Phobia</p> <p>b) Panic Disorder</p> <ul style="list-style-type: none"> Any coping strategy or stress management technique or treatment explained. | Pg 76, Ch 4 | $(\frac{1}{2} + \frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} = 4)$ |

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| | NOTE: The second part of the question is worded as coping instead of treatment, giving scope for interpreting the question in different ways. | | |
| SECTION – E | | (6 marks) | |
| Q28 (a) | <ul style="list-style-type: none"> Any statement that explains Freud's viewpoint Stages of psycho-sexual development : <ol style="list-style-type: none"> Oral Stage Anal Stage Phallic Stage Latency Stage Genital Stage <p>(Explanation of all stages)</p> | Pg 36-37, Ch 2 | 1+5=6 |
| (b) | <p style="text-align: center;">OR</p> <p>Introduction:</p> <ul style="list-style-type: none"> Cultural approach attempts understand personality in relation to the features of ecological and cultural environment. People develop various personality (behavioural) qualities or an attempt to adapt to the ecological and cultural features of a group's life. Economic maintenance system, climatic conditions, nature of terrain of the habitat, availability of food etc. Rituals, ceremonies, religious practices, arts, recreational activities, games, plays, people's skills, abilities, behavioural styles and value priorities etc. are the ways through which people's personalities gets perfected in a culture. <p>(any two points of the above)</p> <ul style="list-style-type: none"> Birhor Society (Hunting and Gathering): The Birhor of Jharkhand live a nomadic lifestyle, moving between forests to hunt and gather. Children are given significant freedom to explore, learn hunting skills, and gather forest products from an early age. <p>Socialization practices focus on developing independence, autonomy, and a willingness to take risks. This approach fosters self-reliance and achievement-oriented behaviours essential for their subsistence lifestyle.</p> | Pg 39-40, Ch 2 | 2+2+2=6 |

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| (b) | <p>manipulations. CBT is effective for a range of disorders and is known for its short-term efficacy.</p> <p>Ethical issues of Psycho-therapy</p> <ol style="list-style-type: none"> 1. Informed consent 2. Confidentiality 3. Alleviating personal distress and suffering should be the goal of all attempts of the therapist 4. Integrity of the practitioner-client relationship is important 5. Respect for human rights and dignity 6. Professional competence and skills are essential | Pg 100, Ch 5 | 6 |
| SECTION – F | | | |
| Q30 | <p>Social stress can lead to a range of observable and measurable responses related to health outcomes.</p> <p>(or any other relevant impact)</p> | | 1 |
| Q31 | <ul style="list-style-type: none"> • Difficult social interactions, for example, a conflictual or tumultuous marital or family relationship • Evaluated performance situations - <p>One feels rejected, ostracized, or ignored.</p> <p>(above points or any relevant answers)</p> <p>(Assessment based on performance), Q30, Q31</p> | | 1+1 |
| Q32 | <p>People who are exposed to adverse circumstances – including poverty, violence, disability, inequality etc.</p> <p>(or any relevant answer)</p> | | 1 |
| Q33 | <ul style="list-style-type: none"> • Social support, including support in developing and maintaining personal, family, and social relationships. <p>Support for educational programmes, employment, housing, and participation in other meaningful activities.</p> <p>(above points or any relevant answer)</p> <p>(Assessment based on performance), Q32, Q33</p> | | 1+1 |