

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary Supplementary School Examination, 2026 (XIIth) SUBJECT NAME - PSYCHOLOGY (Q.P. CODE – 63/7 /Set No 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.
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	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.) • 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.

MARKING SCHEME
PSYCHOLOGY (Subject Code-037)
(PAPER CODE: 63/7) (P63037)
SET - 04

Q.NO	EXPECTED OUTCOMES / VALUE POINTS	MARKS	PG NO
SECTION – A			
1.	(A) Psychological Assessment (Variations in Psychological Attributes)	1	Pg 4
2.	(A) Repression (Self and Personality)	1	Pg 35
3.	(D) Eustress (Meeting life Challenges)	1	Pg 51-52
4.	(C) Secondary appraisal (Meeting life Challenges)	1	Pg 53
5.	(B) 1-c, 2-b, 3-a [a-iii, b-ii, c-i] (Psychological Disorders)	1	Pg 74
6.	(D)Diagnosis (Psychological Disorders)	1	Pg 70
7.	(B) Valuing a person regardless of their behavior or flaws (Therapeutic Approaches)	1	Pg 91
8.	(C) Reducing unwanted behavior by associating it with an unpleasant stimulus. (Therapeutic Approaches)	1	Pg 95
9.	(A) Both A and R are true and R is the correct explanation of A. (Attitude and Social Cognition)	1	Pg 115-116
10.	(B) Target group behaving in ways that justify the prejudice (Attitude and Social Cognition)	1	Pg 116
11.	The attractiveness and the credibility of the source (Attitude and Social Cognition)	1	Pg 112
12.	(A) A-3, B-2, C-1, D-4 (Social Influence and Group Processes)	1	Pg 121-122
13.	(C) Intelligence and adjustment (Social Influence and Group Processes)	1	Pg 125
14.	(B) Joining something because others are also doing it (Social Influence and Group Processes)	1	Pg 129

SECTION – B				
15.	Uni-Factor	Two-Factor	1+1=2	Pg 6
	• Proposed by Alfred Binet • One similar set of abilities which can be used for solving any / every problem in individual's environment.	• Proposed by Charles Spearman • Two factors are General factor (G) and Specific factor (S). G Factor - mental operations common to all performances. S factor – Besides G factor, S factor allows individual to excel in any given area.		
(Self and Personality)				
16. (a)	• Self-efficacy refers to a person's belief in their own ability to handle situations and influence life outcomes, rather than attributing them to luck or external factors. • Self-efficacy shapes the behaviors people choose and the risks they take. Strong sense of self-efficacy helps individuals shape their own lives and reduces fear. (Self and Personality)		2	Pg 27
OR				
(b)	• Adler's theory is known as Individual Psychology. • Human behavior is purposeful, and goal directed • Our personal goals are source of our motivation and provide security • Feelings of inadequacy and guilt/inferiority complex arising from childhood. • Overcoming the complex essential for optimal personality development (Any two points from the above) (Self and Personality)		2	Pg 38
17.	1. Systematic desensitization will help Ria by gradually exposing her to anxiety-provoking situations (like elevators) while teaching her relaxation techniques so the fear response is replaced by a calm response. This step-by-step process reduces her anxiety over time. 2. The therapist prepares a hierarchy of anxiety provoking stimuli with the least anxiety provoking		1+1=2	Pg 96

	stimuli at the bottom of hierarchy. 3. The principle of reciprocal inhibition operates here. (Any two points from the above) (Therapeutic Approaches)		
18.	• CBT adopts a bio-psychosocial approach to the delineation of psychotherapy. It combines cognitive therapy with behavioral techniques. • The rationale is that the client's distress has its origins in the biological, psychological and social realms. • Hence, addressing the biological aspects through relaxation procedures, the psychological ones through behavior therapy and cognitive therapy techniques and the social ones with environmental manipulations makes CBT a comprehensive technique which is easy to use, applicable to a variety of disorders and has proven efficacy. (Any two points from the above) (Therapeutic Approaches)	1+1 =2	Pg 98
19.	Beliefs refer to the cognitive component of attitudes, and form the ground on which attitudes stand, such as belief in God, or belief in democracy as a political ideology. (Attitude and Social Cognition)	2	Pg 106
SECTION - C			
20.	Prominent sources of Stress - • Life events • Hassles • Traumatic events (Explanation with an example each) (Meeting Life Challenges)	1+1+1 =3	Pg 56-57
21.	• Importance of classification • APA – Explanation of DSM V • WHO – Explanation of ICD 10 (Psychological Disorders)	1+1+1 =3	Pg 73
22. (a)	• Dissonance – The state of an attitude system in which two cognitive elements are logically contradictory or inconsistent. • Cognitive Consistency – Cognitive components of an attitude must be consonant, should be logically in line with each other. If dissonance is there then	1+1+1 =3	Pg 110

(b)	one of them will be changed in the direction of consonance. - Any relevant example. (Attitude and Social Cognition) OR - Definition of attitude - Cognitive- thinking based component. - Affective-emotional component. - Behavioral-action based or conative component. (Explanation of the above) (Attitude and Social Cognition)	1.5+0.5+ 0.5+0.5 =3	Pg 105-106
23.	People join groups for following reasons – - Security - Status - Self-esteem - Satisfaction of one's psychological and social needs. - Goal achievement - Providing knowledge and information (Explanation of any three points from the above) (Social Influence and Group Processes)	1+1+1 =3	Pg 123
SECTION - D			
24. (a)	Types of Intelligence as proposed by Howard Gardner - Linguistic - Logical Mathematical - Spatial - Musical - Bodily – Kinaesthetic - Interpersonal - Intrapersonal - Naturalistic (Explanation of any four from the above) (1 mark for naming only if no explanation is given) (Variations in Psychological Attributes)	1+1+1+1 =4	Pg 7-8
(b)	Domains of psychological attributes - Intelligence - Aptitude - Interest - Personality	1+1+1+1 =4	Pg 3-4

	Values (Explanation of any four from the above) (1 mark for naming only if no explanation is given) (Variations in Psychological Attributes)																	
25.	<table border="1"> <tr> <th>Aspect</th> <th>Indian View of self</th> <th>Western view of self</th> </tr> <tr> <td>Boundary between self and others</td> <td>Shifting, Flexible; Dynamic; expands and contracts</td> <td>Relatively fixed and rigid boundary, stable and consistent constant</td> </tr> <tr> <td>Dichotomies</td> <td>Does not draw sharp dichotomies</td> <td>Draws clear dichotomies</td> </tr> <tr> <td>Relation of self and group</td> <td>Self is not distinctly separated from the group; harmonious coexistence</td> <td>Self and group seen as separate entities</td> </tr> <tr> <td>Cultural Orientation</td> <td>Collectivistic</td> <td>Individualistic</td> </tr> </table> If diagram is drawn, one mark can be given. (Self and Personality)	Aspect	Indian View of self	Western view of self	Boundary between self and others	Shifting, Flexible; Dynamic; expands and contracts	Relatively fixed and rigid boundary, stable and consistent constant	Dichotomies	Does not draw sharp dichotomies	Draws clear dichotomies	Relation of self and group	Self is not distinctly separated from the group; harmonious coexistence	Self and group seen as separate entities	Cultural Orientation	Collectivistic	Individualistic	2+2=4	Pg 28
Aspect	Indian View of self	Western view of self																
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26.	- T cells (Which help directly attack infected cells) - B cells (Which produce antibodies to neutralize pathogens) - Natural killer (NK) cells (which target virus-infected and cancer cells) - Psychoneuroimmunology studies how psychological factors like stress interact with the nervous system and immune functions (Meeting Life Challenges)	1+1+1+1 =4	Pg 59-60															
27.	- Generalized Anxiety Disorder - Panic Disorder - Phobias (Specific, Social and Agoraphobia) - Separation Anxiety Disorder (Brief explanation of above) (Psychological Disorders)	1+1+1+1 =4	Pg 76-77															

SECTION - E			
28. (a)	Robert Sternberg's view of intelligence – Triarchic theory of intelligence, definition of intelligence. Types: • Componential / Analytical Intelligence • Experiential / Creative Intelligence • Contextual / Practical Intelligence (Explanation of the above) (Variations in Psychological Attributes)	1.5+1.5+ 1.5+1.5 =6	Pg 8-9
(b)	OR Intelligence tests can be classified on the basis of - (i) Administration procedure – • Individual tests • Group tests (ii) Nature of items – • Verbal tests • Non-verbal tests • Performance tests (iii) On the basis of Cultural impact – • Culture fair tests • Culture biased tests (Explanation of any four from the above) (1 mark for naming only if no explanation is given) (Variations in Psychological Attributes)	2+2+2 =6	Pg 13-15
29. (a)	Behavioral Approach • Behaviorists believe in data which are definable, observable and measureable so they focus on learning of stimulus response connections and their reinforcements. • This approach does not give importance to the internal dynamics of behavior. • The theories of classical conditioning view learning and maintenance of behavior from different angles. • Skinner, Bandura, Pavlov. • A person learns new behaviors in response to new environment and stimuli. Humanistic Approach • The important idea proposed by Rogers is that of a fully functioning person.	3+3=6	Pg 39-41

(b)	• Rogers makes two basic assumptions about human behavior. (i) Behavior is goal directed and worthwhile. (ii) People who are innately good will almost always choose adaptive, self-actualizing behavior. • Rogers theory is structured around the concept of self (ideal self, real self) • Maslow had an optimistic and positive view of man who has the potentialities for love, joy and to do creative work. • Self actualization becomes possible by analyzing the motivations that govern our life. (Explanation of any three points from each approach) (Self and Personality) OR • Self-report questionnaires-to know how individuals see themselves. (eg. MMPI, EPQ, 16PF) • Projective techniques to reveal unconscious aspects (eg. Thematic Apperception Test or Rorschach Inkblot test, DAP test, Picture Frustration Study, Sentence Completion Test) • Behavioral Analysis to understand personality in real-life situations. (eg. interview, observation, ratings, nomination, and situational-tests) (Explanation of the above) (1 mark for naming only if no explanation is given) (Self and Personality)	2+2+2 =6	Pg 42-47
SECTION - F			
30.	Auditory hallucinations (Psychological Disorders)	1	Pg 82
31.	• Alogia, • Blunted Affect, • Flat Affect, • Avolition (Explanation of any two) (Psychological Disorders)	1+1=2	Pg 82
32.	Rehabilitation is required to help such patients become self-sufficient. The aim of rehabilitation is to empower the patient to become productive member of society to the extent possible.	1	Pg 101

	(Therapeutic approaches)		
33.	• In occupational therapy, skills are taught such as candle making, paper bag making and weaving to help them to form a work discipline. • Social skills training - Given to develop interpersonal skills through role play, imitation and instruction to function in a social group • Vocational training - To gain skills necessary to undertake productive employment (Therapeutic approaches)	2	Pg 101