

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Senior Secondary School Examination, 2026 (XIIth)</b> <b>SUBJECT NAME: - Psychology (Q.P. CODE 63)</b>	
<b>General Instructions:-</b>	
1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	<b>“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.”</b>
4	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. <b>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.</b>
5	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.
6	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.
7	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. <b>This is most common mistake which evaluators are committing.</b>

8	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totaled up by the OSM System.
9	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This may also be followed strictly.
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:- <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
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	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
16	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.
17	<b>If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.</b>
18	<b>In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.</b>

**MARKING SCHEME**  
**PSYCHOLOGY (Subject Code-037)**  
**(PAPER CODE: 63) (P63037) SET - 4**

Q.NO	EXPECTED OUTCOMES/VALUE POINTS	MARKS	PAGE NO				
SECTION – A							
Q1	(C) Componential Intelligence	1	8				
Q2	(D) Situationism	1	2				
Q3	(C) Rationalization <b>OR</b> (B) Projection	1	35				
Q4	(B) Inferiority Complex	1	38				
Q5	(B) Cardinal Trait <b>OR</b> (A) Central Trait	1	32				
Q6	(B) Self-efficacy	1	27				
Q7	(B) A-2, B-3, C-4, D-1	1	59				
Q8	(D) Leucocytes/antigens	1	60				
Q9	(A) <b>OR</b> (B) In one perspective it can be (A) and on other perspective it can be (B)	1	63				
Q10	(B) Autism Spectrum Disorder	1	83				
Q11	(B) Empathy - because you are understanding and sharing your friend's emotions from perspective rather than just feeling sorry for them	1	99				
Q12	(B) Token Economy	1	95				
Q13	(C) (i) and (iii) only	1	109-110				
Q14	(A) Congruency	1	112				
SECTION – B							
Q15	Difference between psychometric and information processing theories of Intelligence: <table><tr><th>Psychometric</th><th>Information Processing</th></tr><tr><td>(i) It considers intelligence as an aggregate of abilities.</td><td>It describes the process people use in intellectual reasoning and problem solving.</td></tr></table>	Psychometric	Information Processing	(i) It considers intelligence as an aggregate of abilities.	It describes the process people use in intellectual reasoning and problem solving.	1+1=2	5
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	<table><tr><td>(ii) It expresses the individual's performance in terms of single index of cognitive abilities.</td><td>Information processing approaches emphasise studying cognitive functions underlying intelligent behaviour.</td></tr><tr><td>(iii) It focuses on structure of intelligence.</td><td>The major focus of this approach is on how an intelligent person acts.</td></tr><tr><td>eg. Uni-factor Theory Two-factor Theory etc.</td><td>eg. Triarchic theory of intelligence etc.</td></tr></table> <p>Any two points from the above and if example alone is mentioned for each approach (0.5 + 0.5) marks should be awarded.</p>	(ii) It expresses the individual's performance in terms of single index of cognitive abilities.	Information processing approaches emphasise studying cognitive functions underlying intelligent behaviour.	(iii) It focuses on structure of intelligence.	The major focus of this approach is on how an intelligent person acts.	eg. Uni-factor Theory Two-factor Theory etc.	eg. Triarchic theory of intelligence etc.				
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Q16(a)	$IQ = \frac{MA}{CA} \times 100$ <p>Result = 114/114.28</p> <p style="text-align: center;"><b>OR</b></p>	1+1	10								
Q16(b)	<p>Differences between verbal and non verbal tests:</p> <table><tr><th>Verbal Test</th><th>Non Verbal Test</th></tr><tr><td>(i) Verbal test require subjects to give responses either orally or in a written form.</td><td>Non-verbal tests use pictures or illustrations as test items.</td></tr><tr><td>(ii) Verbal tests can be administered only to literate people.</td><td>Non-verbal tests can be administered to literate and illiterate people. eg RSPM</td></tr></table>	Verbal Test	Non Verbal Test	(i) Verbal test require subjects to give responses either orally or in a written form.	Non-verbal tests use pictures or illustrations as test items.	(ii) Verbal tests can be administered only to literate people.	Non-verbal tests can be administered to literate and illiterate people. eg RSPM	1+1	13,14		
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Q17	<table><tr><th>Somatic Symptom Disorder</th><th>Illness-Anxiety Disorder</th></tr><tr><td>1. The expression is in terms of physical complaints.</td><td>Anxiety is the main concern about the health of the individual.</td></tr><tr><td>2. Persistent body related symptoms are without any serious medical condition.</td><td>Persistent preoccupation about developing a serious illness. Hearing about others ill health causes panic.</td></tr><tr><td>3. Extremely preoccupied with symptoms of illness.</td><td>Anxious about health</td></tr></table>	Somatic Symptom Disorder	Illness-Anxiety Disorder	1. The expression is in terms of physical complaints.	Anxiety is the main concern about the health of the individual.	2. Persistent body related symptoms are without any serious medical condition.	Persistent preoccupation about developing a serious illness. Hearing about others ill health causes panic.	3. Extremely preoccupied with symptoms of illness.	Anxious about health	1+1	78
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	Any relevant example mentioning any two differences from above symptoms.		
Q18	<p>Process of attitude formation:</p> <ul style="list-style-type: none"> <li>(i) Learning attitudes by association.</li> <li>(ii) Learning attitudes by being rewarded.</li> <li>(iii) Learning attitudes through modeling (observing others)</li> <li>(iv) Learning attitudes through group or cultural norms.</li> <li>(v) Learning through exposure to information.</li> </ul> <p>Brief explanation of any two.</p>	1+1	107,108
Q19	<p>Two types of groups:</p> <p>Riya feels a strong sense of belonging and emotional attachment – <b>Primary group</b></p> <p>Riya followed rules and communicated formally with the student council members <b>Formal group</b>.</p> <p>It can also be interpreted as <b>Primary</b> and <b>Secondary</b> group, <b>Formal</b> and <b>Informal group</b>. 0.5 for identification and 0.5 for explanation of both the groups.</p>	0.5x4=2	126
<b>SECTION – C</b>			
Q20	<p><b>Features of Intellectual Deficiency</b></p> <ul style="list-style-type: none"> <li>• First, in order to be judged as intellectually disabled, a person must show significantly sub-average intellectual functioning.</li> <li>• Person having IQs below 70 are judged to have sub-average intelligence.</li> <li>• Deficits in adaptive behavior.</li> </ul> <p>Any other relevant feature.</p>	1+1+1=3	12
Q21	<ul style="list-style-type: none"> <li>• Id works on pleasure principle so Riya feels the urge to eat the cake.</li> <li>• Ego works on reality principle so Riya plans to eat the cake after the sports completion.</li> <li>• Super ego works on moral values and ethics so Riya plans to eat it during the family dinner.</li> </ul> <p>(Relating Id, ego and super ego with Riya's behaviour in any other way.)</p>	<p>1+1+1=3</p> <p>3</p>	34,35

Q22(a)	<b>Coping Strategies:</b> Task-Oriented strategy Emotion-Oriented Strategy Avoidance-Oriented Strategy Name and explanation of all the above strategies in brief. <b>OR</b> <b>Techniques to manage stress:</b>	(0.5+0.5) x3=3	61
Q22(b)	Relaxation Techniques Meditation Procedures Biofeedback Creative Visualisation Cognitive Behavioural Techniques Exercise Explanation of any four of the techniques mentioned above.	3	62,63
Q23	Brief explanation of Rational Emotive Therapy – ABC analysis (A-Antecedent, B-Belief and C-Consequence)	1+1+1=3	96,97
<b>SECTION-D</b>			
Q24(a)	<b>Intelligence in Indian Tradition:</b> <ul style="list-style-type: none"> <li>Definition of Buddhi - It includes skills like mental effort, determined action, feelings and opinions along with cognitive competence such as knowledge, discrimination and understanding/Includes Cognitive and Non cognitive factors/Explanation of Integral Intelligence</li> <li>Explanation of the following four competencies -               <ul style="list-style-type: none"> <li>Cognitive</li> <li>Social</li> <li>Emotional</li> <li>Entrepreneurial</li> </ul> </li> </ul> <b>OR</b>	2+(0.5x4) =4	16,17
Q24(b)	<b>Variation in Intellectual Deficiency</b> <b>1.Mild (IQ-55-70 approximately)</b> <ul style="list-style-type: none"> <li>Slower, can function independently, can hold jobs and families.</li> </ul> <b>2.Moderate (IQ-35-40 to approximately 55)</b>	0.5+0.5+ 0.5+0.5+ 1+1=4	12,85

	<ul style="list-style-type: none"> <li>Lag behind in language and motor skills, can be trained in self care skills and simple social and communication skills and simple social and communication skills, require moderate degree of supervision in everyday task.</li> </ul> <p><b>3. Severe (IQ-20-25) and Profound (IQ Below 20)</b></p> <ul style="list-style-type: none"> <li>Incapable of managing life and need constant care for their entire lives.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Any other relevant characteristics.</p>		
Q25	<p><b>Factors contributing to Ritika's psychological healing through psychotherapy –</b></p> <ul style="list-style-type: none"> <li>Techniques adopted by the therapist and their implementation.</li> <li>Therapeutic Alliance-availability of the therapist, warmth and empathy provided by the therapist.</li> <li>Process of emotional unburdening or catharsis that has heading properties.</li> <li><b>Non specific factors –</b> <ol style="list-style-type: none"> <li>Attributable to therapist</li> <li>Attributable to client (Ritika)</li> </ol> </li> </ul>	$1+1+1+0.5+0.5=4$	99,100
Q26	<p><b>Main causes that lead to development of Prejudice-</b></p> <ul style="list-style-type: none"> <li>Learning</li> <li>Strong social identity &amp; ingroup bias</li> <li>Scapegoating</li> <li>Kernel of truth concept</li> <li>Self fulfilling prophecy</li> </ul> <p>Any 4 of above (0.5 for naming and 0.5 for explanation)</p>	$(0.5+0.5) \times 4=4$	116
Q27	<ul style="list-style-type: none"> <li><b>Social Inhibition</b> – Decline in Riya's productivity because of presence of other people.</li> <li><b>Social Facilitation</b> – Arjun's enhanced performance in presence of others.</li> <li><b>Group Polarisation</b> – Strengthening of group's initial position as a result of group interaction and discussion (debate).</li> <li><b>Social Loafing</b>- Riya's team members work less hard in a group task compared to working alone.</li> </ul>	$1+1+1+1=4$	128, 129

	<b>Note:</b> Since first situation (Social Inhibition) is not mentioned in the textbook or syllabus, 1 mark can be given to candidates not mentioning Social Inhibition.		
<b>SECTION-E</b>			
Q28(a)	<p>❖ Identification and Explanation of Projective Technique:</p> <ul style="list-style-type: none"> <li>Projective Techniques tap the unconscious motive and feelings.</li> <li>These are based on the assumption that a less structured or unstructured stimulus or situation will allow the individual to project her/his unconscious feelings, desires and needs on to that situation.</li> </ul> <p>❖ Effective Techniques:</p> <ul style="list-style-type: none"> <li>Rorschach Inkblot Test</li> <li>Thematic Apperception Test</li> <li>Rosenzweig's Picture Frustration study</li> <li>Sentence Completion Test</li> <li>Draw a Person Test</li> </ul> <p>Brief explanation of any four of the above five techniques.</p>	2+(1x4)= 6	43-46
Q28(b)	<p style="text-align: center;"><b>OR</b></p> <p><b>Type Approaches</b></p> <ul style="list-style-type: none"> <li>Hippocrates' classification</li> <li>Tridosha</li> <li>Triguna</li> <li>Sheldon's classification</li> <li>Jung's Classification</li> <li>Type A and Type B</li> <li>Type C</li> <li>Type D</li> </ul> <p>(Explanation of any four of the above)</p>	1.5x4=6	30,31
Q29(a)	<p>❖ <b>Models/Factors underlying abnormal behaviour –</b></p> <ul style="list-style-type: none"> <li>Biological Factors</li> <li>Genetic Factors</li> <li>Psychological Models</li> </ul> <p>a) Psychodynamic</p> <p>b) Behavioral</p>	1.5x4=6	73-76



Q29(b)	c) Humanistic – Existential d) Cognitive Model <ul style="list-style-type: none"><li>• Socio-cultural Model</li><li>• Diathesis Stress model</li></ul> (Explanation of any four) <b>OR</b> ❖ <b>Approaches:</b> <ul style="list-style-type: none"><li>• Abnormal Behavior as deviation from Social Norms</li><li>• Abnormal behavior as maladaptive.</li></ul> (Explanation of above) <div>OR</div>	3+3=6	71-72
	History of Psychological Disorders to understand their origin and leading to latest developments – <ul style="list-style-type: none"><li>• Biological or Organic Approach.</li><li>• Psychological Approach</li><li>• Organismic Approach</li><li>• Middle Ages</li><li>• Renaissance period</li><li>• Age of reason and Enlightenment</li><li>• Reform Movement – deinstitutionalization</li><li>• Interactional or bio psycho social approach.</li></ul> Any 6 points of the above to be explained.	1x6=6	
SECTION - F			
Q30	<b>Type of Stress</b> Psychological stress.	1	55
Q31	Emotional effect – Emotional exhaustion, Irritability. Psychological effect – Trouble sleeping, dilemma, feels inadequate.	1+1=2	57 57,58
Q32	Eating Disorder/Anorexia Nervosa.	1	84
Q33	Bulimia Nervosa Binge Eating (0.5 for naming and 0.5 for explanation)	0.5x4=2	84