

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

**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	<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 News Paper/Website etc may invite action under various rules of the Board and IPC.”</b>
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. <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-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.</b>
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. <b>This is most common mistake which evaluators are committing.</b>
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 <b>“Extra Question”</b> .

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"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <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	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 " <b>Guidelines for spot Evaluation</b> " 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**

MARCH 2024

Q.No		NCERT Book Page Jan 2023 Revised Edition	Distribution of marks
<b>SECTION – A</b>			
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 Reason (R) is the correct explanation of Assertion (A)  OR (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A)	59, 60	1
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
Q11	(B) Self- fulfilling prophecy	116	1
Q12	(C) Pro- social behavior  • Award Marks	Out of textbook	1
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



Q20	<p>Humanistic Existential/Gestalt Therapy</p> <p>Key features (any two)</p> <ul style="list-style-type: none"> <li>• The goal of Gestalt Therapy is to increase an individual's self awareness and self acceptance.</li> <li>• The client is taught to recognize, the bodily processes and the emotions that are being blocked out from awareness.</li> <li>• The therapist does this by encouraging the client to act out fantasies about feelings and conflicts.</li> <li>• This therapy can also be used in group settings (Brief explanation of one of above)</li> </ul>	98, 99	1 + 1=2
Q21	<p>Components of attitude (ABC component)</p> <ul style="list-style-type: none"> <li>• Affective/ emotional component</li> <li>• Behavioral component</li> <li>• Cognitive component</li> </ul> <p>(Explanation of any two)</p>	106	1+1=2
<b>SECTION - C</b>			
Q22.	<p>Types of intelligence that Mohit possesses</p> <p># Naturalistic                      # Interpersonal</p> <p># Intelligence that are not present-</p> <ul style="list-style-type: none"> <li>• Spatial</li> <li>• Linguistic- Verbal</li> <li>• Logical- mathematical</li> <li>• Bodily- kinesthetic</li> <li>• Musical</li> <li>• Intrapersonal</li> </ul> <p>(Explanation of any two of above)</p>	7, 8	$\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$
Q23	<p>Life skills</p> <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Time management</li> <li>• Rational thinking</li> <li>• Improving relationship</li> </ul>	64,65	1+1+1=3



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.	<p>Following are the features of Projective techniques:</p> <ul style="list-style-type: none"> <li>• The stimuli are relatively or fully unstructured and poorly defined</li> <li>• The person being assessed is usually not told about the purpose of the assessment and the method of scoring and interpretation.</li> <li>• The person is informed that there are no correct or incorrect responses</li> <li>• Each response is considered to reveal a significant aspect of personality.</li> <li>• Scoring and interpretation are lengthy and sometimes subjective.</li> </ul> <p>(Any three characteristics from above)</p> <p>The chief benefit to Rupa:</p> <ul style="list-style-type: none"> <li>• The psychoanalytic theory tells us that a large part of human behavior is governed by unconscious motives. Direct methods of personality assessment, cannot uncover, the unconscious part of our behavior. Projective techniques help to access these unconscious motives and feelings.</li> </ul>	43-44	3+1=4
Q.27.	<p>Techniques used in Behavior Therapy:</p> <ul style="list-style-type: none"> <li>• Negative Reinforcement</li> <li>• Aversive Conditioning</li> <li>• Positive Reinforcement</li> <li>• Token Economy</li> <li>• Systematic Desensitization</li> <li>• Modeling</li> </ul> <p>(Any four of the above techniques)</p>	95-96	1+1+1+1=4

Q.28.	(a) Difference between Sakshi's Team and Santosh's Group:	122	2+2=4						
	<table border="1"> <thead> <tr> <th data-bbox="268 387 651 439">Group</th> <th data-bbox="655 387 1029 439">Team</th> </tr> </thead> <tbody> <tr> <td data-bbox="268 445 651 656">Performance is dependent on contribution of individual members.</td> <td data-bbox="655 445 1029 656">In team both individual contribution and teamwork matters</td> </tr> <tr> <td data-bbox="268 663 651 815">The leader or whoever is heading the group holds responsibility for the work</td> <td data-bbox="655 663 1029 815">Although there is a leader member hold themselves responsible.</td> </tr> </tbody> </table>	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.		
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.								
	OR								
	(b) Madan joined group for the following reasons: <ul style="list-style-type: none"> <li>• Status</li> <li>• Self-esteem</li> <li>• Satisfaction of one's psychological and social needs</li> <li>• Goal achievement</li> </ul> (Name four and explain any two)	123	2+2=4						
<b>SECTION - E</b>									
Q.29	(a) <ul style="list-style-type: none"> <li>• Interview involves talking to the person being assessed and asking specific questions face to face.</li> <li>• Diagnostic interviewing generally involves indepth interviewing which seeks to go beyond the replies given by the person.</li> <li>• These may be structured or unstructured depending on the purpose or goals of assessment.</li> </ul> (Any two of the above) <ul style="list-style-type: none"> <li>• Use of observation for personality assessment</li> </ul>	46	2+2+2=6						

(b)	<p>is a sophisticated procedure that cannot be carried out by untrained people.</p> <ul style="list-style-type: none"> <li>• It requires a fairly detailed guideline about analysis of behavior in order to assess the personality of a given person.</li> <li>• A clinical psychologist may gain considerable insight into clients' personality.</li> </ul> <p>(Any two of the above)</p> <p>Limitations</p> <ul style="list-style-type: none"> <li>• Quite demanding and time consuming as professional training required</li> <li>• Maturity of the psychologist is a precondition</li> <li>• Mere presence of the observer may contaminate the results.</li> </ul> <p>(Any two of the above)</p> <p style="text-align: center;">OR</p> <p>Structure of Personality</p> <p>Id - Pleasure principle/ libido/ life and death instinct</p> <p>-Example</p> <p>Ego - Reality Principle</p> <p>- Example</p> <p>Superego - Morality/Ethics/Internalization of parental authority</p> <p>- Example</p> <p>(explanation of the above)</p>	34,35	2+2+2=6
Q30. (a)	<ul style="list-style-type: none"> <li>• Dissociation can be viewed as severance of the connections between ideas and emotions</li> <li>• It involves feeling of unreality, estrangement, depersonalization and sometimes a loss or shift of identify.</li> </ul> <p>Types of Dissociative Disorders</p>	78,79	1+2+1.5+1.5=6

(b)	<ul style="list-style-type: none"> <li>• Dissociative Amnesia including Dissociative Fugue</li> <li>• Dissociative Identify Disorder</li> <li>• Depersonalization/Derealization Disorder</li> </ul> <p>(Explanation of above)</p> <p style="text-align: center;">OR</p> <p>Features of Neurodevelopmental disorders</p> <ul style="list-style-type: none"> <li>• They manifest in the early stages of development/ symptoms appear before the child enters school or during the early stages of schooling</li> <li>• They result in hampering personal, social, academic and occupational functioning</li> <li>• They get characterized as deficits or excesses in a particular behavior or delays in achieving a particular age-appropriate behavior.</li> </ul> <p>Types of Neurodevelopmental disorders:</p> <ul style="list-style-type: none"> <li>• Attention-Deficit Hyperactivity Disorder (ADHD)</li> <li>• Autism Spectrum Disorder</li> <li>• Intellectual Disability</li> <li>• Specific learning Disorder</li> </ul> <p>(Detailed explanation of any three disorders)</p>	82-84	1.5+1.5+1.5+1.5=6
<b>SECTION - F</b>			
Q31.	<ul style="list-style-type: none"> <li>• Suman's mother is at the alarm reaction stage</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• It leads to activation of adrenal-pituitary-cortex system in her.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• This triggers the release of hormones producing the stress response.</li> </ul>	59	1

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 <ul style="list-style-type: none"> <li>• Complexity (Multiplexity) – refers to how many attitudes there are within a broader attitude</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Centrality – refers to the role of a particular attitude in the attitude system</li> </ul> (Any other explanation of the above two attitude features)	106, 107	1
Q34	The characteristics of existing attitude which influence the attitude change are <ol style="list-style-type: none"> <li>1. Valence (positivity or negativity/ congruence or incongruence)</li> <li>2. Extremeness</li> <li>3. Simplicity or Complexity (multiplicity)</li> <li>4. Centrality</li> </ol> (Explanation of any one)	111, 112	1+1=2