

Strictly Confidential: (For Internal and Restricted use only)
Senior Secondary School Term II Examination, 2022
Marking Scheme – PSYCHOLOGY (SUBJECT CODE – 037)
(PAPER 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. **“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 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 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, marks should be awarded.**
4. 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. 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.
5. Evaluators will mark($\sqrt{}$) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
6. 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.
7. 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.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks _____(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 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.
12. 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 a reply.
 - 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.
 - 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.
13. 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.
14. 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.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. 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.
17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

Q.No		NCERT Book Page No. Reference	Distribution of marks
SECTION – A			
1 (a)	Well being – is not simply maintenance and survival but also includes growth and fulfillment i.e. actualization of potential	71	
(b)	Conforming behavior can be seen as abnormal if it is maladaptive		
(c)	Any example		
	(Any relevant/explanation in their own words - two points)		1+1=2
	OR	77	
(b)	<p>Obsession – is the inability to stop thinking about a particular idea or topic.</p> <p>The person often finds these thoughts to be unpleasant and shameful.</p> <p>Compulsion – is the need to perform certain behaviours over and over again.</p> <p>e.g. counting, checking, ordering, touching and washing.</p>		$\frac{1}{2} + \frac{1}{2} + 1 = 2$
2.	<p>Complexity – (or multiplicity) refers to how many attitudes there are within a broader attitude</p> <p>Or any appropriate example</p> <p>Centrality – refers to the role of a particular attitude in the attitude system.</p> <p>Or any appropriate example</p> <p>Relevant explanation of the above.</p>	109	1+1=2
3.	<p>In some cases, the group that is the target of prejudice is itself responsible for continuing the prejudice.</p> <p>The target group may behave in ways that justify the prejudice, that is confirm the negative expectations.</p> <p>Any one example</p> <p>(Any two points)</p>	119	1+1=2

Q.No		NCERT Book Page No. Reference	Distribution of marks
SECTION – B			
4 (a)	<p>1. It is a Somatic Symptom and related disorder. In this disorder the individual has psychological difficulties and complaints of physical symptoms for which there is no biological cause.</p> <p>Types</p> <p>2. Somatic symptom disorder</p> <p>(a) People with this disorder tend to be overly pre occupied with their symptoms and they continually worry about their health and make frequent visits to doctors.</p> <p>(b) They experience significant distress and disturbances in their daily life.</p> <p>3. Illness Anxiety Disorder</p> <p>Symptoms</p> <p>People are overly concerned about undiagnosed disease, negative diagnostic results, do not respond to assurance by doctors and are easily alarmed about someone else's ill health or some such news.</p> <p>4. Conversion disorder</p> <p>Symptoms are</p> <p>Reporting loss of all or some basic body functions e.g. paralysis, blindness, deafness and difficulty in walking.</p> <p>Relevant explanation in their own words.</p>	78	<p>1</p> <p>1</p> <p>1</p> <p>1+1+1=3</p>
OR			
4(b)	<p>The disorder is dissociative fugue</p> <ul style="list-style-type: none"> • It is a part of dissociative amnesia characterized by • the assumption of new identity • inability to recall previous identity • the individual travels away from home and work place and suddenly wakes-up with no memory of the events that occurred during the fugue. • is often associated with overwhelming stress. <p>Types (list)</p> <ul style="list-style-type: none"> • Dissociative identity disorder • Depersonalization/ derealisation disorder 	78-79	<p>1+1+½ +½ = 3</p>

Q.No		NCERT Book Page No. Reference	Distribution of marks
SECTION – C			
7(a)	<p>Risk factors associated with suicides</p> <p>A result of complex interface of biological, genetic, psychological, sociological cultural and environmental factors</p> <p>Others risk factors are mental disorders (depression, alcohol use disorders)</p> <p>Going through natural disasters experiencing violence, abuse or loss and isolation at any stage of life previous suicidal attempt.</p> <p>Identifying students in distress –</p> <ul style="list-style-type: none"> Any unexpected or striking change affecting the adolescent's performances, attendance or behavior should be taken seriously, such as Lack of interest in common activities Declining grades Decreasing effort Misbehavior in the classroom Mysterious or repeated absence Smoking or drinking, or drug misuse <p>Ways to foster Self – esteem</p> <ul style="list-style-type: none"> Accentuating positive life experiences to develop positive identity, increases confidence in self Providing opportunities for development of physical, social and vocational skills Establishing a trustful communication Specific, measurable, achievable, relevant goals to be completed within a relevant time frame. <p>(Relevant explanation in their own words.)</p>	80-81	<p>1½</p> <p>1½</p> <p>1</p> <p>1½+1½ +1 =4</p>
OR			
7 (b)	<p>Characteristics of Neurodevelopmental Disorders –</p> <ul style="list-style-type: none"> They manifest in the early stage of development (before child enters school or early stage of schooling) Deficits or excesses in a particular age–appropriate behavior. Various disorders under this category <p>1. ADHD 2. Autism Spectrum Disorder</p> <p>3. Intellectual Disability 4. Specific learning Disorder.</p> <p>(Description of any 3 of the above.)</p>	82-83	<p>1</p> <p>3</p> <p>1+3=4</p>

Q.No		NCERT Book Page No. Reference	Distribution of marks
8(a)	<p>Process of rehabilitation of the mentally ill</p> <ul style="list-style-type: none"> Many patients of mental disorders suffer from negative symptoms like disinterest and lack of motivation to do work or to interact with people Rehabilitation is required here to help such patients become self sufficient. The aim is to empower the patient to become a productive member of society to the extent possible. Patients are given occupational therapy, social skills training and vocational therapy Occupational therapy – patients are taught skills, like candle making, paper bag making and weaving, etc to help them form a work discipline. Social skills training helps the patients to develop interpersonal skills through role play, imitation and instruction. The objective is to teach the patient to function in a social group. Cognitive retraining is given to improve the basic cognitive functions of attention, memory and executive functions. After the patient improves sufficiently, vocational training is given wherein the patient is helped to gain skills necessary to undertake productive employment. Any four points. 	103-104	1+1+1+1=4
OR			
8(b)	<p>Behaviour therapy techniques</p> <p>Negative reinforcement</p> <p>Aversive conditioning</p> <p>Positive reinforcement</p> <p>Differential reinforcement</p> <p>Token economy</p> <p>Systematic desensitization</p> <p>Modeling and vicarious learning</p> <p>List all and explain any three techniques with examples.</p> <p align="center">OR</p> <p>Explanation any four with example techniques in their own words.</p>	97-98	<p>1+3 = 4</p> <p>1+1+1+1=4</p>

Q.No		NCERT Book Page No. Reference	Distribution of marks
9	<ul style="list-style-type: none"> • People getting themselves photographed while helping others have the attitude of getting recognition/attention, their attitude can be identified through their behavior. • However an individual's attitude may not always be exhibited through his/her behavior. • Consistency between attitude and behavior exists when • The attitude is strong and occupies a central place in the attitude system. • The person is aware of her/his attitude. • There is very little or no external pressure for the person to behave in a particular way. For example, when there is no group pressure to follow a particular norm. • The person's behavior is not being watched or evaluated by others, and • The person thinks that the behavior would have a positive consequence, and therefore, intends to engage in that behavior. • Explanation of any 3 points in their own words. 	117	<p>1</p> <p>3</p> <p>1+3=4</p>
10	<p>This question is based on social loafing</p> <p>Social loafing occurs because</p> <ul style="list-style-type: none"> • Group members feel less responsible for the overall task and do not put their maximum efforts • The members of the group realize that their contribution are not evaluated on individual basis and their motivation level decreases. • Performance of the particular group is not compared with the other group. • There may be lack of coordination amongst the members of the group. • Belonging to the same group is not important for members. It is only an aggregate of individual <p>Methods to reduce social loafing</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 successful 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. <p>(Any 2 points from each part)</p>	137	<p>2</p> <p>2</p> <p>2+2=4</p>

SECTION –D			
11	<p>The psychological disorder is schizophrenia</p> <p>Any two symptoms of schizophrenia</p>	81	<p>1</p> <p>1</p> <p>1+1=2</p>
12	<p>Delusion – False belief that is firmly held on inadequate grounds.</p> <p>Symptoms from the case study (any one)</p> <p>Fear of insecurity and feels that the enemy soldiers are following him.</p> <p>Expresses concern about television and radio in the room potentially being monitored by the enemies.</p> <p>Very tense when he spots anyone in a uniform and feels that they are coming to catch him.</p> <p>Inappropriate effect – Emotions that are unsuited to the situation.</p> <p>Symptoms from the case study (any one)</p> <p>Occasionally laughs abruptly and inappropriately</p> <p>Stop speaking mid-sentence</p> <p>If his fixed beliefs are challenged, his tone becomes hostile.</p>	81-82	<p>$\frac{1}{2} + \frac{1}{2}$</p> <p>$\frac{1}{2} + \frac{1}{2}$</p> <p>$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$</p>