

# PSYCHOLOGY (855)

## CLASS XII

There will be **two** papers in the subject:

**Paper I - Theory:** 3 hours ...70 marks

**Paper II- Practical Work:** ...30 marks

*Aptitude Test Battery); meaning and usefulness of Achievement tests; why and how Interest is measured - the SCII (Strong Campbell Interest Inventory).*

### PAPER - I (THEORY) – 70 Marks

#### SECTION A

#### 1. Intelligence and Ability

- (i) Intelligence: what is meant by intelligence - theories regarding the nature of intelligence; how intelligence is measured - the concept of IQ, intelligence tests – Individual Tests, Group Tests, Culture Fair Tests. Levels of intelligence and associated characteristics. Emotional Intelligence (EQ). Creativity.

*Intelligence: definition of intelligence (David Wechsler); what is meant by intelligence - theories regarding the nature of intelligence; Theories of Intelligence: Two Factor Theory – Charles Spearman; Primary Mental Abilities – Thurstone; Raymond Cattell – Fluid and Crystallised Intelligence; Guilford's Structure of Intellect Model. Modern Theories: Information Processing; Triarchic Theory – Sternberg; Theory of Multiple Intelligence – Howard Gardner. How intelligence is measured - the concept of IQ; Intelligence Tests – Individual Tests - Stanford Binet, Wechsler, Group Tests – Raven's Progressive Matrices, Culture Fair Tests – Cattell's Culture Fair Test. Test details (Aim, history, description, scoring and uses) should be included; Levels of intelligence and associated characteristics (from gifted to below average). Emotional Intelligence (EQ) - Characteristics of Emotionally Intelligent Persons. Creativity and Intelligence.*

- (ii) Aptitude, Achievement and Interest: meaning of these terms. Reason for their assessment and means of assessment (different tools/ tests) used.

*What is meant by Aptitude - when aptitude needs to be assessed - the GATB (General*

#### 2. Personality

- (i) What is meant by Personality.

*Definitions of personality – Allport, Cattell, Eysenck.*

- (ii) Theories of Personality: Type Theories, Psychoanalytic Theory - Freud's structure of personality; psycho-sexual stages of development; Post Freudians (in brief); Humanistic - Rogers and Maslow; Traits - Allport, Cattell; Social/Behavioural Learning - Bandura and Rotter.

*Type Theory: Sheldon, Kreshtmer, Hippocrates, Friedman, Psychoanalytic Theory of Personality: Freud's levels of consciousness, structure of personality - Id, Ego and Superego; principles on which they function; Psychosexual stages of development and fixation; Post Freudians: Erik Erikson, Horney; Humanistic theories of Rogers (concept of fully functioning persons) and Maslow (self actualization). Traits: Allport (central, secondary and cardinal traits), Cattell (source and surface traits). The five-factor model of Costa and McCrae. Social Cognition and Social Learning theories of Bandura and Rotter (Identification and explanation of concepts in each theoretical framework).*

- (iii) How personality is assessed: reports, inventories (MMPI), projective techniques - Rorschach Inkblot Test and Thematic Apperception Test, Behavioural Analysis.

*The use of Self Reports - inventories/questionnaires in assessing Personality - an understanding of the MMPI (Minnesota Multiphasic Personality Inventory); what is meant by Projective Techniques - how the Rorschach Inkblot and TAT (Thematic*

*Apperception Test) are used (Test details should include procedure, scoring and results).*

*Behavioural Analysis: Interview, Observation, Nomination, Behavioural ratings, Situational tests.*

## SECTION B

### 3. Lifespan Development

- (i) Meaning of Development, growth and maturation.

*Why is the study of lifespan development important? Determinants – interaction of heredity and environment, context of development – Bronfenbrenner's Ecological System Theory.*

- (ii) Infancy - motor, cognitive development, socio-emotional development.

*Motor – milestones; cognitive – Piaget's Sensory Motor Stage; socio-emotional development – emergence of attachment. Mary Ainsworth's & Lamb's strange situation test.*

- (iii) Childhood - motor, cognitive development, socio-emotional development.

*Motor development; cognitive development – Piaget's Theory (Preoperational and Concrete); emergence of self – gender awareness, gender identity, stability, consistency, stereotype, roles, sex-category, constancy; Emergence of peer relationship. Moral development – Kohlberg's perspective Experiment on Moral Dilemma – pre-conventional, conventional and post conventional morality.*

- (iv) Adolescence - physical changes, cognitive development, socio-emotional development; some major concerns.

*Physical changes at puberty; Cognitive development – Piaget's Formal Operational Stage; Socio-emotional development - forming an identity, dealing with sexuality and gender identity; some major concerns – delinquency, substance abuse (drugs and alcohol) – meaning of substance abuse, symptoms and treatment; eating disorders - bulimia, anorexia.*

### 4. Stress and Stress Management

- (i) Meaning of stress - its basic nature.

*Strain and Eustress; Types of stress-psychological, physical and environmental; Stress as a process - stressors (negative and positive events); results of overload; the stages of GAS or the General Adaptation Syndrome (Selye's model). Cognitive appraisal of stress – primary and secondary.*

- (ii) Common causes of stress.

*External/situational: major life events, minor hassles of everyday life, work-related causes, the physical environment.*

*Internal/dispositional: Personality variables-traits and types.*

- (iii) Effects of stress on health and performance.

*Upsets the internal mechanism and balance - immune system affected, hypertension, heart problems, ulcers, diabetes, asthma (each effect to be briefly explained). Relation between stress and performance - burnout.*

- (iv) Stress management - ineffective and effective strategies of handling stress.

*Coping with stress: Ineffective strategies - defence mechanisms - rationalization, projection, reaction formation, regression, repression (each to be briefly explained), displacement, sublimation; Effective strategies - relaxation training and yoga. Effective lifestyles: stress cycles – distress and wellness.*

*Promoting positive health and well-being: Exercise, Diet, Life Skills: Self-Care, Time management, Assertiveness, Rational thinking, improving relationships, overcoming unhelpful habits, Social support, Stress Resistant Personality, Positive thinking and attitude.*

### 5. Psychological Disorders and Psychotherapy

- (i) Meaning of “Abnormal behaviour” - biological, psychological and socio - cultural perspectives. Principles of classification of

psychological disorders with reference to DSM IV.

*Common features of abnormal behaviour-deviance, distress, dysfunction, danger.*

*Different views of "abnormal" behaviour - the statistical stand - the biological/medical approach - the psychodynamic perspective - the sociocultural dimension; why classification of disorders is necessary - an understanding of the Diagnostic and Statistical Manual of Mental Disorders – IV (brief explanation of each Axis).*

- (ii) Characteristics of some psychological, behavioural and developmental disorders: Anxiety - generalised, phobic, obsessive-compulsive; Mood - bi-polar, depression; personality - anti-social, histrionic, avoidant, dependent, passive-aggressive (causes and symptoms of all).

*What is meant by anxiety - different forms of anxiety disorders: phobias, obsession - compulsive disorders; Mood disorders-characteristics of severe depression, manic-depressive or bipolar disorder; personality - anti-social, histrionic, avoidant, dependent, passive-aggressive (causes and symptoms of all).*

*Behavioural and Developmental Disorders- Attention Deficit Hyperactive Disorder (ADHD), Conduct Disorder, Autism, Separation Anxiety Disorder.*

- (iii) Schizophrenia - meaning; main types; characteristics.

*Basic nature of Schizophrenia - characteristics of Disorganized Catatonic and Paranoid Schizophrenia (symptoms).*

- (iv) Psychotherapy - Psychoanalysis; Client-centred; Behavioural. Social Rehabilitation.

*What is meant by Psychotherapy - central features of psychodynamic therapies - free association, dream analysis, transference and counter transference; the principles on which client centred therapy has been developed. Behavioural therapies based on classical and operant conditioning and modelling, social rehabilitation. Cognitive Therapy- Rational Emotive Therapy (RET).*

## 6. Social Thought and Social Behaviour

- (i) Social Perception - attribution or the process through which people try to understand the reasons for others' behaviour.

*How people determine whether others' behaviour is a result of internal causes or external factors - biases in forming judgments (attribution). Explain with examples each of the following biases - the person positivity bias, motivational biases, self-serving bias, the false consensus effect, automatic vigilance, motivated scepticism, counterfactual thinking.*

- (ii) Social Influence- how people try to change others' behaviour; social norms; conformity and obedience - factors affecting them.

*Meaning and characteristics of a group; types of groups, formation of a group, influence of group on individuals; Meaning of social norms - why people conform to social norms and why they digress; factors affecting Conformity and Obedience. Asch's study on conformity; why and when people obey others - Milgram's experiment.*

## 7. Attitudes

- (i) Meaning of "Attitude" - the relationship between attitude, perception, belief and behaviour; how attitudes are formed and changed.

*What are attitudes - the components of attitude; how far attitudes determine behaviours: the process of forming attitudes - how attitudes change: persuasion and cognitive dissonance.*

- (ii) Prejudice – meaning of "prejudice" and discrimination; the origins of prejudice; how to combat prejudice.

*An understanding of the meaning of prejudice and how it works in the form of discrimination - causes of prejudice: social learning, realistic competition, social categorization and stereotyping; ways in which prejudice can be resisted.*

## 8. Applications of Psychology

### (i) Clinical and Counselling Psychology.

*Role of a counsellor and a clinical psychologist in dealing with individuals, couples, families and groups.*

### (ii) Educational (School) Psychology.

*How Psychology helps to facilitate learning in school - students and teachers; individual problems: learning differences, teaching and evaluation techniques, school environment. Career counselling - how Psychology helps in the choice of a career - requirements of a field or job, testing individuals, matching individual and field/job.*

### (iii) Organisational Psychology.

*How Psychology helps to promote efficiency, well-being and profitability - study of factors involved. Recruitment, motivation, team building and leadership skills, marketing and consumer behaviour.*

### (iv) Crime

*How Psychology helps towards: understanding criminals, rehabilitating them, preventing crime.*

## PAPER II (PRACTICAL WORK) – 30 Marks

Candidates will be expected to have completed **two** studies from those given below. Assessment will be based on a written report which should cover –

### (I) Aim

(II) Basic concept: Definition of concepts used and related theory. Identification of variables – independent and dependent.

(III) Method - (i) Sample of the Study

(ii) Procedure followed (data-collection, nature of raw data)

(iii) Statistical Treatment of Data

(iv) Results & Discussion

(v) Conclusion

**The practical work will be assessed by the teacher and a Visiting Examiner appointed locally and approved by CISCE.**

Mark allocation **per study** [15 marks]:

Basic Concept	3 marks
Method (correctness of procedure)	4 marks
Results and discussion	4 marks
Viva	4 marks

### A. Statistics

To study group differences in Examination results.

Groups: Any two classes or two sections of the same class with same subjects.

Raw Data: Summated scores on all subjects in the annual examination for each student.

Analysis:

(i) Group analysis – Calculate mean scores (central tendency) and standard deviations (variability) for each group and make inter-group comparisons.

(ii) Individual analysis – Calculate  $Z$  (standard) scores for any two students from each class – one whose examination score is above the class mean and one whose examination score is below the class mean. Interpret the  $Z$  score in standard deviation units and indicate the percentage of scores that lie above/below the subject's score (use a table that gives the areas under the Normal curve corresponding to given values of  $Z$ ).

(iii) Graphic Representation – bar diagram to depict the mean scores of both groups.

### B. Attitudes

To study attitudinal differences regarding any one of the following – Fashion, Work/Lifestyle, Marriage.

Groups: Two generations (parents and children)

**Or**

Gender differences (boys and girls) of the same age-group (preferably from Class XI or XII).

Tools: to construct a simple 5-point scale (10-15 items) with positively and negatively worded statements.

Raw Data: Summated scores on all the statements for each respondent.

Analysis:

- (i) Calculate mean attitudinal scores for each group and make inter-group comparisons.
- (ii) Short, structured interview schedule constructed and administered to 8-10 students in each group. The responses elicited can be used to draw inferences to explain the inter-group differences, if any.

**C. Stress**

To study the causes and effects of stress among school students.

Group: Class X or Class XI students

Tools: To construct two checklists - one indicating the potential stressors along with a 5-point rating scale indicating their frequency of occurrence (very often, often, sometimes, rarely, very rarely). The stressors should include dispositional/internal variables (personality attributes, cognitive appraisal) and situational/external variables (life events, environmental pressures – physical, social, cultural and academic stressors).

The second checklist should indicate the effects of stress (strain) – physical, psychological and behavioural along with their frequency of occurrence (on a 5-point rating scale).

Analysis: To determine the stressors and the effects that occur with the most to the least frequency and understand/explain each.

**NOTE:** No question paper for Practical Work will be set by CISCE.