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

**PAPER - I (THEORY) – 70 Marks**

**Part I (20 marks)** will consist of compulsory short answer questions relating to the fundamental aspects of the entire syllabus.

**Part II (50 marks)** will consist of two sections, A and B.

Candidates will be required to answer two out of three questions from Section A and three out of five questions from Section B. Each question in this part shall carry 10 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. Levels of intelligence and associated characteristics.

   **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. 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 - Wechsler (WAIS-3), Group Tests – Raven’s Progressive Matrices, Test details (Aim, history, description, scoring and uses) should be included; Levels of intelligence and associated characteristics (from gifted to below average).

   (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 Aptitude Test Battery); meaning and usefulness of Achievement tests; why Interest is measured.**

2. **Personality**

   (i) What is meant by Personality.

   **Definition of personality – Allport.**

   (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.

   **Type Theory: Sheldon, Hippocrates, Charak Samhita of Ayurveda. 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 (explanation of concepts).**

   (iii) How personality is assessed: reports, inventories (MMPI), projective technique-Thematic Apperception Test.

   **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 TAT (Thematic Apperception Test) is used (Test details should include procedure, scoring and results).**
SECTION B

3. Lifespan Development
   (i) Meaning of Development, growth and maturation.
   Meaning of development, growth and maturation; Why is the study of lifespan development important?
   (ii) Infancy - cognitive development, socio-emotional development.
   Cognitive – Piaget’s Sensory Motor Stage; socio-emotional development – emergence of attachment. Mary Ainsworth’s & Lamb’s strange situation test.
   (iii) Childhood - cognitive development, Moral development.
   Cognitive development – Piaget’s Theory (Preoperational, Concrete and Formal Operational); Moral development – Kohlberg’s perspective Experiment on Moral Dilemma – pre-conventional, conventional and post conventional morality.
   (iv) Adolescence - cognitive development, socio-emotional development; some major concerns.
   Cognitive development – Piaget’s Formal Operational Stage; some major concerns – substance abuse (drugs and alcohol) – meaning of substance abuse, symptoms; eating disorders - bulimia, anorexia.

4. Stress and Stress Management
   (i) Meaning of stress - its basic nature.
   Stress as a process - stressors (negative and positive events); 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.
   Upsets the internal mechanism and balance - immune system affected, hypertension, heart problems, ulcers, diabetes, asthma (each effect to be briefly explained).
   (iv) Stress management - ineffective and effective strategies of handling stress.
   Coping with stress: Ineffective strategies - defense mechanisms - rationalization, projection, reaction formation, regression, repression (each to be briefly explained), displacement, sublimation; Effective strategies - relaxation training and yoga.

5. Psychological Disorders and Psychotherapy
   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 disorders: Anxiety - generalised, phobic, obsessive-compulsive; Mood - bi-polar, depression (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 (causes and symptoms).
   (iii) Schizophrenia - meaning; main types; characteristics.
   Basic nature of Schizophrenia - characteristics of Disorganized Catatonic and Paranoid Schizophrenia (symptoms).
   (iv) Psychotherapy - Psychoanalysis; Client-centred; Behavioural.
   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 (flooding, systematic desensitization) and operant conditioning (token economies, shaping) & modelling.

6. Social Thought and Social Behaviour
   (i) Social bias
   Biases in forming judgments (attribution). Explain with examples each of the following biases - the self-serving bias, the false consensus effect, automatic vigilance.
   (ii) Social Influence- how people try to change others’ behaviour; social norms; conformity and obedience - factors affecting them.
What is meant by 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”; how attitudes are formed and changed.
   What are attitudes - the components of attitude; the process of forming attitudes - how attitudes change: persuasion.
   (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
   with reference to:
   (i) 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.
   (ii) 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.

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 the Council.

Mark allocation per study [15 marks]:

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<td>Basic Concept</td>
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<td>Method (correctness of procedure)</td>
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<td>Results and discussion</td>
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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 the Council.