ICSE Class 10 Psychology Reduced Syllabus for the Year 2022

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

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

<u>**Part II (50 marks)**</u> *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. Emotional Intelligence (EQ).

    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 Test - Wechsler (WAIS-3), Group Test – 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). Emotional Intelligence (EQ) - Characteristics of Emotionally Intelligent Persons.

    (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, 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 Theory of Bandura (explanation of concepts).

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

    Meaning of development, growth and maturation; Why is the study of lifespan development important?

    (ii) Infancy - Cognitive development, socio-emotional development.

    Cognitive development – 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 and Concrete). Moral development – Kohlberg's perspective Experiment on Moral Dilemma – pre-conventional, conventional and post conventional morality.

(iv) Adolescence - Cognitive development; some major concerns.

Cognitive development – Piaget's Formal Operational Stage; some major concerns – delinquency, 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.

Strain and Eustress; 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 effects balance - immune system, 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 - defence mechanisms - rationalization, projection, reaction formation, regression, repression, displacement, sublimation (each to be briefly explained); Effective strategies - relaxation training and yoga.

Promoting positive health and well-being: Exercise, Diet, Self-Care, Life Skills; 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 (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).

Behavioural and Developmental Disorders-Attention Deficit Hyperactive Disorder (ADHD), Autism.

(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 and operant conditioning and modelling.

6. **Social Thought and Social Behaviour**

(i) Social bias

Biases in forming judgements (attribution). Explanation 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.

Meaning and characteristics of a group; types of groups. 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

(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]:

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 the Council.