

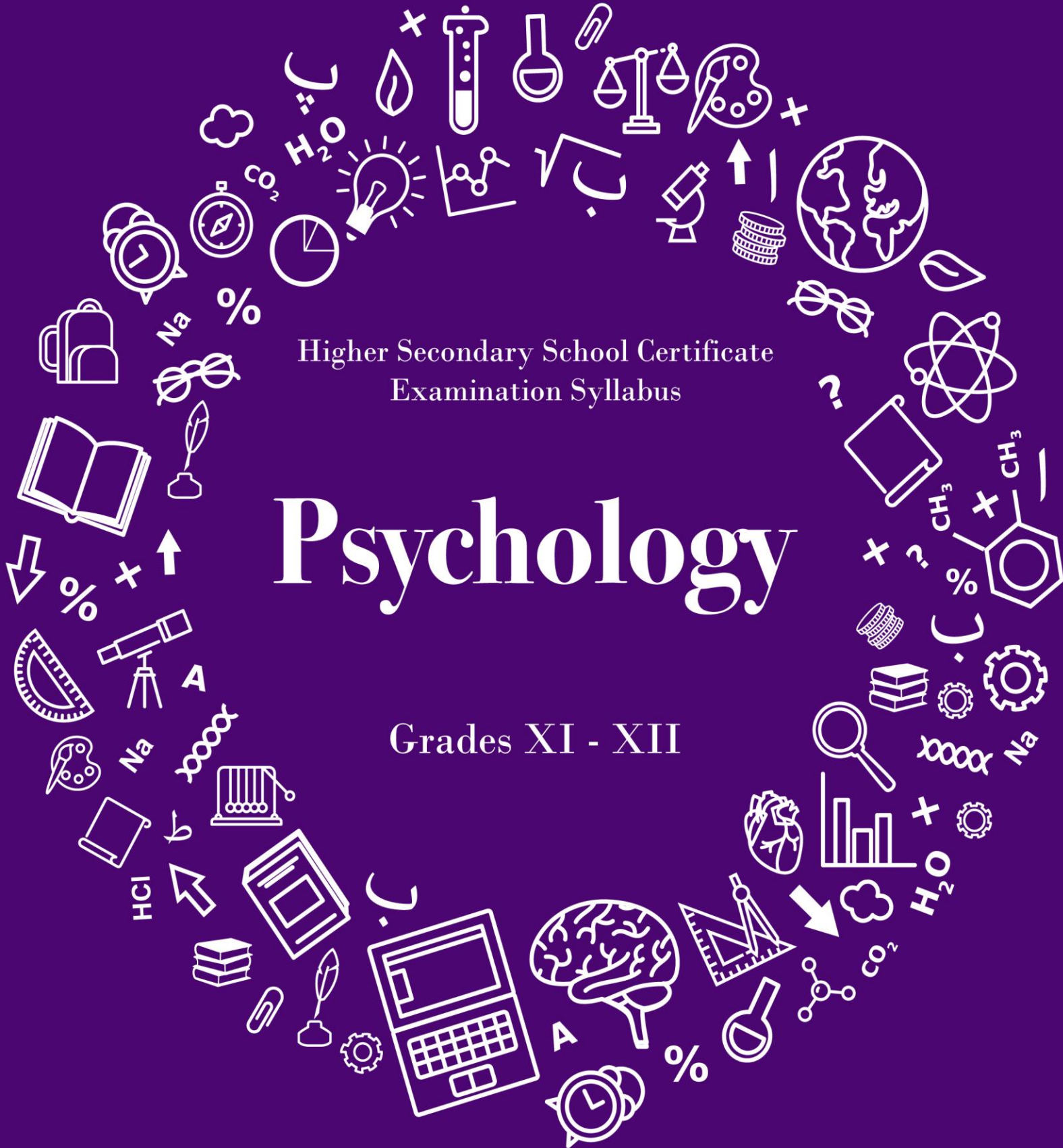


آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

Higher Secondary School Certificate  
Examination Syllabus

# Psychology

Grades XI - XII



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**Higher Secondary School Certificate  
Examination Syllabus**

**PSYCHOLOGY**  
**GRADES XI-XII**

**This syllabus will be examined in  
Annual Examination session from  
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## Preface

Established in 2002 through the Pakistan government's ordinance, the Aga Khan University Examination Board (AKU-EB) is country's first private autonomous qualification awarding body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

AKU-EB achieves its vision by developing examination syllabi which inculcate conceptual thinking and higher order learning and are aligned with National/ trans-provincial curricula and international standards. AKU-EB revises its syllabi periodically to support the needs of students, teachers and examiners.

The aims of the syllabus review of SSC and HSSC are to:

- Ensure continued compatibility with the goals of the trans-provincial curricula of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During the syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, teachers of affiliated and non-affiliated schools, teacher trainers and university academicians, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus has been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the best international and trans-provincial

standards through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish the very best to our students and teachers in implementing this syllabus.



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FOR ANNUAL EXAMINATION 2023 AND ONWARDS

## Understanding of AKU-EB Syllabi

1. The AKU-EB syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
2. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi also provide enabling SLOs where needed to scaffold student learning.
3. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students' responses.
4. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning. Furthermore, it will help to derive multiple choice questions (MCQs), constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi.
5. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
6. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
7. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.



# Subject Rationale of AKU-EB Psychology

## What will you learn in AKU-EB Psychology?

Mental health is the most understudy area in Pakistan. Psychology is a subject that enables one to understand human behaviour with respect to human mind. Human mind is a complex structure and to be able to understand its functioning, and how it is linked to one's emotions, thinking processes, perceptions and behaviour, this subject is the key. This subject takes one on a journey where one gets to explore different schools of thought that have tried to explain the reasons behind human behaviour and the theories evolved as a result of it. This subject also reflects on the learning processes, with respect to different theories on teaching and learning and on intelligence.

Human being is a social animal and in that respect he/ she interacts with the environment on the daily basis. This shape one's social interaction processes and help develop personalities suited to counter the surrounding environment. This subject is incomplete without learning about the research tools as all humans are different from each other and the contextual insight only enables one to understand the working of human mind.

This subject helps us to appreciate the differences in individuals and to be apprised of mental health issues that are prevalent in our society. This enable one to treat these people with understanding and empathy. Also to understand that these issues can be resolved through proper treatment and counselling.

## Where will it take you?

The study of this subject takes one to adopt different careers that includes

- Psychologist (child, clinical, criminal, industrial, environmental etc.)
- Teacher educators (teaching, learning and assessment)
- Project Managers
- Marketing
- Counsellors

## How to approach the syllabus?

The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.



# Student Learning Outcomes of AKU-EB HSSC Psychology

## Part I (Grade XI)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level <sup>1</sup>		
			K	U	A
<b>1. Introduction to Psychology</b>	Students should be able to:				
1.1 Introduction to Psychology	1.1.1 define 'psychology'; 1.1.2 describe goals of psychology i.e. describe, explain, predict and control;		*	*	
1.2 Schools of Psychology <ul style="list-style-type: none"> <li>• Psychoanalysis</li> <li>• Behaviourism</li> <li>• Cognitive</li> <li>• Humanistic Schools of Thought</li> </ul>	1.2.1 trace the history of psychology with reference to structuralism and functionalism; 1.2.2 explain the basic ideas of the different schools of thought such as cognitivism, humanism, psychoanalysis and behaviourism along with its pioneers; 1.2.3 describe the rationale that gave rise to the different schools of thought (cognitivism, humanism, psychoanalysis and behaviourism);			*	*
1.3 Areas of Specialisation	1.3.1 describe areas of specialisation in psychology i.e. developmental psychology, clinical psychology, educational psychology, social psychology, forensic psychology, environmental psychology, industrial/ organizational psychology; 1.3.2 describe the scope of the areas of specialisation mentioned in SLO 1.3.1.			*	*

<sup>1</sup> K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>2. Methods of Research</b>	Students should be able to:				
2.1 Research	2.1.1	describe the term ‘research’;		*	
	2.1.2	discuss the importance of research in psychology;		*	
2.2 Types of Research Methods	2.2.1	explain the terms ‘hypothesis’ (directional/ non directional and null hypothesis), ‘research question’, ‘variable’ ‘experimental group’, ‘control group’ and ‘sampling’ (population and sample);		*	
	2.2.2	describe various types/ methods of research (observational, case study, experimental, survey method and co-relation);		*	
	2.2.3	explain the limitations and strengths of the types/ methods mentioned in SLO 2.2.2;		*	
	2.2.4	apply the use of the research types/ methods in particular circumstances;			*
	2.2.5	describe co-relation with reference to negative and positive and no correlation.		*	

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
<b>3. Nervous System and Behaviour</b>		Students should be able to:				
3.1 Structure of Nervous System <ul style="list-style-type: none"> <li>Forebrain</li> <li>Midbrain</li> <li>Hindbrain</li> </ul>	3.1.1	identify the elements of a nervous system;			*	
	3.1.2	identify the parts of the forebrain;			*	
	3.1.3	explain the functions of the forebrain;			*	
	3.1.4	identify the parts of the midbrain			*	
	3.1.5	discuss the functions of the midbrain;			*	
	3.1.6	identify the main parts of the hindbrain;			*	
	3.1.7	discuss the functions of the hindbrain;			*	
	3.1.8	analyse the effect of brain injury (forebrain, midbrain, hind brain) on human behaviour.				*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>4. Sensation and Perception</b>	Students should be able to:				
4.1 Sensation	4.1.1	explain 'sensation' and 'the concept of sensory threshold';		*	
	4.1.2	explain the types of sensory threshold (initial threshold, differential threshold and terminal threshold);		*	
4.2 Science of Seeing	4.2.1	describe the structure of an eye;		*	
	4.2.2	explain the functions of the different parts of an eye to form an image;		*	
	4.2.3	identify the types of vision colour deficiency (dichromatic and monochromatic);		*	
	4.2.4	explain the concept of Blind Spot;		*	
	4.2.5	arrange a practical to measure the area of blind spot of the subject;			P <sup>2</sup>
4.3 Auditory Function	4.3.1	describe the structure of an ear (outer ear, middle ear and inner ear);		*	
	4.3.2	describe the functions of different parts of an ear;		*	
	4.3.3	discuss the types of hearing impairment (conduction hearing impairment and nerve hearing impairment);		*	
4.4 Attention	4.4.1	explain the term 'attention';		*	
	4.4.2	elaborate the environmental and personal factors that affect attention and create distractions;		*	
4.5 Perception	4.5.1	explain the term 'perception';		*	
	4.5.2	differentiate between sensation and perception;		*	
	4.5.3	demonstrate through the Muller Lyer experiment that illusions are examples of perceptual processes;			P
	4.5.4	define the term 'Negative After Image';	*		
	4.5.5	arrange a practical to study the phenomenon of Negative After Image;			P

<sup>2</sup> Practical Activity

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	4.5.6	investigate the effect of group suggestions on a person's perception ability;			P
	4.5.7	analyse the role of attention as an important element of perception;			*
4.6 Perception Organization	4.6.1	explain that perceptual organisation is a product of the nervous system;		*	
	4.6.2	describe the main idea of Gestalt psychology of perception;		*	
	4.6.3	apply the laws of Gestalt perception separately, i.e. similarity, proximity, closure and continuity in our daily lives;			*
4.7 Types of Perception	4.7.1	describe types of perception such as depth, distance and movement;		*	
	4.7.2	explain the major monocular and binocular depth distance cues;		*	
	4.7.3	explain types of movement (real and apparent);		*	
	4.7.4	explain the formation of illusions.		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>5. Learning and Remembering</b>	Students should be able to:				
5.1 Guidance	5.1.1	define learning;	*		
	5.1.2	describe basic principles of learning (law of readiness, law of effect and law of exercise);		*	
	5.1.3	evaluate the use of these principles in the learning process;			*
5.2 Ways of Learning	5.2.1	describe different ways of learning (classical, operant conditioning and experiential learning;		*	
	5.2.2	explain the main idea of Pavlov's theory;		*	
	5.2.3	explain the concept of operant conditioning;		*	
	5.2.4	differentiate between classical and operant conditioning;		*	
	5.2.5	apply the concept of operant, classical conditioning and experiential learning in real life situations;			*
5.3 Memory	5.3.1	define memory;	*		
	5.3.2	explain mind as a processing system;		*	
	5.3.3	describe the three-stage model of memory;		*	
	5.3.4	discuss types of memory (sensory, short term and long term);		*	
	5.3.5	explain the process of memory measurement;		*	
	5.3.6	elaborate different ways of measuring memory (retention: redintegration, relearning, recall, and recognition);		*	
	5.3.7	identify different types of recall (serial and free recall);		*	P
	5.3.8	investigate 'recall method' of memory;			P
	5.3.9	conduct an experiment to study Retro-Active Inhibition			
5.4 Forgetfulness	5.4.1	describe the term 'forgetfulness';		*	
	5.4.2	identify various causes of forgetfulness;		*	
	5.4.3	explain the symptoms of various disorders of forgetfulness (Alzhimers and Amnesia).		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>6. Motivational and Emotional Behaviour</b>	Students should be able to:				
6.1 Science of Behaviour	6.1.1	differentiate between factors affecting human and animal behaviours;		*	
6.2 Motivational Behaviour	6.2.1	describe motivation through the biological and psychological perspective (goal directed and response of organism due to stimuli);		*	
6.3 Approaches of Motivation	6.3.1	describe the approaches towards motivation (instinct, drive reduction, incentive and expectancy);		*	
	6.3.2	analyse the approaches given in SLO 6.3.1 with reference to individual differences and environmental factors;			*
6.4 Need Based Theory • Maslow • McClelland	6.4.1	describe the terms 'motive', 'need' and 'drive';		*	
	6.4.2	differentiate between needs and motives;		*	
	6.4.3	differentiate between needs and drive;		*	
	6.4.4	describe different kinds of motives (primary and secondary);		*	
	6.4.5	explain the need-based theory with reference to the given psychologists (need of power, affiliation and achievement and hierarchy of needs);		*	
	6.4.6	evaluate the application of these theories on human behaviour;			*
6.5 Emotional Behaviour	6.5.1	define the term 'emotion';	*		
	6.5.2	differentiate between emotions and feelings;		*	
	6.5.3	describe types of emotions (happiness, sadness, anger, disgust, surprise, fear);		*	
	6.5.4	discuss components of emotion (physical, behavioural and cognitive);		*	



Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
6.6 Theories of Emotion	6.6.1	interpret different theoretical perspectives of emotions;			*
	6.6.2	compare the theories put forth by James- Lange, Cannon Bard and Schachter Singer for emotional responses;		*	
	6.6.3	analyse human behaviour in the light of the theories given in SLO 6.6.2.			*

## Part II (Grade XII)

Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
<b>7. Developmental Psychology</b>		Students should be able to:				
7.1	Developmental Psychology	7.1.1	describe the concept of growth in terms of physical changes (weight and height);		*	
		7.1.2	explain development as a lifelong process;		*	
		7.1.3	differentiate between growth and development;		*	
		7.1.4	describe the scope of developmental Psychology;		*	
		7.1.5	discuss different types of developmental Psychology (cognitive, psychosocial and moral);		*	
7.2	Developmental Psychology in the light of the Holy Quran and Hadith	7.2.1	explain developmental psychology in the light of the Holy Quran and Hadith;		*	
7.3	Cognitive Development	7.3.1	discuss each stage of Piaget's cognitive developmental approach;		*	
		7.3.2	explain the systematic nature of Piaget's approach;		*	
7.4	Psychosocial Development	7.4.1	describe the theoretical concept of Erikson's psycho-social development;		*	
		7.4.2	differentiate among the major psycho-social developmental crises in real life;		*	
7.5	Moral Development	7.5.1	discuss the three main levels of moral development of Kohlberg's theory;		*	
		7.5.2	discuss the implication of Kohlberg's theory on society;		*	

Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
		Students should be able to:				
7.6	Models of Intelligence <ul style="list-style-type: none"> <li>Stanford-Binet Intelligence Scale</li> <li>army alpha and beta</li> <li>Wechsler Scale</li> </ul>	7.6.1 7.6.2 7.6.3 7.6.4 7.6.5 7.6.6	describe individual and group tests; interpret different models of intelligence; describe the Stanford Binet Scale; explain the contents of army alpha and army beta to measure intellectual fitness; describe Wechsler scale of intelligence as (WISC), (WAIS) and (WIPPSI); differentiate between Standford Binet Scale and Wechsler scale;		*	*
7.7	Problem Solving	7.7.1 7.7.2 7.7.3	describe the concept of problem solving; discuss the seven steps for effective problem solving; find ways to overcome problems in real-life situations;		*	P
7.8	Problem Solving Strategies	7.8.1 7.8.2	illustrate strategies for problem solving through algorithms and heuristics; discuss the use of heuristics as problem solving strategy (anchoring/ adjustment, representativeness and availability);		*	*P

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>8. Social Psychology</b>	Students should be able to:				
8.1 Socialisation	8.1.1 8.1.2 8.1.3	describe the term 'social psychology'; explain the terms socialisation, culture and society; discuss the elements (psychological, cultural and environmental) that influence the socialisation process;		* * *	
8.2 Social Problems and their Solutions • antisocial behaviour • smoking • substance abuse • violence • sexual harassment prejudice	8.2.1 8.2.2 8.2.3 8.2.4	define the term 'social problems'; discuss causes of the social problems given in sub-topic 8.2; analyze cause and effect relationship of social problems given in sub-topic 8.2; suggest solutions of the social problems given in sub-topic 8.2;	*	*   	 * *
8.3 Attitude Change and Formation	8.3.1 8.3.2 8.3.3 8.3.4	describe the term 'attitude' with respect to its nature in the light of social psychology; explain the concept of attitude formation; explain attitude change with reference to the sense of persuasion; discuss the factors of persuasion i.e. source of the message, message itself and target audience.		*  * *	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
<b>9. Personality</b>	Students should be able to:				
9.1 Personality	9.1.1	describe the term ‘personality’;		*	
9.2 Types and Traits of Personality	9.2.1	interpret the Sheldon theory of somatotype;			*
	9.2.2	compare kinds of personality given by Sheldon;		*	
	9.2.3	describe Jung’s division of personality traits (introvert, extrovert and ambivert);		*	
9.3 Theories of Personality	9.3.1	explain the Freud’s theory of personality;		*	
	9.3.2	describe the levels of mind (conscious, preconscious and unconscious);		*	
	9.3.3	analyse the three parts of the personality with reference to the id, ego and super ego;			*
9.4 Personality Assessment <ul style="list-style-type: none"> <li>• Objective Type</li> <li>• Interview</li> <li>• MMPI</li> <li>• Projective Tests</li> <li>• (Rorschach Inkblot Test and TAT)</li> </ul>	9.4.1	differentiate amongst the several types of objective tests of personality assessment;		*	
	9.4.2	construct an interview from a psychological perspective by using an available designed questionnaire (clinical initiative and interview);			CA <sup>3</sup>
	9.4.3	design a questionnaire for the personality assessment of students of different subject groups;			CA
	9.4.4	explain personality scale/ testing;		*	
	9.4.5	explain the MMPI scales for psychiatric diagnosis or abnormal personality;		*	
	9.4.6	define ‘projective tests’;	*		
	9.4.7	discuss the different types of projective tests (TAT and Rorschach);		*	
	9.4.8	describe the use of projective tests in personality assessment;		*	
	9.4.9	describe the purpose of TAT;		*	
	9.4.10	compare TAT and Rorschach Inkblot Test;		*	

<sup>3</sup> CA = Classroom Activity, not to be assessed under examination conditions

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	9.4.11	conduct personality assessment using the methods given in sub-topic 9.4;			P
9.5 Self-Assessment	9.5.1	explain the term 'personal grooming';		*	
	9.5.2	describe how an individual can identify its own strength and weakness through SWOT analysis;		*	
	9.5.3	conduct SWOT analysis of self and education institutions (secondary, higher secondary and tertiary)			CA
	9.5.4	justify that the strength of an individual can compensate for a weakness in an individual;			*
	9.5.5	discuss ways by which weaknesses can be minimized and strengths can be maximized;		*	
	9.5.6	develop a personal grooming plan for various individuals with respect to their strengths and weaknesses.			CA

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
<b>10. Psychology of Health</b>		Students should be able to:				
10.1	Psychology of Health and Adjustment	10.1.1	define the term ‘health’;	*		
		10.1.2	explain the term ‘adjustment’;		*	
		10.1.3	discuss the basic biological requirements of good health exercise, healthy dietary habits, sleep regulation and regular medical checkups;		*	
		10.1.4	discuss the impact of good health on behaviour;		*	
10.2	Concept of Mental Health	10.2.1	explain the concept of mental health;		*	
		10.2.2	state Imam Ghazali and Maulana Ashraf Ali Thanvi’s point of views on mental health;	*		
10.3	Abnormal Behaviour	10.3.1	describe abnormal behaviour from the perspective of psychological disorders;		*	
		10.3.2	interpret abnormality through multiple lenses such as biological and psychoanalysis;			*
		10.3.3	differentiate between normal and abnormal behaviour;		*	
10.4	Stress and its Influence on Behaviour	10.4.1	describe the term ‘stress’;		*	
		10.4.2	describe types of stress (eustress and distress; acute and chronic stress);		*	
		10.4.3	discuss the different causes of stress;		*	
		10.4.4	interpret the influence of stress on behaviour;			*
		10.4.5	analyse the coping strategies of stress management;			*



Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
10.5 Behavioural Disorder	10.5.1	define the term 'anxiety';	*		
	10.5.2	differentiate between stress and anxiety;		*	
	10.5.3	describe anxiety disorder (Generalised Anxiety Disorder, Panic, Phobia and Obsessive Compulsion Disorder);		*	
	10.5.4	explain a few causes of anxiety disorders;		*	
	10.5.5	analyse the symptoms of anxiety with reference to cognition, emotion, physiology and behaviour;			*
10.6 Eating Disorder	10.6.1	describe eating disorders;		*	
	10.6.2	explain the causes of eating disorders;		*	
	10.6.3	discuss the types of eating disorders (obesity, anorexia and bulimia);		*	
	10.6.4	evaluate the symptoms of the types of eating disorders;			*
	10.6.5	arrange a visit to a doctor or a nutritionist and seek some suggestions for improving eating habits;			CA
10.7 Schizophrenia	10.7.1	explain psychosis as a feature of schizophrenia;		*	
	10.7.2	describe the main symptoms of schizophrenia (positive and negative);		*	
	10.7.3	explain the possible causes of schizophrenic disorders from the perspective of psychoanalytic, cognitive, behaviour and biological schools of thought;		*	
	10.7.4	explain the kinds of schizophrenia (disorganised, catatonic and paranoid);		*	
	10.7.5	evaluate the symptoms of schizophrenia;			*
	10.7.6	evaluate conditions of schizophrenic patients and their therapies through a visit to the hospital and discussions with psychiatrists and the other staff.			CA

Topics and Sub-topics		Student Learning Outcomes		Cognitive Level		
				K	U	A
<b>11. Guidance and Counselling</b>		Students should be able to:				
11.1 Guidance and Counselling	11.1.1	explain the meaning of guidance from the psychological perspective;			*	
	11.1.2	explain the meaning of counselling in psychology;			*	
	11.1.3	differentiate between guidance and counselling;			*	
11.2 Importance of Guidance and Counseling in Islam	11.2.1	explain the importance of guidance with reference to Islam;			*	
	11.2.2	explain the importance of counselling in Islam;			*	
11.3 Principles of Guidance	11.3.1	explain and discuss the principles of guidance;			*	
11.4 Different Kinds of Counselling	11.4.1	discuss the kinds of counselling (directive, non-directive, eclectic and behavioural counselling);			*	
	11.4.2	discuss the problems of secondary and higher secondary students which requires counselling;			*	
	11.4.3	discuss Rational Emotive Behavior Therapy (REBT) as a tool for counselling.			*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
12. Introduction to Statistics	Students should be able to:				
12.1 Statistics	12.1.1	define the term ‘statistics’;	*		
	12.1.2	describe the importance of statistics in psychology;		*	
12.2 Terms Used in Statistics	12.2.1	explain the basic terms used in statistics i.e. data, raw scores, ungrouped data, grouped data, range and class interval;		*	
	12.2.2	explain different levels of measurement (nominal, ordinal, interval and ratio);		*	
12.3 Frequency Distribution	12.3.1	arrange data according to frequencies;			*P
	12.3.2	construct a frequency distribution table;			*P
	12.3.3	represent data pattern in histograms and polygons;			*P
	12.3.4	interpret information represented in histogram and polygons			*P
12.4 Central Tendency <ul style="list-style-type: none"><li>• Mean</li><li>• Median</li><li>• Mode</li></ul>	12.4.1	analyse charts to determine central tendency;			*P
	12.4.2	describe the kinds of central tendency;		*	
	12.4.3	calculate the arithmetic mean of grouped and ungrouped data;			*P
	12.4.4	identify the different symbols of mean i.e. ( $\Sigma$ , $\bar{x}$ and $n$ );	*		
	12.4.5	calculate the median of grouped and ungrouped data;			*P
	12.4.6	calculate the mode of grouped and ungrouped data;			*P
	12.4.7	calculate the measures of dispersion;			*
	12.4.8	calculate the standard deviation of a data;			*
	12.4.9	interpret the mean, median and standard deviation of a data.			*P

## List of Practical and Apparatus

### Class XI

S.No	SLO No.	Objective	Equipment
<b>Topic : Sensation and Perception</b>			
1.	4.2.5	To measure the area of blind spot of the subject.	Perimeter Paper and pencil Meter rod Perimeter arm
2.	4.5.3	To measure the degree of illusion of the subject in Muller Lyer illusion.	Muller Lyer cards Paper and pencil scale
3.	4.5.5	To experimentally study the phenomenon of Negative After Image.	Bulb (200 Watts) Projective lantern Slides of basic colours (red, green, blue, yellow) Slide of picture in black and white Stop watch Paper and pencil
4.	4.5.6	To investigate the extent to which a social pressure from a majority of group could affect the person to conform.	Asch cards Paper and pencil Meter rod

S.No	SLO No.	Objective	Equipment
5.	5.3.8	To be able to measure the memory by recall method	List of NSS Memory drum Stop watch Paper and pencil Meter rod
6.	5.3.9	To make experimental study of Retro-Active Inhibition	Memory Drum metronome Stop watch Paper and pencil

## Class XII

S.No	SLO No.	Objective	Equipment
<b>Topic : Developmental Psychology</b>			
1.	7.7.3	To be able to find ways to overcome problems in a given situation.	Paper and pencil Meter rod
2.	9.4.11	To conduct a personality test through TAT method.	T.A.T. Murray's Cards (Two Pictures) Stop Watch Paper and pencil
3.	9.4.11	To conduct a personality test through Rorschach Inkblot Test.	10 cards : 5 black and white 5 multi colours Stopwatch Paper and pencil
<b>Topic: Introduction to Statistics</b>			
4.	12.3.1 12.3.2	To tabulate the given data	Paper and pencil
5.	12.3.3 12.3.4	To represent and interpret data using graphs a. frequency histogram b. frequency polygon c. frequency curve	Paper and pencil Compass
6.	12.4.1 12.4.3 12.4.5	To find and interpret measures of central tendency of grouped and ungrouped Data a. arithmetic mean b. median c. mode	Paper and pencil
7.	12.4.7 12.4.8 12.4.9	To find and interpret measure of dispersion of a data	Paper and pencil

# Scheme of Assessment

## Grade XI

**Table 1: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to Psychology	03	01	06	00	07
2.	Methods of Research	02	00	06	01	07
3.	Nervous System and Behaviour	01	00	07	01	08
4.	Sensation and Perception	07	01	19	06	26
5.	Learning and Remembering	04	02	14	03	19
6.	Motivational and Emotional Behaviour	06	01	12	04	17
<b>Total</b>		<b>23</b>	<b>5</b>	<b>64</b>	<b>15</b>	<b>84</b>
<b>Percentage</b>			<b>6</b>	<b>76</b>	<b>18</b>	<b>100</b>

**Table 2: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1.	Introduction to Psychology	6			6
2.	Methods of Research	10	Total 6 Marks (2 CRQs)		16
3.	Nervous System and Behaviour	5			5
4.	Sensation and Perception	8		8 Marks Choose any ONE from TWO	16
5.	Learning and Remembering	11	Total 4 Marks (1 CRQ)	6 Marks Choose any ONE from TWO	21
6.	Motivational and Emotional Behaviour	10	Total 5 Marks (2 CRQs)	6 Marks Choose any ONE from TWO	21
<b>Total</b>		<b>50</b>	<b>15</b>	<b>20</b>	<b>85</b>
<b>Practical*</b>					<b>15</b>
<b>Total</b>					<b>100</b>



## Grade XII

**Table 3: Number of Student Learning Outcomes by Cognitive level**

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
7.	Developmental Psychology	08	00	20	03	23
8.	Social Psychology	03	01	08	02	11
9.	Personality	05	01	15	04	20
10.	Psychology of Health	07	03	19	06	28
11.	Guidance and Counselling	04	00	09	00	09
12.	Introduction to Statistics	04	02	04	11	17
<b>Total</b>			<b>7</b>	<b>75</b>	<b>26</b>	<b>108</b>
<b>Percentage</b>			<b>7</b>	<b>69</b>	<b>24</b>	<b>100</b>

**Table 4: Exam Specification**

Topic No.	Topics	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
7.	Developmental Psychology	9	Total 3 Marks (1 CRQ)		12
8.	Social Psychology	9	Total 3 Marks (1 CRQ)		12
9.	Personality	12	Total 4 Marks (1 CRQ)		16
10.	Psychology of Health	10	Total 5 Marks (2 CRQs)	10 Marks Choose any ONE from TWO	25
11.	Guidance and Counselling	6			6
12.	Introduction to Statistics	4		10 Marks Choose any ONE from TWO	14
<b>Total</b>		<b>50</b>	<b>15</b>	<b>20</b>	<b>85</b>
<b>Practical*</b>					<b>15</b>
<b>Total</b>					<b>100</b>

- Multiple Choice Question (MCQ) requires candidates to choose one best/ correct answer from four options for each question. Each MCQ carries ONE mark.
- Constructed Response Question (CRQ) requires students to respond with a short text (few phrases/ sentences), calculations or diagrams.
- Extended Response Question (ERQ) requires students to answer in a more descriptive form. The answer should be in paragraph form, with diagrams where needed, and address all parts of the question.
- Tables 1 and 3 indicate the number and nature of SLOs in each topic in grades XI and XII respectively. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to the Understanding (76% in XI and 69% in XII), Application and higher order skills (18% in XI and 24% in XII) to discourage rote memorization. Tables 1 and 3, however, do not translate directly into marks.
- There will be two examinations, one at the end of grade XI and one at the end of grade XII.
- In each grade, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- Paper I theory will consist of 50 compulsory, multiple choice items. These questions will involve four response options.
- Paper II theory will carry 35 marks and consist of a number of compulsory, structured questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- All constructed response questions will be in a booklet which will also serve as an answer script.

**\*Practical:**

- In each grade, practical examination will be conducted separate from the theory paper and will consist of 15 marks.
- Practical examination will be based on the list of practical activities given in the examination syllabus. Schools may design their own practical manuals based on these activities.
- Practical journal/ portfolio should be developed by students and endorsed by a figure of authority, such as a teacher or principal, and submitted at the time of the practical examination.
- It is essential for each school to equip its laboratories with chemicals, instruments, apparatus, specimens etc. according to the requirements of the practical activities. Each school will be responsible to make sure that each student is provided the opportunity to do the practical activities.

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