

Psychology

Original practice in 10 topic units, with explanations, worked examples and answer guidance. Use alongside the prescribed texts and syllabus.



10 practice units

60 tasks with answer guidance

Name / नाम: _____

Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

CBSE course 037 · 2026–27 · Selected practice, not a complete syllabus or official examination paper.

UNIT 01 / 10 · LEARN & TRY

Psychological attributes: difference and assessment

Name: _____ Date: _____

Goal: Distinguish assessment principles and evaluate limited interpretations of ability.

Learn

Individuals vary in abilities, interests and other psychological attributes. Assessment uses defined constructs and methods; a score is an estimate under specified conditions, not a complete measure of a person's worth or potential. Standardisation supports consistent administration, reliability concerns consistency, and validity concerns whether an interpretation fits the intended construct and purpose. Cultural and linguistic context can affect fairness. Different theories describe intelligence in different ways, so compare their assumptions rather than treating one number as every form of competence. Applying an assessment responsibly requires suitable norms, qualified interpretation and awareness of limitations. Classroom practice should analyse measurement principles rather than administer or label classmates with psychological tests. Define the psychological concept and identify the evidence that supports its application. Avoid diagnosing a person from a brief classroom vignette. Consider an alternative explanation, ethical safeguards and the limits of the method before making a conclusion about behaviour.

Worked example

Worked evaluation: A fictional reasoning task is administered consistently but relies heavily on unfamiliar vocabulary. Consistency may support standardisation, yet language demands could weaken the intended interpretation as non-language reasoning. Reliability alone cannot establish validity or fairness for every participant.

1. Original fictional test: Scores are stable, but tasks measure vocabulary rather than the intended spatial reasoning. Distinguish reliability and validity. [2 marks]

UNIT 01 · PRACTISE · 2–6

Psychological attributes: difference and assessment

2. Why should one score not define a person's worth? [2 marks]

3. Original fictional scenario: The same task is administered with different time limits to two groups. Explain the standardisation issue. [3 marks]

4. Why do suitable norms matter in interpreting assessment? [3 marks]

5. Original fictional task: Evaluate fairness of a timed verbal reasoning measure for learners with different language backgrounds. Identify four questions. [4 marks]

6. Compare psychometric and information-processing approaches without claiming that one measures every kind of competence. [4 marks]

Explain one answer. Choose a question to revisit after a few days.

UNIT 01 · ANSWER GUIDANCE

Psychological attributes: difference and assessment

1. Stable scores support consistency or reliability. Measuring vocabulary undermines the intended spatial-reasoning interpretation, so reliability does not establish validity.
2. It estimates a specified attribute under limited conditions. People have varied abilities, experiences and opportunities beyond the measure.
3. Conditions differ, so score differences may reflect time rather than the intended attribute. Consistent administration is needed for the proposed comparison.
4. Scores are compared with a reference population. Inappropriate norms can distort interpretation when language, experience or population characteristics differ from the intended use.
5. Does vocabulary fit the intended construct? Are instructions accessible? Are norms suitable for the population? Do timing and access arrangements permit a justified comparison? Fairness needs evidence rather than identical administration alone.
6. Psychometric approaches analyse patterns and dimensions of test performance; information-processing approaches examine cognitive processes used in tasks. Their focus differs, and each requires evidence and has limits for wider claims about competence.

Teaching note

Evaluate what a measure supports, not what its title promises.

Curriculum reference: https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart2/Psychology_SecP2_2026-27.pdf

Selected practice; outcomes are publisher-defined. School practicals, projects and prescribed readings require separate preparation.