CLASS 12 · CBSE PSYCHOLOGY (037)

Psychology Solved Board Papers

Chapter-wise and year-wise CBSE board questions with complete answers

2016–2026

- ✓ Part A: every question sorted chapter-wise, grouped by marks, with full answers
- ✓ Part B: complete board papers, each followed by its answers
- ✓ Board weightage table and most-asked topics for every chapter
- ✓ Case-based, assertion-reason and situation questions answered the board way
- ✓ Questions on chapters removed from the syllabus are flagged and kept out of Part A

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WHAT YOU GET

CBSE Psychology papers 2016–2026. Every question answered. Sorted chapter-wise.

16	503	10	7	182
board papers	solved questions	years · 2016–26	chapters	MCQs solved

✗ Questions scattered across years	→ ✓ All in one place, chapter-wise
✗ Don't know what to study first	→ ✓ Weightage + most-asked topics
✗ Answers too short to score	→ ✓ Point-wise answers the board way
✗ Old books carry deleted chapters	→ ✓ Only the 2026-27 syllabus

PART A

A Chapter-wise

- ✓ Weightage table
- ✓ Most-asked topics
- ✓ Every question + solution

PART B

B Full papers

- ✓ Exactly as set by CBSE
- ✓ Solutions after each paper
- ✓ Timed 3-hour practice

2026 · 63	**2026** · 63	**2025** · 63	**2025** · 63	**2024** · 63
2024 · 63	**2023** · 63	**2023** · 63	**2022** · 63 (Term 2)	**2022** · 63
2020 · 63	**2019** · 63	**2018** · 63	**2017** · 63	**2016** · 63
2016 · 63				

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How to use this book

Part A puts every board question of a chapter together, from 1-mark MCQs to 6-mark long answers and case studies. Finish a chapter in your notes, then answer its Part A questions without looking at the answers. Check, mark the ones you got wrong, and repeat them a week later.

Each question shows where it was asked, for example **CBSE 2026 · 63 · Q28**. Use the weightage table and the most-asked topics chart at the start of each chapter to decide what to revise first.

Part B gives full papers. In the last month before the exam, sit with a clock and write one paper in 3 hours, then check it with the answers that follow the paper.

Answers are written the way the board awards marks: name the concept, define it, then explain each point and apply it to the situation in the question. For case-based questions, always quote the clue from the case that supports your answer.

Contents

Part A · Chapter-wise questions with solutions

1. Variations in Psychological Attributes 77 Qs
2. Self and Personality 81 Qs
3. Meeting Life Challenges 63 Qs
4. Psychological Disorders 91 Qs
5. Therapeutic Approaches 67 Qs
6. Attitude and Social Cognition 68 Qs
7. Social Influence and Group Processes 56 Qs

Part B · Full board papers, each followed by its solutions

1. CBSE 2026 · 63 solutions
2. CBSE 2026 · 63 solutions
3. CBSE 2025 · 63 solutions
4. CBSE 2025 · 63 solutions
5. CBSE 2024 · 63 solutions
6. CBSE 2024 · 63 solutions
7. CBSE 2023 · 63 solutions
8. CBSE 2023 · 63 solutions
9. CBSE 2022 · 63 (Term 2) solutions
10. CBSE 2022 · 63 solutions
11. CBSE 2020 · 63 solutions
12. CBSE 2019 · 63 solutions
13. CBSE 2018 · 63 solutions
14. CBSE 2017 · 63 solutions
15. CBSE 2016 · 63 solutions
16. CBSE 2016 · 63 solutions

503 questions in all. Questions are taken from all 16 CBSE Class 12 Psychology board papers we could get for 2016 to 2026: the main paper of each year (code 63; for 2016 both the Outside and the Delhi paper), and the compartment papers of 2022 to 2026. The 2021 exams had no board paper. Answers are our own, checked against the official marking schemes wherever the board published one (none was published for the 2022 compartment paper). Older papers carried chapters since removed from the syllabus (Psychology and Life, Developing Psychological Skills). These questions are left out of Part A and marked in Part B, where they are still fully answered.

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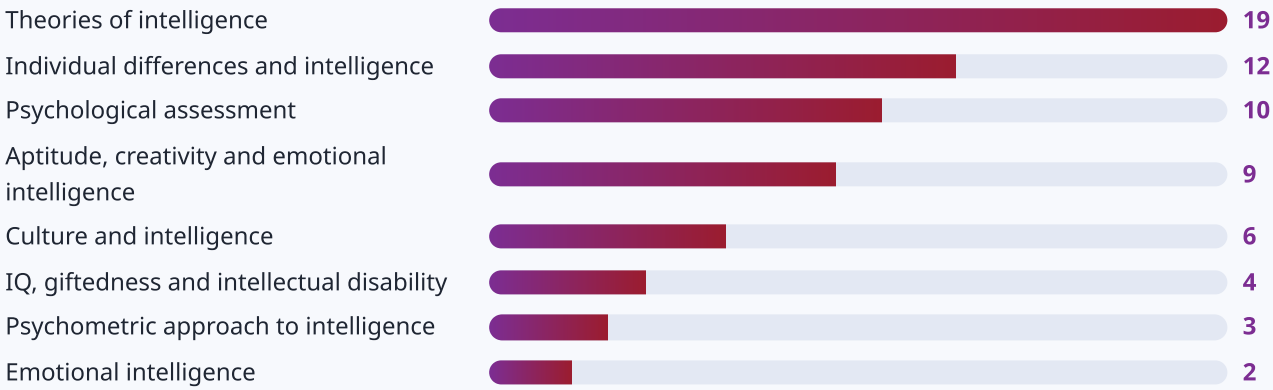
CHAPTER 1

Variations in Psychological Attributes

Board weightage 2016–2026

Year	2016	2017	2018	2019	2020	2022	2023	2024	2025	2026
Questions per paper	4	3	2	4	4	–	7.5	6	8.5	6.5
Marks per paper	15	9	5	10	9	–	18	16	19	21

Most asked topics



77 different questions from 14 papers. Repeated questions are shown once with every year they were asked.

1 mark: MCQ and Assertion–Reason

CBSE 2026 · 63 · Q1 — 1 mark

Neha always scores well in school assessments and is appreciated for her sharp, critical ability, reasoning and analytical thinking. Which form of intelligence is she most likely demonstrating?

(A) Naturalistic Intelligence
(B) Contextual Intelligence
(C) Componential Intelligence
(D) Experiential Intelligence

Solution

(C) Componential (analytical) intelligence — Sternberg's triarchic theory: analysis of information to solve problems (knowledge acquisition, meta and performance components). Experiential = creative; contextual = practical.

CBSE 2026 · 63 · Q1 — 1 mark

_____ uses systematic testing procedures to evaluate the abilities, behaviours and personal qualities of individuals.

(A) Psychological assessment
(B) Biological assessment
(C) Cognitive assessment
(D) Physiological assessment

Solution

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(A) Psychological assessment — the measurement and evaluation of psychological attributes (abilities, behaviours, personal qualities) of individuals using systematic procedures such as tests, interviews and observation.

CBSE 2025 · 63 · Q1 — 1 mark

Madhu is a student who excels in remembering facts and figures but struggles when it comes to solving complex problems that require critical thinking and creativity. According to Arthur Jensen, which level of abilities does Madhu possess?

(A) Level II, associative learning
(B) Level I, cognitive competence
(C) Level I, associative learning
(D) Level II, observational learning

Solution

(C) Level I, associative learning. Jensen proposed a hierarchical model: Level I (associative learning) — output is more or less similar to input, e.g. rote learning and memory; Level II (cognitive competence) — higher-order skills that transform input to produce effective output (reasoning, problem solving). Madhu is strong only at Level I.

CBSE 2025 · 63 · Q2 — 1 mark

Match the following:

Rearing Practices	Correlation
1. Identical twins reared in different environment	I. 0.50
2. Fraternal twins reared together	II. 0.60
3. Brothers and sisters reared together	III. 0.72
4. Siblings reared apart	IV. 0.25

(A) 1-I, 2-II, 3-III, 4-IV
(B) 1-III, 2-II, 3-I, 4-IV
(C) 1-IV, 2-I, 3-III, 4-II
(D) 1-II, 2-IV, 3-I, 4-III

Solution

(B) 1-III, 2-II, 3-I, 4-IV: identical twins reared apart 0.72; fraternal twins reared together 0.60; siblings reared together 0.50; siblings reared apart 0.25 — showing the role of both heredity and environment.

CBSE 2025 · 63 · Q4 — 1 mark

Which of the following best describes the nature of creativity tests where there are no specified answers to questions or problems, allowing for freedom to use one's imagination and express it in original ways?

(A) Divergent
(B) Convergent
(C) Analytical
(D) Structured

Solution

(A) Divergent (open-ended) tests — e.g. unusual uses of objects, consequences, product improvement — assess divergent thinking: fluency, flexibility, originality and elaboration.

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CBSE 2025 · 63 · Q6 — 1 mark

In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the statements and choose the appropriate option.
Assertion (A): Psychological tests are widely used for clinical diagnosis, guidance, personnel selection, placement and training.
Reason (R): Objective tests provide a standardized and reliable measure of an individual's psychological attributes.

(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(C) Assertion (A) is true, but Reason (R) is false.
(D) Assertion (A) is false, but Reason (R) is true.

Solution

(A) Both are true and R explains A: standardised, objective, reliable and valid tests allow fair comparison of individuals, which is why they are used in clinical, guidance, selection and training settings.

CBSE 2025 · 63 · Q1 — 1 mark

Neena read an in-depth account of a scientist. It contained all his psychological history. This in-depth account must have been presented in his _____.

(A) Interview
(B) Observation
(C) Case Study
(D) Data

Solution

(C) Case Study — an in-depth study of one individual (or a small group) that collects detailed information on the person's psychological history, family, health, education and work from many sources.

CBSE 2025 · 63 · Q2 — 1 mark

Which one of the following theories represents the information processing approach to understand intelligence ?

(A) Structure-of-Intellect Model
(B) Theory of Primary Mental Abilities
(C) Triarchic Theory of Intelligence
(D) Two-Factor Theory

Solution

(C) Triarchic Theory of Intelligence — Sternberg's theory looks at the mental processes (components) involved in intelligent behaviour: metacomponents, performance components and knowledge-acquisition components. The other three are psychometric (factor) theories of intelligence.

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CBSE 2024 · 63 · Q1 — 1 mark

Sangeeta is a counsellor. She interacts with the client and seeks information from the client on one-to-one basis. She is using _____ as a method of assessment.

(A) Self-report
(B) Observation
(C) Psychological test
(D) Interview

Solution

(D) Interview — talking to the person and asking specific questions face to face (one-to-one or group; structured or unstructured).

CBSE 2024 · 63 · Q3 — 1 mark

In this question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the statements and choose the appropriate option.
Assertion (A): The theory of primary mental abilities states that intelligence consists of primary abilities, each of which is relatively independent of the others.
Reason (R): This theory explains that intelligence consists of abilities operating at two levels, called Level I and Level II.

(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(C) Assertion (A) is true, but Reason (R) is false.
(D) Assertion (A) is false, but Reason (R) is true.

Solution

(C) A is true (Thurstone: seven primary abilities — verbal comprehension, numerical abilities, spatial relations, perceptual speed, word fluency, memory, inductive reasoning — relatively independent), but R is false: Level I and Level II abilities belong to **Jensen's** hierarchical model.

CBSE 2024 · 63 · Q1 — 1 mark

Raghav was told by the teacher about a test which she plans to hold. This forces him to focus on reading, learning and revising the contents of the chapters. This is because of _____.

(A) Arousal/Attention
(B) Coding
(C) Simultaneous processing
(D) Successive processing

Solution

(A) Arousal/Attention. In the PASS (planning, attention-arousal, simultaneous-successive) model of Das, Naglieri and Kirby, **arousal** (alertness) is raised by the announcement of the test, and **attention** is the selective focus on the chapters; together they make Raghav read, learn and revise.

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CBSE 2024 · 63 · Q2 — 1 mark

Nirja has a mental age of 14 years with an Intelligence Quotient (IQ) of 110. What is her chronological age ?

(A) 9·7 years approximately
(B) 10·7 years approximately
(C) 11·7 years approximately
(D) 12·7 years approximately

Solution

(D) 12·7 years approximately. IQ = (MA ÷ CA) × 100, so 110 = (14 ÷ CA) × 100, and CA = 1400 ÷ 110 = **12·7 years**.

CBSE 2023 · 63 · Q1 — 1 mark

Vijay's parents are confused as to what subjects should he choose in Grade 11. To know where his strengths lie, the School Counsellor suggested that he take an aptitude test. What form of aptitude test do you think would be given to him?

(a) Specialised
(b) Independent
(c) Generalised
(d) Vocational

Solution

(c) Generalised. Aptitude tests come in two forms: independent (specialised) tests such as clerical or mechanical aptitude, and generalised test batteries such as the Differential Aptitude Test (DAT), which measure several aptitudes at once. To find where Vijay's strengths lie across subjects, a generalised battery is used.

CBSE 2023 · 63 · Q18 — 1 mark

In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Select the correct choice from (a), (b), (c), (d).
Assertion (A): Children from disadvantaged homes, when adopted into families with higher socio-economic status, exhibit a large increase in their intelligence scores.
Reason (R): Environmental deprivation lowers intelligence while rich nutrition, good family background and quality of schooling increases intelligence.

(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is correct explanation of Assertion (A).
(b) Assertion (A) is true, but Reason (R) is false.
(c) Assertion (A) is false, but Reason (R) is true.
(d) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).

Solution

(a) Both A and R are true, and R correctly explains A. Studies show that environmental deprivation lowers intelligence, while rich nutrition, a good family background and quality schooling raise it. That is why adopted children from disadvantaged homes show large gains in intelligence scores.

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CBSE 2023 · 63 · Q4 — 1 mark

Ayush is a young engineering graduate, who has effective communication skills and is good at problem solving. He is respected in his society because he shows commitment towards elders, the young and the needy and values others' perspectives. According to integral intelligence, what are the competencies that are visible in him ?

(a) Cognitive and social
(b) Social and emotional
(c) Emotional and entrepreneurial
(d) Entrepreneurial and cognitive

Solution

(a) Cognitive and social — in the integral (Indian) view of intelligence, cognitive competence includes communication and problem solving; social competence includes commitment to elders, the young and the needy and respect for others' perspectives.

CBSE 2023 · 63 · Q6 — 1 mark

A 14-year-old girl was sent for psychometric testing, where her I.Q. was found to be 140. What will her Mental Age (MA) be like ?

(a) Mental age will be greater than chronological age.
(b) Mental age will be less than chronological age.
(c) Mental age will be equal to chronological age.
(d) Mental age will have no relationship with chronological age.

Solution

(a) Mental age will be greater than chronological age. IQ = (MA ÷ CA) × 100. An IQ of 140 means MA = 1.4 × CA, so MA = 1.4 × 14 = 19.6 years, which is greater than her CA of 14 years.

CBSE 2023 · 63 · Q18 — 1 mark

In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice.
Assertion (A) : Psychometric approach expresses the individual's performance in terms of a single index of cognitive abilities.
Reason (R) : It describes the process people use in intellectual reasoning and problem solving.

(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(b) Assertion (A) is true, but Reason (R) is false.
(c) Assertion (A) is false, but Reason (R) is true.
(d) Both Assertion (A) and Reason (R) are true, but Reason (R) is ***not*** the correct explanation of Assertion (A).

Solution

(b) A is true: the psychometric approach expresses performance as a single index (the IQ). R is false: describing the process used in reasoning and problem solving is the aim of the **information-processing approach**, not the psychometric approach.

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CBSE 2020 · 63 · Q1 — 1 mark

The situational perspective views human behaviour as mostly a result of _____ factors.

Solution

Situational (external or environmental). The situational perspective holds that human behaviour is mostly determined by external factors such as the setting, the people present and the demands of the situation, rather than by internal traits.

CBSE 2020 · 63 · Q2 — 1 mark

_____ is the ability to produce ideas, objects for problem solutions that are novel and innovative.

Solution

Creativity. It is the ability to produce ideas or objects for problem solutions that are novel, original and useful or innovative.

CBSE 2019 · 63 · Q1(a) — 1 mark

According to teachers, students who have a combination of high ability, high creativity and high commitment are said to be _____.

Solution

Gifted. From the teachers' point of view, giftedness is a combination of high ability, high creativity and high commitment.

CBSE 2019 · 63 · Q1(b) — 1 mark

Sternberg's experiential intelligence includes

(a) The ability to learn from past events
(b) The ability to manipulate people's opinions
(c) Creative problem solving
(d) Basic academic skills

Solution

(a) and (c) (the board accepts both). Experiential (creative) intelligence is the ability to use past experiences creatively to solve novel problems; such people are original and creative.

CBSE 2018 · 63 · Q1 — 1 mark

Emotional competence refers to

(a) Self-monitoring of emotions
(b) Self-competence to handle behaviour
(c) Discrimination of behaviour
(d) Persistence in behaviour

Solution

(a) Self-monitoring of emotions. Emotional competence is the ability to be aware of, understand, and regulate one's own emotions, and to perceive emotions in others. Self-monitoring of emotions — accurately observing and labelling one's own emotional states — is its core meaning.

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CBSE 2017 · 63 · Q1 — 1 mark

If a person has the skill of understanding the motives, feelings and behaviours of other people, he/she is said to have

(a) Interpersonal intelligence
(b) Intrapersonal intelligence
(c) Linguistic intelligence
(d) Social intelligence

Solution

(a) Interpersonal intelligence. In Gardner's theory, interpersonal intelligence is the ability to understand the motives, feelings and behaviours of other people and to work well with them (as in teachers, counsellors, leaders). Intrapersonal intelligence is the understanding of one's own feelings and motives. The marking scheme prints the answer as "Interpersonal intelligence"; the printed letter "(b)" in the scheme does not match the English option list, where Interpersonal intelligence is option (a).

CBSE 2016 · 63 · Q1 | CBSE 2016 · 63 · Q1 — asked 2 times — 1 mark

The _____ approach considers intelligence as an aggregate of abilities.

Solution

Psychometric. The psychometric approach treats intelligence as a measurable set of abilities and uses psychological tests (IQ tests) to quantify them. It views intelligence as the aggregate of distinct mental abilities rather than a single global capacity.

2 marks: very short answer

CBSE 2026 · 63 · Q15 — 2 marks

Identify two differences between Psychometric theories and Information processing theories of intelligence.

Solution

(i) **Psychometric** theories consider intelligence as an **aggregate of abilities** and express performance as a single index of cognitive abilities (IQ); **information processing** theories describe the **processes** people use in intellectual reasoning and problem solving. (ii) Psychometric theories focus on the **structure** of intelligence (e.g. Spearman's two-factor, Thurstone's primary abilities, Guilford); information processing approaches focus on **how** an intelligent person acts — the cognitive functions underlying intelligent behaviour (e.g. Sternberg's triarchic theory, PASS model).

CBSE 2026 · 63 · Q16(a) — 2 marks

Find out the IQ of a 14-year-old child with a mental age of 16.

Solution

IQ = MA ÷ CA × 100 = 16 ÷ 14 × 100 = **114.28 ≈ 114** (above average/high average).

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CBSE 2026 · 63 · Q16(b) — 2 marks

Differentiate between a verbal and a non-verbal test.

Solution

Verbal tests require subjects to respond orally or in writing (using language) and can be administered only to **literate** people. **Non-verbal tests** use symbols, **pictures or illustrations** as items and can be given to literate and **illiterate** people and across cultures (e.g. Raven's Progressive Matrices).

CBSE 2026 · 63 · Q15 — 2 marks

The two-factor theory of intelligence is the opposite of the one (uni) factor theory. Explain.

Solution

The **uni-factor theory** (Alfred Binet) holds that intelligence is **one set of similar abilities** that can be used for solving any problem in the individual's environment. The **two-factor theory** (Charles Spearman) holds that intelligence has **two factors**: a **general factor (g)**, the mental operations common to all performances, and a **specific factor (s)**, which in addition allows the person to excel in a given area. So instead of one single ability, the two-factor theory proposes a general plus specific abilities.

CBSE 2025 · 63 · Q15 — 2 marks

A teacher notices that Neeraj, one of her class 5 students, learns new languages very easily, loves new subjects, and is very sensitive to changes in the classroom. Comment on the intellectual abilities of Neeraj.

Solution

Neeraj shows signs of **giftedness**. (i) Gifted children show early signs of intellectual superiority: even in infancy and early childhood they show a **larger attention span, good recognition memory, preference for novelty, sensitivity to environmental changes and early appearance of language skills** — exactly Neeraj's traits. (ii) Giftedness is not only brilliant academic performance; each gifted child has different strengths, personality and characteristics (Terman: high IQ, advanced talents). He needs special enriched educational programmes to develop his potential.

CBSE 2025 · 63 · Q16(a) — 2 marks

State the difference between verbal and non-verbal tests.

Solution

Verbal tests require the person to give verbal responses, orally or in writing, so they can be given only to **literate** people. **Non-verbal tests** use pictures or illustrations as items, so they can be given to children and **illiterate** people also.

CBSE 2025 · 63 · Q16(b) — 2 marks

State any two characteristics of gifted children.

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Solution

Any two: (i) advanced logical thinking, questioning and problem-solving behaviour; (ii) high speed of processing information; (iii) superior generalisation and discrimination ability; (iv) advanced original and creative thinking; (v) high intrinsic motivation and self-esteem; (vi) independent and non-conformist thinking; (vii) preference for solitary academic activities for long periods.

CBSE 2025 · 63 · Q17 — 2 marks

Explain any one limitation of the assessment method that employs systematic and objective procedures to record behavioural phenomena occurring naturally in real time.

Solution

The method is **observation**. Any one limitation: (i) the observer has little control over the situation, and reports may suffer from the observer's **subjective interpretation**; (ii) professional training is needed to collect useful data, which is demanding and time-consuming; (iii) the **maturity of the psychologist** is a precondition for valid data; (iv) the mere **presence of the observer may contaminate** the results — as a stranger the observer may influence the behaviour of the person observed, so good data may not be obtained.

CBSE 2024 · 63 · Q16 — 2 marks

Explain the term 'assessment'.

Solution

Assessment refers to the **measurement of psychological attributes** of individuals and their evaluation, often using multiple methods (tests, interviews, observation, case study, self-report) in terms of certain standards of comparison. It may be formal (objective, standardised) or informal; it helps in diagnosis, selection, guidance and research.

CBSE 2024 · 63 · Q17 — 2 marks

'Intelligence by itself does not ensure creativity.' Do you agree with this statement? Give reasons and examples in support of your answer.

Solution

Yes. (i) Terman (1920s) found that persons with high IQ were not necessarily creative; creative ideas can come from people without a very high IQ. (ii) All creative acts require some minimum ability to acquire knowledge and the capacity to comprehend, retain and retrieve; beyond that, creativity depends on other factors — openness, curiosity, divergent thinking, motivation. Example: a student with a very high IQ may score well in exams but may not produce original art or inventions, while a student of average IQ may be a creative painter or musician.

CBSE 2024 · 63 · Q16 — 2 marks

Tripti is a psychologist. She administers a test that requires the subject to manipulate objects and other materials to perform a task. Name the type of intelligence test and state its importance.

Solution

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It is a **performance test**, in which the subject manipulates objects and other materials to perform a task, e.g. Kohs' Block Design Test, Alexander's Passalong Test, Pattern Drawing.
Importance: performance tests do not depend on language, so they can be used with people who cannot read or write, who have language or hearing difficulties, or who come from other cultures, and they are less culture-biased than verbal tests.

CBSE 2023 · 63 · Q35 — 2 marks

Read the case study and answer the question (Q. 35 – 36) that follows:
When Srikanth Bolla was born, neighbours in the village suggested that his parents smother him. It was better than the pain they would have to go through their lifetime, some said. He is a "useless" baby without eyes; being born blind is a sin, others added. Twenty-three years later, Srikanth is standing tall living by his conviction that if the "world looks at me and says, 'Srikanth, you can do nothing', I look back at the world and say, I can do anything."
Srikanth is the Founder and CEO of Hyderabad-based Bollant Industries, an organisation that employs uneducated and challenged employees to manufacture eco-friendly, disposable consumer packaging solutions, which is worth ₹ 50 crore. He considers himself the luckiest man alive, not because he is now a millionaire, but because his uneducated parents, who earned ₹ 20,000 a year, did not heed any of the 'advice' they received and raised him with love and affection. "They are the richest people I know," says Srikanth.
We can see that Srikanth has the ability to adopt, shape and select the environment. Identify the theory of intelligence that would best support our understanding of Srikanth's intelligence.

Solution

Sternberg's Triarchic Theory of Intelligence; the relevant type is **contextual (practical) intelligence**. (1) It is the ability to deal with environmental demands met daily: to adapt to the present environment, select a more favourable one, or modify the environment to fit one's needs. Such people turn out to be successful in life, as Srikanth did in building his business. (1)

CBSE 2023 · 63 · Q36 — 2 marks

(Based on the case study in Q35) "Srikanth is standing tall living by his conviction that if the "world looks at me and says, 'Srikanth, you can do nothing', I look back at the world and say, I can do anything." According to Gardner's multiple theory of intelligences, which kind of intelligence explains this? Discuss this intelligence in brief.

Solution

Intrapersonal intelligence. (1) It is knowledge of one's own internal strengths and limitations, awareness of one's feelings, motives and desires, and the use of this knowledge to relate effectively to others. People high on it have a fine sense of identity, as Srikanth's confidence in himself despite others' judgements shows. (1)

CBSE 2023 · 63 · Q20(a) — 2 marks

Priya is very smart at solving any problem that she encounters. She refers to similar problems that she has faced in the past and uses her experience to solve the present ones. Which type of intelligence is she using and what theory is this based on ?

Solution

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She is using **experiential (creative) intelligence**, which is based on **Sternberg's triarchic theory of intelligence**. This theory describes three types of intelligence: componential (analytical), experiential (creative) and contextual (practical). Experiential intelligence is the ability to deal with new situations by using past experience, creatively.

CBSE 2023 · 63 · Q20(b) — 2 marks

Angel, a psychologist, is analysing the intelligence scores of the children. She notices that the children from rural areas scored significantly lower than the children from urban areas. What do you think would have influenced the result of intelligence tests ? Explain how she can overcome it.

Solution

The results were influenced by a **culture-biased test**: a test developed in the urban culture uses language, examples and experiences that are familiar to urban children, and so shows a bias towards the culture in which it was developed. To overcome this Angel can use a **culture-fair test**, which has items common to all cultures (non-verbal and performance tests, such as Raven's Progressive Matrices or Cattell's Culture-Fair Intelligence Test), so that children from different backgrounds are assessed on the same basis.

CBSE 2016 · 63 · Q11 — 2 marks

Explain the term giftedness.

Solution

Giftedness refers to an exceptional general ability shown in superior performance in a wide variety of areas. Key features:
(i) **High IQ:** Gifted individuals typically score 130 or above on standardised intelligence tests.
(ii) **Creativity:** They show high levels of creative thinking and the ability to generate novel, original ideas.
(iii) **Task commitment:** They display intense intrinsic motivation, perseverance and dedication to their chosen domain, often achieving outstanding results in academic, artistic or other fields.

CBSE 2016 · 63 · Q11 — 2 marks

Explain information-processing approach to understand intelligence.

Solution

The **information-processing approach** describes the processes people use in intellectual reasoning and problem solving.
(i) It focuses mainly on **how** an intelligent person acts, that is, on the cognitive functioning that underlies intelligent behaviour, rather than on what abilities (factors) make up intelligence.
(ii) Intelligence is therefore not seen as a single entity but as a set of mental processes, for example planning, attention, and simultaneous and successive processing in the PASS model.

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3 marks: short answer

CBSE 2026 · 63 · Q20 — 3 marks

Rohan, a 10-year-old diagnosed with intellectual deficiency as per AAMD guidelines, is supported with a special education plan. Based on his diagnosis, identify two common features he might display in his daily functioning.

Solution

According to AAMD, intellectual disability is "significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period". Features: (i) **significantly sub-average intellectual functioning** — IQ below 70; slower learning, difficulty with reasoning and abstract tasks. (ii) **Deficits in adaptive behaviour** — difficulty in self-care, communication, social skills, independent living and responsibility appropriate to his age. (iii) Manifested during the developmental period (before 18 years).

CBSE 2025 · 63 · Q22(a) — 3 marks

Analyze the relationship between intelligence and creativity, based on Terman's research findings.

Solution

(i) Terman found that persons with **high IQ were not necessarily creative**; creative ideas could come from persons without a very high IQ. (ii) Both high and low creativity are found among highly intelligent children and among children of average intelligence. (iii) The same person can be creative and intelligent, but intelligence by itself does not ensure creativity. (iv) A minimum level of intelligence is required for creativity; beyond it, intelligence and creativity are not strongly related (positive but modest relationship).

CBSE 2025 · 63 · Q22(b) — 3 marks

Evaluate how Gardner's view of intelligence as an independent and interactive type challenges the traditional notions of a singular, unified intelligence.

Solution

(i) Howard Gardner's **theory of multiple intelligences**: intelligence is not a single entity; distinct types exist. (ii) Each type is **independent** — being high on one does not mean high or low on others. (iii) The intelligences **interact and work together** to solve problems. (iv) Eight types: linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal and naturalistic. This challenges the single "g"/IQ view (Spearman, Binet) by valuing diverse talents.

CBSE 2025 · 63 · Q22(a) — 3 marks

Raghav belongs to a technologically advanced society. What are the qualities and skills he is likely to possess ?

Solution

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Raghav is likely to show **technological intelligence**: (i) personal achievement founded on abilities of **reasoning and judgement**, which such societies regard as intelligence; (ii) child-rearing practices in such societies foster **generalisation and abstraction, speed, minimal moves and mental manipulation**; (iii) he is well-versed in skills of **attention, observation, analysis, performance, speed and achievement orientation**. It is individualistic, and these are the skills that Western-type intelligence tests look for.

CBSE 2025 · 63 · Q22(b) — 3 marks

Ridit initiated a programme in his school that aimed at improving students' emotional intelligence. How will this programme help the students ?

Solution

(i) Educators are paying increasing attention to **emotional intelligence** for students who are affected by the stresses and challenges of the world outside; programmes that improve it have **beneficial effects on academic achievement**. (ii) They **encourage cooperative behaviour** and reduce antisocial activities. (iii) Such programmes are very useful in **preparing students to face the challenges of life** outside the classroom, because they learn to perceive, understand and manage their own and others' emotions.

CBSE 2024 · 63 · Q22 — 3 marks

Mohit understands the motives, feelings and behaviours of other people and can develop a comfortable relationship with them. He also likes to travel as he recognises the beauty of different species of flora and fauna. Identify the types of intelligence that Mohit possesses in accordance with Gardner's theory. From the information provided about Mohit, explain any two other types of intelligence that Mohit may not be possessing.

Solution

Mohit has **interpersonal intelligence** (understanding the motives, feelings and behaviours of others to build comfortable relationships) and **naturalistic intelligence** (recognising the beauty and features of the natural world — flora and fauna). Two others he may not possess (any two): (i) **Linguistic** — skills in producing and using language fluently and flexibly (poets, writers). (ii) **Logical-mathematical** — skills in logical reasoning and critical thinking, solving abstract problems (scientists). (iii) **Spatial** — forming and using visual images and mental representations (pilots, architects). (iv) **Musical**, (v) **bodily-kinaesthetic**, (vi) **intrapersonal** — knowledge of one's own strengths and feelings.

CBSE 2024 · 63 · Q22 — 3 marks

'J.P. Guilford's structure-of-intellect model is a representation of a psychometric approach to understand intelligence.' Do you agree with this statement ? State the reasons for the same and the characteristics of his theory.

Solution

Yes. The psychometric approach considers intelligence as an **aggregate of abilities** and expresses the individual's performance in terms of a single index of cognitive abilities (the IQ). Guilford's model describes the structure of intellect, i.e. the mental abilities measured by tests, in

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terms of these abilities, so it is a psychometric theory.
Characteristics: the structure-of-intellect model classifies intellectual traits along **three dimensions**: (i) **operations** — what the person does (cognition, memory, divergent production, convergent production, evaluation); (ii) **contents** — the kind of material or information on which the operations are performed (visual, auditory, symbolic, semantic, behavioural); (iii) **products** — the form in which the information is processed (units, classes, relations, systems, transformations, implications).

CBSE 2023 · 63 · Q24 — 3 marks

Ryan and Shireen are siblings brought up in the same environment. Ryan knows all the formulae in mathematics and can recall them as they are but cannot solve problems based on those formulae, whereas Shireen can use formulae to solve any kind of problem that are based on them. Explain the intelligence they both exhibit. Which approach is this theory based on?

Solution

This is explained by **Arthur Jensen's hierarchical model** of intelligence, which has abilities at two levels.
(i) **Level I, associative learning**, possessed by Ryan: the output is more or less similar to the input, e.g. rote memory. Ryan recalls formulae exactly as learnt. (1)
(ii) **Level II, cognitive competence**, possessed by Shireen: higher-order skills that transform the input to produce an effective output. Shireen applies formulae to solve new problems. (1)
The theory is based on the **psychometric approach**, which treats intelligence as an aggregate of abilities expressed in terms of a score. (1)

CBSE 2020 · 63 · Q23 — 3 marks

You have assessed twenty peers of your class for mathematical comprehension/knowledge. Create a distribution for the results that you are most likely to expect. What is the shape of the distribution ?

Solution

Mathematical ability, like most psychological attributes, is distributed in the population according to the **normal probability curve (NPC)**. For 20 peers the expected distribution is:

Level of mathematical comprehension	Very low	Low	Average	High	Very high
Number of students	1	4	10	4	1

(total = 20). Most students (about half) score around the average; as we move towards either extreme the number falls, with very few at the lowest and the highest ends.
Shape: a symmetrical **bell-shaped** curve. The mean, median and mode coincide at the centre, and the two halves are mirror images of each other.

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4 marks: long answer I

CBSE 2026 · 63 · Q24(a) — 4 marks

Elaborate on the concept of buddhi and specify how intelligence in the Indian tradition lays emphasis on its connectivity with social and environmental world.

Solution

Buddhi (J.P. Das): a broader concept than Western intelligence; it includes skills like **mental effort, determined action, feelings and opinions** along with cognitive competence such as knowledge, discrimination and understanding — i.e. both cognitive and non-cognitive processes, and knowledge of one's own self. The Indian tradition views intelligence as **integral intelligence** — emphasising connectivity with the social and world environment, holistically. Four competences: (i) **cognitive capacity** — sensitivity to context, understanding, discrimination, problem solving, effective communication; (ii) **social competence** — respect for social order, commitment to elders, young and needy, concern for others; (iii) **emotional competence** — self-regulation and self-monitoring of emotions, honesty, politeness, good conduct; (iv) **entrepreneurial competence** — commitment, persistence, patience, hard work, vigilance and goal-directed behaviour.

CBSE 2026 · 63 · Q24(b) — 4 marks

Individuals who are categorised as having intellectual disability show significant variation in their abilities, ranging from those who can be taught to work and function with special attention, to those who cannot be trained and require institutional care throughout their lives. Identify their categories according to IQ range and specify their potential functionalities.

Solution

(i) **Mild** (IQ about 55–70): slower than peers but can function quite independently, hold jobs and have families. (ii) **Moderate** (IQ 35–40 to about 55): lag behind in language and motor skills; can be trained in self-care and simple social and communication skills; need moderate supervision in everyday tasks. (iii) **Severe** (IQ 20–25 to 35–40) and (iv) **Profound** (below 20–25): incapable of managing life, need constant care throughout their lives (institutional care).

CBSE 2026 · 63 · Q24(a) — 4 marks

Howard Gardner proposed theory of multiple intelligences that interact and work together to find a solution to a problem. Identify and explain four such types.

Solution

Any four of Gardner's eight types: (i) **Linguistic** — skill in producing and using language fluently and flexibly (poets, writers). (ii) **Logical-mathematical** — skill in logical reasoning, critical thinking and solving abstract problems (scientists, mathematicians). (iii) **Spatial** — ability to form visual images and use mental representations (pilots, architects, sculptors). (iv) **Musical** — sensitivity to rhythm, pitch and tone; skill in singing and composing. (v) **Bodily-kinaesthetic** — skilled use of the whole body or parts of it (dancers, athletes, surgeons). (vi) **Interpersonal** — understanding the motives, feelings and behaviours of others and relating well to them. (vii) **Intrapersonal** — knowing one's own strengths, weaknesses and feelings. (viii) **Naturalistic** — recognising the beauty and patterns of nature, flora and fauna.

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CBSE 2026 · 63 · Q24(b) — 4 marks

Psychological attributes are not linear or unidimensional. They are complex and expressed in terms of dimensions. Elaborate any four domains of psychological attributes.

Solution

Any four domains: (i) **Intelligence** — the ability to understand and solve problems, learn from experience and adapt to the environment. (ii) **Aptitude** — the potential to acquire a skill or perform a task after training. (iii) **Interest** — a preference for a particular activity, with a feeling of liking that motivates the person to engage in it. (iv) **Personality** — the relatively stable and unique pattern of thoughts, feelings and behaviour of a person. (v) **Values** — enduring beliefs about what is desirable and what one ought to do, which guide one's choices.

CBSE 2025 · 63 · Q24(a) — 4 marks

Compare and contrast technological and integral approaches to intelligence. Also discuss the cultural factors that may influence these perspectives.

Solution

Technological intelligence: technologically advanced societies adopt child-rearing practices that foster skills of **generalisation and abstraction, speed, minimal moves and mental manipulation**; personal achievement founded on reasoning and judgement is valued. **Integral intelligence** (Indian tradition): emphasis on **connectivity with the social and world environment**; a holistic view where equal attention is paid to cognitive and non-cognitive processes and their integration; four competences — **cognitive, social, emotional and entrepreneurial**. **Culture:** culture provides the context for intelligence to develop (Vygotsky); less technologically developed societies value social and emotional skills in relating to people, while technologically advanced societies value individual achievement.

CBSE 2025 · 63 · Q24(b) — 4 marks

Manoj and Sunil are two managers in a company. State four reasons how Manoj's higher emotional intelligence contributes to his popularity with colleagues as compared to Sunil, who lacks these qualities.

Solution

Manoj, being emotionally intelligent, (i) perceives and is sensitive to his own feelings and emotions; (ii) perceives and is sensitive to others' emotions by noting body language, voice and expressions; (iii) relates his emotions to his thoughts and uses them in problem-solving and decisions; (iv) understands the powerful influence of the nature and intensity of emotions; (v) controls and regulates his emotions and their expression in dealing with others. Hence colleagues find him understanding and supportive.

CBSE 2025 · 63 · Q25 — 4 marks

Veer is undertaking a research project to study teacher-student interaction. Explain any four assessment methods that he can use for his research.

Solution

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Any four: (i) **Psychological test** — a standardised, objective measure of a sample of behaviour, giving scores on a given attribute (e.g. a classroom climate or attitude scale). (ii) **Observation** — systematic, objective recording of teacher-student behaviour as it occurs naturally in the classroom. (iii) **Interview** — one-to-one conversation in which Veer asks teachers and students specific questions about their interaction; may be structured or unstructured. (iv) **Case study** — an in-depth account of one teacher, student or class, from varied sources. (v) **Self-report** — people report in their own words (or on a questionnaire) their beliefs, feelings and behaviour towards each other.

CBSE 2024 · 63 · Q25 — 4 marks

Vimal is brought up in a society which is technologically advanced. Explain the intelligence that is adopted by him. Is it likely to be tuned by the cultural factors? Give reasons for your answer.

Solution

Vimal shows **technological intelligence**: technologically advanced societies foster skills of **generalisation and abstraction, speed, minimal moves and mental manipulation** in children; it is **individualistic**; people are well-versed in attention, observation, analysis, performance, speed and achievement orientation — skills Western intelligence tests look for. **Yes, it is tuned by culture:** (i) Sternberg's notion of **contextual or practical intelligence** implies intelligence is a product of culture; (ii) **Vygotsky** held that cultures, like individuals, grow and change and specify the end product of intellectual development; while elementary mental functions (crying, attending to mother's voice, walking) are universal, higher mental functions such as problem solving and thinking are largely **culture-produced**.

CBSE 2023 · 63 · Q28(a) — 4 marks

Describe the model which states that intellectual activity involves the three interdependent functioning of neurological systems.

Solution

This is the **PASS model** of intelligence (Planning, Attention-arousal, Simultaneous-successive) by J.P. Das, Jack Naglieri and Kirby (1994). Intellectual activity involves three interdependent functional units of the brain: (1)
(i) **Arousal/Attention:** arousal is basic to any behaviour, as it helps us attend to stimuli; an optimal level of arousal focuses attention on the relevant aspects of a problem. (1)
(ii) **Simultaneous and successive processing:** in simultaneous processing we perceive the relations among concepts and integrate them into a meaningful pattern, e.g. Raven's Progressive Matrices. In successive processing we remember information serially, so that recalling one item leads to the next, e.g. learning digits or the alphabet. (1)
(iii) **Planning:** after processing the information, we think of possible courses of action, implement them and evaluate their effectiveness, modifying the plan if needed. These processes are measured by the **Cognitive Assessment System (CAS)**. (1)

CBSE 2023 · 63 · Q28(b) — 4 marks

The cultural environment provides a context for intelligence to develop. How does the role of culture influence our understanding of intelligence? Explain.

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Solution

(i) **Vygotsky** argued that culture provides a social context in which people live, grow and understand the world. Elementary mental functions are universal, but higher mental functions such as problem solving and thinking are culture-produced. (ii) **Sternberg's** notion of contextual or practical intelligence implies that intelligence is a product of culture: what counts as intelligent behaviour differs between cultures. (iii) **Technologically advanced societies** adopt child-rearing and schooling practices that foster generalisation, abstraction, speed, minimal moves and mental manipulation. This is 'technological intelligence', directed at individual achievement. (iv) **Integral intelligence**, as in the Indian tradition, emphasises connectivity with the social and world environment, and covers cognitive, social, emotional and entrepreneurial competence. Intelligence is therefore not uniform; each culture develops and values different abilities.

CBSE 2023 · 63 · Q28(a) — 4 marks

What is assessment ? Explain any three methods of psychological assessment.

Solution

Assessment refers to the measurement of psychological attributes of individuals and their evaluation, often using multiple methods, in terms of certain standards of comparison. Methods (any three): (i) **Psychological test** — an objective and standardised measure of an individual's mental and/or behavioural characteristics. (ii) **Interview** — seeking information from a person on a one-to-one basis, face to face. (iii) **Case study** — an in-depth study of an individual in terms of his/her psychological attributes, psychological history, in the context of his/her psychological and physical environment. (iv) **Observation** — using systematic, organised and objective procedures to record behavioural phenomena occurring naturally in real time. (v) **Self-report** — a method in which the person provides factual information about himself/herself and/or opinions, beliefs, etc.

CBSE 2023 · 63 · Q28(b) — 4 marks

What is the relationship between creativity and intelligence ? Differentiate between creativity tests and intelligence tests.

Solution

Relationship: Terman found that persons with a high IQ were not necessarily creative, and creative ideas could come from persons who did not have a very high IQ; intelligence by itself does not ensure creativity. The relationship is **positive** — a certain level of intelligence is required for creativity — but beyond that level intelligence does not correlate well with creativity.
Difference:

Creativity tests	Intelligence tests
Open-ended	Close-ended
Involve divergent thinking	Involve convergent thinking
Assess the ability to produce a variety of ideas, to see new relationships, to guess causes and consequences and to put things in a new context	The person has to think of the one right solution; they focus on memory, logical reasoning and accuracy

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CBSE 2023 · 63 · Q29 — 4 marks

If we look around in our environment, we find that success is not associated with marks at school. There are many other types of intelligences. How will Gardner's theory of intelligences explain this ? Describe his theory of multiple intelligences.

Solution

Gardner's theory of multiple intelligences explains that success in life depends on many abilities, not only the verbal and logical ability that school marks measure. There are **eight types of intelligence**, which are **independent** of each other, but they **interact and work together** to solve a problem. A person high in an intelligence other than the one tested in school (e.g. a sportsperson or a musician) can be very successful.
(i) **Linguistic** — using language fluently and flexibly to express one's thinking and understand others. (ii) **Logical-mathematical** — thinking logically and critically. (iii) **Spatial** — forming, using and transforming mental images. (iv) **Musical** — producing, creating and manipulating musical patterns. (v) **Bodily-kinaesthetic** — using the whole body or parts of it for display or construction of products and problem solving. (vi) **Interpersonal** — understanding the motives, feelings and behaviours of others. (vii) **Intrapersonal** — understanding one's own motives, feelings and behaviours. (viii) **Naturalistic** — awareness of our relationship with the natural world.

CBSE 2020 · 63 · Q30 — 4 marks

Angad has been a topper in class. He went to the topmost college, where he was neither sensitive to his own self or to others. This led to problems in interpersonal relationships with reference to his condition. Explain the importance of emotional intelligence in his life.

Solution

Emotional intelligence is the ability to process emotional information accurately and efficiently. It includes:
(i) perceiving and being sensitive to one's own feelings and emotions;
(ii) perceiving and being sensitive to the emotions of others by noting body language, voice, tone and facial expression;
(iii) controlling and regulating one's emotions and their expression while dealing with oneself and others, to achieve harmony and peace.
Angad lacks these abilities, so his high academic intelligence did not help him in relationships. Emotional intelligence would help him to understand his own feelings and other people's, to cooperate with them and to build good relationships. It has beneficial effects on academic achievement, encourages co-operative behaviour and prepares a person to face the challenges of life outside the classroom.

CBSE 2019 · 63 · Q21 — 4 marks

Intelligence is the interdependent functioning of three neurological systems. Explain this theory.

Solution

This is the **PASS model** (Planning, Attention-arousal, Simultaneous-successive) of J.P. Das, Jack Naglieri and Kirby. Intellectual activity involves three interdependent functional units of the brain:
(i) **Arousal/Attention:** arousal is basic to any behaviour and helps us attend to stimuli; an optimal

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level of arousal focuses attention on the relevant aspects of a problem.
(ii) **Simultaneous and successive processing:** simultaneous processing perceives the relations among concepts and integrates them into a meaningful whole (e.g. Raven's Progressive Matrices). Successive processing remembers information serially, so that recalling one item cues the next (e.g. learning digits or the alphabet).
(iii) **Planning:** after processing the information, we think of possible courses of action, implement them and evaluate them, modifying the plan if needed.
These processes work on the knowledge base and are assessed by the **Cognitive Assessment System (CAS)**.

CBSE 2019 · 63 · Q26 — 4 marks

Explain the relationship between creativity and intelligence. State the important features of creativity tests.

Solution

Relationship (Terman and later studies): (i) people with high IQ are not necessarily creative, so high intelligence does not ensure creativity; (ii) all highly creative people have at least a certain (above-average) level of intelligence, about IQ 120, beyond which intelligence and creativity are not closely related; (iii) the two are positively correlated only up to that level; creativity and intelligence are different, though related, abilities. (2)
Features of creativity tests: (i) they are **open-ended**, with no specified right or wrong answers; (ii) they assess **divergent thinking**: the ability to think of many different answers or solutions; (iii) they give freedom to use imagination and express it in **original** ways; (iv) they measure fluency, flexibility, originality and elaboration, and require imagination and spontaneity. (2)

CBSE 2018 · 63 · Q21 — 4 marks

Explain Emotional Intelligence. State any two characteristics of emotionally intelligent persons.

Solution

Emotional Intelligence (EI) was introduced by Salovey and Mayer and popularised by Daniel Goleman. It is defined as a set of skills that underlie the accurate appraisal, expression, and regulation of emotions — specifically, the ability to monitor one's own and others' emotions, discriminate between them, and use this information to guide one's thinking and actions. EI is often called the "feeling side of intelligence," and is measured as an Emotional Quotient (EQ).
Two characteristics of emotionally intelligent persons:
(i) **Sensitivity to emotions (self and others)**: They accurately perceive and comprehend emotional signals in themselves and in others — through body language, voice tone, and facial expressions — allowing them to understand the emotional climate of any situation.
(ii) **Emotion regulation**: They can relate their emotions to their thoughts, understand the powerful influence emotions have on decisions and behaviour, and effectively control and regulate their emotional expressions when dealing with themselves and others — responding to stressful situations with composure rather than being overwhelmed.

CBSE 2017 · 63 · Q21 — 4 marks

Explain aptitude. Differentiate between aptitude and interest.

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Solution

Aptitude is an individual's underlying potential for acquiring skills. It is a combination of characteristics that indicates the individual's capacity to acquire some specific knowledge or skill after training. Example: a child with good mechanical aptitude can learn to repair machines quickly with training.

Difference:

Aptitude	Interest
Potential or capacity to perform an activity	Preference for a particular activity
Indicates what a person can learn or do	Indicates what a person likes to do

A person may have the interest without the aptitude, or the aptitude without the interest.

CBSE 2017 · 63 · Q22 — 4 marks

Explain the psychometric approach to understand intelligence. State two theories based on this approach.

Solution

The **psychometric approach** considers intelligence as an aggregate of abilities. It expresses an individual's performance in terms of a single index of cognitive abilities (the IQ), obtained through intelligence tests.

Theories based on it (any two):

(i) **Two-factor theory (Spearman):** intelligence has a general factor (g) used in all tasks and specific factors (s) used in particular tasks.

(ii) **Theory of primary mental abilities (Thurstone):** intelligence consists of seven independent primary abilities such as verbal comprehension, numerical ability, spatial relations and reasoning.

Others: the unifactor (one-factor) theory, the hierarchical model (Vernon) and the structure-of-intellect model (Guilford).

6 marks: long answer II

CBSE 2026 · 63 · Q28(a) — 6 marks

Robert Sternberg is a pioneering figure in the field of Psychology. Define intelligence according to him and illustrate the three types of intelligence he identified.

Solution

Definition: Sternberg (**triarchic theory**) defines intelligence as the ability to adapt to, shape and select environments to accomplish one's goals and those of one's society and culture; it is a set of mental processes used for success in life. **Three types:** (i) **Componential (analytical) intelligence** — the analytical ability to analyse, evaluate, compare and solve problems, using metacomponents, performance components and knowledge-acquisition components; it is what conventional intelligence tests measure; e.g. a student who scores high on logical tests. (ii) **Experiential (creative) intelligence** — the ability to deal with novel situations, to think originally and to combine different experiences in insightful ways; e.g. an inventor or artist. (iii) **Contextual (practical) intelligence** — the ability to adapt to, shape and select environments, "street

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smartness" and practical sense; e.g. a person who handles day-to-day problems at work or in society successfully.

CBSE 2026 · 63 · Q28(b) — 6 marks

Intelligence tests are of several types. They can be classified based on their administration procedure, the nature of items used and their cultural impact. Explain each type with its meaning.

Solution

(i) **On administration procedure: Individual tests** are given to one person at a time (e.g. Binet-Kamat, Wechsler scales); **group tests** are given to many persons at once (e.g. Army Alpha). (ii) **On the nature of items: verbal tests** need verbal responses, oral or written, so can be given only to literate people; **non-verbal tests** use pictures or illustrations and can be given to children and illiterate people; **performance tests** require the person to manipulate objects or materials (e.g. Kohs block design, Alexander pass-along). (iii) **On cultural impact: culture-fair tests** are free of cultural influence, using items common to all cultures (e.g. Raven's Progressive Matrices); **culture-biased tests** use items drawn from one culture, which favour persons of that culture.

CBSE 2024 · 63 · Q29(a) — 6 marks

Explain briefly the multiple intelligences identified by Howard Gardner with the help of examples.

Solution

Gardner's theory of multiple intelligences proposes eight independent intelligences (any six explained):
(i) **Linguistic** — the ability to produce and use language fluently and flexibly; e.g. poets, writers, orators.
(ii) **Logical-mathematical** — the ability to think logically and critically, and solve problems; e.g. mathematicians, scientists.
(iii) **Spatial** — the ability to form visual images and patterns; e.g. pilots, sculptors, architects.
(iv) **Musical** — the ability to produce and manipulate musical rhythms and patterns; e.g. singers, composers.
(v) **Bodily-kinaesthetic** — the ability to use the whole body or parts of it flexibly and creatively; e.g. dancers, athletes, surgeons.
(vi) **Interpersonal** — the ability to understand the subtle aspects of others' behaviour; e.g. teachers, counsellors, leaders.
(vii) **Intrapersonal** — the ability to understand one's own feelings, motives and desires; e.g. philosophers, spiritual leaders.
(viii) **Naturalistic** — awareness of our relationship with the natural world; sensitivity to flora and fauna; e.g. farmers, botanists.

CBSE 2024 · 63 · Q29(b) — 6 marks

Discuss the cultural differences in the conceptualisation of intelligence.

Solution

(i) The **cultural environment** provides a context for intelligence to develop. (ii) **Vygotsky**, a Russian psychologist, argued that culture provides the social context in which people live, grow

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and understand the world around them. (iii) In **less technologically developed societies**, social and emotional skills relating to people are valued. (iv) In **technologically advanced societies**, personal achievement founded on abilities of reasoning and judgement is considered to represent intelligence. (v) **Sternberg's** notion of contextual or practical intelligence implies that intelligence is a product of culture. (vi) Vygotsky also believed that cultures, like individuals, have a life of their own: they grow and change, and in the process specify what will be the end-product of successful intellectual development. (vii) According to him, while elementary mental functions (e.g. crying, attending to mother's voice, sensitivity to smells, walking, running) are universal, the manner in which higher mental functions such as problem solving and thinking operate are largely culture-produced. (Any six points.)

CBSE 2016 · 63 · Q27(a) — 6 marks

Explain the term intelligence. Describe the triachic theory of intelligence.

Solution

Intelligence: Wechsler defined intelligence as "the global and aggregate capacity of an individual to think rationally, act purposefully and to deal effectively with his/her environment." It is not a single entity but a set of abilities used to solve problems, adapt to the environment and achieve goals. Intelligence underlies performance across diverse domains — academic, vocational and practical.

Triarchic Theory of Intelligence (Robert Sternberg):
Sternberg proposed this theory, viewing intelligence as the ability to **adapt, shape and select environments** to accomplish one's personal goals and those of one's society and culture. He identified three distinct types (sub-theories):

(i) Componential (Analytical) Intelligence:
This deals with the internal mental components involved in thinking and problem-solving. It has three types of components:
- **Metacomponents:** Higher-order executive processes used to plan what to do, monitor progress and evaluate outcomes (e.g., deciding how to approach a maths problem).
- **Performance components:** Lower-order processes that actually execute the task (e.g., inferring the relationship between words in an analogy, applying a rule).
- **Knowledge acquisition components:** Processes used in learning new information — selective encoding (identifying relevant from irrelevant information), selective combination (integrating information) and selective comparison (relating new information to what is already known).
Componential intelligence corresponds to what IQ tests typically measure — logical reasoning, verbal ability, analytical thinking.

(ii) Experiential (Creative) Intelligence:
This sub-theory focuses on the role of experience in intelligent behaviour. It involves two related abilities:
- **Dealing with novelty:** The ability to respond effectively and creatively to new, unfamiliar situations that require original thinking rather than application of learned routines.
- **Automatisation:** The ability to perform familiar tasks quickly and effortlessly (automatically), freeing mental resources for novel problems.
Creative individuals who score high on experiential intelligence excel at generating original ideas

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and find innovative solutions to problems.

(iii) Contextual (Practical) Intelligence:
This sub-theory addresses intelligence as it operates in real-world, everyday contexts. It involves three processes:
- **Adaptation:** Modifying oneself to fit the environment (e.g., adjusting communication style to suit a new workplace).
- **Shaping:** Modifying the environment to fit oneself (e.g., negotiating different expectations from an employer).
- **Selection:** Choosing a different environment when neither adaptation nor shaping is possible (e.g., changing careers).
This is what people commonly call "street smarts" or practical wisdom — the ability to navigate real-life situations effectively.

CBSE 2016 · 63 · Q27(b) — 6 marks

Explain briefly the theory of multiple intelligences.

Solution

Intelligence: Wechsler defined intelligence as "the global and aggregate capacity of an individual to think rationally, act purposefully and to deal effectively with his/her environment."

Theory of Multiple Intelligences (Howard Gardner):
Howard Gardner rejected the idea of a single, unitary intelligence (g factor) and proposed that intelligence is not one thing but **distinct, independent types**, each with its own neurological basis and capable of being relatively isolated from the others. His theory is based on evidence from prodigies, brain-damaged patients, cultural studies and psychometric data.

Gardner identified **eight types of intelligence**:
(i) **Linguistic Intelligence:** Sensitivity to spoken and written language; ability to learn and use language effectively. High in poets, writers, orators, lawyers (e.g., Shakespeare, Lincoln).
(ii) **Logical-Mathematical Intelligence:** Capacity for logical reasoning, mathematical computation and scientific thinking. High in mathematicians, scientists, engineers (e.g., Einstein, Euclid).
(iii) **Spatial Intelligence:** Ability to perceive the visual-spatial world accurately and to mentally manipulate objects, spaces and patterns. High in architects, sculptors, navigators and graphic designers.
(iv) **Musical Intelligence:** Skill in performing, composing, recognising and appreciating musical patterns, rhythm and pitch. High in musicians and composers (e.g., Mozart, Beethoven).
(v) **Bodily-Kinaesthetic Intelligence:** Ability to use the body skilfully to solve problems or create products; fine motor coordination. High in dancers, athletes, surgeons and craftspeople.
(vi) **Interpersonal Intelligence:** Ability to understand and interact effectively with others; sensitivity to others' moods, feelings, intentions and motivations. High in counsellors, teachers, politicians, salespeople.
(vii) **Intrapersonal Intelligence:** Ability to understand oneself — one's own feelings, motivations, strengths, weaknesses and inner life. High in psychologists, philosophers, spiritual leaders and novelists.
(viii) **Naturalistic Intelligence:** Ability to recognise, classify and understand plants, animals and other features of the natural environment. High in biologists, naturalists, farmers and

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veterinarians (e.g., Darwin).

Gardner's theory has educational implications: schools should nurture all types of intelligence, not just linguistic and logical-mathematical, to allow each child's unique strengths to flourish.

CBSE 2016 · 63 · Q27(a) — 6 marks

Explain the term intelligence. Describe the PASS model of intelligence.

Solution

Intelligence (Wechsler): the global and aggregate capacity of an individual to think rationally, act purposefully and deal effectively with his or her environment.
PASS model was developed by J.P. Das, Jack Naglieri and Kirby (1994). The letters stand for Planning, Arousal/Attention, Simultaneous and Successive processing. It is based on three basic neurological systems.
(i) **Arousal/Attention:** arousal and attention let a person process information. An optimal level of arousal focuses attention on the relevant aspects of the problem; too much or too little arousal interferes with attention. Example: a student who is neither too anxious nor too sleepy reads the question properly.
(ii) **Simultaneous processing:** takes place when we perceive the relations among various concepts and integrate them into a meaningful pattern. Example: in Raven's Progressive Matrices, grasping the relation between the given figure and the options to choose the correct one.
(iii) **Successive processing:** takes place when information is remembered serially so that recall of one item leads to recall of the next. Example: learning digits, alphabets or multiplication tables.
(iv) **Planning:** after information is attended to and processed, planning is activated. It allows us to think of possible courses of action, carry them out to reach the target and evaluate their effectiveness. If a plan does not work, it is modified to suit the task. Example: planning a revision schedule before the exams.

CBSE 2016 · 63 · Q27(b) — 6 marks

Explain how intelligence is the result of heredity and environment.

Solution

Intelligence is the product of both heredity and environment.
Role of heredity
(i) Studies of identical twins show the highest correlation of IQ: .90 when reared together and .72 when reared apart.
(ii) Other correlations: fraternal twins reared together .60; siblings reared together .50; siblings reared apart .25. The closer the genetic relation, the higher the correlation.
(iii) Adopted children's intelligence is more similar to that of their biological parents.
Role of environment
(iv) As adopted children grow, their intelligence level moves closer to that of their adoptive parents.
(v) Environmental deprivation lowers intelligence, while an enriched environment increases it.
Conclusion: (vi) Heredity sets the range within which an individual's intelligence is shaped by the support and opportunities of the environment.

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CBSE BOARD PAPER

2026 · Q.P. Code 63

Time: 3 hours
Maximum marks: 70

Section A: Multiple choice questions (1 mark each)

1. Neha always scores well in school assessments and is appreciated for her sharp, critical ability, reasoning and analytical thinking. Which form of intelligence is she most likely demonstrating? 1

(A) Naturalistic Intelligence
(B) Contextual Intelligence
(C) Componential Intelligence
(D) Experiential Intelligence

2. A teacher notices that one of her usually calm and respectful students behaves aggressively during a group activity. She considers whether this behaviour might be due to peer pressure and classroom dynamics rather than the student's personality. Which approach is the teacher following? 1

(A) Functionalism
(B) Altruism
(C) Structuralism
(D) Situationism

3. Rohan failed an important exam. Instead of accepting that he didn't prepare well, he insists that the teacher was biased and the exam was unfair. Which defence mechanism is Rohan using? 1

(A) Repression
(B) Projection
(C) Rationalization
(D) Denial

4. Meera always felt left out, low and incompetent as a child because her elder siblings were more successful. Now she works extremely hard to be the best in every task she takes up. According to Adler, this behaviour can be explained by: 1

(A) Fixation
(B) Inferiority Complex
(C) Superiority Complex
(D) Regression

5. Ananya is known in school for honesty. No matter the situation, she always speaks the truth. According to Allport, this trait can be classified as: 1

(A) Central Trait
(B) Cardinal Trait
(C) Secondary Trait
(D) Source Trait

6. Which concept is based on Bandura's social learning theory? 1

(A) Self-esteem
(B) Self-efficacy
(C) Self-concept
(D) Identity crisis

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7. Match the following: 1

Column 1	Column 2
1. Continued exposure to the same stressor or additional stressors drains the body of its resources.	I. Resistance
2. The mental exhaustion appears in the form of irritability, anxiety, feeling of helplessness and hopelessness.	II. Exhaustion
3. The presence of noxious stimulus or stressor leads to activation of the adrenal-pituitary-cortex system. This triggers the release of hormones producing the stress response.	III. Burnout
4. The parasympathetic nervous system calls for more cautious use of the body's resources. The organism makes efforts to cope with the threat, as through confrontation.	IV. Alarm

(A) 1-I, 2-II, 3-III, 4-IV
(B) 1-II, 2-III, 3-IV, 4-I
(C) 1-IV, 2-III, 3-I, 4-II
(D) 1-IV, 2-III, 3-II, 4-I

8. Use the correct option at the appropriate place. 1
The white blood cells (_____) within the immune system identify and destroy foreign bodies (_____) such as viruses.

(A) Antigens/Leucocytes
(B) Leucocytes/Antibodies
(C) Antigens/Antibodies
(D) Leucocytes/Antigens

9. In the following question, a statement of Assertion (A) is followed by a Statement of Reason (R). Read the Statements and choose the appropriate option. 1
Assertion (A): Creative visualisation helps in managing stress by using imagination and mental imagery.
Reason (R): It is more effective when the mind is quiet, the body is relaxed, and the eyes are closed, as this minimizes distractions and enhances focus.

(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
(B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
(C) Assertion (A) is true, but Reason (R) is false.
(D) Assertion (A) is false, but Reason (R) is true.

10. _____ is characterised by widespread impairments in social interactions and communication skills, and stereotyped patterns of behaviours, interests and activities. 1

(A) Dyslexia
(B) Autism Spectrum Disorder
(C) Specific Learning Disorder
(D) Attention Deficit Hyperactivity Disorder

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11. Your friend failed an important test. You sit with him/her, listen to his/her feelings, and try to understand the experience without judgement. Which quality are you demonstrating and why? 1

(A) Sympathy – because you feel sorry for your friend's situation.

(B) Empathy – because you are trying to understand your friend's feeling from their perspective.

(C) Assertiveness – because you are confidentially telling them what to do.

(D) Motivation – because you are pushing them to study harder next time.

12. A therapist working with children with Attention-Deficit Hyperactivity Disorder (ADHD) gives them a star sticker each time they complete a task without distraction. After collecting five stars, they can exchange it with a small toy. What psychological technique is being used here? 1

(A) Classical conditioning

(B) Token economy

(C) Systematic desensitization

(D) Free association

13. According to the concept of balance proposed by Fritz Heider, imbalance is found when: 1

(i) All three sides of the P-O-X triangle are negative.

(ii) Two sides of the P-O-X triangle are negative and one side is positive.

(iii) Two sides of the P-O-X triangle are positive and one side is negative.

(iv) All three sides of the P-O-X triangle are positive.

(A) (i) and (ii) only

(B) (ii) and (iv) only

(C) (i) and (iii) only

(D) (ii) only

14. In an attitude change, when the change is in the same direction as the existing attitude (for example, a positive attitude may become more positive, or a negative attitude may become more negative), this is called: 1

(A) Congruency

(B) Constancy

(C) Incongruency

(D) Inconstancy

Section B: Very short answer (2 marks each)

15. Identify two differences between Psychometric theories and Information processing theories of intelligence. 2

16. **(a)** Find out the IQ of a 14-year-old child with a mental age of 16. 2

OR

(b) Differentiate between a verbal and a non-verbal test. 2

17. Somatic symptom disorder and illness anxiety disorder are concerned with medical illness, yet they are different. Explain using relevant example. 2

18. Specify any two processes, that help in attitude formation and explain how it occurs. 2

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19. Riya feels a strong sense of belonging and emotional attachment with her childhood family dance group, but when she joined the school council, she followed rules and communicated formally with its members. Identify the two types of groups Riya is part of and explain each with reference to the scenario. 2

Section C: Short answer (3 marks each)

20. Rohan, a 10-year-old diagnosed with intellectual deficiency as per AAMD guidelines, is supported with a special education plan. Based on his diagnosis, identify two common features he might display in his daily functioning. 3

21. Riya is on a strict diet because she wants to stay healthy and prepare for her upcoming school sports competition. One evening, she opens the fridge and sees a big, delicious chocolate cake that her mom made for a family dinner the next day. She immediately feels the urge to eat it, but plans to eat it after the sports competition.
As per Freud's theory, explain Riya's behaviour in terms of id, ego and superego. 3

22. **(a)** Individuals show consistent individual differences in the coping strategies they use to handle stressful situations. These can include both overt and covert activities. Identify the three coping strategies given by Endler and Parker. 3

OR

(b) Ruchika is very stressed as she must prepare for her music competition and for medical examinations. Suggest Ruchika four techniques to manage her stress. 3

23. Reena constantly thinks, "I must succeed at everything, or I am a failure," which causes her distress when she makes small mistakes. How can Rational Emotive Therapy (RET) help Reena overcome her psychological distress? Mention three steps involved in the Rational Emotive Therapy (RET). 3

Section D: Long answer (4 marks each)

24. **(a)** Elaborate on the concept of buddhi and specify how intelligence in the Indian tradition lays emphasis on its connectivity with social and environmental world. 4

OR

(b) Individuals who are categorised as having intellectual disability show significant variation in their abilities, ranging from those who can be taught to work and function with special attention, to those who cannot be trained and require institutional care throughout their lives. Identify their categories according to IQ range and specify their potential functionalities. 4

25. Ritika has been feeling anxious, socially withdrawn and unable to manage her daily routine. She decides to see a psychotherapist. Over the course of several sessions, she begins to feel heard and supported. Based on this case, elaborate on the factors that contributed to Ritika's psychological healing through psychotherapy. 4

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26. Prejudice can be difficult to change due to its deep-rooted sources. Imagine you are working on a community outreach programme aiming to reduce prejudice. How would you explain the main causes that lead to development of prejudice? 4

27. During an inter-school science exhibition, 4
• Riya, who usually works efficiently when alone, noticed a drop in her productivity while working with a team.
• Her friend Arjun, however performed much better during the final group presentation than he did during rehearsals.
• Meanwhile, during a debate on climate change, the group members who initially had mild views became more extreme after discussing their options together.
• While playing tug of war, only Riya's teammates contributed less efforts in the group task compared to working alone.
Based on the above situation, identify and explain any four psychological concepts related to group influence on individual behaviour.

Section E: Long answer (6 marks each)

28. **(a)** Direct techniques of personality assessment come with their own drawbacks especially related to social desirability. In such a condition, suggest other methods of personality assessment which can tap the unconscious of the individual. Mention any four such effective techniques. 6

OR

(b) While simple and appealing, type theories truly capturing the uniqueness of every individual or oversimplifying the rich diversity of human personality are debatable. Type theories attempt to place individuals into distinct categories based on shared characteristics. Many types of theories have shaped how we view personality. Elaborate on the theories by Type Approach. 6

29. **(a)** Ravi has been showing signs of extreme social withdrawal and erratic mood swings. As a psychology student, how would you apply different approaches/models/factors to understand and explain any abnormal behaviour? 6

OR

(b) Psychological Disorders have come a long way in their journey of understanding and treatment of disorders. To understand psychological disorders, we would require a brief historical account of how these disorders have been viewed over the ages. When we study the history of abnormal psychology, we find that certain theories have occurred repeatedly. Trace the history of disorders to understand their origin and leading to the latest developments. 6

Section F: Case-based questions

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30. **Case Study – 1.** Read the case study given below and answer the questions (Q. 30 and 31) that follow: 1

Ritu is a high school student preparing for her final board exams. She is an academically bright student and wants to secure a scholarship for college. However, over the past few weeks, Ritu has been feeling overwhelmed and frustrated. She is constantly comparing herself to her peers who seem to be doing better, which causes her to feel caught between her wishes and desires and hence feels inadequate. At home, her parents have high expectations and remind her frequently that she must top the class, adding to her own increasing self-demands. Ritu also finds herself in a conflict of being caught between choosing a career she is passionate about (art & design) and what her parents want (engineering), leading to an intense dilemma. Additionally, she feels unspoken demands and a social pressure from her relatives and classmates, who keep asking about her future and ranks. As a result, Ritu has become irritable, experiences frequent headaches, has trouble sleeping and feels emotionally exhausted.

Based on the symptoms described, identify the types of stress Ritu is experiencing.

31. (Based on Case Study – 1) Mention one emotional and one psychological effects of stress, she may be going through. 2

32. **Case Study – 2.** Read the case study given below and answer the questions (Q. 32 and 33) that follow: 1

Shreya's parents brought her to the school counsellor after noticing:

- *Noticeable weight loss over the past eight months.*
- *Skipping meals and avoiding dinners.*
- *Constant complaints of feeling "too fat" despite appearing underweight.*
- *Loss of energy, irritability and frequent mood swings.*

Shreya herself insisted that "everything is fine," expressing frustration about being forced to discuss her eating habits.

What is Shreya suffering from?

33. (Based on Case Study – 2) Identify and explain the various other forms of this disorder. 2

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Q1 **(C) Componential (analytical) intelligence** — Sternberg's triarchic theory: analysis of information to solve problems (knowledge acquisition, meta and performance components). Experiential = creative; contextual = practical.

Q2 **(D) Situationism**: behaviour is largely influenced by the situation (external factors) rather than by stable personality traits.

Q3 **(C) Rationalisation** — making unreasonable feelings or behaviour seem reasonable by giving a socially acceptable excuse (board key also accepts **(B) projection**, attributing one's own failing to others).

Q4 **(B) Inferiority complex**: Adler held that every individual suffers from feelings of inadequacy and guilt arising in childhood, and strives to overcome them (striving for superiority/compensation), which shapes personality.

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Q5 **(B) Cardinal trait** — a highly generalised disposition that dominates the person's behaviour (board key also accepts (A) central trait — a few characteristic traits like warm, sincere). Secondary traits are the least generalised (e.g. likes mangoes).

Q6 **(B) Self-efficacy** — belief that one can master a situation and produce positive outcomes; based on Bandura's social learning theory.

Q7 **(B) 1-II, 2-III, 3-IV, 4-I**: exhaustion, burnout, alarm reaction, resistance (Selye's General Adaptation Syndrome: alarm → resistance → exhaustion).

Q8 **(D) Leucocytes / antigens.**

Q9 **(A)** or (B) — the board accepts both. Creative visualisation is an effective stress-management technique using imagery and imagination; it works best when the mind is quiet, body relaxed and eyes closed, which reduces distraction.

Q10 **(B) Autism spectrum disorder** (a neurodevelopmental disorder).

Q11 **(B) Empathy** — understanding and sharing another's emotions from their perspective, not just feeling sorry (sympathy). Empathy is a key quality of the therapeutic relationship.

Q12 **(B) Token economy** — a behaviour therapy technique where tokens earned for desired behaviour are exchanged for rewards (positive reinforcement).

Q13 **(C) (i) and (iii) only.** Imbalance exists when all three sides are negative or two are positive and one negative; balance when all are positive or two negative and one positive. Imbalance creates pressure for attitude change.

Q14 **(A) Congruent change**. Incongruent change is in the opposite direction (positive becomes less positive or negative).

Q15 (i) **Psychometric** theories consider intelligence as an **aggregate of abilities** and express performance as a single index of cognitive abilities (IQ); **information processing** theories describe the **processes** people use in intellectual reasoning and problem solving. (ii) Psychometric theories focus on the **structure** of intelligence (e.g. Spearman's two-factor, Thurstone's primary abilities, Guilford); information processing approaches focus on **how** an intelligent person acts — the cognitive functions underlying intelligent behaviour (e.g. Sternberg's triarchic theory, PASS model).

Q16(a) IQ = MA ÷ CA × 100 = 16 ÷ 14 × 100 = **114.28 ≈ 114** (above average/high average).

Q16(b) **Verbal tests** require subjects to respond orally or in writing (using language) and can be administered only to **literate** people. **Non-verbal tests** use symbols, **pictures or illustrations** as items and can be given to literate and **illiterate** people and across cultures (e.g. Raven's Progressive Matrices).

Q17 **Somatic symptom disorder:** the person has persistent **body-related symptoms** (e.g. headache, fatigue) that may or may not be related to a serious medical condition; he/she is extremely preoccupied with these symptoms and worries about health — expression is in

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terms of **physical complaints**. **Illness anxiety disorder: persistent preoccupation with developing a serious illness** and constant worry about health, even with no or mild symptoms; hearing of others' illness causes panic. Example: a student with daily stomach aches who keeps visiting doctors (somatic symptom) vs a student without symptoms convinced every headache means a brain tumour (illness anxiety).

Q18 Any two: (i) **Learning by association** — positive attitudes to a subject form through association with a liked teacher. (ii) **Learning by being rewarded or punished** — praise for showing an attitude strengthens it. (iii) **Learning through modelling** — observing others being rewarded or punished for an attitude. (iv) **Learning through group or cultural norms** — norms become part of one's attitudes. (v) **Learning through exposure to information** — media, books and biographies shape attitudes.

Q19 (i) The dance group is a **primary group** (also informal): face-to-face interaction, close physical proximity, warm emotional bonds and a strong sense of belonging. (ii) The school council is a **formal (secondary) group**: its functions, roles and rules are explicitly stated; relationships are formal, impersonal and goal-oriented.

Q20 According to AAMD, intellectual disability is "significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period". Features: (i) **significantly sub-average intellectual functioning** — IQ below 70; slower learning, difficulty with reasoning and abstract tasks. (ii) **Deficits in adaptive behaviour** — difficulty in self-care, communication, social skills, independent living and responsibility appropriate to his age. (iii) Manifested during the developmental period (before 18 years).

Q21 (i) **Id** works on the **pleasure principle**, demanding immediate gratification — Riya's urge to eat the cake at once. (ii) **Ego** works on the **reality principle**, finding realistic ways to satisfy desires — she postpones eating until after the competition. (iii) **Superego** is the moral branch (values, conscience) — it reminds her that the cake is meant for the family dinner and that she has committed to a healthy diet, so eating it now would be wrong.

Q22(a) (i) **Task-oriented strategy**: obtaining information about the stressful situation and alternative courses of action; deciding priorities and acting directly on the problem. (ii) **Emotion-oriented strategy**: efforts to maintain hope and control one's emotions; venting feelings of anger and frustration; deciding nothing can be done. (iii) **Avoidance-oriented strategy**: denying or minimising the seriousness of the situation; conscious suppression of stressful thoughts; self-protective thoughts.

Q22(b) (i) **Relaxation techniques** — reduce symptoms of stress, e.g. deep breathing and progressive muscle relaxation. (ii) **Meditation** — learned attention deployment that refocuses attention and brings an altered state of consciousness. (iii) **Biofeedback** — monitoring and reducing physiological stress responses. (iv) **Creative visualisation** — positive imagery of the desired outcome. (v) **Cognitive behavioural techniques** — stress inoculation training replacing negative thoughts. (vi) **Exercise** — physical activity releases tension. Plus time management and a healthy routine.

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Q23 **Rational Emotive Therapy (Albert Ellis)** holds that irrational beliefs mediate between events and emotional consequences. **Steps (ABC analysis):** (i) **A — Antecedent event**: identify the event (making a small mistake). (ii) **B — Belief**: identify the irrational belief ("I must succeed at everything or I am a failure" — a "must"/"should" belief, overgeneralisation). (iii) **C — Consequence**: the distressing emotion (anxiety, low self-worth). The therapist then uses **non-directive questioning** to dispute the irrational belief, so Reena replaces it with a rational one ("I prefer to succeed, but mistakes are human"), reducing her distress.

Q24(a) **Buddhi** (J.P. Das): a broader concept than Western intelligence; it includes skills like **mental effort, determined action, feelings and opinions** along with cognitive competence such as knowledge, discrimination and understanding — i.e. both cognitive and non-cognitive processes, and knowledge of one's own self. The Indian tradition views intelligence as **integral intelligence** — emphasising connectivity with the social and world environment, holistically. Four competences: (i) **cognitive capacity** — sensitivity to context, understanding, discrimination, problem solving, effective communication; (ii) **social competence** — respect for social order, commitment to elders, young and needy, concern for others; (iii) **emotional competence** — self-regulation and self-monitoring of emotions, honesty, politeness, good conduct; (iv) **entrepreneurial competence** — commitment, persistence, patience, hard work, vigilance and goal-directed behaviour.

Q24(b) (i) **Mild** (IQ about 55–70): slower than peers but can function quite independently, hold jobs and have families. (ii) **Moderate** (IQ 35–40 to about 55): lag behind in language and motor skills; can be trained in self-care and simple social and communication skills; need moderate supervision in everyday tasks. (iii) **Severe** (IQ 20–25 to 35–40) and (iv) **Profound** (below 20–25): incapable of managing life, need constant care throughout their lives (institutional care).

Q25 (i) **Techniques adopted by the therapist** and their implementation (behavioural, cognitive or humanistic techniques suited to her problem). (ii) **Therapeutic alliance** — the special relationship between therapist and client: the therapist's **availability, warmth and empathy** help Ritika feel heard and supported. (iii) **Catharsis / emotional unburdening** — expressing her feelings in the initial sessions has healing properties. (iv) **Non-specific factors** — attributable to the **client** (her motivation to change, expectation of improvement) and to the **therapist** (positive nature, absence of unresolved conflicts, good mental health).

Q26 (i) **Learning** — prejudice is learned through association, reward and punishment, observing others, group or cultural norms and exposure to information; family, reference groups and media play a role. (ii) **Strong social identity and in-group bias** — people with a strong social identity hold very positive attitudes towards their in-group and negative attitudes towards out-groups. (iii) **Scapegoating** — the majority blames a minority out-group for its own social, economic or political problems; the minority is too weak to defend itself. (iv) **Kernel of truth** — people hold stereotypes believing there is some truth in them. (v) **Self-fulfilling prophecy** — the target group behaves in ways that justify the prejudice, confirming it.

Q27 (i) **Social inhibition** — decline in performance in the presence of others (Riya's lower productivity in a team); the board gives credit even if this is not named, as it is not in the textbook. (ii) **Social facilitation** — better performance in the presence of others due to arousal and evaluation apprehension (Arjun). (iii) **Group polarisation** — strengthening of the group's initial position as a result of group interaction and discussion (mild views became

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extreme), due to persuasive arguments, bandwagon effect and in-group identity. (iv) **Social loafing** — reduction in individual effort when working on a collective task (tug of war), because responsibility is diffused and individual effort is not identifiable.

Q28(a) **Projective techniques** tap unconscious motives and feelings; they assume a less structured or unstructured stimulus allows the person to project unconscious feelings, desires and needs onto it; interpreted by trained experts. (i) **Rorschach Inkblot Test** (Hermann Rorschach): 10 inkblots (5 black-and-white, 2 with some red, 3 coloured) shown in two phases — performance proper (free responses) and inquiry (details); interpretation needs training. (ii) **Thematic Apperception Test** (Morgan and Murray): 30 black-and-white picture cards and 1 blank card; the subject tells a story about each picture (what led to it, what is happening, what will happen); separate cards for adults, children and males/females. (iii) **Rosenzweig's Picture-Frustration Study**: cartoon-like pictures of frustrating situations; the subject states what the frustrated person would say, revealing patterns of aggression (Indian adaptation by Pareek). (iv) **Sentence Completion Test**: incomplete sentence stems; endings reveal attitudes, motives and conflicts. (v) **Draw-a-Person Test**: drawing a person and an opposite-sex person; e.g. omitted facial features suggest evasion of conflict-ridden relationships.

Q28(b) Type approaches group people into categories by broad patterns of behaviour: (i) **Hippocrates** — four types by body fluids (humour): sanguine, phlegmatic, choleric, melancholic. (ii) **Charak Samhita** (Ayurveda) — **tridosha**: vata, pitta, kapha. (iii) **Triguna** — sattva (cleanliness, truthfulness, discipline), rajas (intensive activity, desire, restlessness), tamas (anger, arrogance, depression, laziness). (iv) **Sheldon** — endomorph (fat, soft, relaxed, sociable), mesomorph (strong, energetic, courageous), ectomorph (thin, fragile, brainy, introverted). (v) **Jung** — introverts and extraverts. (vi) **Friedman and Rosenman** — **Type A** (high motivation, impatience, time pressure; prone to hypertension and heart disease) and **Type B** (relaxed, easy-going); **Type C** (cooperative, unassertive, suppresses negative emotions; prone to cancer) and **Type D** (prone to depression). Type approaches are simple but oversimplify human diversity.

Q29(a) (i) **Biological factors**: faulty neurotransmission (e.g. dopamine, serotonin), brain structure and biochemistry — mood swings may relate to neurotransmitter imbalance. (ii) **Genetic factors**: disorders like bipolar disorder and schizophrenia run in families. (iii) **Psychological models**: **psychodynamic** — unresolved unconscious conflicts between id, ego and superego; **behavioural** — maladaptive behaviours learned through conditioning and reinforcement; **cognitive** — irrational beliefs and distorted thinking; **humanistic-existential** — failure in self-actualisation, loss of meaning. (iv) **Socio-cultural model**: war, violence, group prejudice, discrimination, economic problems, social isolation and poor family relationships. (v) **Diathesis-stress model**: a biological predisposition (diathesis) combined with a stressor triggers the disorder. Also approaches: abnormality as **deviation from social norms** and as **maladaptive** behaviour that interferes with functioning.

Q29(b) (i) **Ancient (supernatural/magical) view**: disorders due to evil spirits; treated by exorcism, prayers, shamans. (ii) **Biological or organic approach** (Hippocrates, Socrates, Plato): disorders caused by bodily problems. (iii) **Psychological approach**: due to inadequacies in thinking, feeling or perceiving. (iv) **Organismic approach** (Greek): mind and body together. (v) **Middle Ages**: demonology and superstition revived. (vi) **Renaissance**: increased humanism and curiosity about behaviour (Johann Weyer). (vii) **Age of Reason and Enlightenment** (17th–

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18th centuries): scientific method replaced faith and dogma. (viii) **Reform movement**: humane treatment, reform of asylums, then **deinstitutionalisation** and community care. (ix) **Today**: the **interactional or bio-psycho-social approach** — biological, psychological and social factors together.

Q30 **Psychological stress** — generated within the mind: frustration, conflict, internal and social pressures (also social stress from relatives' demands).

Q31 **Emotional effect**: emotional exhaustion, irritability, mood swings, feeling inadequate. **Psychological/physiological and behavioural effects**: trouble sleeping, frequent headaches, difficulty in decision making (career dilemma). (Effects of stress: emotional, physiological, cognitive and behavioural.)

Q32 An **eating disorder — anorexia nervosa**: a distorted body image making the person see herself as overweight, refusing to eat and losing a lot of weight.

Q33 (i) **Bulimia nervosa**: the person eats excessive amounts of food and then purges the body using laxatives, diuretics or vomiting; feels disgusted and ashamed but relieved of tension and negative emotions after purging. (ii) **Binge eating**: frequent episodes of out-of-control eating, eating at a higher speed than normal and continuing despite not feeling hungry.

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