

## CBSE CLASS 12 Psychology Sample Paper Solution 2024-25

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### SECTION A

**Ques 1. Bobby is diagnosed with diabetes. However, he refuses to accept the diagnosis and continues to maintain the same lifestyle. Identify the defense mechanism that Bobby is using.**

- A. Repression**
- B. Rationalization**
- C. Denial**
- D. Displacement**

**Ans. C**

**Solu.** Denying reality or facts is a defensive tactic used by those who wish to keep external events from coming to light. Bobby continues to live his former lifestyle, which is indicative of denial, and refuses to accept the diagnosis of diabetes.

**Ques 2. Which one of the following is true for personality assessment?**

- i. A person's behaviour in a variety of situations can provide us with meaningful information about his/her personality.**
- ii. Indirect techniques can be scored in an objective manner.**
- iii. Direct methods of personality assessment cover the unconscious part of our behaviour.**
- iv. Psychological testing requires great skill and training.**

**Options:**

- A. i and iii**
- B. i and iv**
- C. ii and iii**
- D. ii and iv**

**Ans. B**

**Solu.** i. "A person's behavior in a variety of situations can provide us with meaningful information about his/her personality" is accurate since a person's personality can be understood by observing how they behave in various settings.

iv. "Psychological testing requires great skill and training" is also true because personality tests need to be administered and interpreted with experience.

**Ques 3. Rita wants to perform well in the examination and hence starts attending classes regularly, taking notes, setting study targets, etc. Which theory of intelligence gives importance to this stage of planning?**

- A. Hierarchical Model of Intelligence**
- B. PASS Model**
- C. Theory of Multiple Intelligences**
- D. Structure of Intellect Model of Intelligence**

**Ans. B**

**Solu.** Rita's behavior is related to the PASS (Planning, Attention-Arousal, Simultaneous, Successive) Model, which highlights planning as a crucial cognitive function involved in problem-solving and decision-making.

**Ques 4. Which of the following statements applies to Sudarshan Kriya Yoga?**

- A. It combines pranayam with chanting**
- B. It consists of mindfulness-based meditation**
- C. It involves rapid breathing technique to induce hyperventilation**
- D. It refers to asanas or only bodily postures**

**Ans. C**

**Solu.** In order to lower stress and enhance mental health, Sudarshan Kriya Yoga uses cyclical breathing patterns, including fast breathing that can cause hyperventilation.

**Ques 5. Suhail's intense and overwhelming fear of driving has disrupted his daily life. He does not go outside for important tasks unless somebody else drives the car for him. He has even left his job and has few social contacts. The most suitable behaviour therapy for Suhail would be:**

- A. Systematic desensitization**
- B. Positive reinforcement**
- C. Differential reinforcement**
- D. Token economy**

**Ans. A**

**Solu.** Systematic desensitization is a sort of behavior therapy intended to diminish phobic reactions by gradually exposing the subject to the dreaded object or circumstance while teaching relaxing skills. This would help Suhail handle his phobia of driving.

**Ques 6. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice:**

**Assertion (A): In Logotherapy, transference is actively discouraged.**

**Reason(R): The goal of Logotherapy is to help patients find meaning and responsibility in their lives irrespective of their life circumstances.**

**Select the most appropriate answer from the options given below:**

- A. Both A and R are true, and R is the correct explanation of A.**
- B. Both A and R are true, but R is not the correct explanation of A**
- C. A is true but R is false.**
- D. A is false but R is true.**

**Ans. A**

**Solu.** Assertion (A): Transference, or projecting sentiments onto the therapist, is prohibited in logotherapy, which was founded by Viktor Frankl and focuses on helping people find meaning in their lives rather than dealing with unconscious conflicts.

Reason (R): Since the goal of logotherapy is to enable people to take charge of their own lives and create meaning regardless of their circumstances, R is the appropriate explanation for A. This makes transference discouraged.

**Ques 7. Jayant believes that the television news anchor is talking to him. He is exhibiting:**

- A. Delusion of reference**
- B. Delusion of control**
- C. Formal thought disorder**
- D. Auditory hallucination**

**Ans. A**

**Solu.** A person who believes that neutral or unrelated events (such as a television program) have personal importance and are expressly intended at them is said to be suffering from a delusion of reference. Jayant's hallucination that he is speaking with the news anchor is one instance of this.

**Ques 8. Maya has been feeling anxious and experiencing panic attacks for the past two weeks. She feels a constant sense of fear accompanied by rapid heartbeat, sweating, and shortness of breath. This is affecting her ability to participate in school activities.**

**Which of the following criteria for abnormality in psychological disorders is best illustrated by Maya's symptoms?**

- A. Deviance and danger**
- B. Distress and dysfunction**
- C. Duration and distress**
- D. Danger and depression**

**Ans. B**

**Solu.** Maya's symptoms lead to both dysfunction (difficulty in day-to-day functioning, such as her incapacity to engage in school-related activities) and distress (emotional pain). This satisfies the abnormal psychology criteria for dysfunction and suffering.

**Ques 9. Which of the following is not a characteristic of Autism spectrum disorder?**

- A. Shortness of breath**
- B. Repetitive behaviour**
- C. Problem in non-verbal communication**
- D. Problem in social interaction**

**Ans. A**

**Solu.** The hallmarks of autism spectrum disorder (ASD) include repetitive activities, social interaction issues, and trouble with nonverbal communication. Breathlessness is linked to anxiety or panic disorders but is not a sign of autism spectrum condition.

**Ques 10. Identify the statements that are not true to group polarisation:**

- i. It is a consequence of extreme cohesiveness.**
- ii. Groups are more likely to take extreme decisions than individuals alone.**
- iii. When you find people having similar views you perceive them as an ingroup.**
- iv. As the group becomes one unit you begin to think, feel and act like them.**

**Options:**

- A. i and iv**
- B. iii and iv**
- C. ii and iv**
- D. ii and iii**

**Ans. A**

**Solu.** i. Group polarization happens when group members make more extreme decisions, but it's not entirely a product of extreme cohesion.

iv. Group polarization produces more radical opinions, but it does not always mean that the group's members behave and think in unison.

**Ques 11. Which one of the following statements describes a team?**

**A. Collection of people who may be present at a place by chance.**

**B. The members have complimentary skills and are committed to a common goal.**

**C. Only the leader is responsible for the work.**

**D. Polarisation in attention and actions of persons are in common direction.**

**Ans. B**

**Solu.** Individuals with complimentary skills who collaborate to achieve a shared objective make up a team. Teams need cooperation and shared responsibility, as opposed to random gatherings of individuals or groups where the leader has sole responsibility. Thus, option B accurately characterizes a team.

**Ques 12. Shweta has joined the National Cadet Corps. Identify the type of group she is now a member of:**

**i. Primary**

**ii. Secondary**

**iii. Informal**

**iv. Formal**

**Options:**

**A. i and iv**

**B. iii and iv**

**C. ii and iv**

**D. ii and iii**

**Ans. C**

**Solu.** The National Cadet Corps (NCC) is an official organization that follows certain procedures and has defined goals.

The group is categorized as secondary since it is task-oriented rather than founded on intimate, personal ties. As a result, formal and secondary (ii and iv) is the proper response.

**Ques 13.** The concept of balance as proposed by Fritz Heider states that balance is found when:

- A. All three sides of the P-O-X triangle are negative.**
- B. Two sides of the P-O-X triangle are positive, and one side is negative.**
- C. Two sides of the P-O-X triangle are negative, and one side is positive.**
- D. There is a state of cognitive dissonance.**

**Ans. B**

**Solu.** According to Heider's equilibrium Theory, when relationships are consistent, equilibrium happens in a triad (P-O-X triangle). A logical harmony exists when there are two positive sides and one negative side in a relationship, creating a sense of balance. For example, if you like someone (P-O) but both of you despise a third thing (O-X), the triad remains balanced.

**Ques 14.** Identify the statement that can help in reducing social loafing.

- A. Making the group effort identifiable, instead of individual effort.**
- B. Decreasing the pressure to work hard towards the achievement of group goals.**
- C. Making people feel that their individual contribution is important.**
- D. Weakening group cohesiveness and increasing motivation to increase productivity.**

**Ans. C**

**Solu.** Individuals who work in groups tend to put forth less effort, a phenomenon known as "social loafing." Making others feel as though their unique contributions are valued

and acknowledged can help to decrease social loafing by boosting motivation. As a result, choice C is accurate.

## **SECTION B**

**Ques 15. 'An individual's response to a stressful situation largely depends upon the perceived events and how they are interpreted or appraised.' Do you agree with this statement with reference to Lazarus' theory? State a reason for your answer.**

**Ans.** Yes, I agree with this remark with the theory of Lazarus. According to Lazarus' Cognitive Appraisal Theory, an individual's interpretation or appraisal of an event has a significant impact on stress, and it's not merely a straight reaction to circumstances. The appraisal process has two stages:

Primary appraisal: in which a person determines if the situation is dangerous, intimidating, or difficult.

Secondary appraisal: in which the person assesses how well they were able to handle the situation.

This implies that depending on how they perceive the same stressful circumstance, two people may respond to it in different ways. For instance, a challenging exam may inspire someone and feel like a challenge, but it may also make someone feel threatened and uneasy.

**Ques 16 (A). Explain two major limitations of rating scales in assessment.**

**Ans.** There are two main drawbacks of rating scales in assessment:

Subjectivity: The ratings may be less objective and perhaps erroneous due to the rater's own prejudices, views, or leniency.

Halo Effect: Perceptions about an individual can affect how certain attributes are rated. For instance, the rater may give a person a better rating on all attributes, regardless of how well they actually perform.

**OR**



**(B) State the main characteristics of Type A personality.**

**Ans.** The following characteristics define a type A personality:

High competitiveness: Individuals with Type A mentality tend to be exceedingly ambitious and competitive, continuously wanting to achieve more.

Time pressure and impatience: They are constantly rushing and frequently feel under pressure from time, which makes them irritable and frustrated.

Aggression and hostility: They are more likely to act aggressively and angrily, particularly under pressure.

High stress levels: Due to their driven nature, Type A persons are often under stress, which makes them more prone to heart-related disorders.

**Ques 17. “The cross-situational consistency of traits is found to be quite low”. Evaluate this statement with reference to the interactional approach to personality.**

**Ans.** The statement implies that characteristics don't always show up in many contexts. The interactional approach to personality explains this by highlighting that conduct is a product of both the individual's features and the unique setting they are in. Personality qualities are not fixed; rather, conduct is the result of the interaction between the traits and the situation.

An someone who is typically extroverted, for instance, might be outgoing at a party (where mingling is encouraged) but reticent in a formal meeting (where more control is required). This method casts doubt on the notion of perfect cross-situational consistency by arguing that context and personality both influence behavior.

**Ques 18. Is intelligence an interplay of nurture and nature? Support your answer with one evidence for each.**

**Ans.** Indeed, intelligence is a product of both nature (genetics) and nurture (environment).

Nature (genetics): Research on identical twins raised apart has revealed that they nevertheless had comparable IQ scores, suggesting a significant genetic influence on intelligence.

Nurture (environment): The Flynn effect illustrates how advances in environmental factors such as education, nutrition, and information exposure have led to an increase in average IQ scores over generations. This indicates the significance of nurture in the development of intelligence.

Both nature and nurture contribute to the development of intelligence, making it a complex trait impacted by genetic predisposition and environmental variables.

**Ques 19. Aslam is a manager in an organisation. To conduct a team-building activity, he assigned work to selected members randomly. He observed that while executing the task, there came a stage when there was conflict among the members.**

**Ans.** Conflict most likely started during the Storming phase of group formation. The storming stage of group growth, according to Tuckman's phases, is marked by disputes as members begin to voice their opinions and compete for leadership and roles. Differences in beliefs and working styles lead to friction and disputes.

**OR**

**At what stage of group formation would this have taken place and explain the stage that is likely to follow?**

**Ans.** The disagreement that Aslam's team saw most likely happened during the Storming phase of group formation. This phase comes after the first Forming phase, during which group members are cordial and get to know one another. As people start to push limits, disputes arise during the storming stage, and the group begins to confront issues with roles, authority, and communication.

The Norming stage, in which participants settle disputes, create norms, and begin collaborating more successfully, is the stage that is probably going to come next. As the team gains trust, they begin to collaborate more effectively to achieve common objectives.

## SECTION C

**Ques 20. Maninder is confident in saying 'no' to a request that he cannot fulfil. He is also able to organise his work and not procrastinate it. Explain the life skills exhibited by him.**

**Ans.** Maninder demonstrates the ensuing life competencies:

**Assertiveness:** Maninder exemplifies assertiveness by firmly declining a request that he is unable to accommodate. People who are assertive are able to voice their thoughts and decisions with conviction without coming across as aggressive or meek.

**Self-control:** He demonstrates excellent self-control by keeping his work organized and refraining from putting things off. This involves selecting priorities, managing time properly, and ensuring that things are finished on time.

**Effective decision-making,** a vital life skill that aids in managing obligations and commitments, is highlighted by Maninder's capacity to make well-informed decisions about what duties he can or cannot perform.

**Ques 21. Peter is a 28-year-old man who has been diagnosed with schizophrenia. He lacks the necessary skills to be independent and productive member of society. As a mental health professional, suggest any three rehabilitation techniques to support Peter in becoming self-sufficient.**

**Ans.** Three methods of rehabilitation are being used to help Peter become self-sufficient:

**Social Skills Training (SST):** Peter's interpersonal and communication abilities are the main goals of this method. It can help him establish acceptable social habits, such as making friends, sustaining relationships, and reacting to social cues, which are commonly hampered in individuals with schizophrenia.

**Vocational Rehabilitation:** With the aid of this program, Peter can learn the skills necessary to get employed. It consists of career guidance, job training, and assistance in locating acceptable employment. Vocational rehabilitation can increase his confidence and provide a sense of purpose.

Cognitive behavioral therapy (CBT): By training Peter to question and change faulty thought processes, CBT can help Peter manage symptoms like delusions and hallucinations. Additionally, it can strengthen his coping strategies and problem-solving abilities.

**Ques 22 (A). Ramit, a painter, is a happy, self-fulfilled and fully functioning person. He holds exhibitions of his art work which is always appreciated by all the visitors. How will Carl Rogers explain Ramit's personality?**

**Ans.** Carl Rogers asserts that the ideas of self-actualization and the fully functional individual provide an explanation for Ramit's personality. According to Rogers, people are decent at heart and want to reach their full potential. Ramit appears to have fulfilled his potential as a painter and attained self-actualization.

According to Rogers, Ramit is a completely functional individual who demonstrates:

Openness to experience: Ramit can develop as an artist since he is probably receptive to new feelings, experiences, and knowledge.

Creativity: One sign of self-actualization is creativity, which is demonstrated by his exhibitions and his steady production of well-received artwork.

Positive self-concept: Ramit probably has a positive self-concept, which enables him to see himself favorably and match his activities to his inner principles and objectives, which brings him contentment and fulfillment.

**OR**

**(B). The Birhors, a tribal community largely lead a nomadic life depending on hunting and gathering. How will this lifestyle influence the personality development of children from this community?**

**Ans.** The Birhors' hunting and gathering-based nomadic lifestyle would have a variety of effects on their offspring's personality development:

**Independence and Adaptability:** Children that grow up in a nomadic lifestyle are likely to have excellent adaptation skills because of the challenges and continual changes in their surroundings. From a young age, they would acquire the skills of independence and resourcefulness.

**Close Connection to Nature:** Because their survival depends on their ability to understand their surroundings, the lifestyle promotes a close connection with nature, which may result in qualities like patience, respect for the environment, and observational abilities.

**Collectivism and Cooperation:** Collaborative efforts and strong social bonds are essential to the survival of hunter-gatherer societies. Children may acquire a collective mindset that emphasizes the well-being of the group and teaches cooperation, sharing, and teamwork.

**Ques 23. Differentiate between obsessive and compulsive behaviour.**

**Ans.** Obsessive Behavior: Recurrent, bothersome, and unwelcome thoughts, pictures, or urges that make you uncomfortable or anxious are known as obsessions.

For instance, someone can have a recurring phobia of germs or contamination that consumes their thoughts.

Compulsive Behavior: Compulsive behaviors are thought patterns or repetitive activities that a person feels driven to carry out in reaction to an obsession, usually in an attempt to ease the anxiety that the preoccupation is causing.

For example, it is important to frequently wash your hands in order to allay your fears of contamination.

To sum up, compulsions are behaviors used to relieve the anguish brought on by obsessions, while obsessions are the thoughts.

## **SECTION D**

**Ques 24(A). Sara believes in the importance of regular exercise for maintaining good health. Despite this belief, she rarely engages in any form of physical activity. With respect to Sara, explain the reasons for the lack of consistency between her attitude and behaviour.**

**Ans.** Sara's attitude—that is, her belief in regular exercise—and her behavior—that is, her uncommon exercise—cannot be reconciled for a number of reasons, including cognitive dissonance.

**Lack of Motivation:** Despite her belief in the health advantages of exercise, Sara may not have the internal or external drive necessary to participate in regular physical activity.

**Perceived hurdles:** Sara might be unable to convert her attitude into action due to perceived hurdles like physical exhaustion, lack of access to a gym, or time constraints.

**Low Self-Efficacy:** Sara may lack confidence in her capacity to exercise on a regular basis and may be unsure of how to begin or continue an exercise regimen, which could cause her to do nothing.

**Social Influence:** Sara's conduct may also be influenced by peer pressure, societal expectations, or a lack of social support, particularly if those around her do not value or partake in physical activity.

**Inertia and Habits:** Despite her confidence in the value of exercise, Sara may be unable to break free from a pattern of habitual inactivity.

**OR**

**(B). Rajan has a prejudice against senior citizens. As a result, he ignores their inputs and ideas. What are the likely sources of the prejudice that he holds?**

**Ans.** There are a few possible reasons for Rajan's bias against senior citizens:

**Social Learning:** Rajan might have picked up this bias from his classmates, family, or the media, which perpetuates unfavorable notions about elderly people being irrelevant or less capable.

**Cognitive Biases:** Rajan's attitude may be influenced by simplistic assumptions or generalizations (stereotypes) he has developed about older people, such as the idea that they are out of touch or opposed to change.

**Personal Experiences:** Rajan may have developed prejudices against elders in general as a result of unpleasant personal encounters with elderly people throughout his life.

**Cultural norms:** Age-based bias can be perpetuated in certain cultures by younger generations believing that older individuals are less valuable or competent.

**dread of Aging:** Rajan may have a deep-seated dread or worry related to growing older, which may cause him to have unfavorable sentiments toward senior persons in an effort to avoid facing that inevitable period of life.

**Ques 25. Gagan's psychologist used a technique of personality assessment that required story writing around pictures and completion of sentences etc. Identify and describe the techniques being referred to here.**

**Ans.** Projective approaches, most especially the Sentence Completion Test and the Thematic Apperception Test (TAT), are the method being discussed here.

**Thematic Apperception Test (TAT):** This test involves giving the individual a sequence of ambiguous photographs and asking them to develop a story around each one. By forcing the reader to project their own ideas and feelings onto the story's characters, the narrative's substance reveals the reader's underlying emotions, conflicts, and personality qualities.

**Sentence Completion Test:** This method asks people to fill in the blanks at the beginning of sentences (called stems). In order to understand the person's attitudes, beliefs, motives, and unconscious wants, the replies are examined.

Through the use of projective techniques, one can delve deeper into an individual's personality by gaining insight into their subconscious and revealing feelings or conflicts that are kept hidden.

**Ques 26. Shanta has an IQ of 140. She has recently won an award for the 'Best Author' as well. Will she be gifted or talented? Elaborate on giftedness and its characteristics.**

**Ans.** Given that Shanta's IQ of 140 is significantly higher than usual and qualifies her as smart, she is regarded as gifted. However, she also exhibits talent in writing by obtaining an award for 'Best Author.'

People who have extraordinary intellectual, creative, or artistic ability or who have a high level of motivation in a particular field are considered gifted. Among the traits of gifted people are:

**High Intellectual Ability:** Those who score higher than 130 on the IQ scale are frequently referred to be gifted. Their intellectual pursuits, problem-solving skills, and abstract thought are excellent.

**Creativity and Innovation:** People that are gifted frequently have a strong sense of creativity, thinking creatively and coming up with original solutions to issues.

**High Curiosity and Motivation:** They may have a keen curiosity about the world around them, as well as a strong internal drive to study and explore new concepts.

**Leadership and Emotional Sensitivity:** Many talented people have high emotional intelligence and the capacity to comprehend and sympathize with others. As a result, they may assume leadership roles.

Given how highly developed her creative and intellectual faculties are, Shanta most likely possesses these qualities.

**Ques 27. Explain the effect of stress on the psychological functioning of an individual.**

**Ans.** An individual's psychological functioning can be significantly impacted by stress in a number of ways, including:



**Cognitive Impairment:** Stress has an impact on mental functions like decision-making, memory, and focus. Stress can impair one's ability to concentrate, cause forgetfulness, and lead to poor decisions.

**Emotional Distress:** Anxiety, impatience, irritation, or depression are some of the emotions that stress can cause. Prolonged stress can intensify emotional disruptions, leading to fluctuations in mood or a sense of powerlessness.

**Behavioral Shifts:** As a coping strategy, people under stress may resort to maladaptive actions including overeating, procrastination, social disengagement, or substance addiction.

**Impaired Social Functioning:** Stress can cause people to become less patient, irritated, or available to friends and family, which can lead to arguments or feelings of loneliness.

**Physical Symptoms:** Stress can have physical manifestations as well, such as headaches, exhaustion, and sleep difficulties, all of which worsen mental health. However, stress is predominantly psychological in nature.

Chronic stress might eventually hasten the onset of mental health conditions including depression and anxiety.

## **SECTION E**

**Ques 28 (A). What are the features of Neurodevelopmental Disorders? Explain any two disorders under this category.**

**Ans.** A collection of illnesses known as neurodevelopmental disorders usually first appear in early childhood and impair a person's capacity for behavior, learning, and social interaction. Among these illnesses' characteristics are:

**Early Onset:** Before a child reaches school age, symptoms typically first manifest in early childhood.

Individuals with developmental deficiencies may experience difficulties in their personal, social, academic, or professional lives.

Chronic Nature: Although therapies can aid with functioning, neurodevelopmental problems are generally lifetime diseases.

Here are two instances:

Autism Spectrum Disorder (ASD): ASD is typified by repetitive activities, trouble communicating, and issues in social engagement. Additionally, some people might have sensory sensitivity issues and have trouble reading nonverbal clues.

The disorder known as attention-deficit/hyperactivity disorder (ADHD) is characterized by impulsive, hyperactive, and inattentive tendencies that impair functioning. ADHD sufferers may find it difficult to concentrate, complete tasks, or stay still for extended periods of time.

**OR**

**(B). Generalized Anxiety Disorder and Phobia are types of anxiety disorders. How will different psychological models explain the development of these disorders?**

**Ans.** There are several psychological models that offer different reasons for how phobias and generalized anxiety disorder (GAD) develop.

The psychodynamic model:

GAD: This paradigm indicates that anxiety develops from unconscious tensions or unresolved childhood issues. People may have internalized unresolved emotions that show themselves as persistent anxiety.

Phobia: Traumas or suppressed fears may give rise to phobias. A particular thing or circumstance could start to represent the deeper worry that the individual is trying to hide.

The Behavioral Model

GAD: According to this hypothesis, anxiety is reinforced through learning. Experiences where nervous reactions were regularly reinforced could lead to the development of GAD by establishing a habit of persistent concern.

Phobia: It is thought that classical conditioning is the source of phobias. For instance, a person could develop a fear of dogs after getting bitten, where the dog becomes a conditioned stimuli activating the fear reaction.

Mental Model:

GAD: According to this hypothesis, people with distorted thought patterns overestimate the possibility of bad things happening to them and see the world as more dangerous than it actually is.

Phobia: Catastrophic thinking and illogical beliefs feed phobias. For example, a person who has a phobia of heights might illogically think that they would fall, even in secure situations.

The biological model

GAD: This model focuses on the neurochemical imbalances (such as low serotonin levels) and hereditary variables that may predispose people to develop GAD.

Phobia: An inherited tendency to fear certain stimuli, maybe as an evolutionary survival mechanism (e.g., fear of snakes or heights) is one biological explanation for phobia.

**Ques 29(A). Differentiate between information processing and psychometric approach to understand intelligence. Explain any four theories of psychometric approach.**

**Ans.** Information processing and psychometric approach differ in:

Method of Information Processing:

Focuses on how individuals process information.

investigates the mental processes—such as memory, attention, perception, and reasoning—that are involved in problem-solving.

places a strong emphasis on working memory capacity, cognitive speed, and thought process structure.

Intelligence is defined as the effectiveness of one's mental processes and problem-solving techniques.

Psychometric Methodology:

focuses on using standardized exams to determine IQ.

places a strong emphasis on identifying the various facets of intelligence and measuring it using IQ tests.

believes that intellect is a constant characteristic that is easily measured.

investigates the correlation between many criteria (such as verbal, numerical, and spatial ability) to create a composite intelligence score.

#### Four Psychometric Approach Theories: The Spearman's Two-Factor Theory

According to this hypothesis, which was put forth by Charles Spearman, intelligence is made up of two components:

General intelligence, or G-factor, is the fundamental mental capacity required for all cognitive tasks.

S-factor (Specific Intelligence): Skills that change depending on the activity (e.g., mathematical competence, linguistic capacity).

#### Thurstone's Principal Mental Competencies:

According to L.L. Thurstone, intelligence is composed of the following seven distinct mental skills:

Verbal comprehension

Ability to count in numbers

Relations in space

Sensual velocity

Fluency in words

Recall Memory

Deductive reasoning

He maintained that intelligence is not just one "g" element, but rather a conglomeration of numerous various skills.

#### Guilford's Model of Structured Intelligence:

A three-dimensional model of intelligence with 120–150 distinct talents categorized along three dimensions was proposed by J.P. Guilford:

Operations: Cognitive functions (remembering, evaluating, and divergent thinking, for example).

Contents: Areas in which operations are applied (e.g., symbolic, semantic).

Products: Information processing forms (e.g., relations, systems).

This approach emphasizes the range of cognitive capacities.

The Fluid and Crystallized Intelligence of Cattell-Horn:

Raymond Cattell distinguished between:

Fluid intelligence (Gf) is the capacity to reason rationally, solve new issues, and assess unfamiliar circumstances (independent of prior knowledge).

Crystallized Intelligence (Gc): General knowledge and vocabulary, as well as other skills and knowledge gained via education and experience.

Crystallized intelligence increases throughout life, while fluid intelligence peaks in early adulthood. These two components develop differently throughout time.

**OR**

**(B). What is the relationship between creativity and intelligence? Differentiate between creativity tests and intelligence tests.**

**Ans.** Relationship between intellect and Creativity: Though they are not the same, creativity and intellect are related. While creativity is the capacity to come up with original and practical ideas, intelligence is typically understood to be the capacity to learn and use knowledge.

Threshold hypothesis: According to this hypothesis, creativity requires a certain amount of intellect, but intelligence beyond a certain threshold does not always translate into more creativity. Therefore, while a certain degree of cognitive capacity (intelligence) may be necessary for creativity, creativity itself entails more than just problem-solving.

Similar But Different: Though creativity also needs divergent thinking, risk-taking, and originality—qualities that aren't typically measured by conventional intelligence tests—high intelligence may nevertheless foster creative thinking, particularly in disciplines requiring in-depth knowledge.

The distinction between tests of intelligence and creativity:

Goal:

Tests of creativity: Evaluate a person's capacity for creative problem-solving and the generation of several unique, adaptable solutions.

Tests of intelligence: Assess a person's capacity for thought and problem-solving; these tests usually involve logical, analytical, and memory-based activities.

Thinking Style: Creativity Tests: Emphasize divergent thinking—the capacity to come up with many diverse solutions to a single problem (e.g., "What are all the possible uses for a brick?").

Convergent thinking, or the capacity to determine the optimal or proper solution to a problem (like solving a math issue), is emphasized in intelligence tests.

Evaluation Main Point:

Tests of Creativity: Emphasize attributes such as uniqueness, flow (quantity of ideas), adaptability (kind of ideas), and description (specifics given).

Tests of intelligence: Concentrate on certain cognitive skills including memory, verbal understanding, logical reasoning, and spatial thinking.

As an illustration: Tests of creativity: Remote Associates Test (RAT), Torrance Tests of Creative Thinking (TTCT).

The Stanford-Binet Intelligence Scales and the Wechsler Adult Intelligence Scale (WAIS) are two measures of intelligence.

In conclusion, testing of intelligence and creativity assess different aspects of problem-solving skills: divergent and creative thinking is measured by intelligence tests, whereas tests of creativity examine convergent thinking and cognitive abilities.

## **SECTION F**

### **CASE 1**

**Read the following passage and answer question numbers 30 and 31.**

**Anita, a 40-year-old woman having a history of persistent depression was referred for therapy. She described feeling overwhelmed by feelings of sadness, hopelessness, and worthlessness, which had significantly impacted her personal and professional life.**

**Anita's childhood was marked by significant adversity, including growing up in a dysfunctional family environment characterised by parental neglect and emotional abuse. As a child, Anita internalised feelings of inadequacy and**

worthlessness. She exaggerated her flaws and overlooked her strengths. Her self-critical thoughts manifested statements such as "I'm a failure," "I'll never be happy," and "Nobody cares about me." These distorted thoughts reinforced her feelings of hopelessness and contributed to her ongoing depressive state.

**Ques 30. Identify the core beliefs developed during Anita's childhood.**

**Ans.** Anita's fundamental ideas, shaped in her early years, center on feelings of failure, worthlessness, and inadequacy. Her poor self-perception as a result of emotional abuse and parental neglect is the foundation of these views. She absorbed ideas like these:

"I'm a failure."

"I'll never be happy."

"Nobody cares about me."

These fundamental ideas reveal a low sense of self-worth and a pervasive conviction that she is not deserving of achievement or love.

**Ques 31. Which therapy would be most suitable to reduce Anita's distress? Give reason for your answer.**

**Ans.** To lessen Anita's suffering, cognitive behavioral therapy (CBT) would be the best kind of treatment. CBT focuses on recognizing and addressing negative core beliefs and distorted thought patterns, such as those held by Anita ("I'm a failure," "Nobody cares about me"). It helps individuals rephrase their thoughts into more balanced and realistic viewpoints.

With CBT, Anita will be able to:

Acknowledge and confront her bad beliefs.

cultivate more positive views of the world and herself.

Alter the patterns of conduct that are contributing to her depression.

CBT is a great option for Anita because of its efficacy in treating depression, particularly when it involves deeply rooted negative thoughts.

## **CASE 2**

**Read the following passage and answer question numbers 32 and 33.**

**Renowned environmentalist T. Shobheendran, after retiring as a Professor of Economics, dedicated himself to fostering a culture of nature conservation among young people. Shobheendran spearheaded unique programs to engage students in tree planting and conservation efforts, transforming approximately 100 acres of barren land surrounding the college campus into a lush green area adorned with over 5,000 trees. Additionally, he actively participated in planting hundreds of saplings in public spaces and along roadsides.**

**Shobheendran's initiatives also led to the establishment of research centres for afforestation projects at both campus and city levels. Members of the Kerala Prakruthi Samrakshana Samiti fondly recalled Shobheendran's tireless efforts against river bank encroachments and water pollution. His advocacy prompted government authorities to take decisive action.**

**Shobheendran's legacy as a champion for nature lives on through the countless individuals he inspired with his relentless conservation activities and social campaigns.**

**Source: The Hindu**

**Ques 32. 'He actively participated in planting hundreds of saplings in public spaces and along roadsides.' Which component of attitude is expressed here?**

**Ans.** This is an expression of attitude's behavioral component. This element describes a person's actions or behaviors in reaction to a certain thing or problem. Here, T. Shobheendran's enthusiastic involvement in conservation and tree-planting initiatives serves as an illustration of how his views on the environment are reflected in concrete, actionable steps.

**Ques 33. Explain any two processes that may have led to the formation of T. Shobheendran's attitude towards the environment**

**Ans.** Learning by Experience (Instrumental Conditioning): Shobheendran may have developed a more favorable attitude toward nature as a result of his hands-on involvement in environmental protection, such as turning arid terrain into a verdant oasis. Seeing the fruits of his labor (more vegetation and better environmental health) probably made him more dedicated to protecting the environment.



Social Influence (Observational Learning): Rabheendran might have been impacted by other academics, environmentalists, or local authorities who emphasized the value of conservation. He might have adopted such attitudes and behaviors for the environment by seeing their behavior and seeing the benefits of conservation efforts, eventually turning into a role model for others.

These two processes—social learning and personal experience—are crucial in the development of his strong environmental beliefs.