CHAPTER 1

Variations in Psychological Attributes

LEARNING Objectives
How people differ with respect to their various psychological attributes;
Individual differences in human functioning
Assessment of psychological attributes
Intelligence: Individual differences in intelligence
Theories of intelligence
Culture and intelligence
Special abilities: Aptitude — Nature, and measurement
Creativity; Emotional intelligence

Key Terms

Aptitude, Aptitude tests, Case study, Cognitive assessment system, Componential intelligence, Contextual intelligence, Creativity, Emotional intelligence, Culture-fair test, Experiential intelligence, g-factor, Individual differences, Intellectual giftedness, Intellectual disability, Intelligence, Intelligence tests, Intelligence quotient (IQ), Interest, Interview, Mental age (MA), Observational method, Planning, Psychological test, Simultaneous processing, Situationism, Successive processing, Values.

Introduction

Individual differences are prominent in how people perceive, learn, and think, as well as in their performance on various tasks. These differences are present across all aspects of life. The study of these individual differences has been a significant focus of modern psychology, particularly in understanding attributes like intelligence. People's abilities to understand complex ideas, adapt to the environment, learn from experience, reason, and overcome obstacles vary from person to person. These variations encompass both physical and psychological traits.

Individual Differences in Human Functioning

Variability is a natural aspect of all species, adding diversity and richness to the world. People possess unique combinations of traits, ranging from physical characteristics such as height and weight to psychological dimensions like intelligence and personality. These attributes exist in varying degrees, making each person distinct. Some psychologists emphasize personal traits as influencing behavior, while others emphasize the impact of situational factors.

Assessment of Psychological Attributes

Assessment is the initial step in understanding psychological attributes. It involves measuring and evaluating an individual's attributes using standardized methods and criteria. Psychological attributes span various domains such as intelligence, aptitude, interests, personality, and values. These attributes are assessed through methods like psychological tests, interviews, case studies, observations, and self-reports.

Domains of Psychological Attributes

Psychological attributes are multidimensional and expressed through various dimensions. These dimen-

sions include cognitive, emotional, and social aspects. Attributes like intelligence, aptitude, interests, personality, and values can be assessed using different methods.

Intelligence: Intelligence is the ability to understand the world, think rationally, and effectively use resources to meet challenges. Intelligence tests gauge cognitive competence and the ability to benefit from education.

Aptitude: Aptitude refers to inherent potential for skill acquisition. Aptitude tests predict an individual's potential to excel in specific areas with proper training.

Interest: Interest pertains to a person's preference for specific activities over others. Assessing interests helps guide educational and vocational choices.

Personality: Personality encompasses enduring traits that differentiate individuals. Personality tests gauge characteristics such as dominance, introversion/extroversion, and emotional stability.

Values: Values are enduring beliefs influencing behavior. Value assessment determines dominant values in areas like politics, religion, and social issues.

Assessment Methods

Various methods are employed to assess psychological attributes:

Psychological Tests: Objective and standardized measures of mental and behavioral traits, used for clinical diagnosis, guidance, selection, and training.

Interviews: One-on-one interactions to gather information from individuals, useful in counseling, research, and decision-making.

Case Studies: In-depth analyses of individuals' psychological attributes and histories, commonly used by clinical psychologists.

Observation: Systematic recording of natural behavioral phenomena, providing insights into various aspects of human behavior.

Self-Reports: Gathering factual information, opinions, beliefs, etc., directly from individuals using questionnaires, interviews, or personal diaries.

Theories of Intelligence

Psychologists have proposed various theories of intelligence:

Psychometric Approach: Considers intelligence as a composite of abilities measured by cognitive performance.

Information Processing Approach: Focuses on cognitive processes involved in intellectual reasoning and problem-solving.

Multiple Intelligences Theory: Suggests multiple types of intelligence, each distinct and not necessarily correlated.

Triarchic Theory: Defines intelligence as the ability to adapt, shape, and select environments to achieve goals.

PASS Model: Describes intelligence as the interplay of arousal/attention, simultaneous-successive processing, and planning.

Individual Differences in Intelligence

Intelligence results from a complex interaction of genetics and environment. Studies on twins and adopted children indicate genetic influence, while environmental factors also play a significant role. Intelligence assessment involves concepts like Mental Age and Intelligence Quotient (IQ), which indicate an individual's cognitive development relative to their age group.

Understanding and assessing individual differences is crucial for psychologists to comprehend human functioning and tailor interventions effectively

Assessment of Intelligence

In 1905, Alfred Binet and Theodore Simon, made the first successful attempt to formally measure intelligence. In 1908, when the scale was revised, they gave the concept of Mental Age (MA), which is a measure of a person's intellectual development relative to people of her/his age group. A mental age of 5 means that a child's performance on an intelligence test equals the average performance level of a group of 5-year olds. Chronological Age (CA) is the biological age from birth. A bright child's MA is more than her/his CA; for a dull child, MA is below the CA. Retardation was defined by Binet and Simon as being two mental age years below the chronological age.

In 1912, William Stern, a German psychologist, devised the concept of Intelligence Quotient (IQ). IQ refers to mental age divided by chronological age, and multiplied by 100.

I.Q. = MA / CA X 100

The number 100 is used as a multiplier to avoid the decimal point. When the MA equals the CA, the IQ equals 100. If MA is more than the CA, IQ is more than 100. IQ becomes less than 100 when the MA is less than the CA.

Table 1.1 : Classification of People on the Basis of IQ

IQ Range	Descriptive Label	Per cent in the Population
Above 130	Very superior	2.2
120 – 130	Superior	6.7
110 – 119	High average	16.1
90 – 109	Average	50.0
80 – 89	Low average	16.1
70 – 79	Borderline	6.7
Below 70	Intellectually disabled	2.2

Variations in Intellectual Functioning and Intelligence Test

Observing differences in how individuals perceive, learn, and think.

Individual differences are common; understanding, assessing, and explaining them is crucial.

Intelligence as a key attribute of interest; it shapes how people adapt and succeed.

Variations in Human Functioning:

Variability in physical and psychological traits across individuals.

Psychological attributes are multi-dimensional (cognitive, emotional, social).

Different traits coexist to create unique combinations in each person.

Views on behavior influenced by personal traits or situational factors.

Assessment of Psychological Attributes:

Assessment measures individual attributes for understanding and evaluation.

Domains: cognitive, emotional, social, etc.

Methods: tests, interviews, case studies, observations, self-reports.

Intelligence:

Definition: global capacity to understand, reason, adapt, and learn.

Influenced by hereditary and environmental factors.

Theories: psychometric (g-factor), information processing, multiple intelligences, triarchic.

Intellectual Differences:

Some exceptionally bright, others below average.

IQ classification: very superior, superior, high average, average, low average, borderline, intellectually disabled.

Intellectual Deficiency:

Term “intellectually disabled” for significant sub-average general intellectual functioning.

Deficits in adaptive behavior; observed during developmental period.

Different degrees of disability; need for varying levels of support.

Intellectual Giftedness:

Gifted individuals show outstanding potential and performance.

Giftedness vs. talent; high ability, creativity, commitment.

Characteristics: advanced thinking, high processing speed, creativity, motivation.

Intelligence Testing:

Various types: individual/group, verbal/non-verbal/performance.

Culture-fair vs. culture-biased tests; challenges in creating unbiased tests.

Uses beyond intelligence tests: assessing strengths and weaknesses, education planning.

Intelligence Testing in India:

Early attempts in constructing and standardizing intelligence tests.

Indian norms developed for various tests; National Library of Educational and Psychological Tests (NLEPT).

Misuses of Intelligence Tests:

Stigma, discrimination, underestimation, lack of capturing creativity and practical intelligence.

Importance of consulting trained psychologists for accurate analysis.

Types of Intelligence Tests

Intelligence tests are of several types. On the basis of their administration procedure, they can be categorised as individual or group tests. They can also be classified as either verbal or performance tests on the basis of the nature of items used. Depending upon the extent to which an intelligence test favours one culture over another, it can be judged as either culture fair or culture-biased. You can choose a test depending on the purpose of your use.

Individual or Group Tests

An individual intelligence test is one which can be administered to one person at a time. A group intelligence test can be administered to several persons simultaneously. Individual tests require the test administrator

to establish a rapport with the subject and be sensitive to her/his feelings, moods and expressions during the testing session. Group tests generally seek written answers usually in a multiple-choice format.

Verbal, Non-Verbal, or Performance Tests

An intelligence test may be fully verbal, fully non-verbal or fully performance based, or it may consist of a mixture of items from each category. Verbal tests require subjects to give verbal responses either orally or in a written form. Therefore, verbal tests can be administered only to literate people. The non-verbal tests use pictures or illustrations as test items. Raven's Progressive Matrices (RPM) Test is an example of a non-verbal test. In this test, the subject examines an incomplete pattern and chooses a figure from the alternatives that will complete the pattern.

Performance tests require subjects to manipulate objects and other materials to perform a task. Written language is not necessary for answering the items. A major advantage of performance tests is that they can be easily administered to persons from different cultures.

Culture-Fair or Culture-Biased Tests

Intelligence tests can be culture-fair or culture-biased. Many intelligence tests show a bias to the culture in which they are developed. Tests developed in America and Europe represents an urban and middle class cultural ethos. Hence, educated middle class white subjects generally perform well on those tests. The items do not respect the cultural perspectives of Asia and Africa. The norms for these tests are also drawn from western cultural groups. It is nearly impossible to design a test that can be applied equally meaningfully in all cultures. Psychologists have tried to develop tests that are culture-fair or culturally appropriate, i.e. one that does not discriminate against individuals belonging to different cultures. In such tests, items are constructed in a manner that they assess experiences common to all cultures or have questions in which language usage is not required.

Intelligence Testing in India

S.M. Mohsin made a pioneering attempt in constructing an intelligence test in Hindi in the 1930s. C.H. Rice attempted to standardise Binet's test in Urdu and Punjabi. At about the same time, Mahalanobis attempted to standardise Binet's test in Bengali. Attempts were also made by Indian researchers to develop Indian norms for some western tests including RPM, WAIS, Alexander's Passalong, Cube Construction, and Kohs' Block Design. Long and Mehta prepared a Mental Measurement Handbook listing out 103 tests of intelligence in India that were available in various languages. Since then, a number of tests have either been developed or adapted from western cultures. The National Library of Educational and Psychological Tests (NLEPT) at the National Council of Educational Research and Training (NCERT) has documented Indian tests. Critical reviews of Indian tests are published in the form of handbooks.

Some Misuses of Intelligence Tests

• Poor performance on a test may attach a stigma to children and thereby adversely affect their performance and self-respect.

• The tests may invite discriminating practices from parents, teachers and elders in the society.

• Administering a test biased in favour of the middle class and higher class populations may underestimate the IQ of children coming from disadvantaged sections of the society.

• Intelligence tests do not capture creative potentialities and practical side of intelligence, and they also do not relate much to success in life. Intelligence can be a potential factor for achievement in various spheres of life.

It is suggested that one should guard against erroneous practices associated with intelligence tests and take the help of trained psychologists to analyse an individual's strengths and weaknesses.

Conclusion:

Individual differences are a fundamental aspect of human functioning.
Intelligence testing helps understand and assess variations.

Addressing challenges and misuses is essential for fair assessment and support.
Culture, Intelligence, Creativity, and Emotional Intelligence

Culture and Intelligence:
Culture shapes intellectual development.
Western culture values technological intelligence; analysis, speed, achievement.
Non-western cultures value emotional competence, social reflection.
Vygotsky's view: culture provides social context for understanding.
Cultural environment influences intelligence development.
Different societies prioritize various skills for intelligence.
Cultural parameters influence a person's intelligence.
Contextual intelligence by Sternberg; intelligence shaped by culture.
Integral intelligence in Indian tradition; connectivity and holistic perspective.

Emotional Intelligence:
Emotional intelligence encompasses emotion management, perception, motivation.
Emotional quotient (EQ) measures emotional intelligence.
EQ complements cognitive intelligence; predicts interpersonal success.
Addresses interpersonal challenges and stresses.
Characteristics of emotionally intelligent individuals.
Perceiving and managing one's emotions.
Recognizing emotions in others.
Relating emotions to thoughts for effective problem-solving.
Understanding emotional influence and regulation.

Special Abilities and Aptitude:
Aptitude predicts specific skill acquisition.
Interest and aptitude both essential for success.
Independent and multiple aptitude tests.
Aptitude varies across domains; support for career decisions.

Creativity:
Creativity defined as novel, appropriate, and useful ideas.
Manifestations: inventions, art, innovation, solutions.
Creativity exists in various domains and degrees.
Interplay between intelligence and creativity.
Not all intelligent individuals are highly creative.
Creativity tests focus on divergent thinking.
Open-ended nature encourages originality.
Tests measure various creative thinking abilities.

EXERCISE

Fill in the blanks

Q1. A person may be _____ a particular job or activity, but may not have the aptitude for it.

a. Interested in b. Chosen for c. Interested for d. Selected for

Q2. Intelligence tests do not capture _____ and practical side of intelligence.

a. Cultural potentialities
b. Individual potentialities
c. Creative potentialities
d. Social potentialities

Q3. The notion of buddhi has _____ components besides a strong cognitive component.

a. Affective and motivational
b. Effective and motivational
c. Special and individual
d. Social and personal

Q4. Emotional intelligence is receiving _____ of educators for dealing with students who are affected by stresses and challenges of the outside world.

a. Special attention
b. Personal attention
c. Increasing attention
d. High attention

Q5. In a non-verbal test, the subject examines _____ and chooses a figure from the alternatives that will complete the pattern.

a. An incomplete pattern
b. A complete pattern
c. An asymmetric pattern
d. An isolated pattern

Q6. A person's intelligence is likely to be tuned by these _____parameters.

a. Cultural b. Social c. Personal d. Individual

Q7. Long and Mehta prepared a Mental Measurement Handbook listing out how many of intelligence in India that are available in various languages.

a. 90+ tests b. 103 tests c. 73 tests d. 50+ tests

Q8. Intelligence tests developed in western cultures look ____ for these skills in an individual.

a. Precisely b. For selected c. Specially d. Only

Q9. Aptitude test series DAT is most commonly used in educational settings as it consists of _____ sub-tests.

a. 6 independent b. 5 independent c. 4 independent d. 8 independent

Q10. An individual's capacity to acquire some specific knowledge or skill after training can be used to _____ with the help of selected tests.

a. Assess aptitude
b. Map aptitude
c. Assess attitude
d. Measure attitude

Q11. In some societies promote a type of behaviour, which can be called _____ intelligence.

a. Technological b. Social c. Cultural d. Individual

Q12. Moderately retarded people have an IQ range of ____ on the Wechsler scale.

a. 25 to 39 b. 40 to 54 c. 55 to 69 d. 20 to 25

Q13.A person Has IQ below ____ is generally considered mental retardation.

a. 100 b. 69 c. 79 d. 90

Q14._____ retarded people have I.Q. ranging from 25 to 39.

a. Mild b. Moderate c. Severe d. Profound

Q15. Emotional Quotient (EQ) is used to express emotional intelligence in the same way as IQ is used to express _____; it refers to the ability to process emotional information accurately

a. Intelligence b. Emotions c. Feelings d. Thoughts

Q16. Sternberg's notion of contextual or practical intelligence implies that intelligence is _____.

a. A product of emotions
b. A product of feelings
c. A product of culture
d. A product of nature and nurture

Q17. Gifted children have _____ and creative thinking.

a. Advanced level of original
b. High level of original
c. Individual level of original
d. Special level of original

Q18. Uni-factor theory came to be _____ when psychologists started analysing data of individuals, which was collected using Binet's test.

a. Criticized b. Adopted c. Disputed d. Researched

Q19. Psychologists have tried to develop tests that are _____, one that does not discriminate against individuals belonging to different cultures.

a. Culture-fair
b. Inter – dependent
c. Culture-biased
d. Unique

Q20. This concept was _____ by Salovey and Mayer who considered emotional intelligence as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions".

a. First introduced b. Criticised c. Challenged d. Reviewed

Q21. It has been suggested by psychologists that giftedness from _____ point of view depends on a combination of high ability, high creativity, and high commitment.

a. Psychologist b. Counsellor c. Parents d. The teachers'

Q22. Early intelligence theorists also used these _____ in defining intelligence.

a. Attributes b. Attitude c. Aspects d. Parameters

Q23. Some phenomena such as mother-child interactions can be easily studied through _____.

a. Case study b. Interview c. Observation d. Feedback

Q24._____ takes place when you remember all the information serially so that the recall of one leads to the recall of another.

a. Information processing
b. Personal processing
c. Advance level processing
d. Successive processing

Q25. Emotional Quotient _____ to your thoughts so that you take them into account while solving problems and taking decisions.

a. Relate your emotions
b. Relate your feelings
c. Relate your perceptions
d. Relate your dreams

Q26. Gifted children show early signs of intellectual _____.

a. Ability
b. Superiority
c. Deficiency
d. Uniqueness

Q27. A culture is a _____ of customs, beliefs, attitudes, and achievements in art and literature.

a. Social system
b. Unique system
c. Group system
d. Collective system

Q28. Through _____ understand the powerful influence of the nature and intensity of your emotions.

a. Intelligence quotient
b. Emotional quotient
c. Social quotient
d. Interest quotient

Q29. Aptitude is a combination of characteristics that indicates _____ to acquire some specific knowledge or skill after training.

a. An individual's capacity
b. A global capacity
c. A unique capacity
d. An overall capacity

Q30. Through _____, ideas which are off-the-beaten track, provide an ability to see new relationships between seemingly unrelated things.

a. Cultural tests
b. Personal tests
c. Creativity tests
d. Interview tests

TRUE or FALSE

Q1.

a. Alfred Binet was the first psychologist who tried to experiment and validate the concept of intelligence in terms of mental operations.
b. The theory of primary mental abilities states that cognition processes consists of seven primary abilities, each of which is relatively independent of the others.
c. A person having a value sets a standard for guiding her/his actions in life and also for judging others.
d. Culture-fair tests, items are constructed in a manner that they assess experiences common to all cultures or have questions in which language usage is not required.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q2.

a. J.P. Guilford proposed the structure of-intellect model which classifies intellectual traits among three dimensions: operations, contents, and products.
b. The situational influences are so powerful that individuals with differing personality traits respond to them in almost the same ways.
c. Assessment refers to the measurement of psychological attributes of individuals and their evaluation, often using multiple methods in terms of certain standards of comparison.
d. Self-Report is a method in which a person provides factual information about herself/himself and opinions, beliefs, etc. that one holds.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q3.

a. An individual with high emotional quotient cannot control and regulate one's emotions and their expressions while dealing with self and others to achieve harmony and peace.
b. Products refer to the form in which information is processed by the respondent. Products are classified into units, classes, relations, systems, transformations, and implications.
c. Long and Mehta prepared a Mental Measurement Handbook listing out 103 tests of intelligence in India that were available in various languages.
d. The IQ tests may invite complementary practices from parents, teachers and elders in the society.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q4.

a. Intelligence tests do not relate much to success in life as intelligence can be a potential factor for achievement in various spheres of life.
b. The theory of intelligence was rather simple as it arose from his interest in differentiating more intelligent from less intelligent individuals.
c. Aptitude tests are used to predict what an individual will be able to do if given proper environment and training.
d. Poor performance on a test may attach a stigma to children and thereby adversely affect their performance and self-respect.

A. Only a and b are false	B. Only a, b and c are false
C. Only a and d are true	D. All of these are true

Q5.

a. Individual differences refer to similarities and variations in people's characteristics and behaviour emotional patterns.
b. Operations are what the researcher does. These include cognition, memory recording, memory retention, divergent production, convergent production, and evaluation.
c. People differ from each other in their ability to understand complex ideas, adapt to environment, learn from experience, engage in various forms of reasoning, and to overcome these obstacles in their personal own ways.
d. Each one of us is unique as s/he exemplifies a typical combination of various traits. For psychologists, individual differences refer to distinctiveness and variations among people's characteristics and behaviour patterns.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q6.

a. An intelligence test is generally not biased in favour of the middle class and higher class populations may underestimate the IQ of children coming from disadvantaged sections of the society.
b. The g-factor includes mental operations which are primary and common to all performances. In addition to the g-factor, he said that there are also many specific abilities.
c. Since this Guilford classification, includes 6´6´6 categories, therefore, the model has 180 cells. Each cell is expected to have at least one factor or ability.
d. Personality assessment helps us to explain an individual's behaviour and predict how she/he will behave in future.

A. Only a is true	B. Only b, c and d are true
C. Only b is true	D. All of these are true

Q7.

a. Performance tests require subjects to manipulate objects and other materials to perform a task.
b. The theory of intelligence, conceptualised intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.
c. Observation involves employing systematic, organised, and objective procedures to record behavioural phenomena occurring naturally in real time.
d. Administering a test biased in favour of the middle class and higher class populations may underestimate the EQ of children coming from disadvantaged sections of the society.

A. Only a and b are false	B. Only a, b and c are true
C. Only b and c are true	D. All of these are true

Q8.

a. A number of tests have either been developed or adapted from western cultures; The National Library of Educational and Psychological Tests (NLEPT) at the National Council of Educational Research and Training (NCERT) has documented Indian tests.
b. Knowledge of subjects helps us in making choices that promote life satisfaction and performance on jobs.
c. An optimal level of arousal focuses our attention to the relevant aspects of a problem. Too much or too little arousal would interfere with attention.
d. Researchers have found that the relationship between creativity and intelligence is inversely related.

A. Only a and b are false	B. Only a, b and c are false
C. Only a and c are true	D. All of these are true

Q9.

a. A person's intelligence is likely to be tuned by different cultural parameters, many theorists have regarded intelligence as attributes varying in a person with regard to their cultural background.
b. The Psychometric approach expresses the individual's performance in terms of a single index of cognitive abilities.
c. Knowledge tests require subjects to manipulate objects and other materials to perform a task. Written language is not necessary for answering the items.
d. As Gardner and Sternberg have suggested that an intelligent individual not only adapts to the environment, but also actively modifies or shapes it.

A. Only a and b are false	B. Only a and c are false
C. Only b and c are true	D. All of these are true

Q10.

a. Individual variations also vary along psychological dimensions.
b. Contents refer to the nature of materials or information on which intellectual operations are performed. These include visual, auditory, symbolic, semantic (e.g., words) and behavioural e.g., information about people's behaviour, attitudes, needs, etc.
c. Persons high on this intelligence are 'word-smart', i.e. they are sensitive to different shades of word meanings, are articulate, and can create linguistic images in their mind.
d. The PASS processes operate on a knowledge base developed either formally by reading, writing, and experimenting or informally from the environment.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q11.

a. The similar features of culture now find some representation in theories of intelligence.
b. Interview involves seeking information from a person on a one-to-one basis.
c. Persons high on this 'world sense' aspect easily adapt to their present environment or select a more favourable environment than the available one to fit their needs.
d. Control and regulate your emotions and their expressions while dealing with self and others to achieve harmony and peace.

A. Only a and c are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q12.

a. Interest refers to special abilities in a particular field of activity.
b. The people with moderate disability lag behind their peers in language and motor skills. They can be trained in self-care skills, and simple social and communication skills.
c. The people with moderate disability lag behind their peers in physical and motor skills. They need to have high degree of supervision in everyday tasks.
d. A major advantage of performance tests is that they can be easily administered to persons from different cultures.

A.Only a and b are false	B. Only a, b and c are false
C. Only b and d are true	D. All of these are true

Q13.

a. Indian thinkers view intelligence from a holistic perspective where equal attention is paid to cognitive and non-cognitive processes as well as their integration.
b. Individuals with profound and severe disability are incapable of managing life and need constant care for their entire lives.
c. Psychologists have tried to develop tests that are culture-fair or culturally appropriate, i.e. one that does not discriminate against individuals belonging to different cultures.
d. Robert Sternberg (1985) proposed the triarchic theory of intelligence; views intelligence as "the ability to adapt, to shape and select environment to accomplish one's goals and those of one's society and culture".

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q14.

a. Many theorists have regarded intelligence as attributes general to the person without regard to their cultural background.
b. Research analyses of the lives of great people can also be highly illuminating for those willing to learn from their life experiences.
c. To reach their full potential, gifted children require special attention and different educational programmes beyond those provided to normal children in regular classrooms.
d. All creative acts require some minimum ability to acquire knowledge and capacity to comprehend, retain, and retrieve.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Q15.

a. Gifted children show an important characteristics of advanced logical thinking, questioning and problem solving behaviour.
b. Charles Spearman proposed a two-factor theory of intelligence showed that intelligence consisted of a general factor (g-factor) and some specific factors (s-factors).
c. The Information processing approach describes the processes people use in intellectual reasoning and problem solving.
d. An understanding of how people adapt their behaviour according to the environment. Psychological notion of intelligence is quite different from the common notion of intelligence.

A. Only a and b are false	B. Only a, b and c are false
C. Only b and c are true	D. All of these are true

Match The Options:

Question No. 1			
A.	Memory	i.	a hierarchical model of intelligence
B.	J.P. Guilford	ii.	deriving general rules from presented facts
C.	Inductive Reasoning	iii.	accuracy in recalling information
D.	Arthur Jensen	iv.	the structure of-intellect model

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- ii, C- i, D – iii
d. A- iii, B- iv, C-ii, D – i

Question No. 2			
A.	The Psychometric approach	i.	Theory of intelligence
B.	The Information processing approach	ii.	a two-factor theory of intelligence
C.	Alfred Binet	iii.	The processes people use in intellectual reasoning and problem solving.
D.	Charles Spearman	iv.	Considers intelligence as an aggregate of abilities.

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- iii, C- i, D – ii
d. A- iii, B- iv, C-ii, D – i

Question No. 3			
A.	Cognitive capacity	i.	sensitivity to context, understanding, discrimination
B.	Social competence	ii.	respect for social order, commitment to elders
C.	Emotional competence	iii.	self-regulation and self-monitoring of emotions
D.	Entrepreneurial competence	iv.	commitment, persistence, patience, hard work, vigilance, and goal-directed behaviours

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- ii, C- i, D – iii
d. A- iii, B- iv, C-ii, D – i

Question No. 4			
A.	A theory employing a statistical method	i.	Verbal Comprehension
B.	He proposed the theory of primary mental abilities.	ii.	Perceptual Speed
C.	grasping meaning of words, concepts, and ideas	iii.	Factor analysis. 1927
D.	speed in perceiving details	iv.	Louis Thurstone's theory.

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- ii, C- i, D – iii
d. A- iii, B- iv, C-ii, D – i

Question No. 5			
A.	National Library of Educational and Psychological Tests	i.	NCERT
B.	Raven's Progressive Matrices	ii.	The Cognitive Assessment System
C.	National Council of Educational Research and Training	iii.	NLEPT
D.	A battery of tests, known as	iv.	RPM

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- ii, C- i, D – iii
d. A- iii, B- iv, C-ii, D – i

Question No. 6			
A.	Aptitude	i.	Refers to an individual's underlying potential for acquiring skills.
B.	'intelligence'	ii.	Refers to an individual's capacity to understand the world, think rationally, and use resources effectively to meet the demands of life.
C.	Interest	iii.	An individual's preference for engaging in one or more specific activities relative to others.
D.	Personality	iv.	Refers to relatively enduring characteristics of a person that make her or him distinct from others. Values are enduring beliefs about an ideal mode of behaviour.

Answer

a. A- iii, B- iv, C- i, D – ii
b. A- i, B- ii, C- iii, D – iv
c. A- iv, B- ii, C- i, D – iii
d. A- iii, B- iv, C-ii, D – i

Assertion Reasoning

1. **Assertion:** The attribute chosen for assessment depends upon our purpose.
   Reason: We may assess an individual based on her/his interests and preferences.
   Options are:
   a. Assertion is incorrect but the Reason is correct.
   b. Assertion is correct but the Reason is incorrect.
   c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
   d. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.

2. **Assertion:** Psychological assessment uses systematic testing procedures to evaluate abilities, behaviours, and personal qualities of individuals.
   Reason: If a person fails to adjust with members of her/his family and neighbourhood, we may consider assessing her/his personality characteristics.
   Options are:
   a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
   b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
   c. The Assertion is incorrect but the Reason is correct.
   d. The Assertion is correct but the Reason is incorrect.

3. **Assertion:** Similar is the case with psychological attributes.
   Reason: They are usually multi-dimensional.
   Options are:
   a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
   b. The Assertion is incorrect but the Reason is correct.
   c. The Assertion is correct but the Reason is incorrect.
   d. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.

4. **Assertion:** Intelligence tests provide a global measure of a person's general cognitive competence.
   Reason: Intelligence is the global capacity to understand the world, think rationally, and use available resources effectively when faced with challenges.
   Options are:
   a. Assertion is incorrect but the Reason is correct.
   b. Assertion is correct but the Reason is incorrect.
   c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
   d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

5. **Assertion:** A person with high mechanical aptitude can profit from appropriate training and can do well as an engineer.
   Reason: A person having high language aptitude can be trained to be a good writer.
   Options are:

a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

6. **Assertion:** Personality refers to relatively enduring characteristics of a person that make her or him distinct from others.
Reason: Personality tests try to assess an individual's unique characteristics.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

7. **Assertion:** By value assessment, we try to determine the dominant values of a person.
Reason: The values of a person may be political or religious.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

8. **Assertion:** These tests are widely used for the purposes of clinical diagnosis, guidance and personnel selection.
Reason: Psychological Test is an objective and standardised measure of an individual's mental characteristics.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

9. **Assertion:** Personality assessment helps us to explain an individual's behaviour.
Reason: We cannot predict how she/he will behave in present or future.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

10 **Assertion:** Case studies are widely used by clinical psychologists.

Reason: Case analyses of the lives of great people can also be highly illuminating for those willing to learn from their life experiences.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

11. **Assertion:** Self-Report is a method in which a person provides factual information.

Reason: The information is usually about herself/himself and/or opinions, beliefs, etc. that s/he holds.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

12. **Assertion:** If you watch an intelligent person.

Reason: You are likely to see in her/him attributes like mental alertness and ready wit, quickness in learning, and ability to understand relationships.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

13. **Assertion:** The Oxford Dictionary explains intelligence as the power of perceiving, learning, understanding and knowing.

Reason: It defined intelligence as the ability to judge well, understand well, and reason well.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

14. **Assertion:** You will be able to understand the concept of intelligence.

Reason: How it has evolved and developed.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.

c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

15. **Assertion:** Wechsler, whose intelligence tests are most widely used, understood intelligence in terms of its functionality.
Reason: its value for adaptation to environment.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

16. **Assertion:** Psychologists have proposed several theories of intelligence.
Reason: Theories can be broadly classified as either representing a psychometric or structural approach. or an information-processing approach.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

17. **Assertion:** The psychometric approach considers intelligence as an aggregate of abilities.
Reason: It expresses the individual's performance in terms of a single index of cognitive abilities.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

18. **Assertion:** Self-Report is a method in which a person provides factual information.
Reason: Such information may be obtained by using an interview schedule or a questionnaire, a psychological test or a personal diary.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

19. **Assertion:** The major focus of this approach is on how an intelligent person acts.
Reason: Information processing approaches emphasise studying cognitive functions underlying intelligent behaviour.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

20. **Assertion:** Psychological Test is an objective and standardised measure of an individual's mental and behavioural characteristics.
Reason: Objective tests have been developed to measure the dimensions of psychological attributes like: intelligence, aptitude etc.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

21. **Assertion:** The notion of intelligence have described in general ways in various philosophical treatises available in different cultural traditions.
Reason: Alfred Binet was the first psychologist who tried to formalise the concept of intelligence in terms of mental operations.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

22. **Assertion:** Binet's theory of intelligence was rather simple as it arose from his interest in differentiating more intelligent from less intelligent individuals.
Reason: He conceptualised intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.
Options are:
a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

23. **Assertion:** In 1927, Charles Spearman proposed a two-factor theory of intelligence employing a statistical method called factor analysis.

Reason: In addition to the g-factor, he said that there are also many specific abilities.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

24. **Assertion:** Louis Thurstone's proposed the theory of primary mental abilities.

Reason: It states that intelligence consists of several primary abilities, each of which is relatively independent of the others.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

25. **Assertion:** Arthur Jensen proposed a hierarchical model of intelligence.

Reason: It consisted of abilities operating at two levels, called Level I and Level II. Level I

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

26. **Assertion:** Level I is the associative learning in which output is more or less similar to the input e.g., rote learning and memory.

Reason: Level II, called cognitive competence, involves higher-order skills as they transform the input to produce an effective output.

Options are:

a. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
b. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.
c. The Assertion is incorrect but the Reason is correct.
d. The Assertion is correct but the Reason is incorrect.

27. **Assertion:** J.P. Guilford proposed the structure of-intellect model.
Reason: It classifies intellectual traits among three dimensions: operations, contents, and products.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

28. **Assertion:** He showed that intelligence consisted of a general factor (g-factor) and some specific factors (s-factors).
Reason: In 1929, Charles Spearman proposed a two-factor theory of intelligence employing a statistical method called factor analysis.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

29. **Assertion:** The information processing approach describes the processes people use in intellectual reasoning and problem solving.
Reason: The psychometric approach considers intelligence as an aggregate of abilities.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

30. **Assertion:** Case studies are widely used by clinical psychologists.
Reason: Case studies are based on data generated by different methods, e.g. interview, observation, questionnaire.
Options are:
a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are correct but the Reason is not the correct explanation of the Assertion.

Multiple Choice Questions:

Q1. Sternberg and his colleagues explored how cultural context and educational experiences shape our cognitive abilities and performance on standardized intelligence tests. In one task, the research team measured the children's practical intelligence. Practical intelligence relates to:

A. Knowledge acquired through direct instruction
B. Intelligence that helps you make connections between learned material
C. Problem solving that helps us adapt to our environment
D. Intelligence that connects to emotional development

Q2. Sternberg and his colleagues explored how cultural context and educational experiences shape our cognitive abilities and performance on standardized intelligence tests. In one task, the research team measured the children's tacit knowledge. Tacit knowledge relates to:

A. Knowledge acquired without direct instruction through observation and participation
B. Intelligence that helps you make connections between learned material
C. Problem solving that helps us adapt to our environment
D. Intelligence that connects to emotional development

Q3. Sternberg and his colleagues explored how cultural context and educational experiences shape our cognitive abilities and performance on standardized intelligence tests. In one task, the research team measured crystallized knowledge. Crystallized knowledge relates to:

A. Knowledge acquired without direct instruction through observation and participation
B. Intelligence that helps you make connections between learned material
C. Knowledge you use to solve a problem
D. Intelligence that connects to emotional development

Q4. Sternberg and his colleagues found that children who performed well on cultural knowledge tasks also performed poorly on vocabulary tests. They explained their findings as:

A. Children benefit from formal schooling when taking Western intelligence tests
B. Children participating in apprenticeships did better than children who did not
C. All cognitive abilities are universal
D. Kenyan parents do not emphasize formal schooling experiences because this will not help their children learn how to be farmers

Q5. Which of the following IS NOT true regarding cognitive thinking styles?

A. They are mental guides which help us process information
B. They are mental guides which help us problem solve in specific contexts
C. They are important to the way we think, perceive, and organize information in our daily social inter actions
D. They are an accurate way to measure intelligence and problem solving skills

Q6. Julia seeks out social situations and enjoys interacting with people. She uses facial cues to help her make sense of her social world and trusts in the decisions her caregivers make for her. Julia identifies with which cognitive thinking style?

A. Field-independent
B. Field-dependent
C. Field-emotionally dependent
D. Field –emotionally independent

Q7. Edoardo prefers to work alone rather than in groups. He is goal oriented, has excellent analytical reasoning skills, and prefers to make his own decisions. Edoardo identifies with which cognitive thinking style?

A. Field-independent
B. Field-dependent
C. Field-emotionally dependent
D. Field –emotionally independent

Q8. Which of the following IS TRUE regarding cognitive thinking styles?

A. Thinking styles are permanent and fixed at birth
B. You cannot develop new cognitive styles
C. Bicultural individuals often use different thinking styles depending upon situational contexts
D. Thinking styles do not change depending upon physical or cultural settings

Q9. Holistic styles correlate with which of the following?

A. Analytic cognition
B. Field-independence
C. Field-dependence
D. Bicultural thinking

Q10. Analytic styles correlate with which of the following?

A. Analytic cognition
B. Field-independence
C. Field-dependence
D. Bicultural thinking

Q11. Rekha lives in a community in which socialization practices reinforce interconnected relationships, respect for elders, and being sensitive to others. Rekha's cognitive style most likely identifies with which of the following?

A. Holistic
B. Analytic
C. Individualistic
D. Collectivist

Q12. Emily was born in Brazil and moved to the US as a young adult. When processing perceptual fields Emily is most likely to:

A. Always use holistic styles
B. Always use analytic styles
C. Always use a collectivist style
D. Change styles depending upon the situational context

Q13. In their study that used Facebook profiles of US and East Asian participants to explore the connection between cultural values and cognitive thinking styles, Huang and Park found:

A. No relationship between cultural values and thinking styles
B. The US photographs paid little attention to the face
C. The East Asian photographs paid more attention to contextual information
D. The US photographs paid more attention to contextual information

Q14. Based upon their study on the connection between Pacific Rim children's cognitive thinking styles, school achievement, and leisure activities, Holmes and colleagues concluded:

A. Children who played sports displayed field dependent styles
B. Children who socialized with peers displayed field independent styles
C. Parents emphasized the cultural values of independence and self-expression
D. Children who enjoyed creative activities displayed field independent styles

Q15. Applying the concepts of thinking styles to children's classroom experience, teachers in the US would benefit from knowing:

A. Many European American children prefer field dependent styles
B. Many African American children prefer field independent styles
C. Many Mexican American children prefer to work independently and alone
D. Many children of color generally prefer field dependent styles

Q16. According to Sternberg, intelligence involves:

A. The ability to adapt to the environment
B. Mechanical abilities
C. Musical abilities
D. Being obedient and respectful of others

Q17. Jayshree is able to connect material she is learning in her cultural psychology course to material she learned in her anthropology course. This process relates to which ability?

A. Crystallized intelligence
B. Fluid intelligence
C. Tacit knowledge
D. Emotional intelligence

Q18. Definitions of intelligence are culture-specific and dependent. Among the local meanings of the language term "*glouèlê*" include all the following EXCEPT:

A. Responsibility
B. Obedience
C. Memory
D. Creativity

Q19. Psychometrics connects to:

A. Qualitative changes in intelligence
B. Cultural qualities
C. Quantitative measures of intelligence
D. Social qualities

Q20. Which of the following IS TRUE regarding Saxe's study with Brazilian children's participation in street vending? Saxe found that

A. Formal schooling shaped children's street vending math skills
B. The skills of children with formal schooling experiences compared to those without formal skilling
C. Children's participation in street selling helped them acquire skills in working with ratios
D. Many Brazilian street children acquired strong skills such as placing numbers in a series

Q21. The intelligence factor, g refers to:

A. Emotional intelligence
B. Fluid intelligence
C. Practical intelligence
D. General intelligence

Q22. Which individual introduced the Triarchic Theory of Intelligence?

A. Goleman
B. Spearman
C. Sternberg
D. Gardner

Q23. Sternberg's view of intelligence differs from Gardner's because Sternberg focused upon:

A. Intellectual processes
B. Domains of intelligence
C. Cultural intelligence
D. Emotional intelligence

Q24. Santino just developed a new app that helps children with physical disabilities participate in sports play. Sternberg would place Santino's ability to develop this new app with which intellectual ability?

A. Practical
B. Fluid
C. Creative
D. Analytical

Q25. Which of the following IS NOT part of Sternberg's Triarchic Theory of Intelligence?

A. Creative B. Analytical C. Practical D. Logical-mathematical

Q26. To accommodate his view that intelligence and cultural context are separable, Sternberg later added which intellectual process to his model of intelligence?

A. Logical-mathematical intelligence
B. Cultural intelligence
C. Emotional intelligence
D. Successful intelligence

Q27. Joseph is extraverted and enjoys being with people. He is never anxious about being at a social event where everyone is unfamiliar and he always is able to converse with most people. According to Gardner, Joseph appears to excel in which intellectual domain?

A. Bodily-kinesthetic B. Interpersonal C. Linguistic D. Musical

Q28. Kelly received a scooter as a gift. Never having seen one before she tried to make it move the same way she rides her bicycle. Her ability to modify her actions to ride her new toy is an example of:

A. Assimilation B. Equilibrium C. Accommodation D. Disequilibrium

Q29. Rebecca knows how to play the clarinet and wants to learn how to play the flute. She is relying on what she already knows about playing the clarinet to learn the new instrument. This is an example of:

A. Qssimilation B. Equilibrium C. Accommodation D. Disequilibrium

Q30. For which individual would cultural intelligence be a highly desirable skill?

A. A local elementary school with a homogenous student population
B. A business manager in a multinational company
C. A local eatery that serves neighborhood residents
D. A local pharmacy that serves neighborhood residents

Practice Paper – 1

Instruction's
1. All questions carry equal marks.
2. Read the instructions and question very carefully.
3. Five for Each Correct Answer
4. -1 for every Wrong answer.**(Negative Marking)**
5. Attempt 20 Questions from the given 25 questions.

1. An individual's capacity to acquire some specific knowledge or skill after training can be used to _____ with the help of selected tests.

a. Assess aptitude
b. Map aptitude
c. Assess attitude
d. Measure attitude

2. Cultural intelligence refers to:

a. A person's ability to function in diverse cultural contexts
b. A person's ability to speak multiple languages
c. A person's ability to problem solve
d. A person's ability to read another's emotions

3. _____ takes place when you remember all the information serially so that the recall of one leads to the recall of another.

a. Information processing
b. Personal processing
c. Advance level processing
d. Successive processing

4. Which of the following models of intelligence is the most inclusive model of intelligence?

a. Goleman b. Spearman c. Sternberg d. Gardner

5. Andrew's school counselor believes he has high emotional intelligence. Andrew most likely possesses which of the following skills:

a. Analytical reasoning
b. Perceiving and monitoring feelings
c. Interacting with people
d. Communication and language skills

6. For which individual would cultural intelligence be a highly desirable skill?

a. A local elementary school with a homogenous student population
b. A business manager in a multinational company
c. Alocal eatery that serves neighborhood residents
d. A local pharmacy that serves neighborhood residents

7. Emotional Quotient _____ to your thoughts so that you take them into account while solving problems and taking decisions.

a. Relate your emotions
b. Relate your feelings
c. Relate your perceptions
d. Relate your dreams

8. Good global leaders working in a multinational company should possess the following abilities **EXCEPT:**

a. The ability to learn from experience
b. A learning style that emphasizes creativity
c. The ability to problem solve
d. Seek traditional rather than imaginative ideas

9. Aptitude test series DAT is most commonly used in educational settings as it consists of _____ subtests.

a. 6 independent b. 4 independent c. 5 independent d. 8 independent

10. One likely explanation for increased scores worldwide on non-verbal test scores is:

a. Apprenticeships
b. Greater attention to possessing mechanical skills for employment
c. Increased access to technology
d. An increase in visual perception skills

11. Cultural intelligence involves all the following dimensions **EXCEPT:**

a. Metacognitive b. Emotional c. Motivational d. Behavioral

12. Jukes and Grigorenko's work with Gujarati children has applied value. Their work suggests:

a. It is possible to make a culture fair test
b. Some children require more assistance than others when taking tests
c. Tests should measure skills people experience and use in daily interactions
d. All tests should appear in English

13. What is the Flynn effect?

a. IQ scores increased over time in successive generations in all countries
b. IQ scores increased over time worldwide but only on verbal tests
c. Verbal SAT scores increased dramatically in the US during this time period
d. Verbal SAT scores increased worldwide during this time period

14. Which of the following statements does work with different immigrants support?

a. Culture only shapes how we learn
b. Cultural only shapes what we learn
c. We are incapable of learning skills we acquire in new settings
d. Our cognitive skills are flexible

15. Jukes and Grigorenko studied the applicability of using Western testing in ethnically diverse countries. They chose to study communities in Gambia. Which of the following **IS TRUE** ?

a. Wolof children have more contact with urban culture than Mandinka children do
b. Mandinka children attend formal schools in urban areas
c. Mandinka children live in villages
d. Wolof children may attend local Koranic schools or village schools

16. Intelligence tests developed in western cultures look ____ for these skills in an individual.

a. Precisely b. For selected c. Specially d. Only

17. Hanscombe and colleagues sought to study whether socioeconomic status connects to children's intelligence and cognitive abilities. They found that children from higher socioeconomic homes performed better on tests than children from lower income homes at all ages. They argue children's lived realities and shared experiences create these differences in part because:

a. Children in lower income homes often have less reading and language opportunities with caregivers
b. Children have equal access to resources such as computers
c. Children have equal access to good quality schools
d. Children spend less time watching television

18. In their work Rogoff and colleagues supports the connection between cultural practices and cognitive outcomes. In their work with Mexican and European-American caregivers they found:

a. Mother's educational level did not connect to children's learning
b. Children from traditional Mexican homes where mothers had extensive formal education used observation as a way of learning more than European-American children did
c. Children with educated Mexican mothers asked for more verbal instruction and learning activities similar to European-American children
d. Mexican children perform similarly to European-American children regardless of mothers' educational experiences

19. Good global leaders working in a multinational company should possess the following abilities **EXCEPT:**

a. The ability to learn from experience
b. A learning style that emphasizes creativity
c. The ability to problem solve
d. Seek traditional rather than imaginative ideas

20. Piaget believed children demonstrate their ability to adapt to their environment by moving between which of the following process pairs?

a. Assimilation and accommodation
b. Equilibrium and disequilibrium
c. Assimilation and equilibrium
d. Accommodation and equilibrium

21. **Assertion:** In 1927, Charles Spearman proposed a two-factor theory of intelligence employing a statistical method called factor analysis.

Reason: He showed that intelligence consisted of a general factor (g-factor) and some specific factors (s-factors).

Options are:

a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

22. **Assertion:** Case studies are based on data generated by different methods, e.g. interview, observation, questionnaire only.

Reason: Case studies are sometimes used by clinical psychologists.

Options are:

a. Assertion is incorrect but the Reason is correct.
b. Assertion is correct but the Reason is incorrect.
c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.
d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

23. **Assertion:** If you watch an unintelligent person.

Reason: You are likely to see in her/him attributes like quickness in learning, and ability to understand relationships.

Options are:

a. Assertion is incorrect but the Reason is correct.

b. Assertion is correct but the Reason is incorrect.

c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.

d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

24. **Assertion:** One factor theory of intelligence came to be disputed when psychologists started analysing data of individuals.

Reason: Binet conceptualised intelligence as consisting of one similar set of abilities which can be used for solving any or every problem in an individual's environment.

Options are:

a. Assertion is incorrect but the Reason is correct.

b. Assertion is correct but the Reason is incorrect.

c. Both the Assertion and the Reason are correct and the Reason is the correct explanation of the Assertion.

d. Both the Assertion and the Reason are incorrect and the Reason is not correct explanation of the Assertion.

25. Which field introduced the term 'cultural intelligence' into the literature?

a. Health care
b. International business
c. Anthropology
d. Psychology