



The Savvy Humanities

SIMPLIFYING MINDS, SHAPING THINKERS

FREE SAMPLE

CLASS 12 · PSYCHOLOGY · CBSE 2026-27 SYLLABUS

Chapter 1

Variations in Psychological Attributes

27

pages of notes

9

syllabus topics

14

board questions solved

47

key terms defined

What's inside

- Complete NCERT-aligned notes, topic by topic
- All eight theories of intelligence, each with its own table
- Gardner's 8 intelligences and Sternberg's 3 with examples
- PASS model explained simply
- IQ classification and the normal curve
- Culture-fair testing and Indian intelligence tests
- 45-term quick glossary
- 14 board-pattern questions with model answers

Aditi Ojha (Savvy Ma'am)

Founder & Educator, The Savvy Humanities. Class 12 CBSE boards: 95% Psychology, 95% Sociology, 97% Political Science. Teaching Humanities on YouTube since 2023.

Pairs with the free video lesson

Scan the QR on the last page for the full chapter explanation, plus the Telegram group for updates and doubt support.



Chapter at a Glance — Mind Map

Variations in Psychological Attributes

Individual Differences

- Variability is normal, not a defect
- Situationism vs stable attributes
- Assessment = the formal effort to measure

Psychometric Theories

- Uni-factor — Binet
- Two-factor — Spearman (g and s)
- Primary Mental Abilities — Thurstone (7)
- Hierarchical — Jensen (2 levels)
- Structure of Intellect — Guilford (180 cells)

Measuring and Testing

- $IQ = MA / CA \times 100$
- Average 90-109, disability below 70, giftedness above 130
- Individual vs group, verbal vs performance
- Culture-fair tests
- Bhatia's Battery and MISIC in India

Emotion, Aptitude, Creativity

- Emotional intelligence — Salovey and Mayer
- Aptitude — potential, not achievement
- Creativity — novel and appropriate
- Divergent vs convergent thinking

Assessment Methods

- Psychological test
- Interview
- Case study
- Observation
- Self-report

Information-Processing

- Gardner — 8 multiple intelligences
- Sternberg — componential, experiential, contextual
- PASS — Das, Naglieri and Kirby

Culture and Intelligence

- Technological intelligence — Western
- Integral intelligence — Indian buddhi
- Das's four competencies



Individual Differences and Their Assessment

How are people different?

No two people are alike. Psychology studies this in two ways, and CBSE expects you to know both names.

- **Individual differences** — the distinctiveness and variations among people's characteristics and behaviour patterns. Height, weight, intelligence, temperament, values: everyone sits somewhere on each of these.
- **Situationism** — the opposing view, which holds that the **situation**, not the person's stable qualities, is the main cause of behaviour. A quiet student who becomes loud at a cricket match is the situationist's example.

The honest answer is that behaviour comes from both: relatively stable attributes *interacting* with the situation.

Aditi Ojha (Savvy Ma'am) says

If a question asks "how are people different from one another", do not just list traits. Name **individual differences**, then contrast it with **situationism**. Two names, two marks.

Psychological attributes

Psychological attribute

Psychological attributes are the characteristics on which people differ from one another. They are **not physical objects** — they are constructs, inferred from behaviour, and can only be measured indirectly.

Five attributes are assessed most often:

Attribute	What it is
Intelligence	The global capacity to understand the world, think rationally and use resources effectively when faced with challenges
Aptitude	A combination of characteristics indicating capacity to acquire a specific skill after training
Interest	An individual's preference for one activity over another
Personality	Relatively enduring characteristics that make a person distinct from others
Values	Enduring beliefs about an ideal mode of behaviour

Remember for the board

Aptitude is about **potential**, interest is about **preference**, achievement is about **what has already been learned**. Boards love making you separate these three.



Board questions & model answers

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Answer length is marks × roughly 30–40 words. Always open with the definition, then the body, then one line of example or evaluation. Underline the technical terms — examiners look for them.

1 mark

BOARD PATTERN

Write the formula for calculating Intelligence Quotient.

Model answer

$IQ = (\text{Mental Age} / \text{Chronological Age}) \times 100$. The formula was given by William Stern.

1 mark

BOARD PATTERN

How many cells does Guilford's Structure of Intellect model contain?

Model answer

180 cells — six operations x five contents x six products.

1 mark

BOARD PATTERN

Who developed the Cognitive Assessment System, and for which age group?

Model answer

J. P. Das and Jack Naglieri, for children aged 5 to 18 years. It measures the four PASS processes.

2 marks

BOARD PATTERN

Distinguish between aptitude and interest.

Model answer

Aptitude is a combination of characteristics indicating a person's capacity to acquire a specific skill **after training** — it is about potential, and it predicts what she could become good at.

Interest is simply a person's **preference** for one activity over another. A student may have the aptitude for engineering without the least interest in it, and interest in music without any aptitude for it.



You just read the free sample.

Here's what the full chapter covers

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pages of notes

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marks of 70

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board Qs solved

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key terms

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