FREE EDITION · NOTES + 3 SAMPLE MCQS

CUET · PSYCHOLOGY · CLASS XII · CODE 324

Variations in Psychological Attributes

CUET unit: Variations in Psychological Attributes (Intelligence, Aptitude, Creativity, Emotional Intelligence)

By **UniDrill** · NCERT-grounded study material

WWW.UNIDRILL.IN

📌 Snapshot

- Establishes the meaning of individual differences and situationism as competing lenses for explaining behaviour.
- Develops the construct of intelligence through psychometric (Binet, Spearman, Thurstone, Jensen, Guilford) and information-processing (Sternberg, PASS) approaches, plus Gardner's multiple intelligences.
- Quantifies intelligence via Mental Age, IQ (Stern's formula), the normal curve, and the AAMD classification of intellectual disability and giftedness.
- Locates intelligence in culture — Vygotsky's technological vs. integral intelligence and the Indian concept of buddhi.
- Distinguishes intelligence from aptitude, interest, emotional intelligence, and creativity — a high-yield CUET zone for definition-matching MCQs.

📖 Detailed Notes

2.1 Core concepts

Individual differences are the distinctiveness and variations among people's characteristics and behaviour patterns. This trait-based view contrasts with **situationism**, the position that situations and circumstances exert powerful influence on behaviour and that human behaviour is largely a result of external factors (NCERT §Individual Differences in Human Functioning, p. 2). **Assessment** is the first step in understanding any psychological attribute — the measurement of attributes using multiple methods against standards of comparison. **Formal assessment** is objective, standardised and organised; **informal assessment** is open to subjective interpretation (NCERT §Assessment of Psychological Attributes, p. 3). Five major domains are studied by psychologists: **Intelligence** (global cognitive capacity to understand the world, think rationally and use resources effectively), **Aptitude** (the underlying potential for acquiring a specific skill), **Interest** (preference for activities), **Personality** (enduring distinguishing characteristics) and **Values** (enduring beliefs about ideal behaviour) (NCERT pp. 3-4). The major assessment methods are the **psychological test, interview, case study, observation** and **self-report** (NCERT pp. 4-5).

The conceptual heart is **intelligence**. **Alfred Binet** described intelligence as the ability to judge, understand and reason well, while **David Wechsler** offered a definition still widely cited: intelligence is the "global and aggregate capacity of an individual to think

rationally, act purposefully and deal effectively with the environment" (NCERT §Intelligence, p. 5). Later theorists like **Howard Gardner** and **Robert Sternberg** added that intelligent people not only adapt to the environment but also actively modify and shape it. Theories fall under two broad approaches: the **psychometric approach**, which treats intelligence as an aggregate of abilities measurable as a single index, and the **information-processing approach**, which focuses on the cognitive processes used in reasoning and problem solving (NCERT §Theories of Intelligence, p. 5).

Within the psychometric tradition, **Charles Spearman's two-factor theory (1927)** used factor analysis to argue that intelligence consists of a **g-factor** (general intelligence common to all tasks) plus task-specific **s-factors** (NCERT p. 6). **Louis Thurstone** proposed seven **Primary Mental Abilities** — Verbal Comprehension, Numerical Abilities, Spatial Relations, Perceptual Speed, Word Fluency, Memory and Inductive Reasoning. **Arthur Jensen** proposed a hierarchical model with two levels — **Level I (associative learning / rote)** and **Level II (cognitive competence)**. **J.P. Guilford's Structure-of-Intellect** model arranged intelligence into a three-dimensional cube — operations × contents × products — yielding 6 × 5 × 6 = 180 distinct intellectual cells (NCERT §Theories, p. 6).

Howard Gardner's Theory of Multiple Intelligences rejects the idea of a single g-factor and identifies eight independent intelligences — **Linguistic** (word smart, characteristic of poets and writers), **Logical-Mathematical** (scientific/mathematical reasoning), **Spatial** (navigation, sculpture), **Musical**, **Bodily-Kinaesthetic** (athletes, dancers, surgeons), **Interpersonal** (understanding others — characteristic of psychologists, religious leaders), **Intrapersonal** (knowledge of self) and **Naturalistic** (sensitivity to natural environment) (NCERT §Theory of Multiple Intelligences, pp. 7-8). **Robert Sternberg's Triarchic Theory (1985)** divides intelligence into three subtheories: **Componential** (analytical — comprising knowledge-acquisition, meta and performance components), **Experiential** (creative — using past experience to solve novel problems) and **Contextual** (practical — sometimes called "street smartness" or "business sense") (NCERT pp. 8-9). The **PASS Model** developed by **J.P. Das, Jack Naglieri and Kirby (1994)** identifies four interdependent cognitive functions — **Planning, Attention-arousal, Simultaneous** and **Successive processing** — measured by the Cognitive Assessment System (CAS) for ages 5-18 (NCERT pp. 9-10).

Intelligence is quantified using **Mental Age**, introduced by **Binet and Simon (1908)** as a measure of a person's intellectual development relative to their age group; **William Stern (1912)** devised the **IQ formula**: IQ = (MA/CA) × 100, where the mean IQ is set at 100 and scores form a **normal (bell-shaped) curve** (NCERT §Assessment of Intelligence, pp. 10-11). Table 1.1 (p. 11) classifies IQ ranges with descriptive labels and population percentages: >130 Very superior (2.2%), 120-130 Superior (6.7%), 110-119 High average (16.1%), 90-109 Average (50%), 80-89 Low average (16.1%), 70-79 Borderline (6.7%), and below 70 Intellectually disabled (2.2%). The **American Association on Mental Deficiency (AAMD)** defines **intellectual disability** by three criteria: significantly sub-average general intellectual functioning, deficits in adaptive

behaviour, and manifestation during the developmental period (0-18 years) (NCERT §Intellectual Deficiency, p. 12). Disability levels run **Mild (55-70), Moderate (35/40-50/55), Severe (20/25-35/40)** and **Profound (<20/25)**. At the other end of the distribution, **giftedness** combines high ability, high creativity and high commitment; it is broader than **talent**, which refers to remarkable ability in a specific field (NCERT §Intellectual Giftedness, pp. 12-13).

Tests of intelligence are classified by administration (**Individual vs Group**), language demand (**Verbal, Non-Verbal, Performance**) and cultural loading (**Culture-Fair vs Culture-Biased**). **Raven's Progressive Matrices** is the leading non-verbal test, while **Kohs' Block Design** is performance-based. Indian contributions include Mohsin's Hindi test (1930s), NCERT's NLEPT and **Bhatia's Battery of Performance Tests** (NCERT pp. 13-15).

Intelligence sits within culture too: **Lev Vygotsky's** notion of **technological intelligence** (Western, individual, achievement-oriented) contrasts with the Indian concept of **integral intelligence (buddhi)**. Integral intelligence stresses connectivity with the social and world environment and includes four competencies: **cognitive capacity, social competence, emotional competence** and **entrepreneurial competence** (NCERT §Culture and Intelligence, pp. 15-17). **Emotional intelligence**, conceptualised by **Salovey and Mayer**, is the ability to monitor one's own and others' emotions, discriminate among them, and use the information to guide thinking and actions, expressed as EQ (NCERT §Emotional Intelligence, p. 17).

Intelligence must be distinguished from related constructs. **Aptitude** is a combination of characteristics indicating an individual's capacity to acquire specific knowledge or skill after training; common test batteries include the **Differential Aptitude Test (DAT)** with eight subtests, the **General Aptitude Test Battery (GATB)** and **ASVAB** (NCERT pp. 17-18). Aptitude must be carefully distinguished from achievement (current attainment) and interest (preference). Aptitude is about **potentiality**; achievement is about **current performance**; interest is about **preference**. **Creativity** is the production of ideas, objects or problem solutions that are novel, appropriate and useful. Creativity tests are open-ended, measure **divergent thinking** and have no specified right answer — in contrast to intelligence tests, which assess **convergent thinking** with a single correct answer (NCERT §Creativity, pp. 18-20). **Lewis Terman's** classic longitudinal study of high-IQ children showed that a certain minimum intelligence is necessary for creativity but high IQ does not guarantee creativity — many of Terman's gifted children did not turn out to be especially creative adults. NCERT therefore concludes that intelligence and creativity are related but separate constructs, and that an adequate psychological assessment must examine both dimensions along with aptitude, interest, personality and values to capture the full range of individual differences.

2.2 Definitions to memorise

Term	Definition	Page
Individual differences	Distinctiveness and variations among people's characteristics and behaviour patterns	2
Situationism	View that situations and circumstances influence one's behaviour	2
Intelligence (Wechsler)	Global and aggregate capacity to think rationally, act purposefully, and deal effectively with environment	5
Aptitude	Underlying potential for acquiring skills; combination of characteristics indicating capacity to acquire specific knowledge or skill after training	3, 17
Interest	Individual's preference for engaging in one or more specific activities relative to others	4
Personality	Relatively enduring characteristics that make one distinct from others	4
Values	Enduring beliefs about an ideal mode of behaviour	4
g-factor	General factor of intelligence (Spearman) common to all performances	6
s-factors	Specific factors (Spearman) unique to particular tasks	6
Primary Mental Abilities	Thurstone's seven independent abilities making up intelligence	6
Mental Age (MA)	Measure of a person's intellectual development relative to her/his age group (Binet & Simon, 1908)	10
Chronological Age (CA)	Biological age from birth	10
IQ	Mental Age divided by Chronological Age, multiplied by 100 (Stern, 1912)	10
Componential intelligence	Sternberg's analytical subtheory (meta, performance and knowledge-acquisition components)	8
Experiential intelligence	Sternberg's creative subtheory using past experience for novel problems	9
Contextual intelligence	Sternberg's practical subtheory — "street smartness"	9
PASS Model	Das-Naglieri-Kirby's Planning, Attention-arousal, Simultaneous and Successive processing model	9-10
Giftedness	Exceptional general ability shown in superior performance in a wide variety of areas	12
Talent	Remarkable ability in a specific field	12-13
		16

Term	Definition	Page
Technological intelligence	Vygotsky's Western, individual, achievement-oriented form of intelligence	
Integral intelligence	Indian-tradition holistic intelligence emphasising connectivity with social and world environment	16
Emotional intelligence	Ability to monitor own and others' emotions, discriminate among them, and use the information to guide thinking and actions (Salovey & Mayer)	17
Creativity	Ability to produce ideas, objects or problem solutions that are novel, appropriate and useful	20
Convergent thinking	Thinking that produces a single correct answer (intelligence tests)	20
Divergent thinking	Open-ended thinking producing many novel answers (creativity tests)	20

2.3 Diagrams / processes to remember

- **Fig. 1.1 — Elements of Triarchic Theory of Intelligence (p. 8):** Three subtheories — Contextual, Experiential and Componential — with the Componential subtheory branching into Metacomponents (control/monitor/evaluate strategies), Performance components (execute selected strategies) and Knowledge-acquisition components (encode/combine/compare new information).
- **Fig. 1.2 — Normal Curve of IQ Distribution (p. 11):** Symmetrical bell-shaped curve with mean = 100; intellectual-deficiency tiers (profound, severe, moderate, mild) sit on the left, average mass in the centre (~50%), High Average / Superior / Very Superior on the right.
- **Fig. 1.3 — Specimen item from Raven's Progressive Matrices Test (p. 14):** An incomplete visual pattern with six alternatives — the test-taker selects the one that best completes the pattern.
- **Table 1.1 — IQ Range, Descriptive Label, % in Population (p. 11):** Memorise the ranges and population percentages — they are frequent direct-recall items.
- **Table 1.2 — Some Tests Developed in India (p. 15):** Verbal (CIE, Jalota, Mehta, Mohsin, Allahabad, Kulshrestha Stanford-Binet adaptation, Joshi) and Performance (CIE Non-verbal, Bhatia's Battery, Draw-a-Man by Pathak, Wechsler adaptation by Ramalingaswamy) — distinguish between verbal and performance instruments.

2.4 Common confusions / NTA trap points

- **Binet's Uni/one factor theory** vs. **Spearman's two-factor theory** — Binet (pre-1927) saw intelligence as one set of abilities; Spearman split it into g and s. NTA often swaps the names.

- **Mental Age** was given by Binet & Simon (1908); **IQ formula** was devised by William Stern (1912) — not by Binet.
- **Gardner's 8 intelligences** are independent; **Sternberg's 3** are types of one intelligence — don't conflate.
- **Componential** = analytical, **Experiential** = creative, **Contextual** = practical/'street smartness' — NTA loves matching these.
- **Giftedness** requires high ability + high creativity + high commitment; **talent** is narrower (field-specific). Athletes can be gifted but in psychomotor terms.
- **Aptitude = potential + training**; **Achievement = current performance**; **Interest = preference**. Aptitude is potentiality to perform, interest is preference to perform.
- **Convergent thinking** is assessed by intelligence tests; **divergent thinking** by creativity tests.
- **Technological intelligence** (Western) ≠ **Integral intelligence** (Indian/buddhi) — integral includes affective and motivational components.
- **PASS** stands for Planning, Attention-arousal, Simultaneous and Successive processing — not Personality-Aptitude-Skill-Strategy.
- **AAMD's three criteria** for intellectual disability — sub-average IQ, adaptive-behaviour deficit, onset by age 18. Missing any criterion changes the diagnosis.

2.5 Thinkers and theories at a glance

Name	Theory / Contribution	Key idea	NCERT page
Alfred Binet	Intelligence as judgment/reason; Mental Age (with Simon, 1908)	Intelligence is the ability to judge, understand and reason well; introduced Mental Age	5, 10
Theodore Simon	Mental Age scale (with Binet, 1908)	Co-developed the first intelligence scale and Mental Age concept	10
William Stern	IQ formula (1912)	IQ = (MA/CA) × 100; mean set at 100	10
David Wechsler	Global capacity definition of intelligence	Intelligence is the global and aggregate capacity to think rationally, act purposefully and deal effectively with environment	5
Charles Spearman	Two-factor theory (1927); factor analysis	Intelligence = general g-factor + task-specific s-factors	6
Louis Thurstone	Primary Mental Abilities	Intelligence is seven independent abilities — verbal comprehension, numerical, spatial, perceptual speed, word fluency, memory, inductive reasoning	6

Name	Theory / Contribution	Key idea	NCERT page
Arthur Jensen	Hierarchical model	Two levels — Level I (associative/rote) and Level II (cognitive competence)	6
J.P. Guilford	Structure-of-Intellect model	6 operations × 5 contents × 6 products = 180 intellectual cells	6
Howard Gardner	Theory of Multiple Intelligences	Eight independent intelligences (linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal, naturalistic)	7-8
Robert Sternberg	Triarchic Theory (1985)	Three subtheories — Componential (analytical), Experiential (creative), Contextual (practical/street smart)	8-9
J.P. Das, Jack Naglieri & Kirby	PASS Model (1994)	Four interdependent functions — Planning, Attention-arousal, Simultaneous, Successive — measured by CAS	9-10
Lev Vygotsky	Technological vs integral intelligence	Western technological intelligence (individual, achievement-oriented) vs Indian integral conception	16
Peter Salovey & John Mayer	Emotional Intelligence	Ability to monitor own and others' emotions, discriminate among them, and use the information to guide thinking	17
Lewis Terman	Longitudinal study of giftedness	High IQ does not guarantee creativity — a minimum intelligence is necessary but not sufficient	20

🎯 Practice MCQs

📊 PYQ Alignment

This chapter is one of the highest-yield areas of CUET Psychology, typically contributing 8–12 MCQs per year. Frequent question types include theorist–theory matching (Spearman/Thurstone/Gardner/Sternberg/Das), IQ calculation using Stern's formula, AAMD criteria for intellectual disability, IQ-range classification with population percentages, components of Sternberg's triarchic theory, Gardner's eight intelligences (especially identifying the type from a case example), and the distinction between intelligence, aptitude, interest and creativity.

CUET 2023 — Actual PYQs from this chapter

Q.1 (CUET 2023) Match List I with List II and choose the correct answer. List I (Dimensions) A. Contextual Intelligence B. Naturalistic Intelligence C. Spatial Relations D. Three dimensions of Intellectual Traits List II (Theories of Intelligence) I. Structure of Intellect Model II. Triarchic Theory of Intelligence III. Theory of Multiple Intelligence IV. Theory of Primary Mental Abilities

- A) A-I, B-II, C-III, D-IV B) A-IV, B-I, C-III, D-II C) A-III, B-II, C-I, D-IV D) A-II, B-III, C-IV, D-I Tests: Theories of intelligence (Sternberg, Gardner, Thurstone, Guilford) Answer: Not in extracted key

Q.2 (CUET 2023) There is a general consensus among psychologists that intelligence is a product of complex interaction of _____.

- A) Heredity and learning B) Heredity and environment C) Culture and thought D) Culture and heredity Tests: Heredity and environment in intelligence Answer: Not in extracted key

Q.3 (CUET 2023) Alfred Binet is associated with:

- A) Theory of Multiple Intelligence B) Two-factor theory C) Uni-factor theory D) Triarchic theory of intelligence Tests: Assessment of intelligence — Binet Answer: Not in extracted key

Q.4 (CUET 2023) Which one is not a part of componential intelligence (Sternberg, 1985)?

- A) Performance components B) Behavioural components C) Knowledge acquisition components D) Metacomponents Tests: Sternberg's Triarchic theory — componential intelligence Answer: Not in extracted key

Q.5 (CUET 2023) William Shakespeare, Premchand and Rabindranath Tagore are famous writers whose works made them immortal. According to Gardner's Multiple Intelligence, identify their intelligence.

- A) Logical-mathematical B) Spatial C) Linguistic D) Naturalistic Tests: Gardner's Multiple Intelligences — Linguistic Answer: Not in extracted key

Q.6 (CUET 2023) What are the characteristics of emotionally intelligent persons? A. Sensitive to their own feelings and emotions B. Can relate emotions to thoughts C. Understand the intensity of others' emotions D. Unable to perceive various types of emotions in others E. Do not understand the influence of emotions Choose the correct answer:

- A) A, B and D only B) A, B and E only C) D, C and E only D) A, B and C only Tests: Emotional intelligence Answer: Not in extracted key

Q.7 (CUET 2023) Arrange in order the intellectual activity that involves the interdependent functioning of three neurological systems of the brain. A. Psychology text is announced by the teacher B. You try to understand its meaning and learn the

information C. Arousal/Attention compels you to focus and revise the lesson D. Planning is activated by scheduling a timetable

- A) A, B, C, D B) A, C, B, D C) D, B, A, C D) B, A, D, C Tests: PASS model of intelligence Answer: Not in extracted key

CUET 2024 — Actual PYQs from this chapter

Q.1 (CUET 2024) According to Nature vs. Nurture studies, arrange the I.Q. of twins and siblings in order of high to low correlation: (A) Identical twins reared in different environments (B) Fraternal twins reared together (C) Identical twins reared together (D) Siblings reared apart (E) Siblings reared together Choose the correct answer:

- A) (C), (A), (B), (E), (D) B) (A), (B), (C), (E), (D) C) (B), (E), (C), (D), (A) D) (C), (E), (D), (B), (A) Tests: Heredity and environment — twin studies Answer: Not in extracted key

Q.5 (CUET 2024) Arrange the correct sequence of stages of processing on the basis of PASS Model of Intelligence: (A) Teacher announces a class test (B) Focused attention on reading and revising chapters (C) Planning a time schedule (D) Processing information simultaneously and successively (E) If planning is ineffective it is modified

- A) (C), (B), (A), (D), (E) B) (B), (A), (C), (E), (D) C) (A), (B), (D), (C), (E) D) (A), (B), (E), (C), (D) Tests: PASS model of intelligence Answer: Not in extracted key

Q.6 (CUET 2024) Match List-I with List-II List-I List-II (A) Intellectual deficiency (I) Prodigy (B) Intellectually gifted (II) Below IQ score of 70 (C) Remarkable ability in a specific field (III) IQ above 130 (D) Highly talented (IV) Talent

- A) A-II, B-III, C-I, D-IV B) A-III, B-II, C-IV, D-I C) A-I, B-III, C-IV, D-II D) A-IV, B-III, C-II, D-I Tests: Variations — intellectual deficiency and gifted Answer: Not in extracted key

Q.9 (CUET 2024) Which level of IQ is considered Profound Intellectual Disability?

- A) IQ 55–70 B) IQ 35–40 to 50–55 C) IQ 20–25 to 35–40 D) IQ below 20–25 Tests: Intellectual disability — levels Answer: Not in extracted key

Q.22 (CUET 2024) Which of the following is NOT part of Gardner's Multiple Intelligence theory?

- A) Musical B) Componential C) Interpersonal D) Intrapersonal Tests: Gardner's Multiple Intelligences Answer: Not in extracted key

Q.26 (CUET 2024) Who devised the concept of Intelligence Quotient (IQ)?

- A) Alfred Binet B) Theodore Simon C) William Stern D) Lewis Terman 27–50 (The remaining questions include topics like self-concept, crowding, stress, eating disorders, neurodevelopmental disorders, attitude change, triarchic theory, PTSD, DSM classification, and passage-based questions, exactly as shown in the paper.) From the remaining pages of your uploaded paper (CUET 2024 Psychology – 19 July Shift 1), here are Questions 27–50 written completely with options. Tests: Assessment of intelligence — IQ (Stern) Answer: Not in extracted key

Q.35 (CUET 2024) Elements of Triarchic Theory of Intelligence: (A) Proposed by Howard Gardner (B) Intelligence involves adapting, shaping and selecting environments (C) Three

types: componential, contextual, experiential (D) Componential intelligence = street smartness (E) Experiential intelligence = using past experience creatively

- A) (A), (B) & (D) only B) (B), (C) & (D) only C) (B), (C) & (E) only D) (B), (D) & (E) only Tests: Sternberg's Triarchic theory Answer: Not in extracted key

CUET 2025 — Actual PYQs from this chapter

Q.2 (CUET 2025) Ananya is pursuing the science stream and aims to be a doctor someday. However, Ananya strums her guitar and sings along whenever she is free. Although she is not a great singer, her spirits lift when she sings along. What is this activity called?

- A) Aptitude B) Personality C) Interest D) Intelligence Tests: Interest as psychological attribute Answer: Not in extracted key

Q.3 (CUET 2025) The ability to monitor one's own and others' emotions, to discriminate among them and to use the information to guide one's thinking and actions is called:

- A) Social intelligence B) Emotional intelligence C) Interpersonal intelligence D) Abstract intelligence Tests: Emotional intelligence Answer: Not in extracted key

Q.4 (CUET 2025) Koh's Block Design Test contains a number of wooden blocks to be arranged in a design within a given time period. This test is an example of:

- A) Performance test B) Non-verbal test C) Verbal test D) Aptitude test Tests: Assessment of intelligence — Koh's Block Design (performance test) Answer: Not in extracted key

Q.5 (CUET 2025) Arshiya has an IQ of 135. She is an all-rounder. She not only scores at the top of her class but is also an international chess player and a remarkable basketball player as well. Arshiya can be classified as:

- A) Gifted B) Smart C) Creative D) Intelligent Tests: Intellectual giftedness Answer: Not in extracted key

Q.6 (CUET 2025) Identify the facets of intelligence in the Indian tradition from the following options: (A) Cognitive capacity (B) Social competence (C) Emotional competence (D) Individualistic orientation (E) Entrepreneurial competence Choose the correct answer:

- A) (A), (B), (C) and (D) only B) (B), (C), (D) and (E) only C) (A), (B), (C) and (E) only D) (A), (C), (D) and (E) only Tests: Indian tradition of intelligence Answer: Not in extracted key

Q.7 (CUET 2025) Match List-I with List-II: List-I List-II (A) Poets and writers (I) Intrapersonal (B) Scientists (II) Bodily-kinaesthetic (C) Philosophers and spiritual leaders (III) Logical-mathemati cal (D) Athletes, dancers and gymnasts (IV) Linguistic

- A) A-IV, B-III, C-I, D-II General Test PYQ B) A-III, B-I, C-IV, D-II C) A-II, B-III, C-I, D-IV D) A-I, B-IV, C-III, D-II Tests: Gardner's Multiple Intelligences — match Answer: Not in extracted key

Q.8 (CUET 2025) An in-depth study of an individual in terms of his/her psychological attributes, psychological history in the context of his/her psycho-social and physical environment is known as:

- A) Interview B) Self-report C) Psychological test D) Case study **Tests:** Assessment methods — case study **Answer:** Not in extracted key

Q.9 (CUET 2025) Which of the following can be categorised under the verbal test? (A) Stanford-Binet Test (B) Alexander's Passalong Test (C) Raven's Progressive Matrices (D) Draw-a-Man Test

- A) (A) only B) (C) only C) (B) and (D) only D) (C) and (D) only **Tests:** Verbal vs non-verbal intelligence tests **Answer:** Not in extracted key

Q.28 (CUET 2025) Arrange the following correlations in terms of IQ (highest to lowest): (A) Identical twins reared together (B) Identical twins reared apart (C) Siblings reared apart (D) Fraternal twins reared together

- A) B) C) D) **Tests:** Heredity and environment — twin/sibling correlations **Answer:** Not in extracted key