**Psych 12AP Midterm Open Book Practice Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

\_\_\_\_ 1. Introspection was the basic research tool used by \_\_\_\_\_\_\_\_ in order to study people's inner sensations and mental images.

|  |  |
| --- | --- |
| a. | John Watson |
| b. | Charles Darwin |
| c. | Edward Titchener |
| d. | B. F. Skinner |
| e. | Mary Calkins |

\_\_\_\_ 2. The early school of psychology known as functionalism was developed by

|  |  |
| --- | --- |
| a. | Wilhelm Wundt. |
| b. | William James. |
| c. | René Descartes. |
| d. | John B. Watson. |
| e. | Sigmund Freud. |

\_\_\_\_ 3. Dr. Veenstra conducts basic research on the impact of racial prejudice on behavior. Dr. Veenstra is most likely a(n) \_\_\_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | developmental |
| b. | clinical |
| c. | social |
| d. | biological |
| e. | industrial-organizational |

\_\_\_\_ 4. When we see certain outcomes as obvious based on what has occurred, we may be experiencing

|  |  |
| --- | --- |
| a. | empiricism. |
| b. | critical thinking. |
| c. | hindsight bias. |
| d. | overconfidence. |
| e. | humility. |

\_\_\_\_ 5. Our tendency to believe we know more than we do illustrates

|  |  |
| --- | --- |
| a. | naturalistic observation. |
| b. | illusory correlation. |
| c. | overconfidence. |
| d. | the standard deviation. |
| e. | placebo. |

\_\_\_\_ 6. Which research method would be most appropriate for investigating the relationship between the religious beliefs of Americans and their attitudes toward abortion?

|  |  |
| --- | --- |
| a. | the survey |
| b. | naturalistic observation |
| c. | the case study |
| d. | experimentation |
| e. | random assignment |

\_\_\_\_ 7. Which of the following is true for those assigned to the experimental group in an experiment?

|  |  |
| --- | --- |
| a. | The experimenter exerts the greatest influence on participants' behavior. |
| b. | The research participants are exposed to all the different hypotheses. |
| c. | The experimental group receives the experimental treatment |
| d. | The experimental group does not receive the experimental treatment |
| e. | The operational definition is not applied to their variables. |

\_\_\_\_ 8. In a distribution of test scores, which measure of central tendency would likely be the most affected by a couple of extremely high scores?

|  |  |
| --- | --- |
| a. | median |
| b. | range |
| c. | mode |
| d. | standard deviation |
| e. | mean |

\_\_\_\_ 9. Variation is to central tendency as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | range; median |
| b. | median; mean |
| c. | mode; mean |
| d. | scatterplot; bar graph |
| e. | correlation; scatterplot |

\_\_\_\_ 10. What do researchers call a difference between the means of experimental and control groups when they know the averages are reliable and the difference between the groups is unlikely due to random chance or extraneous variables?

|  |  |
| --- | --- |
| a. | operationally defined |
| b. | statistically significant |
| c. | normal curve |
| d. | standard deviation |
| e. | experimental group |

\_\_\_\_ 11. How would a researcher likely respond to the statement, “Science can't really prove anything, because lab experiments are so artificial and not like the real world”?

|  |  |
| --- | --- |
| a. | “That's not true. Lab experiments are usually very realistic.” |
| b. | “Most experiments aren't done in the laboratory.” |
| c. | “The goal of science is to establish hypotheses, not prove things.” |
| d. | “Laboratory experiments can establish general principles that generalize to other contexts.” |
| e. | “When operational definitions are inadequate, laboratory experiments are the only choice.” |

\_\_\_\_ 12. Which type of psychologist most directly investigates the links between biological activity and our thinking and behaviors?

|  |  |
| --- | --- |
| a. | behaviorist |
| b. | psychotherapist |
| c. | biological psychologist |
| d. | cognitive psychologist |
| e. | psychometrician |

\_\_\_\_ 13. A football quarterback can simultaneously make calculations of receiver distances, player movements, and gravitational forces. This best illustrates the activity of multiple

|  |  |
| --- | --- |
| a. | endocrine glands. |
| b. | endorphin agonists. |
| c. | neural networks. |
| d. | endorphin antagonists. |
| e. | thresholds. |

\_\_\_\_ 14. Which of the following techniques would surgeons use in mapping the areas of the brain responsible for specific activities, such as movement or speech?

|  |  |
| --- | --- |
| a. | magnetic resonance imaging (MRI) |
| b. | computed tomography (CT ) |
| c. | electroencephalogram (EEG) |
| d. | positron emission tomography (PET) |
| e. | lesion |

\_\_\_\_ 15. The reticular formation is located in the

|  |  |
| --- | --- |
| a. | brainstem. |
| b. | limbic system. |
| c. | sensory cortex. |
| d. | motor cortex. |
| e. | cerebellum. |

\_\_\_\_ 16. The “little brain” attached to the rear of the brainstem is called the

|  |  |
| --- | --- |
| a. | limbic system. |
| b. | corpus callosum. |
| c. | cerebellum. |
| d. | reticular formation. |
| e. | thalamus. |

\_\_\_\_ 17. The benefits of brain plasticity are most clearly demonstrated in

|  |  |
| --- | --- |
| a. | children who have had a cerebral hemisphere surgically removed. |
| b. | people paralyzed by a severed spinal cord. |
| c. | individuals with Alzheimer's disease. |
| d. | adults with aphasia. |
| e. | people free of any disease or brain damage. |

\_\_\_\_ 18. A picture of a cat is briefly flashed in the left visual field and a picture of a mouse is briefly flashed in the right visual field of a split-brain patient. The individual will be able to use her

|  |  |
| --- | --- |
| a. | right hand to indicate she saw a cat. |
| b. | left hand to indicate she saw a mouse. |
| c. | right hand to indicate she saw a mouse. |
| d. | left or right hand to indicate she saw a cat. |
| e. | left or right hand to indicate she saw a mouse. |

\_\_\_\_ 19. The ability to simultaneously copy different figures with the right and left hand is most characteristic of those whose \_\_\_\_\_\_\_\_ has been cut.

|  |  |
| --- | --- |
| a. | angular gyrus |
| b. | reticular formation |
| c. | corpus callosum |
| d. | motor cortex |
| e. | sensory cortex |

\_\_\_\_ 20. A patient who suffered a stroke says that she no longer recognizes herself in a mirror. Which brain structure was likely damaged in the stroke?

|  |  |
| --- | --- |
| a. | occipital lobes |
| b. | temporal lobes |
| c. | left hemisphere |
| d. | right hemisphere |
| e. | reticular formation |

\_\_\_\_ 21. Assessing the relative effects of nature and nurture on individual differences in personality would be of most direct interest to

|  |  |
| --- | --- |
| a. | evolutionary psychologists. |
| b. | humanistic psychologists. |
| c. | behavior geneticists. |
| d. | Freudian psychologists. |
| e. | psychometricians. |

\_\_\_\_ 22. Put the following terms in order, from smallest to largest.

|  |  |
| --- | --- |
| a. | chromosomes, genes, DNA |
| b. | genes, chromosomes, DNA |
| c. | DNA, genes, chromosomes |
| d. | DNA, chromosomes, genes |
| e. | genes, DNA, chromosomes |

\_\_\_\_ 23. Two plants are grown under the same environmental conditions, including the same soil conditions and the same amount of light and water, but one grows to 2 feet tall and the other is 1 foot tall. In this case, the heritability would be closest to

|  |  |
| --- | --- |
| a. | 5 percent. |
| b. | 25 percent. |
| c. | 50 percent. |
| d. | 80 percent. |
| e. | 95 percent. |

\_\_\_\_ 24. Evolutionary psychology studies the evolution of behavior and the mind using principles of

|  |  |
| --- | --- |
| a. | humanistic psychology. |
| b. | psychotherapy. |
| c. | self-regulation. |
| d. | natural selection. |
| e. | interaction. |

\_\_\_\_ 25. The reproductive advantage enjoyed by organisms best suited to a particular environment is known as

|  |  |
| --- | --- |
| a. | self-regulation. |
| b. | behavior genetics. |
| c. | natural selection. |
| d. | heritability. |
| e. | nurture. |

\_\_\_\_ 26. The effect of prior experience and current expectations on perception best illustrates the importance of

|  |  |
| --- | --- |
| a. | accommodation. |
| b. | transduction. |
| c. | sensory thresholds. |
| d. | top-down processing. |
| e. | sensation. |

\_\_\_\_ 27. Shauna claims that she knows at any given moment exactly what important political figures are thinking. Shauna is claiming to possess the power of

|  |  |
| --- | --- |
| a. | telepathy. |
| b. | precognition. |
| c. | psychokinesis. |
| d. | clairvoyance. |
| e. | transduction. |

\_\_\_\_ 28. Objects are brought into focus on the retina by changes in the curvature and thickness of the

|  |  |
| --- | --- |
| a. | rods and cones. |
| b. | lens. |
| c. | bipolar cells. |
| d. | optic nerve. |
| e. | cornea. |

\_\_\_\_ 29. Rods are

|  |  |
| --- | --- |
| a. | more light-sensitive and more color-sensitive than are cones. |
| b. | less light-sensitive and less color-sensitive than are cones. |
| c. | more light-sensitive and less color-sensitive than are cones. |
| d. | less light-sensitive and more color-sensitive than are cones. |
| e. | more frequency sensitive and less amplitude sensitive. |

\_\_\_\_ 30. If an image falls on the eye's blind spot, you do not detect it. Which of the following best explains this phenomenon?

|  |  |
| --- | --- |
| a. | An image that is not projected on the fovea will not be perceived. |
| b. | The curvature of the lens must accommodate to the incoming light levels or the image will not be seen. |
| c. | The image is not perceived because without receptor cells, transduction cannot occur. |
| d. | When the eye stops moving, the sight would vanish. |
| e. | Rods must share bipolar cells with other rods, which affects how an image is perceived. |

\_\_\_\_ 31. Perceiving the color, motion, and form of a bird in flight illustrates

|  |  |
| --- | --- |
| a. | serial processing. |
| b. | place theory. |
| c. | trichromatic theory. |
| d. | parallel processing. |
| e. | opponent-process theory. |

\_\_\_\_ 32. The quick succession of briefly flashed images in a motion picture produces

|  |  |
| --- | --- |
| a. | retinal disparity. |
| b. | the Ponzo illusion. |
| c. | stroboscopic movement. |
| d. | linear perspective. |
| e. | frequency theory. |

\_\_\_\_ 33. The perceived size of an object is most strongly influenced by that object's perceived

|  |  |
| --- | --- |
| a. | shape. |
| b. | color. |
| c. | distance. |
| d. | motion. |
| e. | frequency. |

\_\_\_\_ 34. Jody's horse looks just as black in the brilliant sunlight as it does in the dim light of the stable. This illustrates what is known as

|  |  |
| --- | --- |
| a. | perceptual set. |
| b. | perceptual adaptation. |
| c. | sensory interaction. |
| d. | lightness constancy. |
| e. | the phi phenomenon. |

\_\_\_\_ 35. The tendency to hear the steady drip of a leaky sink faucet as if it were a repeating rhythm of two or more beats best illustrates

|  |  |
| --- | --- |
| a. | interposition. |
| b. | perceptual organization. |
| c. | relative luminance. |
| d. | perceptual adaptation. |
| e. | feature detectors. |

\_\_\_\_ 36. Which of the following circumstances is most likely to contribute to conduction hearing loss?

|  |  |
| --- | --- |
| a. | failure to use earplugs while working in a noisy factory |
| b. | exposure to very loud rock music |
| c. | misuse of Q-tips (cotton swabs) in cleaning your ears |
| d. | exposure to unpredictable or uncontrollable noise |
| e. | biological changes linked with aging |

\_\_\_\_ 37. The classic gate-control theory suggests that pain is experienced when small nerve fibers activate and open a neural gate in the

|  |  |
| --- | --- |
| a. | basilar membrane. |
| b. | semicircular canals. |
| c. | olfactory bulb. |
| d. | spinal cord. |
| e. | fovea. |

\_\_\_\_ 38. During the months when there is a large amount of pollen in the air, your hay fever severely affects your sense of smell. At the same time your food all seems to taste the same. This illustrates the importance of

|  |  |
| --- | --- |
| a. | accommodation. |
| b. | sensory interaction. |
| c. | kinesthesis. |
| d. | serial processing. |
| e. | sensory adaptation. |

\_\_\_\_ 39. The divided-consciousness theory of hypnosis states that hypnosis involves

|  |  |
| --- | --- |
| a. | role-playing. |
| b. | dissociation. |
| c. | age regression. |
| d. | motivational conflict. |
| e. | obedience to authority. |

\_\_\_\_ 40. Sleep talking may occur during

|  |  |
| --- | --- |
| a. | NREM-1 sleep |
| b. | NREM-2 sleep |
| c. | NREM-3 sleep |
| d. | REM |
| e. | any stage of sleep. |

\_\_\_\_ 41. Deep sleep appears to play an important role in

|  |  |
| --- | --- |
| a. | narcolepsy. |
| b. | sleep apnea. |
| c. | paradoxical sleep. |
| d. | posthypnotic amnesia. |
| e. | physical growth. |

\_\_\_\_ 42. The British government classifies the highly addictive crystallized form of \_\_\_\_\_\_\_\_ as one of the most dangerous of drugs.

|  |  |
| --- | --- |
| a. | THC |
| b. | melatonin |
| c. | cortisol |
| d. | methamphetamine |
| e. | heroin |

\_\_\_\_ 43. What do methamphetamine, caffeine, and cocaine have in common?

|  |  |
| --- | --- |
| a. | They slow body functions and calm neural activity. |
| b. | They depress neural functioning and reduce pain. |
| c. | They distort perceptions and evoke sensations without sensory input. |
| d. | They excite neural activity and arouse body functions. |
| e. | They relax the body, lead to disinhibition, and produce euphoria. |

\_\_\_\_ 44. Conditioning is the process of

|  |  |
| --- | --- |
| a. | discrimination. |
| b. | spontaneous recovery. |
| c. | learning associations. |
| d. | observational learning. |
| e. | generalization. |

\_\_\_\_ 45. After Pavlov had conditioned a dog to salivate to a tone, he repeatedly sounded the tone without presenting the food. As a result, \_\_\_\_\_\_\_\_ occurred.

|  |  |
| --- | --- |
| a. | generalization |
| b. | negative reinforcement |
| c. | latent learning |
| d. | extinction |
| e. | discrimination |

\_\_\_\_ 46. The reappearance, after a time lapse, of an extinguished CR is called

|  |  |
| --- | --- |
| a. | generalization. |
| b. | spontaneous recovery. |
| c. | secondary reinforcement. |
| d. | latent learning. |
| e. | shaping. |

\_\_\_\_ 47. Some of Pavlov's dogs learned to salivate to the sound of one particular tone and not to other tones. This illustrates the process of

|  |  |
| --- | --- |
| a. | shaping. |
| b. | latent learning. |
| c. | secondary reinforcement. |
| d. | discrimination. |
| e. | extinction. |

\_\_\_\_ 48. Skinner developed a behavioral technology that included a procedure known as

|  |  |
| --- | --- |
| a. | shaping. |
| b. | modeling. |
| c. | latent learning. |
| d. | intrinsic motivation. |
| e. | conditioned stimuli. |

\_\_\_\_ 49. A psychologist would be most likely to use \_\_\_\_\_\_\_\_ to determine whether nonverbal organisms can perceive different colors.

|  |  |
| --- | --- |
| a. | mirror neurons |
| b. | modeling |
| c. | a cognitive map |
| d. | shaping |
| e. | extinction |

\_\_\_\_ 50. Any stimulus that, when presented after a response, strengthens the response is called a(n)

|  |  |
| --- | --- |
| a. | conditioned stimulus. |
| b. | unconditioned stimulus. |
| c. | positive reinforcer. |
| d. | negative reinforcer. |
| e. | positive punishment. |

\_\_\_\_ 51. Purchasing state lottery tickets is reinforced with monetary winnings on a \_\_\_\_\_\_\_\_ schedule.

|  |  |
| --- | --- |
| a. | fixed-interval |
| b. | intermittent-continuous |
| c. | fixed-ratio |
| d. | variable-ratio |
| e. | variable-interval |

\_\_\_\_ 52. For purposes of effective child-rearing, most psychologists favor the use of

|  |  |
| --- | --- |
| a. | shaping over modeling. |
| b. | reinforcement over punishment. |
| c. | spontaneous recovery over extinction. |
| d. | classical conditioning over operant conditioning. |
| e. | primary reinforcers over secondary reinforcers. |

\_\_\_\_ 53. Which of the following is LEAST likely to be considered an important component of effective student instruction involving the use of interactive software?

|  |  |
| --- | --- |
| a. | respondent behavior |
| b. | immediate reinforcement |
| c. | operant behavior |
| d. | shaping |
| e. | positive reinforcement |

\_\_\_\_ 54. Marvin happens to wear a red shirt when he takes a test he expects to fail. Surprisingly, he does well on the test, so he wears the red shirt every time he takes a test. Which of the following explains Marvin's superstitious behavior?

|  |  |
| --- | --- |
| a. | Learning sometimes becomes apparent when there is some incentive to demonstrate it. |
| b. | Reinforcement for a task already enjoyed can backfire, reducing intrinsic motivation. |
| c. | A continuous reinforcement schedule will lead to the most rapid learning. |
| d. | Conditioned reinforcers get their power through learned association with primary reinforcers. |
| e. | Any behavior that is accidentally reinforced is more likely to be repeated. |

\_\_\_\_ 55. Caroline was halfway through writing an essay for her English class, when she couldn't think of what to say next. She decided to stop working on the essay for a while. When she returned to her desk, she suddenly realized what she should write. Caroline's experience best illustrates

|  |  |
| --- | --- |
| a. | latent learning. |
| b. | spontaneous recovery. |
| c. | insight. |
| d. | intrinsic motivation. |
| e. | shaping. |

\_\_\_\_ 56. Dogs strapped into a harness and given repeated and unavoidable shocks

|  |  |
| --- | --- |
| a. | experienced extinction. |
| b. | underwent spontaneous recovery. |
| c. | developed learned helplessness. |
| d. | experienced a discriminative stimulus. |
| e. | developed a conditioned reinforcer. |

\_\_\_\_ 57. Emma believes that she will succeed in business if she works hard and carefully manages her time. Her belief most clearly illustrates

|  |  |
| --- | --- |
| a. | reaction formation. |
| b. | reciprocal determinism. |
| c. | unconditional positive regard. |
| d. | the self-reference phenomenon. |
| e. | an internal locus of control. |

\_\_\_\_ 58. Compared with those who perceive an external locus of control, people who perceive an internal locus of control are

|  |  |
| --- | --- |
| a. | likely to experience low self-esteem. |
| b. | extremely introverted personalities. |
| c. | likely to be academically successful. |
| d. | not easily able to delay gratification of their personal desires. |
| e. | likely to experience depression. |

\_\_\_\_ 59. To assess whether Mrs. Webster had Alzheimer's disease, researchers conditioned her to blink in response to a sound that signaled the delivery of a puff of air directed toward her face. In this application of classical conditioning, the sound was a

|  |  |
| --- | --- |
| a. | US. |
| b. | UR. |
| c. | CS. |
| d. | CR. |
| e. | NS. |

\_\_\_\_ 60. Alexis is addicted to drugs. The room in which she usually takes them is likely to become a(n) \_\_\_\_\_\_\_\_ for drug cravings.

|  |  |
| --- | --- |
| a. | primary reinforcer |
| b. | operant chamber |
| c. | US |
| d. | CS |
| e. | CR |

\_\_\_\_ 61. To teach an animal to perform a complex sequence of behaviors, animal trainers are most likely to use a procedure known as

|  |  |
| --- | --- |
| a. | classical conditioning. |
| b. | delayed reinforcement. |
| c. | latent learning. |
| d. | generalization. |
| e. | shaping. |

\_\_\_\_ 62. After experiencing inescapable brutalities as a prisoner in a Nazi concentration camp, Mr. Sternberg became apathetic, stopped eating, and gave up all efforts to physically survive the ordeal. Mr. Sternberg's reaction most clearly illustrates

|  |  |
| --- | --- |
| a. | negative reinforcement. |
| b. | observational learning. |
| c. | learned helplessness. |
| d. | partial reinforcement. |
| e. | latent learning. |

\_\_\_\_ 63. Storage is to encoding as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | recognition; recall |
| b. | imagery; mnemonics |
| c. | rehearsal; retrieval |
| d. | retention; acquisition |
| e. | priming; relearning |

\_\_\_\_ 64. Some information in our fleeting \_\_\_\_\_\_\_\_ is encoded into short-term memory.

|  |  |
| --- | --- |
| a. | repressed memory |
| b. | sensory memory |
| c. | flashbulb memory |
| d. | long-term memory |
| e. | semantic memory |

\_\_\_\_ 65. The integration of new incoming information with knowledge retrieved from long-term memory involves the activity of

|  |  |
| --- | --- |
| a. | implicit memory. |
| b. | iconic memory. |
| c. | proactive interference. |
| d. | working memory. |
| e. | semantic encoding. |

\_\_\_\_ 66. We can encode many sensory experiences simultaneously, some automatically, because of which property of the brain?

|  |  |
| --- | --- |
| a. | serial position effect |
| b. | parallel processing |
| c. | explicit memory |
| d. | long-term potentiation |
| e. | priming |

\_\_\_\_ 67. The address for obtaining tickets to a popular quiz show flashes on the TV screen, but the image disappears before Sergei has had a chance to write down the complete address. To his surprise, however, he has retained a momentary mental image of the five-digit zip code. His experience best illustrates \_\_\_\_\_\_\_\_ memory.

|  |  |
| --- | --- |
| a. | iconic |
| b. | flashbulb |
| c. | implicit |
| d. | echoic |
| e. | state-dependent |

\_\_\_\_ 68. After being asked to remember three consonants, participants in a study by Peterson and Peterson counted aloud backward by threes to prevent

|  |  |
| --- | --- |
| a. | source amnesia. |
| b. | retroactive interference. |
| c. | proactive interference. |
| d. | encoding failure. |
| e. | rehearsal. |

\_\_\_\_ 69. Jamille performs better on foreign language vocabulary tests if she studies the material 15 minutes every day for 8 days than if she crams for 2 hours the night before the test. This illustrates what is known as

|  |  |
| --- | --- |
| a. | the spacing effect. |
| b. | the serial position effect. |
| c. | mood-congruent memory. |
| d. | chunking. |
| e. | automatic processing. |

\_\_\_\_ 70. The fact that our preconceived ideas contribute to our ability to process new information best illustrates the importance of

|  |  |
| --- | --- |
| a. | the serial position effect. |
| b. | semantic encoding. |
| c. | retroactive interference. |
| d. | iconic memory. |
| e. | repression. |

\_\_\_\_ 71. Karl Lashley trained rats to solve a maze and then removed pieces of their cortexes. He observed that storage of their maze memories

|  |  |
| --- | --- |
| a. | was restricted to their right cerebral hemispheres. |
| b. | was restricted to their left and right frontal lobes. |
| c. | was restricted to their left and right occipital lobes. |
| d. | was not restricted to specific regions of the cortex. |
| e. | was not restricted to the association areas. |

\_\_\_\_ 72. Unlike implicit memories, explicit memories are processed by the

|  |  |
| --- | --- |
| a. | hippocampus. |
| b. | cerebellum. |
| c. | hypothalamus. |
| d. | motor cortex. |
| e. | corpus callosum. |

\_\_\_\_ 73. Remembering how to solve a jigsaw puzzle without any conscious recollection that one can do so best illustrates \_\_\_\_\_\_\_\_ memory.

|  |  |
| --- | --- |
| a. | semantic |
| b. | explicit |
| c. | flashbulb |
| d. | implicit |
| e. | sensory |

\_\_\_\_ 74. When learning occurs through classical conditioning, the sea slug, *Aplysia*, releases more \_\_\_\_\_\_\_\_ at certain synapses.

|  |  |
| --- | --- |
| a. | serotonin |
| b. | epinephrine |
| c. | insulin |
| d. | LTP |
| e. | acetylcholine |

\_\_\_\_ 75. Shortly after hearing a list of items, people tend to recall the last items in the list especially quickly and accurately. This best illustrates

|  |  |
| --- | --- |
| a. | iconic memory. |
| b. | the spacing effect. |
| c. | implicit memory. |
| d. | a recency effect. |
| e. | automatic processing |

\_\_\_\_ 76. The famous Ebbinghaus forgetting curve indicates that how well we remember information depends on

|  |  |
| --- | --- |
| a. | how long ago we learned that information. |
| b. | the nature of our mood during encoding and retrieval. |
| c. | whether the information is part of our implicit or explicit memory. |
| d. | whether the information was learned by deep or shallow processing. |
| e. | whether proactive interference occurred. |

\_\_\_\_ 77. Arnold so easily remembers his old girlfriend's telephone number that he finds it difficult to recall his new girlfriend's number. Arnold's difficulty best illustrates

|  |  |
| --- | --- |
| a. | retroactive interference. |
| b. | priming. |
| c. | source amnesia. |
| d. | proactive interference. |
| e. | repression. |

\_\_\_\_ 78. Compulsive gamblers frequently recall losing less money than is actually the case. Their memory failure best illustrates

|  |  |
| --- | --- |
| a. | source amnesia. |
| b. | proactive interference. |
| c. | the serial position effect. |
| d. | motivated forgetting. |
| e. | priming. |

\_\_\_\_ 79. Professor Pegler's research efforts focus on how the use of heuristics influences the way people assess financial risks. Which specialty area does his research best represent?

|  |  |
| --- | --- |
| a. | developmental psychology |
| b. | biological psychology |
| c. | clinical psychology |
| d. | cognitive psychology |
| e. | personality psychology |

\_\_\_\_ 80. When we use the word “automobile” to refer to a category of transport vehicles, we are using this word as a(n)

|  |  |
| --- | --- |
| a. | mental set. |
| b. | heuristic. |
| c. | concept. |
| d. | algorithm. |
| e. | phoneme. |

\_\_\_\_ 81. Generating the single correct answer to an intelligence test question illustrates

|  |  |
| --- | --- |
| a. | factor analysis. |
| b. | convergent thinking. |
| c. | reliability. |
| d. | standardization. |
| e. | the availability heuristic. |

\_\_\_\_ 82. In trying to figure out how to copy and paste an item into a document, Arlene could try all possible key combinations or she could check the pull-down menus, a much faster way to solve her problem. Arlene is relying on

|  |  |
| --- | --- |
| a. | prototypes. |
| b. | heuristics. |
| c. | phonemes. |
| d. | algorithms. |
| e. | fixations. |

\_\_\_\_ 83. The tendency to conclude that a person who likes to read poetry is more likely to be a college professor of classics than a truck driver illustrates the use of

|  |  |
| --- | --- |
| a. | the availability heuristic. |
| b. | confirmation bias. |
| c. | the framing effect. |
| d. | belief perseverance. |
| e. | the representativeness heuristic. |

\_\_\_\_ 84. In suggesting that our ancestral history has prepared us to fear snakes, psychologists are emphasizing that what we fear is influenced by

|  |  |
| --- | --- |
| a. | genetic factors. |
| b. | belief perseverance. |
| c. | the availability heuristic. |
| d. | framing. |
| e. | environmental situations. |

\_\_\_\_ 85. Framing refers to

|  |  |
| --- | --- |
| a. | a methodical step-by-step procedure for solving problems. |
| b. | the way in which a problem or issue is phrased or worded. |
| c. | the grouping of similar objects, events, or people into a category. |
| d. | a simple thinking strategy for solving problems efficiently. |
| e. | judging the likelihood of an event based on how well it matches a prototype. |

\_\_\_\_ 86. The various vowel sounds that can be placed between a *t* and an *n* produce words such as tan, ten, tin, and ton. These various vowel sounds represent different

|  |  |
| --- | --- |
| a. | morphemes. |
| b. | prototypes. |
| c. | phonemes. |
| d. | semantics. |
| e. | algorithms. |

\_\_\_\_ 87. Semantics refers to the

|  |  |
| --- | --- |
| a. | logical and methodical procedures for solving problems. |
| b. | orderly arrangement of words into grammatically correct sentences. |
| c. | simple thinking strategies that facilitate quick decision making. |
| d. | rules by which we derive meaning from morphemes, words, and sentences. |
| e. | typical schemes we use to form concepts. |

\_\_\_\_ 88. A European visitor to the United States asked a taxi driver, “Can you please a ride to the airport me give?” This visitor has apparently not yet mastered the \_\_\_\_\_\_\_\_ of the English language.

|  |  |
| --- | --- |
| a. | phonemes |
| b. | syntax |
| c. | semantics |
| d. | phenotypes |
| e. | nomenclature |

\_\_\_\_ 89. Noam Chomsky has emphasized that the acquisition of language by children is facilitated by

|  |  |
| --- | --- |
| a. | an inborn readiness to learn grammatical rules. |
| b. | their ability to imitate the words and grammar modeled by parents. |
| c. | the learned association of word sounds with various objects, events, actions, and qualities. |
| d. | the positive reinforcement that adults give children for speaking correctly. |
| e. | operant and classical conditioning techniques*.* |

\_\_\_\_ 90. The best evidence that there is a critical period for language acquisition is the fact that

|  |  |
| --- | --- |
| a. | infants babble sounds that occur in their parents' native language. |
| b. | toddlers maintain a capacity to discriminate language sounds they have never heard. |
| c. | people most easily master the grammar of a second language during childhood. |
| d. | preschoolers typically fail to use proper syntax. |
| e. | grammatical systems are similar in all languages. |

**Psych 12AP Midterm Open Book Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

1. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Thinking about the mind's structure SKL: Factual/Definitional

2. ANS: B PTS: 1 DIF: Easy OBJ: Unit I | 1-2

TOP: Thinking about the mind's functions SKL: Factual/Definitional

3. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 2-3

TOP: Psychology's subfields SKL: Conceptual/Application

4. ANS: C PTS: 1 DIF: Easy OBJ: Unit II | 4-1

TOP: Hindsight bias SKL: Factual/Definitional

5. ANS: C PTS: 1 DIF: Easy OBJ: Unit II | 4-1

TOP: Overconfidence SKL: Factual/Definitional

6. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The survey SKL: Conceptual/Application

7. ANS: C PTS: 1 DIF: Easy OBJ: Unit II | 6-3

TOP: Experimentation SKL: Factual/Definitional

8. ANS: E PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Measures of central tendency SKL: Conceptual

9. ANS: A PTS: 1 DIF: Difficult OBJ: Unit II | 7-1

TOP: Measures of variation SKL: Conceptual

10. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 7-2

TOP: Making inferences/When is a difference significant? SKL: Factual/Definitional

11. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 8-1

TOP: Psychology applied/laboratory experiments SKL: Conceptual/Application

12. ANS: C PTS: 1 DIF: Easy OBJ: Unit III | 9-1

TOP: Biology, behavior, and mind SKL: Factual/Definitional

13. ANS: C PTS: 1 DIF: Difficult OBJ: Unit III | 10-1

TOP: The nervous system SKL: Conceptual/Application

14. ANS: D PTS: 1 DIF: Medium OBJ: Unit III | 11-1

TOP: The tools of discovery SKL: Conceptual/Application

15. ANS: A PTS: 1 DIF: Easy OBJ: Unit III | 11-2

TOP: The reticular formation SKL: Factual/Definitional

16. ANS: C PTS: 1 DIF: Easy OBJ: Unit III | 11-2

TOP: The cerebellum SKL: Factual/Definitional

17. ANS: A PTS: 1 DIF: Medium OBJ: Unit III | 12-2

TOP: The brain's plasticity SKL: Factual/Definitional

18. ANS: C PTS: 1 DIF: Difficult OBJ: Unit III | 13-1

TOP: Splitting the brain SKL: Conceptual

19. ANS: C PTS: 1 DIF: Medium OBJ: Unit III | 13-1

TOP: Splitting the brain SKL: Factual/Definitional

20. ANS: D PTS: 1 DIF: Medium OBJ: Unit III | 13-1

TOP: Right-left differences in the intact brain SKL: Factual/Definitional

21. ANS: C PTS: 1 DIF: Medium OBJ: Unit III | 14-1

TOP: Genes: Our codes for life SKL: Conceptual

22. ANS: E PTS: 1 DIF: Easy OBJ: Unit III | 14-1

TOP: Genes: Our codes for life SKL: Factual/Definitional

23. ANS: E PTS: 1 DIF: Difficult OBJ: Unit III | 14-3

TOP: Heritability SKL: Conceptual/Application

24. ANS: D PTS: 1 DIF: Easy OBJ: Unit III | 15-1

TOP: Evolutionary psychology: Understanding human nature SKL: Factual/Definitional

25. ANS: C PTS: 1 DIF: Medium OBJ: Unit III | 15-1

TOP: Evolutionary psychology: Understanding human nature SKL: Factual/Definitional

26. ANS: D PTS: 1 DIF: Medium OBJ: Unit IV | 16-1

TOP: Basic Principles of Sensation and perception SKL: Factual/Definitional

27. ANS: A PTS: 1 DIF: Medium OBJ: Unit IV | 17-2

TOP: ESP - Perception without sensation SKL: Conceptual/Application

28. ANS: B PTS: 1 DIF: Easy OBJ: Unit IV | 18-1

TOP: The eye SKL: Factual/Definitional

29. ANS: C PTS: 1 DIF: Medium OBJ: Unit IV | 18-1

TOP: The eye SKL: Factual/Definitional

30. ANS: C PTS: 1 DIF: Easy OBJ: Unit IV | 18-1

TOP: The eye SKL: Factual/Definitional

31. ANS: D PTS: 1 DIF: Easy OBJ: Unit IV | 18-2

TOP: Parallel processing SKL: Factual/Definitional

32. ANS: C PTS: 1 DIF: Easy OBJ: Unit IV | 19-2

TOP: Motion perception SKL: Factual/Definitional

33. ANS: C PTS: 1 DIF: Easy OBJ: Unit IV | 19-3

TOP: Shape and size constancies SKL: Factual/Definitional

34. ANS: D PTS: 1 DIF: Medium OBJ: Unit IV | 19-3

TOP: Color and brightness constancy SKL: Conceptual/Application

35. ANS: B PTS: 1 DIF: Difficult OBJ: Unit IV | 19-4

TOP: Experience and Visual Perception SKL: Conceptual/Application

36. ANS: C PTS: 1 DIF: Difficult OBJ: Unit IV | 20-1

TOP: The ear SKL: Conceptual/Application

37. ANS: D PTS: 1 DIF: Easy OBJ: Unit IV | 21-2

TOP: Pain SKL: Factual/Definitional

38. ANS: B PTS: 1 DIF: Medium OBJ: Unit IV | 21-5

TOP: Sensory interaction SKL: Conceptual/Application

39. ANS: B PTS: 1 DIF: Easy OBJ: Unit V | 22-3

TOP: Explaining the hypnotized state SKL: Factual/Definitional

40. ANS: E PTS: 1 DIF: Medium OBJ: Unit V | 24-1

TOP: Sleep stages SKL: Factual/Definitional

41. ANS: E PTS: 1 DIF: Easy OBJ: Unit V | 23-4

TOP: Sleep theories SKL: Factual/Definitional

42. ANS: D PTS: 1 DIF: Medium OBJ: Unit V | 25-3

TOP: Stimulants SKL: Factual/Definitional

43. ANS: D PTS: 1 DIF: Medium OBJ: Unit V | 25-3

TOP: Stimulants SKL: Factual/Definitional

44. ANS: C PTS: 1 DIF: Medium OBJ: Unit VI | 26-1

TOP: How do we learn? SKL: Factual/Definitional

45. ANS: D PTS: 1 DIF: Medium OBJ: Unit VI | 26-3

TOP: Extinction and spontaneous recovery SKL: Factual/Definitional

46. ANS: B PTS: 1 DIF: Easy OBJ: Unit VI | 26-3

TOP: Extinction and spontaneous recovery SKL: Factual/Definitional

47. ANS: D PTS: 1 DIF: Easy OBJ: Unit VI | 26-3

TOP: Discrimination SKL: Factual/Definitional

48. ANS: A PTS: 1 DIF: Medium OBJ: Unit VI | 27-1

TOP: Shaping behavior SKL: Factual/Definitional

49. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VI | 27-1

TOP: Shaping behavior SKL: Factual/Definitional

50. ANS: C PTS: 1 DIF: Medium OBJ: Unit VI | 27-2

TOP: Types of reinforcers SKL: Factual/Definitional

51. ANS: D PTS: 1 DIF: Medium OBJ: Unit VI | 27-3

TOP: Reinforcement schedules SKL: Conceptual/Application

52. ANS: B PTS: 1 DIF: Medium OBJ: Unit VI | 27-4

TOP: Punishment SKL: Factual/Definitional

53. ANS: A PTS: 1 DIF: Medium OBJ: Unit VI | 28-1

TOP: Applications of operant conditioning SKL: Conceptual

54. ANS: E PTS: 1 DIF: Medium OBJ: Unit VI | 28-1

TOP: Applications of operant conditioning SKL: Conceptual/Application

55. ANS: C PTS: 1 DIF: Medium OBJ: Unit VI | 29-2

TOP: Cognition's influence on conditioning SKL: Conceptual/Application

56. ANS: C PTS: 1 DIF: Easy OBJ: Unit VI | 29-4

TOP: Learned Helplessness SKL: Factual/Definitional

57. ANS: E PTS: 1 DIF: Medium OBJ: Unit VI | 29-4

TOP: Internal versus external locus of control SKL: Conceptual/Application

58. ANS: C PTS: 1 DIF: Medium OBJ: Unit VI | 29-4

TOP: Learned helplessness SKL: Factual/Definitional

59. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VI | 26-2

TOP: Classical conditioning SKL: Conceptual/Application

60. ANS: D PTS: 1 DIF: Difficult OBJ: Unit VI | 26-2

TOP: Classical conditioning SKL: Conceptual/Application

61. ANS: E PTS: 1 DIF: Medium OBJ: Unit VI | 27-1

TOP: Shaping behavior SKL: Factual/Definitional

62. ANS: C PTS: 1 DIF: Medium OBJ: Unit VI | 29-4

TOP: Learned Helplessness SKL: Conceptual/Application

63. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual

64. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual

65. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Factual/Definitional

66. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-4

TOP: Automatic processing and Implicit Memories SKL: Factual/Definitional

67. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 31-5

TOP: Sensory memory SKL: Conceptual/Application

68. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 31-6

TOP: Capacity of short-term and working memory SKL: Factual/Definitional

69. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Conceptual/Application

70. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-8

TOP: Levels of processing SKL: Factual/Definitional

71. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-1

TOP: Memory storage SKL: Factual/Definitional

72. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 32-2

TOP: Explicit memory system SKL: Factual/Definitional

73. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-3

TOP: Implicit memory system SKL: Factual/Definitional

74. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 32-5

TOP: Synaptic changes SKL: Factual/Definitional

75. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Serial position effect SKL: Factual/Definitional

76. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Storage decay SKL: Factual/Definitional

77. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Interference SKL: Conceptual/Application

78. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Motivated forgetting SKL: Conceptual/Application

79. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 34-1

TOP: Thinking and concepts SKL: Conceptual/Application

80. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 34-1

TOP: Thinking and concepts SKL: Conceptual/Application

81. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 34-2

TOP: Creativity SKL: Factual/Definitional

82. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 35-1

TOP: Problem solving: Strategies and Obstacles SKL: Conceptual/Application

83. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The representativeness heuristic SKL: Factual/Definitional

84. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The fear factor: Do we fear the right things? (Box) SKL: Conceptual

85. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 35-2

TOP: The effects of framing SKL: Factual/Definitional

86. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Conceptual/Application

87. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Factual/Definitional

88. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 36-1

TOP: Language structure SKL: Conceptual/Application

89. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 36-3

TOP: Explaining language development SKL: Factual/Definitional

90. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 36-3

TOP: Explaining language development SKL: Factual/Definitional