**Unit 14 Social Psychology Practice Test**

**Multiple Choice**

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

\_\_\_\_ 1. Fritz Heider concluded that people tend to attribute others' behavior either to their

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| a. | heredity or their environment. |
| b. | biological motives or their psychological motives. |
| c. | thoughts or their emotions. |
| d. | dispositions or their situations. |
| e. | abilities or their effort. |

\_\_\_\_ 2. A tendency to overestimate the extent to which a stranger's violent behavior stems from his or her aggressive personality best illustrates

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| a. | the frustration-aggression principle. |
| b. | the mere exposure effect. |
| c. | the fundamental attribution error. |
| d. | deindividuation. |
| e. | cognitive dissonance. |

\_\_\_\_ 3. The fundamental attribution error is likely to be restrained by observing someone

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| a. | in a variety of situations. |
| b. | who is unemployed. |
| c. | who is wealthy. |
| d. | we dislike. |
| e. | in a stressful situation. |

\_\_\_\_ 4. The fundamental attribution error is likely to lead observers to attribute a stranger's

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| a. | lack of employment to a weak economy. |
| b. | act of kindness to a compassionate personality. |
| c. | criminal behavior to a poor education. |
| d. | friendliness to social role requirements. |
| e. | personality traits and temperament. |

\_\_\_\_ 5. The fundamental attribution error is most likely to lead observers to conclude that unemployed people

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| a. | are victims of discrimination. |
| b. | are irresponsible and unmotivated. |
| c. | have parents who provided poor models of social responsibility. |
| d. | attended schools that provided an inferior education. |
| e. | are victims of bad luck. |

\_\_\_\_ 6. Compared with central route persuasion, peripheral route persuasion tends to

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| a. | be more durable. |
| b. | occur more rapidly. |
| c. | be more likely to influence behavior. |
| d. | involve a greater number of logical arguments. |
| e. | take longer to affect others. |

\_\_\_\_ 7. The foot-in-the-door phenomenon refers to the tendency to

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| a. | neglect critical thinking because of a strong desire for social harmony within a group. |
| b. | perform simple tasks more effectively in the presence of others. |
| c. | comply with a large request if one has previously complied with a small request. |
| d. | lose self-restraint in group situations that foster anonymity. |
| e. | experience an increasing attraction to novel stimuli as they become more familiar. |

\_\_\_\_ 8. A life insurance salesperson who takes advantage of the foot-in-the-door phenomenon would be most likely to

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| a. | emphasize that his company is one of the largest in the insurance industry. |
| b. | promise a free gift to those who agree to purchase an insurance policy. |
| c. | ask customers to respond to a brief survey of their attitudes regarding life insurance. |
| d. | address customers by their first names. |
| e. | meet potential customers by paying them an unexpected visit at their homes. |

\_\_\_\_ 9. Studies of role-playing most directly highlight the effects of

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| a. | group size on social loafing. |
| b. | personal anonymity on deindividuation. |
| c. | an audience on social facilitation. |
| d. | actions on attitudes. |
| e. | bystanders on altruism. |

\_\_\_\_ 10. Feeling responsible for behavior that violates our conscience is most likely to contribute to

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| a. | the bystander effect. |
| b. | cognitive dissonance. |
| c. | the fundamental attribution error. |
| d. | group polarization. |
| e. | social loafing. |

\_\_\_\_ 11. Alex thinks drinking sugar-laden sodas is bad for you but other players on his hockey team insist that it is not. Alex is likely to conform to their opinion if

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| a. | he has publicly voiced his opinion on this issue. |
| b. | there is obvious disagreement among team players regarding the issue. |
| c. | he feels insecure in his role as a new member of the team. |
| d. | there are very few team members whom he currently wants to befriend. |
| e. | the other players consider him to be one of the leaders of the team. |

\_\_\_\_ 12. Accepting others' opinions about reality is to \_\_\_\_\_\_\_\_ as the desire to gain approval is to \_\_\_\_\_\_\_\_.

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| --- | --- |
| a. | deindividuation; social facilitation |
| b. | social facilitation; deindividuation |
| c. | informational social influence; normative social influence |
| d. | normative social influence; informational social influence |
| e. | ingroup bias; outgroup bias |

\_\_\_\_ 13. Luella publicly agrees with her seventh-grade classmates that parents should allow 13-year-olds to date. Later that day, she writes in her diary that she actually believes parents should prohibit kids from dating until they are at least 15 years old. Luella's public conformity to her classmates' opinion best illustrates the power of

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| a. | deindividuation. |
| b. | normative social influence. |
| c. | the mere exposure effect. |
| d. | informational social influence. |
| e. | social facilitation. |

\_\_\_\_ 14. In all of Milgram's obedience experiments, participants were deceived about

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| a. | the association of the research with a prestigious university. |
| b. | Milgram's professional status as a research psychologist. |
| c. | how much they would actually be paid for participating in the research. |
| d. | the amount of shock the victim actually received. |
| e. | whether or not they knew the participants in the research. |

\_\_\_\_ 15. In Milgram's first study of obedience, the majority of “teachers” who were ordered to shock a “learner”

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| a. | refused to deliver even slight levels of shock. |
| b. | initially complied but refused to deliver more than slight levels of shock. |
| c. | complied until ordered to deliver intense levels of shock. |
| d. | complied fully and delivered the highest level of shock. |
| e. | refused to deliver shocks to all participants who expressed doubt about the experiment. |

\_\_\_\_ 16. In 1942, German reserve police officers obeyed orders to kill some 1500 Jews in the village of Jozefow, Poland. This incident illustrated that people are most likely to be destructively obedient when

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| a. | they fail to realize their actions are morally wrong. |
| b. | their victims are distant and depersonalized. |
| c. | they perceive their orders to come from legitimate authority figures. |
| d. | they derive personal satisfaction from destructive acts. |
| e. | the foot-in-the-door phenomenon is effective. |

\_\_\_\_ 17. The tendency for people to exert less effort when they are pooling their efforts toward a common goal is known as

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| --- | --- |
| a. | deindividuation. |
| b. | the bystander effect. |
| c. | group polarization. |
| d. | social loafing. |
| e. | the foot-in-the-door phenomenon. |

\_\_\_\_ 18. Social loafing refers to the tendency for people to

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| --- | --- |
| a. | perform a complex task more poorly when others are present. |
| b. | exert less effort when they are pooling their efforts toward a common goal. |
| c. | exert less effort when they are paid by the hour, not by the amount of work completed. |
| d. | become more distracted from their tasks when working with friends than when working with strangers. |
| e. | stop working once they have reached their goal. |

\_\_\_\_ 19. The ill-fated decision of President John F. Kennedy and his advisors to invade Cuba best illustrates the dangers of

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| a. | deindividuation. |
| b. | the bystander effect. |
| c. | social facilitation. |
| d. | the mere exposure effect. |
| e. | groupthink. |

\_\_\_\_ 20. Cultural diversity best illustrates our

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| a. | superordinate goals. |
| b. | gene complexes. |
| c. | attributions. |
| d. | adaptive capacities. |
| e. | group polarization. |

\_\_\_\_ 21. The rules of a culture for accepted and expected behavior are

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| a. | stereotypes. |
| b. | norms. |
| c. | self-disclosure. |
| d. | attitudes. |
| e. | prejudice. |

\_\_\_\_ 22. An unjustifiable and usually negative attitude toward a group and its members is called

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| a. | scapegoating. |
| b. | deindividuation. |
| c. | groupthink. |
| d. | discrimination. |
| e. | prejudice. |

\_\_\_\_ 23. Prejudice is a(n) \_\_\_\_\_\_\_\_; discrimination is a(n) \_\_\_\_\_\_\_\_.

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| --- | --- |
| a. | dispositional attribution; situational attribution |
| b. | ingroup bias; outgroup bias |
| c. | normative influence; informational influence |
| d. | attitude; behavior |
| e. | role; norm |

\_\_\_\_ 24. The ingroup is the set of people with whom we share a common

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| a. | social norm. |
| b. | dispositional attribution. |
| c. | identity. |
| d. | situational attribution. |
| e. | superordinate goal. |

\_\_\_\_ 25. Hostilities between the Iraqi Sunni and Shia and between Northern Ireland Protestants and Catholics illustrate the irony that sometimes the greatest dislike is expressed between groups that

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| --- | --- |
| a. | experience deindividuation. |
| b. | value the reciprocity norm. |
| c. | demonstrate groupthink. |
| d. | are much more alike than different. |
| e. | discriminate because of outgroup bias rather than ingroup bias. |

\_\_\_\_ 26. We are most likely to \_\_\_\_\_\_\_\_ the diversity among members of an \_\_\_\_\_\_\_\_.

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| --- | --- |
| a. | overestimate; outgroup |
| b. | underestimate; outgroup |
| c. | correctly estimate; outgroup |
| d. | underestimate; ingroup |
| e. | overestimate; ingroup |

\_\_\_\_ 27. According to the text, aggression always involves

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| a. | physical damage. |
| b. | anger and hostility. |
| c. | the intent to hurt. |
| d. | a reaction to frustration. |
| e. | nonverbal behavior. |

\_\_\_\_ 28. An explanation of aggression in terms of instinct would have the most difficulty accounting for

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| a. | unexpected and unprovoked outbursts of aggression. |
| b. | wide cultural variations in aggressiveness. |
| c. | aggression that is accompanied by anger and hostility. |
| d. | the use of nuclear weapons to kill millions of unseen victims. |
| e. | violent behaviors passed down from parents to children. |

\_\_\_\_ 29. Research on the biology of aggression has clearly demonstrated that

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| a. | human aggression is an unlearned instinct. |
| b. | there is no physiological basis for aggression in humans. |
| c. | animals can be bred for aggressiveness. |
| d. | neural influences contribute to aggressive behavior by males but not by females. |
| e. | individualistic cultures generally have higher rates of aggression. |

\_\_\_\_ 30. Organisms often respond to \_\_\_\_\_\_\_\_ with a fight-or-flight reaction.

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| a. | social facilitation |
| b. | the mere exposure effect |
| c. | superordinate goals |
| d. | stress |
| e. | discrimination |

\_\_\_\_ 31. Bullying younger children earns Diego the attention and respect of many classmates. As a result, his bullying behavior increases. This most clearly suggests that his aggression is a(n)

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| a. | reaction to frustration. |
| b. | instinctive behavior. |
| c. | learned response. |
| d. | product of deindividuation. |
| e. | biologically triggered behavior. |

\_\_\_\_ 32. Youths who are shunned and mocked by peers are especially likely to respond with aggression if they have earlier experienced

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| a. | the mere exposure effect. |
| b. | companionate love. |
| c. | the chameleon effect. |
| d. | social rejection. |
| e. | ingroup bias. |

\_\_\_\_ 33. Ostracism has been observed to intensify

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| a. | self-disclosure. |
| b. | aggression. |
| c. | hindsight bias. |
| d. | deindividuation. |
| e. | conformity. |

\_\_\_\_ 34. High rates of violence are most common among those who experience minimal levels of

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| a. | cognitive dissonance. |
| b. | deindividuation. |
| c. | social facilitation. |
| d. | father care. |
| e. | group polarization. |

\_\_\_\_ 35. A significant danger of media violence is that impressionable viewers are subsequently more likely to enact the \_\_\_\_\_\_\_\_ provided by the media.

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| a. | superordinate goals |
| b. | social loafing |
| c. | reciprocity norm |
| d. | social scripts |
| e. | fundamental attribution error |

\_\_\_\_ 36. Researchers Brad Bushman and Craig Anderson have noted that the correlation between viewing violence and behaving aggressively nearly equals the correlation between

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| a. | diffusion of responsibility and the bystander effect. |
| b. | attitude similarity and interpersonal attraction. |
| c. | self-awareness and deindividuation. |
| d. | smoking and cancer. |
| e. | testosterone levels and aggression levels. |

\_\_\_\_ 37. Vince, an extraverted university freshman, has just moved into a dormitory. Vince is most likely to become friends with

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| --- | --- |
| a. | Alfonse, a junior who is majoring in psychology and lives across the hall. |
| b. | Mohammed, an introverted student who lives on the next floor and enjoys playing chess. |
| c. | James, a lonely sophomore who lives down the hall and is undecided about his major. |
| d. | Bill, his assigned roommate who is majoring in computer science. |
| e. | Ester, a freshman who sits across the row from him in his first large lecture class. |

\_\_\_\_ 38. On average, Internet-formed friendships and romantic relationships are \_\_\_\_\_\_\_\_ likely than relationships formed in person to last beyond two years. When conversing online with someone for 20 minutes, participants in one study felt \_\_\_\_\_\_\_\_ attraction toward that person than they did for someone they talked with face to face.

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| a. | more; equal |
| b. | less; more |
| c. | more; more |
| d. | less; equal |
| e. | more; less |

\_\_\_\_ 39. The mere exposure effect most directly contributes to the positive relationship between \_\_\_\_\_\_\_\_ and liking.

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| a. | similarity |
| b. | physical arousal |
| c. | physical attractiveness |
| d. | self-disclosure |
| e. | proximity |

\_\_\_\_ 40. The two-factor theory of emotion has been used to explain

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| a. | the bystander effect. |
| b. | passionate love. |
| c. | social facilitation. |
| d. | the mere exposure effect. |
| e. | the just-world phenomenon. |

\_\_\_\_ 41. In an experiment by Donald Dutton and Arthur Aron, one group of men were asked by an attractive woman to complete a short questionnaire immediately after they had crossed a swaying footbridge suspended 230 feet above the Capilano River. This experiment was designed to study the factors that contribute to

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| a. | the bystander effect. |
| b. | social facilitation. |
| c. | the mere exposure effect. |
| d. | passionate love. |
| e. | the foot-in-the-door phenomenon. |

\_\_\_\_ 42. In investigating the impact of physical arousal on passionate love, Donald Dutton and Arthur Aron arranged for an attractive woman to briefly interact with men who had recently

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| a. | consumed an alcoholic beverage. |
| b. | crossed a swaying footbridge. |
| c. | listened to romantic music. |
| d. | intervened in an emergency. |
| e. | failed a midterm test. |

\_\_\_\_ 43. While driving his girlfriend to work, Nate narrowly avoided a collision with another vehicle. Moments later, he experienced an unusually warm glow of affection for his girlfriend. His romantic reaction is best explained in terms of

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| a. | social exchange theory. |
| b. | the two-factor theory of emotion. |
| c. | social facilitation. |
| d. | the mere exposure effect. |
| e. | the bystander effect. |

\_\_\_\_ 44. Orville thinks his girlfriend derives more benefits from their relationship than he does, even though he contributes more to the relationship. Orville most clearly believes that their relationship lacks

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| a. | self-disclosure. |
| b. | romantic love. |
| c. | equity. |
| d. | superordinate goals. |
| e. | passionate love. |

\_\_\_\_ 45. When 12-year-old Jamilah saw an old man lying on the sidewalk in apparent discomfort, he prepared to offer help. But when he noticed several adults walk past the man, he concluded that the man did not need any help. His reaction most clearly illustrates one of the dynamics involved in

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| a. | the mere exposure effect. |
| b. | the fundamental attribution error. |
| c. | social loafing. |
| d. | the foot-in-the-door phenomenon. |
| e. | the bystander effect. |

\_\_\_\_ 46. If two countries are rivals for the exclusive control of the same area of land, their predicament best illustrates

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| a. | the two-factor theory. |
| b. | superordinate goals. |
| c. | deindividuation. |
| d. | conflict. |
| e. | a social trap. |

\_\_\_\_ 47. To a social psychologist, a perceived incompatibility of goals indicates

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| a. | social loafing. |
| b. | prejudice. |
| c. | conflict. |
| d. | group polarization. |
| e. | the frustration-aggression principle. |

\_\_\_\_ 48. Simple “non–zero-sum games” have been used in laboratory settings to study

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| a. | the just-world phenomenon. |
| b. | the mere exposure effect. |
| c. | social traps. |
| d. | the bystander effect. |
| e. | social facilitation. |

\_\_\_\_ 49. Muzafer Sherif's study of conflict in a Boy Scout camp indicated that conflict between two groups of boys could be reduced most effectively by

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| a. | bringing the members of both groups into close contact. |
| b. | having one group make conciliatory gestures to the other group. |
| c. | allowing leaders of the two groups to communicate. |
| d. | exposing the groups to tasks that required their joint cooperation. |
| e. | encouraging a friendly competition between the groups. |

\_\_\_\_ 50. Two friends quarreled over possession of a single orange without realizing that one of them simply wanted orange juice and the other simply wanted the orange peel to make a cake. This classic episode best illustrates that people sometimes fail to recognize

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| a. | the mere exposure effect. |
| b. | win-win solutions. |
| c. | the foot-in-the-door phenomenon. |
| d. | deindividuation. |
| e. | social traps. |

**Unit 14 Social Psychology Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

 1. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 74-1

TOP: Fundamental attribution error SKL: Factual/Definitional

 2. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 74-1

TOP: Fundamental attribution error SKL: Conceptual/Application

 3. ANS: A PTS: 1 DIF: Medium OBJ: Unit XIV | 74-1

TOP: Fundamental attribution error SKL: Factual/Definitional

 4. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 74-1

TOP: Fundamental attribution error SKL: Conceptual/Application

 5. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XIV | 74-1

TOP: The effects of attribution SKL: Conceptual/Application

 6. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 74-2

TOP: Attitudes affect actions SKL: Factual/Definitional

 7. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 74-2

TOP: Actions affect attitudes SKL: Factual/Definitional

 8. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XIV | 74-2

TOP: Actions affect attitudes SKL: Conceptual/Application

 9. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 74-2

TOP: Actions affect attitudes SKL: Factual/Definitional

 10. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 74-2

TOP: Cognitive dissonance: relief from tension SKL: Conceptual

 11. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 75-1

TOP: Conformity and social norms SKL: Conceptual/Application

 12. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XIV | 75-1

TOP: Conformity and social norms SKL: Conceptual

 13. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XIV | 75-1

TOP: Conformity and social norms SKL: Conceptual/Application

 14. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 75-2

TOP: Obedience: following orders SKL: Factual/Definitional

 15. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 75-2

TOP: Obedience: following orders SKL: Factual/Definitional

 16. ANS: C PTS: 1 DIF: Medium OBJ: Unit XIV | 75-2

TOP: Obedience: Following Orders SKL: Factual/Definitional

 17. ANS: D PTS: 1 DIF: Easy OBJ: Unit XIV | 76-1

TOP: Social loafing SKL: Factual/Definitional

 18. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 76-1

TOP: Social loafing SKL: Factual/Definitional

 19. ANS: E PTS: 1 DIF: Medium OBJ: Unit XIV | 76-2

TOP: Groupthink SKL: Factual/Definitional

 20. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 76-3

TOP: Cultural influences SKL: Factual/Definitional

 21. ANS: B PTS: 1 DIF: Easy OBJ: Unit XIV | 76-3

TOP: Variation across cultures SKL: Factual/Definitional

 22. ANS: E PTS: 1 DIF: Easy OBJ: Unit XIV | 77-1

TOP: Prejudice SKL: Factual/Definitional

 23. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 77-1

TOP: Prejudice SKL: Factual/Definitional

 24. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 77-1

TOP: Social roots of prejudice SKL: Factual/Definitional

 25. ANS: D PTS: 1 DIF: Easy OBJ: Unit XIV | 77-1

TOP: Social roots of prejudice SKL: Factual/Definitional

 26. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 77-2

TOP: Cognitive roots of prejudice SKL: Factual/Definitional

 27. ANS: C PTS: 1 DIF: Medium OBJ: Unit XIV | 78-1

TOP: Aggression SKL: Factual/Definitional

 28. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 78-1

TOP: The biology of aggression SKL: Factual/Definitional

 29. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 78-1

TOP: The biology of aggression SKL: Factual/Definitional

 30. ANS: D PTS: 1 DIF: Easy OBJ: Unit XIV | 78-2

TOP: Psychological and social-cultural factors in aggression: aversive events

SKL: Factual/Definitional

 31. ANS: C PTS: 1 DIF: Medium OBJ: Unit XIV | 78-2

TOP: Psychological and social-cultural factors in aggression: social and cultural influences

SKL: Conceptual/Application

 32. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 78-2

TOP: Psychological and social-cultural factors in aggression: social and cultural influences

SKL: Factual/Definitional

 33. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 78-2

TOP: Psychological and social-cultural factors in aggression: social and cultural influences

SKL: Factual/Definitional

 34. ANS: D PTS: 1 DIF: Easy OBJ: Unit XIV | 78-2

TOP: Psychological and social-cultural factors in aggression: social and cultural influences

SKL: Factual/Definitional

 35. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 78-2

TOP: Media models for violence SKL: Factual/Definitional

 36. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 78-2

TOP: Do violent video games teach social scripts for violence? SKL: Factual/Definitional

 37. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 79-1

TOP: The psychology of attraction: proximity SKL: Conceptual/Application

 38. ANS: C PTS: 1 DIF: Medium OBJ: Unit XIV | 79-1

TOP: Online matchmaking and speed dating (Close-Up) SKL: Factual/Definitional

 39. ANS: E PTS: 1 DIF: Easy OBJ: Unit XIV | 79-1

TOP: The psychology of attraction: proximity SKL: Factual/Definitional

 40. ANS: B PTS: 1 DIF: Easy OBJ: Unit XIV | 79-2

TOP: Passionate love SKL: Factual/Definitional

 41. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 79-2

TOP: Passionate love SKL: Factual/Definitional

 42. ANS: B PTS: 1 DIF: Difficult OBJ: Unit XIV | 79-2

TOP: Passionate love SKL: Factual/Definitional

 43. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 79-2

TOP: Passionate love SKL: Conceptual/Application

 44. ANS: C PTS: 1 DIF: Medium OBJ: Unit XIV | 79-2

TOP: Companionate love SKL: Conceptual/Application

 45. ANS: E PTS: 1 DIF: Easy OBJ: Unit XIV | 80-1

TOP: Bystander intervention SKL: Conceptual/Application

 46. ANS: D PTS: 1 DIF: Easy OBJ: Unit XIV | 80-3

TOP: Conflict and peacemaking SKL: Conceptual/Application

 47. ANS: C PTS: 1 DIF: Easy OBJ: Unit XIV | 80-3

TOP: Conflict and peacemaking SKL: Factual/Definitional

 48. ANS: C PTS: 1 DIF: Difficult OBJ: Unit XIV | 80-3

TOP: Social traps SKL: Factual/Definitional

 49. ANS: D PTS: 1 DIF: Medium OBJ: Unit XIV | 80-4

TOP: Cooperation SKL: Factual/Definitional

 50. ANS: B PTS: 1 DIF: Medium OBJ: Unit XIV | 80-4

TOP: Communication SKL: Factual/Definitional