

University of California, Berkeley

Department of Psychology

Psychology W1

Summer 2017

Midterm Examination 2

KEY – Correct Answers Marked with ***

What follows is the preliminary feedback on Midterm Examination 2 – the correct answers and brief explanations of them. A final edition of this feedback will be posted after item analysis.
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Choose the *best* answer to each of the following 50 questions. Questions are drawn from the text and lectures in roughly equal proportions, with the understanding that there is considerable overlap between the two sources. Usually, only one question is drawn from each major section of each chapter of the required readings; again, sometimes this question also draws on material discussed in class. Read the entire exam through before answering any questions: sometimes one question will help you answer another one.

Most questions can be correctly answered in one of two ways: (1) by fact-retrieval, meaning that you remember the answer from your reading of the text or listening to the lecture; or (2) inference, meaning that you can infer the answer from some general principle discussed in the text or lecture. If you cannot determine the correct answer by either of these methods, try to eliminate at least one option as clearly wrong: this maximizes the likelihood that you will get the correct answer by chance. Also, go with your intuitions: if you have actually done the assigned readings and attended the lectures, your "informed guesses" will likely be right more often than they are wrong.

A provisional answer key will be posted to the course website tomorrow, after the window for the exam has closed. The exam will be provisionally scored to identify and eliminate bad items. The exam will then be rescored with bad items keyed correct for all responses. Grades on the *rescored* exam will be posted to the course website. A final, revised, answer key, and analyses of the exam items, will be posted on the course website after grades are posted.

This is a closed-book, closed-notes exam.

1. What effect, if any, does emotional arousal have on memory storage?
 - a. Emotional arousal almost always interferes with memory storage.
 - b. Emotional arousal has no measurable effect on memory storage.
 - c. Moderate emotion improves memory storage, but extreme levels interfere. ***
 - d. Emotional arousal of any level improves memory storage.

Chapter 7. Emotional arousal affects performance on many tasks, not just ones involving memory, following an “inverted-U-shaped” curve also known as the Yerkes-Dodson Law. Performance is impaired by both low and high levels of arousal; performance is maximized by moderate levels of arousal. As a side-note, the effects of arousal also depend on the complexity of the task. The same level of arousal may enhance performance on a simple task but impair performance on a complex one, or vice-versa. But holding the nature of the task constant, the effects of arousal on performance generally follow the Yerkes-Dodson Law.

2. Why do many students with good grades read an assignment slowly?
 - a. They repeat key sentences word for word before continuing.
 - b. They think about the material to improve depth of processing. ***
 - c. They get bored and therefore get easily distracted.
 - d. Because of much study in the past, their vision is starting to deteriorate.

Chapter 7. p. 229 “According to depth of processing principle, how easily you retrieve a memory depends on the number and types of associations you form. When you read a list or read a chapter, simply reading the words without much thought is “Shallow processing,” which produces only fleeting memories. Alternatively, you might stop and consider various points as you read them, relate them to your own experiences, and think of your own examples to illustrate each principle. The more ways you think about the material, the deeper your processing and the more easily you will remember later.”

3. What is meant by “hindsight bias”?
 - a. Expressing too much confidence in our predictions of future events
 - b. Expressing too little confidence in our predictions of future events
 - c. Changing our memories of the past to fit with later events ***
 - d. Forgetting our memories of the moments that have shaped our lives

Chapter 7. p.235. “the tendency to mold our recollection of the past to fit how events later turned out”

4. Proactive interference (or the lack of it) is a possible explanation for which of the following?
- The Stroop effect
 - The episodic specificity effect
 - The primacy effect in memory ***
 - The recency effect in memory

Chapter 7. p.239. "If you learn several sets of related materials, they interfere with each other. The old materials increase forgetting of new materials increase forgetting of new materials by proactive interference." P.227 "The primacy effect is the tendency to remember well the first items."

5. What is a problem with the original "filter" model of attention?

- The capacity of the sensory registers is limited to about 7 items.
- Activation of working memory does not guarantee long-term memory storage.
- Semantic analysis can occur in the absence of attention. ***
- Preattentive processing consumes cognitive resources.

Lecture 17. Slide 25. (35:40) The fact that subjects can pick up on their own names presented over the unattended channel or that they follow a message when it is shifted from the one ear to another suggests that some attentional attention goes beyond the physical features of the stimulus. Subjects can pay attention to things based on their meaning.

6. In contrast to elaboration, organizational activity:

- involves rote repetition.
- increases short-term memory through maintenance rehearsal.
- relates individual items to pre-existing knowledge.
- relates individual items to each other. ***

Lecture 18. Slide 29-30. (43:33) The elaboration principle refers to single-item processing or item-specific processing, in which individual items are related to preexisting knowledge. But organization refers to relational or inter-item processing by which individual list items are related to each other.

7. Disruption of short-term consolidation causes:

- a. anterograde amnesia. ***
- b. retrograde amnesia.
- c. traumatic amnesia.
- d. infantile amnesia.

Lecture 19. Slide 14. (18:25) First, there's a short term consolidation process, which is essentially a byproduct of encoding and occurs within seconds of the event. Disruption of this short-term consolidation process is what's responsible for anterograde amnesia.

8. A UC Berkeley class is taught in Room 101 Morgan Hall. Students in Group A will take the multiple-choice final exam course in Morgan 101, while students in Group B will take the final next door, in Mulford 159. When the test was scored:

- a. Group A did better on the short essays, and the two groups performed about the same on the multiple-choice questions. ***
- b. A did better on multiple-choice, but B did better on fill-in-the-blanks.
- c. B did better on multiple choice and fill-in-the-blanks.
- d. Group B did better on the short essays, and A did better on fill-in-the-blanks and multiple-choice questions.

Lecture 19. Slide 33-34. (48:00) ...these context effects in memory are themselves cue-dependent. Almost without exception, evidence of drug state dependency, emotional state dependency, and environmental context dependency has been obtained with free recall tests of memory, tests where there were very impoverished retrieval cues to begin with. And when the information supplied by the retrieval cue was impoverished, the contextual matching can supply some advantage. But when the retrieval cues are more informative as in the case of cued recall and especially, recognition, matching of contexts provides little or no additional help.

9. According to the schematic processing principle:

- a. Memory favors schema-congruent events over schema-incongruent events.
- b. Memory favors schema-irrelevant events over schema-congruent events.
- c. Memory favors schema-incongruent events over schema-congruent events. ***
- d. Memory favors schema-irrelevant events over schema-incongruent events.

Module 6 Supplement. Under Schematic Processing heading: "When we plot free recall for the person's behaviors against schema-congruence, we observe a **U-shaped function**: that schema-relevant (whether congruent or incongruent) behaviors are remembered better than schema-irrelevant behaviors, and that schema-incongruent behaviors are remembered best of all."

10. If you want to design the control panel of a car so that a driver immediately notices a danger indicator, you want the driver to find the signal by what kind of process?
- An attentive process
 - A preattentive process ***
 - A top-down process
 - A random process

Chapter 8. p.253. "When anything differs drastically from items around it in size, shape, color or movement, we find it by a preattentive process, meaning that it stands out immediately."

11. According to the conceptual network approach, which of the following questions should most people answer most rapidly?
- Do porcupines have lungs?
 - Do porcupines have quills? ***
 - Do porcupines drink water?
 - Are porcupines made of carbon compounds?

Chapter 8. p.258. Example of how quickly answer questions about canaries – "All five items are true, but people answer some faster than others. Most people answer fastest on the yellow and sing items, slightly slower on the eggs and feathers items, and still slower on the skin item. Why? Yellowness and singing are distinctive of canaries. Because you do not think of eggs of feathers specifically as canary features, you reason, "canaries are birds and birds lay eggs. So canaries must lay eggs."

12. After you start to believe that someone is dangerous, you examine everything the person says or does for additional evidence of danger. In doing so, what are you demonstrating?
- The framing effect
 - Confirmation bias ***
 - Near transfer
 - Representativeness heuristic

Chapter 8. p.266. "We often err by accepting a hypothesis and then looking for evidence to support it instead of considering other possibilities. This tendency, the confirmation bias occurs in all walks of life."

13. People with Williams syndrome demonstrate which conclusion?
- a. It is possible to form long-term memories without having short-term memories.
 - b. It is possible for someone with no language at age 12 to develop it later.
 - c. It is possible to have good language despite low overall intelligence. ***
 - d. It is possible to speak intelligently without being able to understand speech.

Chapter 8. p.276. "Williams syndrome, a genetic condition characterized by mental retardation in most regards but surprisingly good use of language relative to their other abilities."

14. According to the "prototype" view of concepts:

- a. disjunctive categories are probabilistically associated with their exemplars.
- b. concepts consist of a list of singly necessary and jointly sufficient defining features.
- c. categories are represented by summaries of their characteristic features. ***
- d. concepts are organized by theories of the domains they represent.

Lecture 21. Slide 28 (34:40) ...categories are not proper sets but rather fuzzy sets in that there is only a probabilistic relationship between possessing any feature and being a member of a particular category. No feature is singly necessary to define a category. And no set of features is jointly sufficient.

15. An ill-defined problem is one in which:

- a. the problem is defined in words instead of numbers.
- b. the statement of the problem includes a great deal of irrelevant information.
- c. there are many possible representations of the problem space. ***
- d. the solution is contained in an algorithm rather than a heuristic.

Lecture 22. Slide 13. "Many possible representations of problem. Many possible correct solutions."

16. When we meet someone new, our "first impression" of him or her tends to stick. This is an example of the _____ heuristic in operation.

- a. representativeness
- b. availability
- c. simulation
- d. anchoring and adjustment ***

Lecture 22. Slide 42. (38:36). One real life situation in which we see anchoring and adjustment at work is in the power of first impressions. When we meet someone for the first time, our first impression of the person persists even after we get to know the person better...

17. In the normative model of judgment and reasoning, “optimality” refers to

- a. the use of logical and probabilistic reasoning.
- b. calculation of costs and benefits. ***
- c. the efficiency with which goals are realized.
- d. use of confirmatory rather than disconfirmatory hypothesis-testing strategies.

Lecture 23. Slide 3 (1:30) According to the normative model of human judgement and decision-making that haspeople should reason about events following the normative principles of logic and probability Their judgments, decisions, and choices should be based on a principle of rational self-interest. This means that they should optimize their choices, maximizing their gains and minimizing their losses...

18. In Kahneman and Tversky’s “Prospect Theory” of judgment and decision-making:

- a. judgments are invariant over different descriptions of the problem.
- b. losses are perceived as larger than gains. ***
- c. subjects tend to underestimate low and high probabilities.
- d. decisions are based on the value of an outcome, multiplied by the probability attached to that outcome.

Lecture 23. Slide 29 (31:20). Then prospect theory goes on to really take into account the psychology of the individual decision-maker. In this way, it seeks to explain a number of phenomena of decision making that are anomalous from the point of view of expected value theory and expected utility theory -- for example, that losses loom larger than gains;

19. According to Sternberg’s “Triarchic” theory of intelligence:

- a. different kinds of intelligence are rooted in different modules or systems in the brain.
- b. the primary mental abilities are all correlated with each other.
- c. performance on tests of logical-mathematical intelligence is strongly influenced by genetic factors, while performance on intrapersonal and interpersonal intelligence is strongly influenced by the environment.
- d. individuals who are high in creative intelligence are not necessarily high in analytical intelligence. ***

Lecture 24. Slide 18. (40:40) Sternberg argue that intelligence has three quite different facets to it...

20. Ambiguous sentences may be clarified by paying attention to:

- a. phonetics.
- b. semantics.
- c. syntax.
- d. pragmatics. ***

Lecture 25. Slide 20-21 (33:02). Utterances such as these can't be disambiguated by analysis of phonology, syntax, and semantics alone. We understand ambiguous sentences – and lots of the sentences we have to deal with are ambiguous – by making use of a fourth aspect of language, beyond phonology and syntax and semantics, known as pragmatics.

21. What is the evidence in favor of a *g* factor in intelligence?

- a. IQ scores correlate more highly for monozygotic twins than dizygotic twins.
- b. Immigrants who are still learning English do better on Raven's Matrices than other tests.
- c. The people who do well on one test usually do well on other tests also. ***
- d. Brain size has a low but positive correlation with scores on IQ tests.

Chapter 9. p.289. "Spearman measured how well many people performed tasks such as following directions, judging musical pitch, matching colors, and doing arithmetic. He found that performance on any of his tasks correlated positively with performance on any of the others. Spearman therefore inferred that all the tasks have something in common. To perform well on any test of mental ability, Spearman argued, people need a 'general' ability, which he called *g*."

22. What do achievement tests and aptitude tests try to measure?

- a. Achievement tests: fluid intelligence. Aptitude tests: crystallized intelligence.
- b. Achievement tests: crystallized intelligence. Aptitude tests: fluid intelligence. ***
- c. Achievement tests: academic knowledge. Aptitude tests: practical knowledge.
- d. Achievement tests: practical knowledge. Aptitude tests: academic knowledge.

Chapter 9. p.292. "you want a test of aptitude (ability to learn or fluid intelligence) in addition to achievement (what someone has already learned or crystallized intelligence)."

23. The Wechsler IQ tests were standardized so that 68 percent of people would get scores in what range?

- a. 0 to 100
- b. 85 to 115 ***
- c. 50 to 150
- d. 0 to 68

Chapter 9. p.299. See graph which shows that IQ tests like the Wechsler with a mean of 100 expected 68% of people to score between 85 and 115.

24. On a test of academic ability, most students get consistent scores from test to retest, but their scores do not predict their school performance. What can we say about the reliability and validity of the test?
- a. The reliability and validity are both high.
 - b. The reliability is low but the validity is high.
 - c. The reliability is high but the validity is low. ***
 - d. The reliability is high but the validity is unknown.

Chapter 9. p. 302. "The reliability of a test is defined as the repeatability of its scores. If a test is reliable it produces nearly the same results every time." p. 303. "A test's validity is defined as the degree to which evidence and theory support the interpretations of test scores for the intended purposes...Most importantly, if a test is valid, the scores predict important kinds of performance."

25. Which of the following is an example of "drive-reduction" motivation?
- a. Eating because good food is present
 - b. Eating because your family is eating
 - c. Eating because of hunger pangs ***
 - d. Eating because it is your usual time for eating

Chapter 11. p. 345. "According to drive-reduction theory that was popular among psychologists of the 1940s and 1950s, humans and other animals eat to reduce their hunger, drink to reduce their thirst, and have sexual activity to reduce their sex drive."

26. What is a common mistake when people set goals?
- a. They announce their goals publicly.
 - b. They start to work toward their goal too quickly.
 - c. They set goals that are too detailed.
 - d. They underestimate how long a task will take. ***

Chapter 11. p348. "Given that the best goals are high but realistic, what goal is realistic? Most Americans rate themselves as healthier than average, smarter, more creative, and better than average at almost everything. As part of their optimism, they underestimate the time they need for holiday shopping, writing a term paper, remodeling their kitchen, and almost anything they do."

27. What is a likely hypothesis for why many people have become obese in recent decades?
- a. Portion sizes have been increasing. ***
 - b. Mental illness has become more prevalent.
 - c. More people are eating alone.
 - d. People have been eating vegetables that were not available earlier.

Chapter 11. p.359. "another influence is portion size. Over the years, portion sizes have been steadily increasing, especially in the United States."

28. Which aspect of anatomy differs, on average, between heterosexual and homosexual men?
- Detailed structure of the blood vessels entering the brain
 - Size of part of the hypothalamus ***
 - Distance between the eyes and the mouth
 - Ratio of arm length to leg length

Chapter 11. p.374. Study comparing INAH3, a cluster of neurons in the anterior hypothalamus, found that "area INAH3 was on the average about twice as large in heterosexual men as it was in homosexual men and about the same size in homosexual men as in heterosexual woman."

29. Which of the following describes the James-Lange theory?
- An emotional feeling causes changes in certain body activities.
 - You feel an emotion when you perceive certain changes in your body. ***
 - Emotional experiences are based on six basic emotions.
 - Emotions vary along two dimensions, valence and intensity.

Chapter 12. p. 381. "According to the James-Lange theory, your interpretation of a stimulus evokes autonomic changes and sometimes muscle actions. Your perception of those changes is the feeling aspect of your emotion. In James's original article, he said simply that the situation (e.g., the sight of a bear) gives rise to an action (e.g., running away), and your perception of the action is the emotion."

30. What is the main advantage of the guilty-knowledge test over the usual polygraph test?
- The guilty-knowledge test identifies a higher percentage of liars.
 - The guilty-knowledge test almost never classifies honest people as liars. ***
 - The guilty-knowledge test can be conducted by interrogators with no training.
 - The guilty-knowledge test does not require expensive equipment.

Chapter 12. p.397. "The guilty-knowledge test, when properly administered, rarely classifies an innocent person as guilty."

31. Which life goal is NOT correlated with a greater feeling of life satisfaction?
- Helping one's family
 - Getting rich ***
 - Advancing a religious or political cause
 - Gaining scientific knowledge

Chapter 12.p.398. Happy people are more likely than average to have a sense of purpose in life, and a goal other than making money. One reason the money goal does not lead to happiness is that most people who strive to be rich do not succeed!"

32. What type of stressful event is most likely to lead to health problems?

- a. Quitting a job
- b. Personal rejection ***
- c. Working overtime
- d. Quitting smoking

Chapter 12. p.404. "Today, the immune system reacts to the stress of such things as feeling socially rejected or giving a public lecture....Intense, prolonged stress by itself, acting through the immune system, can lead to fever, fatigue, and sleepiness."

33. What is wrong with the James-Lange theory of emotion?

- a. the autonomic components of different emotions are hard to differentiate from each other. ***
- b. quadriplegic patients do not experience any emotion.
- c. the parasympathetic nervous system responds too slowly to be responsible for generating emotional reactions.
- d. manipulating facial responses has no effect on emotion.

Lecture 26. Slide 11 (14:08) Second, Cannon argued that different emotional states aren't associated with different patterns of physiological response – that what happens physiologically when we're happy or sad or angry or disgusted doesn't differ among these various kinds of states. All emotional states seem to have physiological arousal in common; but for Cannon, at least, they seem to have the same pattern of physiological arousal no matter what the emotion is. Third, Cannon argued that people's perception of visceral responses to stimuli is very diffuse and non-specific. We don't really have a good sense of what's going on in our bodies. We can't feel changes in our blood pressure, for example.

34. The neural substrate of emotion regulation appears to lie in the:

- a. amygdala
- b. orbitofrontal cortex ***
- c. anterior cingulate gyrus
- d. the nucleus accumbens

Lecture 26. Slide 26. (45:40)

35. Which motive does *not* involve homeostasis?

- a. hunger
- b. aggression ***
- c. thermoregulation
- d. thirst

Lecture 27. Biological motives based on homeostatic regulation. Hunger (slide 5-6), thirst (slide 7), and thermoregulation (slide 8) are discussed as examples of homeostatic regulation. Then at 11:52 – Other motives seem not to involve homeostasis at all. For example, aggressive behavior is stimulated by the presence of external threats....

36. For what reason might someone adopt a self-handicapping strategy?

- a. To support an external attribution for failure
- b. To support an internal attribution for failure ***
- c. To support an external attribution for success
- d. To avoid the fundamental attribution error

Chapter 13. p. 426. “People also protect their images with self-handicapping strategies, in which they intentionally put themselves at a disadvantage to provide an excuse for failure. Suppose you fear you will do poorly on a test. You stay out late at a party the night before. Now you can blame your low score on your lack of sleep without admitting that you might have done poorly anyway.”

37. According to the theory of cognitive dissonance, how could you make someone enjoy a boring task?

- a. Show examples of other people who seem to enjoy the task.
- b. Reward the person generously for doing the task.
- c. Require the person to do the task on threat of punishment.
- d. Provide only a minimum reward for doing the task. ***

Chapter 13. p.431. “According to the theory of cognitive dissonance, if you accept \$20 to tell a lie, you experience little conflict. You are lying, but you are doing it for 420. However, if you tell a lie for \$1, do you want to think you can be bribed so cheaply? You feel cognitive dissonance – unpleasant tension from the conflict between your true attitude and what you had said about the experiment. You reduce our tension by changing your attitude, deciding that the experiment really was interesting after all.”

38. In successful romantic couples, which is one way in which they are less likely to resemble each other?

- a. Personality ***
- b. Attractiveness
- c. Education
- d. Intelligence

Chapter 13. p.439. “However, similarity of personality is not important for the success of a relationship”

39. If people who favor one position on a controversial issue discuss the issue, what probably happens?

- a. Few people change their position.
- b. On average, the participants become more moderate.
- c. Most people become even more extreme in the same direction. ***
- d. A subgroup forms that favors the opposite position.

Chapter 13. p. 447. Group polarization – “If nearly all the people who compose a group lean in the same direction on a particular issue, then a group discussion moves the group as a whole even further in that direction.”

40. What evidence did Freud use as the basis for his theories?

- a. His guesses or inferences about his patients’ childhood ***
- b. Memories his patients reported about their childhood
- c. Results of surveys and laboratory experiments
- d. Comparisons of the artworks and folktales of many cultures

Chapter 14. p.452. “Freud put together parts of the patients’ dream reports, slips of the tongue, and so forth and claimed that they point to early sexual abuse.....Freud had inferred his patients’ early sexual abuse despite their denial of such experiences.”

41. Why did humanistic psychology oppose psychoanalysis and behaviorism?

- a. Both approaches put too much emphasis on unconscious sexual urges.
- b. Both approaches have low rates of success in treating mental illness.
- c. Both approaches try to reduce behavior to small component parts. ***
- d. Both approaches apply more to animal behavior than to human behavior.

Chapter 14. p. 459. Also, behaviorism and psychoanalysis, despite their differences, both assume determinism (the belief that every behavior has a cause) and reductionism (the attempt to explain behavior in terms of its component elements). Humanistic psychologists do not try to explain behavior in terms of its parts or hidden causes.”

42. What was a major criterion for identifying the Big Five personality traits?
- a. All of them should have been essential for survival throughout human evolution.
 - b. None of them should correlate highly with any of the others. ***
 - c. None of them should depend on the same brain area as any of the others.
 - d. All of them should be easily identifiable at all ages from infancy to old age.

Chapter 14. p. 465. "The case for these five traits is that (1) each correlates with many personality dimensions for which our language has a word and (2) none of these traits correlates highly with any of the other four, so they are not measuring the same thing."

43. Suppose that a particular pattern of responses on a personality test is characteristic of 95 percent of people with some rare psychological disorder (occurring in 1 percent or less of the population), and 5 percent of normal people. If we use the test result to identify whether or not someone has the disorder, how often will we be correct?
- a. Less than 50 percent ***
 - b. About 50 percent
 - c. 95 percent
 - d. More than 95 percent

Chapter 14. p.476. See figure 14.8. Given that 5% of the nonclinical population is much greater than the less than 1% of the population that have the diagnosis and have the trait, you would be wrong more often than right.

44. According to the Doctrine of Interactionism:

- a. situational characteristics are more powerful determinants of behavior than personality traits.
- b. the person, the environment, and behavior constitute a complex system.
- c. people construct the situations to which they respond. ***
- d. social behavior is influenced by "hot cognitions", shaped by emotion and motivation.

Lecture 28. Slide 16. (14:50) The Doctrine of Interactionism... holds that people influence the situations that in turn influence their behavior.

45. Traits are _____ while attitudes are _____.

- a. personal priorities; feeling states.
- b. behavioral dispositions; evaluative dispositions. ***
- c. personal convictions; personal priorities.
- d. drive states; personal beliefs.

Lecture 28. Slide 30. (29:00) Traits are behavioral dispositions such as friendliness or aggressiveness.....Attitudes are evaluative dispositions – tendencies to like or dislike certain categories of things...

46. It has been discovered that a test of verbal comprehension predicts student grades in mathematics courses. As a measure of math ability, this test:

- a. has external validity but lacks face validity. ***
- b. has content validity but lacks external validity.
- c. has face validity but lacks content validity.
- d. has construct validity but lacks content validity.

Lecture 29. Slide 6 (8:20). Usually the items of a test make intuitive sense. They appear to have something to do with the trait in question. If so, the test is said to possess face validity...How would you demonstrate the validity of a test item that wasn't valid on the face of it? You accomplish this by means of what's known as empirical validity, establishing an empirical correlation between responses to the test item and the trait in question.....Empirical validity is sometimes called external validity. -> Based on the definitions provided in lecture, verbal comprehension items are not intuitively the type of questions you would ask to assess math ability. Therefore the test would lack face validity. Given that there is an empirical association between the verbal comprehension items and math ability then empirical or external validity is present.

47. In the "Big Five" structure of personality traits, "Dutifulness" and "Self-Discipline" are classified as:

- a. specific behaviors.
- b. primary traits. ***
- c. secondary traits.
- d. tertiary traits.

Lecture 29. Slide 23 (24:24) You can think of the Big Five as being at the level of secondary traits and the various facets at the level of primary traits. See slide 25 and 26 for similar examples.

48. Mischel's "personality coefficient" means that:

- a. the validity of a personality test can be measured by the correlation between test scores and some external criterion.
- b. personality test scores predict only a small amount of variance in actual behavior. ***
- c. personality forms as we perceive our own behavior and match it to various personality traits.
- d. personality traits predict behavior only at very low levels of categorization.

Lecture 30. Slide 12. (17:12) Mischel called this ceiling the personality coefficient and he set it at about .30... A correlation of .30 between a trait and a behavior means that only about 10% of variance in criterion behavior can be accounted for by the personality trait.

49. According to Latane's "Psychosocial Law":

- a. conformity increases proportionately with the number of people in the majority.
- b. the impact of the individual on the group is positively correlated with the number of people in the group.
- c. the impact of the group on the individual grows more slowly than the number of people in the group. ***
- d. people automatically conform with the majority in a group.

Lecture 31. Slide 23 (30:20) ...social influence grows more slowly than the sheer number of sources of that influence

50. Social facilitation of performance in the presence of other people is an example of:

- a. evocation. ***
- b. selection.
- c. behavioral manipulation.
- d. cognitive transformation.

Lecture 32. Slide 15. (14:07) evocation, where the mere presence of a person in an environment alters that environment independent of his or her traits, attitudes, or behaviors.