

## Exam 2

1. George Sperling's work with 3 by 4 letter and number arrays to test the ability to identify "icons" in memory was looking for existence of \_\_\_\_\_.  
\*A. a sensory store  
B. long-term memory  
C. flash-bulb memories  
D. reconstruction effects
2. Chunking is a process that \_\_\_\_\_ the capacity of our \_\_\_\_\_.  
A. increases; sensory store  
B. decreases; short-term memory  
\*C. increases; short-term memory  
D. decreases; sensory store
3. Memory effects from dichotic listening tasks and other known effects like the "cocktail effect", all suggest problems with the \_\_\_\_\_ model of attention.  
A. split-attention  
\*B. filter  
C. early selection  
D. capacity theory
4. The Stroop Effect highlights the power of \_\_\_\_\_.  
\*A. automatic processes  
B. controlled processes  
C. filtration during attention  
D. the unconscious drive of needs
5. Repetition, a form of maintenance rehearsal, is a good way of retaining information in our \_\_\_\_\_.  
A. episodic memory.  
\*B. short-term memory.  
C. long-term memory.  
D. encoding store.
6. The depth of processing model provides us with a means of increasing our \_\_\_\_\_.  
A. episodic memory  
B. short-term memory  
\*C. long-term memory  
D. encoding store
7. The time-dependency principle of memory suggests that \_\_\_\_\_.  
A. memory of information becomes more clear over time.  
\*B. memory of information naturally decays over time.  
C. elaboration time directly predicts memory capacity.  
D. time spent performing rote retention tasks is a direct cause of overall memory capacity in the long term.

8. Veronica has just been in a car accident. Research on amnesia related to head trauma would suggest that Veronica would forget \_\_\_\_\_--at least for a considerable period of time.

A. only information from events that occur after the trauma

\*B. information acquired shortly before the trauma, as well as information that occurs after the trauma

C. information related directly to the accident and nothing else

D. only information acquired shortly before the trauma

9. If I were to simply ask you the name of the first researcher to study memory, I would be giving you a \_\_\_\_\_ test of memory.

A. rehearsal

B. cued recall

C. recognition

\*D. free recall

10. State-dependent memory highlights the way that \_\_\_\_\_ our memory.

\*A. encoding specificity increases

B. encoding specificity decreases

C. the fan effect increases

D. the fan effect decreases

11. \_\_\_\_\_ help(s) our memory for events by determining if the pieces of information are related, unrelated, or irrelevant.

A. short-term attention

B. encoding processes

\*C. schemas

D. autobiographical information

12. The War of the Ghosts activity was meant to demonstrate how our memory might be better represented as a \_\_\_\_\_ versus some of the other models of memory.

A. library

B. metaphor

C. reproduction

\*D. narrative

13. In one of the lectures about memory, you saw a series of pictures that depicted an accident with a pedestrian and a car. This activity was meant to show the importance of \_\_\_\_\_ when considering one's memory for events.

\*A. the questions asked during retrieval

B. the state of mind during encoding

C. the length of time during storage

D. the person being asked to recreate an event

14. Historically and intuitively, people assumed that we categorize most groups in our world through

\*A. proper sets.

B. typicality approaches.

C. the prototype approach.

D. "fuzzy sets".

15. Mark likes to categorize the toy cars that he owns based on how much they look like one of three different cars that he thinks are the “perfect cars” for each set. Mark is using the categorization by \_\_\_\_\_ approach.

- A. proper sets
- \*B. exemplars
- C. homogeneous structures
- D. algorithms

16. When attempting to examine how our mind categorizes complex groups like the different species that exist in the animal kingdom, Smith, Shobin and Rips asked people

- A. to list as many animals in different groups as they could.
- B. list categories that they knew about while the researchers examined the neural pathways that were activated during this procedure.
- C. look at a large collection of photographs of animals while the researchers tracked their eye movements.
- \*D. yes/no questions about different group memberships and measured their response speeds.

17. What are algorithms?

- A. mental representations of spatial arrangements
- \*B. mechanical, repetitive mathematical procedures for solving a problem
- C. strategies for simplifying a problem or for guiding an investigation
- D. highly typical members of a category

18. In decision making, considering every possibility to find the best choices is called

- \*A. maximizing.
- B. availability heuristic.
- C. representative heuristic.
- D. satisficing.

19. Audrey sees someone sitting in a fast-food restaurant that looks like the President of the United States. Before she goes over to ask for an autograph and offer her advice on the world situation, she should consider the base-rate information. That is, she should consider

- A. whether she could get in trouble for bothering the president.
- B. how long it is until the next presidential election.
- C. what would happen if she was wrong and this was not the president.
- \*D. how many other people look like the president.

20. Because it is easy to remember cases where someone fits a stereotype, many people overestimate the accuracy of stereotypes. Reasoning of this type is an example of the

- A. sunk cost effect.
- B. use of algorithms.
- \*C. availability heuristic.
- D. use of base-rate information.

21. You are given a candle, a box of matches, a few thumbtacks, and a very short piece of string with the instruction to mount the candle on a wall. It never occurs to you that you could empty the matchbox and tack it to the wall as a platform for the candle because of

- A. the framing effect.

- B. the sunk cost effect.
- \*C. functional fixedness.
- D. an algorithmic dysfunction.

22. You can either take the bus or a taxi to your friend's house, and you decide on the bus. After waiting at the bus stop for fifteen minutes, a taxi passes by, but you continue to wait for the bus, having waited so long already. Your decision is influenced by the

- \*A. sunk cost effect.
- B. availability heuristic.
- C. confirmation bias.
- D. demand characteristic.

23. What is the mean IQ score on the Stanford-Binet test?

- A. 10
- \*B. 100
- C. 150
- D. It varies depending on a child's age.

24. An advantage of Raven's Progressive Matrices is that it

- A. directly measures innate ability.
- \*B. is fairer to people who do not speak English.
- C. provides separate scores for a number of specialized abilities.
- D. has higher reliability and validity than other IQ tests.

25. Why has the Flynn effect forced psychologists to periodically revise and reword IQ tests over the years?

- A. there's a need to decrease the standard deviation
- B. to prevent the mean score from dropping below 100
- \*C. to prevent the mean score from rising above 100
- D. to make the validity higher than the reliability

26. As an editor, Renee focuses on the sequence of words as they are spoken or written. A language researcher would argue that her work focuses on

- \*A. the surface structure.
- B. prototypes.
- C. the deep structure.
- D. transformational grammar.

27. How do we overcome ambiguous sentences during communication?

- A. We can't, that's how they got their name.
- B. Through memory traces.
- C. By focusing on the deep structure of the sentence.
- \*D. By providing context or using pragmatics.

28. The famous "The Jabberwocky" tale was discussed during the language lecture to highlight

- \*A. how correct sentence structure can make nonsense words appear coherent.
- B. how our memory can be distorted when we don't recognize terms in a sentence.
- C. that our emotions greatly impact the way we perceive language that we are learning.

D. our need to hear all of the phonemes in a phrase in order to comprehend statements.

29. The different circumplex approaches to emotions relies on the notion that our emotions can be

A. directly tied to specific causes.

B. linked to biological changes in the body and brain.

\*C. separated out along different dimensions like affect and arousal levels.

D. differentiated by facial expressions.

30. Earlier research looking for the source of emotions through biological responses often focused on the \_\_\_\_\_. Current research discussed in the lecture has focused on changes in the \_\_\_\_\_.

\*A. face; nervous system

B. nervous system; face

C. environment; individual

D. individual; environment

31. William James and Carl Lange surprised many people when they proposed in their original theory of emotions that

A. emotions are entirely a byproduct of the brain.

B. emotions are completely independent of changes in the body.

C. our interpretation of a situation dictates the emotions that we experience.

\*D. our interpretation of our reactions to a situation dictates the emotions that we feel.

32. The drive theory of motivation is well suited to account for which of these?

A. the increase in appetite when one sees especially appealing food

B. the tendency to play video games

\*C. the effort you exert for removing a painful splinter

D. the joy that many people experience from riding a roller coaster

33. Which of the following is the clearest example of a homeostatic motivation?

A. self-actualization

B. fear of failure

\*C. temperature regulation

D. desire to succeed

34. Which of the following is the clearest example of approaching something based on extrinsic motivation?

A. pushing for a good grade in order to feel like something was accomplished

B. aiming to accomplish a complex task that is naturally fun

\*C. working hard for a reward that is meant to indicate status

D. following in the footsteps of others, even though you don't know why you are doing it

35. The psychological concept of reciprocal determinism suggests an interaction between the \_\_\_\_\_ when explaining our actions.

A. person and environment

B. behavior and environment

\*C. behavior, person, and environment

D. behavior and person

36. Personality psychologists focus their attention on the impact of the \_\_\_\_ in the social interaction formula discussed during lecture to explain the cause of behaviors.

- \*A. P
- B. E
- C. B
- D. X

37. Which of the following is one of the “Big 5” personality traits?

- A. Individuality
- B. Excitability
- \*C. Agreeableness
- D. Orientation

38. Each of the “Big 5” traits can further be broken down into \_\_\_\_ different facets.

- A. 3
- B. 5
- \*C. 6
- D. 10

39. Our specific actions are found near the \_\_\_\_\_ of the hierarchical structure of personality and social behavior.

- A. top
- B. middle
- \*C. bottom
- D. extremes (both top and bottom)

40. How are most “Big 5” levels acquired by researchers?

- A. observational studies
- B. clinical interviews
- C. projective tests
- \*D. self-report surveys

41. Personality research has often found that the ceiling on the extent that most traits predict behavior in a specific situation is approximately  $r =$  \_\_\_\_.

- \*A. .30
- B. .10
- C. .50
- D. .80

42. Research that has forced people to hold different facial positions while being exposed to stimuli that could evoke different emotions has suggested that

- \*A. our behavior is a strong determinant of our emotions that we experience.
- B. our emotions come from our interpretation of situations much more than our actions.
- C. emotions are highly individualized things that are much better predicted by traits than behaviors.
- D. subconscious stimuli are critical in our interpretation of emotions.

43. The foot-in-the-door technique gets people to change their attitudes about something by

- A. getting them to think about other perspectives.

- B. think about their own values.
- C. over-rewarding attitudes that are undesirable.
- \*D. getting them to first change their behaviors.

44. You do not understand your professor's lecture. You would like to ask a question, but you see others quietly taking notes. Because you assume they understand, you don't ask your question. The other students are thinking just as you are, so nobody asks any questions. This situation illustrates which concept?

- A. the diffusion of responsibility
- \*B. pluralistic ignorance
- C. social loafing
- D. group polarization

45. Which of the following is an external attribution for someone's behavior?

- A. She played tennis because she likes the exercise.
- B. She played tennis because she likes to get out of the dormitory.
- \*C. She played tennis because her friend asked her to come along.
- D. She played tennis because she enjoys being outside on a sunny day.

46. Solomon Asch's experiment on conformity demonstrated, to his surprise, that people often

- A. resist conformity best when they are in a minority of one.
- B. conform most to the opinions of people they like the least.
- C. prefer to join groups in which they know their opinions will be outnumbered.
- \*D. conform to others' opinions, even when they know those opinions are wrong.

47. In Stanley Milgram's famous research on the topic of obedience,

- \*A. participants thought they were shocking someone else, although they really weren't.
- B. participants did not think they were administering shock to someone else, although they actually were.
- C. the "learner" was a real participant, while the "teacher" was a confederate of the experimenter.
- D. teachers who refused to shock learners were threatened with shock themselves.

48. What does the research say about our first impressions of people?

- \*A. They correlate positively with our opinions later.
- B. They correlate close to zero with our opinions later.
- C. They correlate negatively with our opinions later.
- D. They prevent us from considering other information later.

49. The concept of evocation focuses on the impact that \_\_\_\_\_ has on Person A's opinion of Person B.

- \*A. Person B's appearance
- B. the surrounding environment
- C. Person A's personality
- D. the first behaviors Person B in the presence of Person A

50. In the prisoner's dilemma, what is done to encourage accused people to confess?

- \*A. They are offered a lower penalty if they confess.
- B. They are threatened with shocks or whippings if they do not confess.

- C. The prosecutor makes friends with the accused people.
- D. They are shown fake films that seem to show them committing the crime.