

University of California, Berkeley
Department of Psychology

Psychology W1
Summer 2015

KEY

Correct answers marked
with a double asterisk (**)

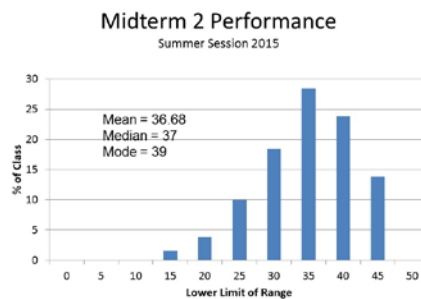
Midterm Examination 2

Scoring Key and Item Analysis

In the scoring key that follows, correct answers are marked with a double asterisk (**). Before rescoring, the mean score on the exam was 34.81 (70%), $SD = 7.16$. This is a little higher than the usual range for my exams, which is 65-70% correct (see the Exam Information page). The reliability of the exam was .84, which is excellent by psychometric standards.

Following the statistical analysis of the exam (again, see the Exam Information page for details), four items were rescored. Item #3 was miskeyed in Canvas, and corrected. Three items were declared “bad items” due to a combination of low pass percent and low item-to-total correlation, and were rescored correct for all responses: #27, 45, and 46.

After rescoring the mean score rose to 36.68 (73%), $SD = 6.97$. Most students saw their scores increase by 1 or 2 points, compared to the score that was posted when they originally submitted their exam. The figure shows the distribution of scores. The Gradebook in Canvas now shows students’ corrected scores for Midterm 1.



In this feedback, I provide the percentage of the class that got each item correct and the item-to-total correlation (rpb) for each item, as well as commentary on why the right answer is right, and the others wrong.

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. In the traditional information-processing model, one difference between short-term memory and long-term memory is that
 - A. you forget many short-term memories almost as soon as your attention is distracted; long-term memories can be available at any time. **
 - B. your short-term memories pertain mostly to meanings, while your long-term memories pertain mostly to sounds.
 - C. you can store an almost unlimited amount of information in short-term memory but your long-term memory has a limited capacity.
 - D. you need reminders or retrieval cues to find information stored in short-term memory; you need no such help for long-term memory.

92% of the class got this item correct; item-to-total $r_{pb} = .41$. Chapter 7. Short-term memories last only a short time unless the person continues to rehearse them. Thus, short-term memories will fade if your attention is distracted. Long-term memories are relatively permanent--many lasting a lifetime.

2. You plan to spend 10 hours studying before your test next week. What is the best strategy?
 - A. Study 9 1/2 hours today, and then review for 30 minutes just before the test.
 - B. Preview the material for 30 minutes today and study 9 1/2 hours just before the test.
 - C. Distribute the 10 hours in shorter study sessions across many days. **
 - D. Study for 10 hours the night before the test.

96% correct; $r_{pb} = .14$. Chapter 7. Research has shown that studying all at once is not an effective strategy. To remember something well, you need to practice retrieving the information. Thus, shorter study sessions distributed across many days is the way to go!

3. The hindsight bias refers to people's tendency to

- A. overestimate their own predictions of an event after the event occurs. **
- B. underestimate their own predictions of an event after the event occurs.
- C. remember the early items in a list better than the later items in a list.
- D. devalue events that have already taken place and failed to live up to their expectations.

85%, -.17. Chapter 7. Hindsight bias refers to people's tendency to mold their recollection of memories in order to fit how events turned out. Thus, people tend to overestimate their own predictions of an event. *This item was originally miskeyed in Canvas; when we corrected it, students' scores were adjusted automatically.*

4. People with amnesia typically have problems with _____ memories while _____ memories remain intact.

- A. declarative; explicit
- B. implicit; declarative
- C. procedural; declarative
- D. declarative; procedural **

87%, .29. Chapter 7. Even in the most severe form of amnesia, people don't lose all of their memories. They tend to have problems with declarative memory, while procedural memory remains intact. For example, recall the case of H.M, who had his hippocampus removed. He was able to learn to read material backwards, but was unable to remember that he had that ability.

5. A slow rate of presentation enhances the _____ of the serial-position curve.

- A. primacy **
- B. middle
- C. recency
- D. the correct answer cannot be determined without knowing the retention interval.

61%, .34. Lecture 17. If we plot the probability of a subject remembering items from a list against its position in the list, we typically find that items in the early and late parts of the list are more likely to be recalled than those in the middle. Increasing the interval between items (i.e. their rate of presentation) increases the likelihood of recalling those earlier items (i.e. primacy effect), but not the later items (i.e. recency effect).

6. Rote rehearsal improves _____ memory.

- A. short-term **
- B. long-term
- C. procedural
- D. implicit

86%, .20. Lecture 18. Rote rehearsal, in which we mentally repeat an event over and over without adding anything to it, maintains an item in "immediate" memory (i.e. short-term memory), but does not create a particularly long-lasting trace. Making a long-lasting trace requires that we add something to the trace at the time of encoding (e.g. we could connect the new memory to things we already know).

7. Organizational activity

- A. relates individual list items to pre-existing knowledge.
- B. relates individual list items to each other. **
- C. enhances encoding specificity.
- D. impairs schematic processing.

66%, .28. Lecture 19. Organizational activity relates to how individuals list items. In particular, when people recall items from a list, they tend to reorganize items into more meaningful clusters (e.g. they cluster the words "apples" and "bananas" together since these items are fruits)

8. The "fan effect" in memory reflects:

- A. decay
- B. displacement
- C. consolidation
- d. interference **

65%, .23. Lecture 19. The principle of interference suggests that--once something is encoded--forgetting can only occur through mutual interference among memories. Furthermore, the more you know about something, the harder it is to retrieve any particular item of information about that something. The fan effect (of the associative network models of memory) illustrates this: If each concept is represented by a node, and nodes linked together represent facts. The more links that fan out from any node (i.e. the more facts you know about something), the longer it takes to retrieve that information.

9. What is wrong with the library metaphor of memory?

- A. Memories are sometimes unavailable due to poor encoding.
- B. Memories are sometimes inaccessible due to inadequate retrieval cues.
- C. People sometimes add information to their memories. **
- D. Consolidation has both short- and long-term aspects.

42% .31. Lecture 20. The library metaphor of memory is problematic, because people sometimes add information to their memories. Thus, Bartlett argued that remembering is more like telling a story—not like retrieving a book from the shelf in a library and reading it verbatim.

10. Most people show the Stroop effect. What type of person would NOT show it?

- A. someone who can't read **
- B. someone with impaired short-term memory
- C. someone with post-traumatic stress disorder
- D. someone with extremely vivid visual imagery

87%, .27. Chapter 8. The Stroop effect is due to interference from an automatic process (in this case, reading). Reading becomes an automatic process as we become more proficient in it. Thus, it is harder for proficient readers to **not read** the actual word than it is for beginning readers or those who can't read.

11. Compared to a satisficing strategy, what is the usual outcome from maximizing?

- A. a good decision, but doubts about whether it was the best **
- B. a good decision that the person endorses with confidence
- C. a barely adequate decision that the person regrets
- D. a decision that may be good or bad, but is at least quick

59%, .46. Chapter 8. Research suggests that people using a maximizing strategy (i.e. maximizers) tend to make better choices, such as finding jobs with higher paying salaries. However, since they are always looking for the best, they tend to have difficulty making a choice and are usually less satisfied with their choices than satisficers who just settle on something that is "good enough".

12. Expert chess and average chess players look at a chess board for a few seconds and try to memorize the location of the chess pieces. Under what circumstances, if any, will the expert chess players show much better memory than the others?

- A. Only if the pieces are arranged in a familiar pattern that occurs in well-played games. **
- B. Only if the pieces are arranged in a difficult, unfamiliar pattern.
- C. Under any and all circumstances.
- D. Under no circumstances.

88%, .29. Chapter 8. Research suggests that experts do not necessarily have a superior memory. They just learn to recognize common patterns in their area of expertise. Thus, expert chess players will only show better memory than others if the pieces are arranged in a familiar pattern.

13. What is the evidence that 2- or 3-year-old children understand certain grammatical rules?

- A. They can state the rules.
- B. They ask whether what they just said was spoken correctly.
- C. They sometimes overgeneralize the rules. **
- D. They correct other children who make grammatical mistakes.

71%, .44. Chapter 8. 2- to 3-year old children tend to overgeneralize certain grammatical rules. For example, they may say "I getted to toy" instead of "I got the toy". This suggests that children are not merely repeating what they hear.

14. Certain IQ tests, such as the WISC-IV, include separate tests for specialized abilities. Scores on all those separate tests are positively correlated with one another. These positive correlations are considered evidence in favor of

- A. Sternberg's triarchic theory of intelligence.
- B. Spearman's "g" factor. **
- C. Cattell's distinction between fluid and crystallized intelligence.
- D. Gardner's theory of multiple intelligences.

74%, .35. Chapter 9. When measuring how well people performed on various mental tasks, Spearman found that performance on any one of those tasks correlated positively with the others. This led him to conclude that people need a general ability to perform mental tasks. He called this general ability "g". IQ tests are considered evidence of this.

15. One advantage of the Wechsler IQ test is that _____. One advantage of the Raven's Progressive Matrices test is that _____.

- A. it does not require knowledge of any particular language...it provides scores for several separate abilities
- B. it provides scores for several separate abilities...it does not require knowledge of any particular language **
- C. it measures innate ability...it measures the person's experiences
- D. it measures the person's experiences...it measures innate ability

85%, .45. Chapter 9. The Wechsler IQ provides scores for several separate abilities. However, it may underestimate your abilities if English is your second language. The Raven's Progressive Matrices was developed in order to reduce culture bias by not requiring knowledge of any particular language.

16. Suppose we measure the mean performance of healthy people of three generations on the Raven Progressive Matrices, reporting the absolute number of correct answers. What will we find?

- A. The youngest generation will score highest. **
- B. The intermediate generation will score highest.
- C. The oldest generation will score highest.
- D. All three generations will be equal, on the average.

65%, .49. Chapter 9. Research suggests that, in general, people are getting smarter with each passing generation. This is called the Flynn effect. Suggested causes for this increase include improved nutrition, improved education, and increased modernization.

17. A group of children are selected because they scored extremely high (over 145) on an IQ test. Psychologists test their performance again 4 years later only to find that most of them scored a bit lower the second time than the first time. Which of the following is the most likely (and the most parsimonious) explanation?

- A. The children got overconfident and did not try as hard the second time.
- B. The children must have had some sort of unpleasant experience in school that caused their intelligence to decrease over time.
- C. Nothing unusual happened, because all people's IQ scores decline over time.
- D. The drop represents a random fluctuation in data based on a test with less than perfect reliability. **

71%, .40. Chapter 9. The test-retest reliability of IQ tests are not 100%, meaning that scores on the test may vary slightly if an individual repeatedly took the test at different times.

18. In the "prototype" view of categories:

- A. every example possesses the same set of singly necessary and jointly sufficient features.
- B. instances are related to each other through family resemblance. **
- C. there are no defining or characteristic features shared by examples.
- D. concepts are organized by explanatory theories.

50%, .17. Lecture 21. According to the prototype view, instances are related to each other through family resemblance. Categories are not represented by a list of defining features, but rather by a category prototype, or focal instance, which has many features central to category membership (and thus a family resemblance to other category members). This prototype also has few features central to membership in contrasting categories.

19. Judgment heuristics:

- A. encode logical, systematic rules for reasoning.
- B. calculate the difference between a goal and the current state, and then take steps to reduce that difference.
- C. decrease the likelihood of error when solving well-defined problems.
- D. permit judgments to be made under conditions of uncertainty. **

84%, .46. Lecture 22. Judgment heuristics are shortcuts that bypass the logical rules of inference. They allow us to make judgments under conditions of uncertainty. However, this reliance on heuristics also increases the probability of making an erroneous judgment.

20. Counterfactual emotions such as regret and indignation reflect the operation of the _____ heuristic.

- A. representativeness
- B. availability
- C. simulation **
- D. anchoring and adjustment

77%, /45/ Lecture 22. In the simulation heuristic, judgments are based on the ease with which plausible scenarios can be constructed. This heuristic is an important determinant of counterfactual emotions (such as frustration, regret, grief, and indignation) since each of these emotional states depend on a comparison between some actual outcome and “what might have been”. The easier it is to imagine a plausible alternative scenario, the stronger the emotional reaction to "what might have been".

21. Framing effects are “irrational” because:

- A. choices are not constant across different wordings of the problem. **
- B. rational choices should be based only on current assets.
- C. rational choices should weight costs more heavily than gains.
- D. people are not necessarily risk-averse.

78%, .42. Lecture 23. Logically, a person should give the same answer regardless of how a problem is worded. However, people often give different responses to a problem if it is worded differently. This happens because they focus their attention on certain aspects of a choice rather than others, and this attentional focus can be shifted by how the problem is framed.

22. In Cattell’s theory, fluid intelligence:

- A. is a general ability to perceive relationships. **
- B. is assessed by standard intelligence tests.
- C. consists of general intelligence (*g*) plus specific factors (*s*).
- D. consists of a large number of specific intellectual abilities.

71%, .36. Lecture 24. Cattell expanded on Spearman’s theory that intelligence is composed of specific factors by drawing a distinction between fluid intelligence and crystallized intelligence. Fluid intelligence allows us to use reasoning and other information generally to perceive relationships and solve unfamiliar problems. Crystallized intelligence refers to a more specific ability that allow us to apply acquire knowledge to specific situations.

23. What property does birdsong share with human language?

- A. It is learned through trial-and-error.
- B. It is best learned during a certain “critical” period. **
- C. It has syntax but not phonology.
- D. It is a tool for thought as well as of communication.

78%, .45. Lecture 25. Sparrows need to be exposed to their parent’s song during a certain time frame—also known as a critical period—(between 1 and 7 weeks); otherwise, they will only be able to sing a crude approximation of the song. Likewise, human children need to learn to speak within a certain critical period (before puberty); otherwise, they will have poor language skills.

24. Ambiguous sentences such as “*someone stepped on his trunk*” illustrate the difference between

- A. surface structure and deep structure.
- B. denotative and connotative reference.
- C. semantics and pragmatics. **
- D. phrase and paraphrase.

50%, .39. Lecture 25. Ambiguous sentences demonstrate that we need to understand more than just the specific meaning of certain words to understand language—an aspect of language called semantics. We also need to understand the context in which utterance takes place—another aspect of language known as pragmatics.

25. A motive is regarded as homeostatic if

- A. the individual develops the drive as a result of learning.
- B. it occurs only on rare occasions.
- C. the individual maintains some variable around a constant value. **
- D. it is at or near the highest level of Maslow's hierarchy of needs

91%, .28. Chapter 11. Homeostasis involves the process of maintaining a constant value despite changes in the external environment. For example, to maintain a constant temperature of 70 degrees for her baby, a mother may turn on the heat or the air conditioning depending on the weather outside. In this case her motive is homeostatic...she is trying to maintain a variable (temperature) around a constant value (70 degrees).

26. Job satisfaction tends to be highest for workers who receive high pay AND

- A. earn as much as the most experienced workers.
- B. work for a leader they regard as “transactional.”
- C. see a good chance of getting a better job elsewhere.
- D. believe the pay scale is fair. **

685, .32. Chapter 11. Money isn't the only thing that motivates people in their jobs. They must also believe that they earned their salary fairly in order to experience job satisfaction. For example, a study demonstrated that people worked harder if they felt that they were being over-paid—in order to convince themselves that they deserved the higher pay.

27. When would insulin levels be highest, for an average person?

- A. during the middle of the day, when people tend to be hungry **
- B. in the middle of the night, when people tend to be less hungry
- C. several hours after a meal
- D. at all times of day equally

41%, .13. A bad item. Chapter 11. Insulin levels rise and fall throughout the day (ruling out choice D). Insulin helps with the flow of glucose and other nutrients into the body cells. Before a meal (which tends to happen during the day and not in the middle of the night—ruling at choice B), the brain sends a message to the pancreas to secrete insulin—which moves the glucose and other nutrient out of the blood for future storage. Insulin continues to do this throughout the meal to control the amount of nutrients in the blood. Insulin levels fall hours after the meal (ruling out choice C), since blood glucose levels start to drop due to lack of food.

28. How do coffee and other stimulant drugs affect sexual arousal, if at all?

- A. They have no effect.
- B. They interfere with sexual arousal. **
- C. They increase the speed of becoming sexually aroused.
- D. They prolong the duration of sexual arousal.

53%, .31. Chapter 11. Stimulant drugs, like coffee, interfere with sexual arousal, since they restrict blood flow (which is important for sexual arousal).

29. Psychologists who believe in the existence of a few "basic emotions" cite as evidence in support of their position the fact that

- A. people throughout the world recognize certain facial expressions of emotion. **
- B. each emotion depends on a specific neurotransmitter, and no two are the same.
- C. people feel only one emotion at a time.
- D. certain "emotion-blind" people feel only one emotion, and never feel any other.

96%, .34. Chapter 12. Research shows that people throughout the world recognize facial expressions of joy, sadness, fear, anger, disgust, and surprise. Some psychologists cite this as evidence of basic emotions. However, it is important to note that some psychologists do not accept this as evidence of basic emotions. For example, many people can recognize the facial expression of sleepiness...does that make it a basic emotion? They argue that basic emotions don't exist as separate entities, but instead exist as a series of dimensions.

30. Children who are born deaf and blind

- A. never develop normal facial expressions.
- B. spontaneously develop normal expressions of smiling, frowning, laughing, and crying. **
- C. learn to imitate facial expressions by feeling other people's faces.
- D. gradually learn normal facial expressions through trial and error.

81%, .33. Chapter 12. Children born deaf and blind spontaneously develop normal expressions of smiling, frowning, laughing, and crying—suggesting that emotions may have some biological underpinnings.

31. Which of the following correlates most strongly with people's reported happiness?

- A. People with a goal in life are happier than those without a goal. **
- B. More attractive people are happier than less attractive people.
- C. The richest people are happier than everyone else.
- D. Young people are happier than older people.

92%, .14. Chapter 12. People with a goal in life are more likely to be happier than those without a goal (Choice A). Rich people are not any happier than others because they get used to fine things and strive for more (ruling out choice C). Furthermore, the correlation between happiness and attractiveness is small (ruling out choice B). Finally, though people tend to report a low point of well-being at age 50, their well-being gradually increases after age 50 (ruling out choice D).

32. In general, unpleasant events produce more stress if they are

- A. controllable.
- B. unpredictable. **
- C. rare.
- D. predictable.

76%, .20. Chapter 12. Unpleasant events produce more stress if they are unpredictable, because we may fear an unpredictable event may grow so intense that it might become unbearable. Furthermore, if an event is predictable, we can prepare for it.

33. According to the hypothalamic theory of emotion:

- A. emotion occurs when drive-reduction is frustrated.
- B. emotional behavior is mediated by the forebrain.
- C. emotional experience is mediated by the brainstem.
- D. emotion is initiated by subcortical structures. **

47%, .40. Lecture 26. According to the hypothalamic theory of emotion (originally proposed by Cannon and Bard), emotion is initiated by the hypothalamus...which is a subcortical structure in the brain. Signals from the hypothalamus to the brainstem and then down the spinal cord are responsible for emotional behavior. Signals from the hypothalamus to the cerebral cortex are responsible for emotional experiences. Papez expanded on this theory by proposing that emotion not only involved the hypothalamus but other subcortical structures as well (e.g. the anterior portion of the thalamus, the anterior portion of the cingulate gyrus, and the hippocampus.)

34. In which of the following motives is homeostatic regulation play *least* important?

- A. Hunger.
- B. Thirst
- C. Sex. **
- D. Thermoregulation

92%, .35. Lecture 27. Recall that homeostatic regulation is influenced by the need to restore a bodily state to optimum levels. Thus, hunger, thirst, and thermoregulation are homeostatic process that ensure our bodies are at the right temperature and have the right level of nutrients. Sex is not regulated by a homeostatic process. In non-human animals, sex is tightly regulated by sex hormones that only occur at certain points in the female estrus cycle. In humans, sex is driven by feelings of pleasure, affiliation, and intimacy that result from sex and serves proposes beyond just reproduction.

35. Rewards undermine intrinsic motivation when they are:

- A. unexpected.
- B. contingent on performance.
- C. perceived as controlling. **
- D. informative concerning comparative level of performance.

49, .37. Lecture 27. Intrinsic motivation can be undermined by a number of situational factors. In particular, the type of reward can influence a person's intrinsic motivation. Rewards that are perceived as controlling (i.e. there are incentives intended to get a person to engage in the task at all or to perform at a particular standard, regardless of what they really want) tend to undermine intrinsic motivation.

36. Which of the following would decrease someone's tendency toward social loafing?

- A. increase the size of the group
- B. make each individual's contribution to the group effort anonymous
- C. eliminate any perceived pressure to perform the task especially well
- D. tell someone that he/she is better than everyone else at this task **

62%, .38. Chapter 13. Social loafing is the tendency to work less when sharing work with other people. However, people do work hard in groups if they expect people to notice their effects (ruling out choices B and C) or if they think they can contribute something that other group members cannot (which is in line with choice D).

37. One effective way to break down the stereotypes that individuals form about one another is to

- A. arrange tasks that encourage them to compete.
- B. make use of the sleeper effect.
- C. arrange tasks that encourage them to cooperate. **
- D. make use of the forewarning effect.

91%, .11. Chapter 13. Increasing contact between groups can help combat stereotypes. One very effective technique is to get the groups together to work towards a common goal. Competition leads to hostility (ruling out choice A), while cooperation leads to friendship. The sleeper effect is one a person initially rejects an idea from another person that he/she perceives to be underqualified. This person later has a change of heart but forgets the original source and claims the idea as his/her own. Forewarning effect refers to when a person resists persuasion because they were simply informed that they are about to be persuaded. The sleeper effect and forewarning effect are persuasion techniques but do not necessary combat stereotypes effectively (ruling out choices B and C).

38. According to the theory of cognitive dissonance, which of the following would be most likely to make someone enjoy some boring task?

- A. Frankly admit that everyone else considers the task dull.
- B. Physically force the person to do the task.
- C. Provide just a minimum reward for doing the task. **
- D. Reward the person well for doing the task.

51%, .34. Chapter 13. Cognitive dissonance refers to the unpleasant tension a person feels when they encounter a conflict between their inner beliefs and their behaviors. One way people resolve this conflict is to change their beliefs to match their actions. So, if you entice people to do a task by giving them a minimum reward, they might revision their belief (that they would not work so cheaply) to support what they are doing.

39. According to exchange or equity theory, a romantic relationship is most likely to endure if both partners

- A. come from a similar background.
- B. have an androgynous personality.
- C. think they get as much as they give. **
- D. give each other presents.

82%, .41. Chapter 13. According to the equity theory, social relationship are transactions in which the partners exchange goods and services...the relationship is most stable if both partners believe that the deal is fair. That is. If both partners think they get as much as they give, their romantic relationship is more likely to endure. This principle tends to apply more readily to the early stages of a relationship.

40. The group polarization effect refers to the fact that

- A. a group that is composed of people with widely differing opinions tends to shift most of them toward a moderate position.
- B. people with opposite personalities find each other attractive.
- C. groups that discuss an issue tend to split into opposite, hostile camps.
- D. after a group discusses an issue it tends to shift toward a more extreme opinion. **

77%, .31. Chapter 13. Group polarization happens if nearly all of the people in a group have the same opinion on an idea--the group will tend to shift to a more extreme opinion as a consequence. These results from people in the group hearing more argument favoring one side of the issue and less arguments favoring the opposing side—increasing the power to conform.

41. Sigmund Freud based his theories mainly on

- A. the results of scientific experiments.
- B. observations of how people behave in natural settings.
- C. what his patients told him about their early sexual experiences.
- D. what he inferred must have happened in his patients' early experience. **

50%, .50. Chapter 14. Freud's theories are very poorly grounded in empirical observation and are not based on scientific experiments. They are based mostly on Freud's self-analysis and his encounters with his patients in his practice (not in naturalistic settings), and his readings of ancient mythology. Despite his patients' denials, he **inferred** experiences of sexual abuse and childhood sexual experiences when interpreting their problems...his patient were not telling him about their sexual experiences.

42. When psychology researchers identified the "big five" personality traits, what was the main criterion for identifying these traits?

- A. They do not correlate highly with each other. **
- B. They correspond to activity in different brain areas.
- C. They mature at different times of life.
- D. They relate to important points of theory, according to both Freud and Adler.

78%, .56. Chapter 14. The "big five" are identifiable because: (1) each correlates with many personality dimensions for which our language has a word (e.g. neuroticism correlates with "anxious," "self-conscious," etc.) and (2) none of the traits correlates highly with the other four (Choice A) ...which indicates that they are not measuring the same thing.

43. To develop the MMPI, researchers selected questions that

- A. pertained to personality traits that all major personality theories emphasized.
- B. people with certain disorders answered differently from most other people. **
- C. were simple enough to be understood even by children or brain damaged adults.
- D. were sufficiently open-ended to allow each person to answer a different way.

55%, .44. Chapter 14. The MMPI was devised empirically which means that it is based on scientific evidence and not theory (ruling out choice A). When developing the test, researchers selected the items that were answered differently by people in a clinical sample when compared to people in a community sample (i.e. those without clinical disorders). The test is composed of true-false questions and is not open ended (ruling out choice B). It is also mostly used to assess adults (ruling out choice C).

44. Traditionally, social psychology has focused on:

- A. the effects of traits and attitudes on behavior.
- B. the effect of the environment on attitudes and behavior. **
- C. the effect of behavior on the environment.
- D. the effect of behavior on traits and attitudes.

78%, .39. Lecture 28. Social psychologists study environmental influence—with an emphasis on the social environment—on behavior. For example, they may study the effect of the density of people (urban vs rural environment) on people's behavior. *Due to a transcription error, the choices for #44 repeated those for Item 43, making the question impossible to answer. Fortunately, two students who took the exam on Thursday morning reported this problem, and we were able to correct it before noon (Pacific Time) on Thursday. The error affected only about a dozen students: we identified those students and gave them credit for all responses. None of the other students even saw the erroneous version of this question, so no correction was needed in their case. Thanks to the students for pointing this error out so quickly!*

45. In the person-situation interaction:

- A. the effect of the person on the situation depends on the behavior in question.
- B. the effects of personal and situational factors on behavior are symmetrical.
- C. internal states and dispositions are mediated by situational constraints.
- D. the effects of the person and the situation on behavior are unidirectional. **

12%, .18. A bad item. Lecture 28. The person-situation interaction falls under the Doctrine of Interactionism which holds that people influence situations that, in turn, influence their behavior. These personal and situational factors interact and **are multiplicative** (not symmetrical)...meaning that **the effect of the person on the behavior depends on the situation and the effect of the situation on the behavior depends on the person** who is in it (which are different concepts from choice A). According to the Doctrine of Interactionism, causality can only happen in one direction, so these processes are unidirectional. An alternative view is the Doctrine of Reciprocal Determinism which expands on the person-situation interaction by proposing that causality is bidirectional...thus, acknowledging the dynamic interaction of the person, their environment, and behavior.

46. Given the hierarchical structure of personality:

- A. stability is greatest at subordinate levels of analysis.
- B. consistency is lower for secondary traits than for habitual actions.
- C. specific actions are better predicted by primary traits than by secondary traits. **
- D. coherence is greater at subordinate than superordinate levels of analysis.

44%, .09. A bad item. Lecture 29, 30. Stability is greatest at the superordinate levels of analysis and greatest over short intervals (ruling out choice A). Consistency is higher for superordinate levels of analysis and greatest across similar situations. The Big Five appear to be universal in a variety of populations, suggesting that there is coherence at this (superordinate) level. However, evidence of coherence is restricted to the primary and habitual level of analysis...that is, we haven't followed people around and collected data about their specific actions in specific situations (at the subordinate level). So, in theory, we don't really know if coherence is greater or lesser at the subordinate level (ruling out choice D). Furthermore, the apparent of the coherence we see at the primary and habitual level may be an illusion. That is, it may be biased by people's own implicit personality theory. Predictability is greatest between adjacent levels (which is in line with choice C, since primary and secondary traits are adjacent in the hierarchical structure of personality).

47. The "personality coefficient" is:

- A. the ratio of the correlations between traits, situations, and behavior.
- B. the limit on our ability to predict behavior based on knowledge of the person's traits. **
- C. the correlation between a personality trait and some specific behavior.
- D. the effect of ego control and ego resiliency on delay of gratification.

39%, .35. Lecture 30. The correlation between general traits and specific behaviors seem to reach a plateau between .20 and .30. The personality coefficient refers to the **upper limit** of this spectrum. Thus, it is the limit on our ability to predict behavior based on knowledge of the person's traits (choice B).

48. The self-perception theory of attitudes states that:

- A. attitudes predict behaviors that are self-relevant.
- B. people infer their attitudes from observing their own behavior. **
- C. observers are accurate in judging behaviors that are self-relevant.
- D. people are more consistent on traits which are relevant to their self-concept.

83%, .45. Lecture 30. Common sense leads us to believe that our attitudes predict behaviors. However, the self-perception theory of attitudes states the opposite (ruling out Choice A), According to this theory, people infer their attitudes from observing their own behavior). The "foot-in-the door- effect"—in which people are more likely to grant large favors after agreeing to grant small favors—illustrates this theory.

49. The automaticity of social behavior illustrates:

- A. the influence of behavior on the situation.
- B. the influence of the situation on behavior. **
- C. the influence of the person on the situation.
- D. the role of social pressure in the reduction of cognitive dissonance.

72%, .48. Lecture 31. Some argue that social behavior is executed automatically. That is, social behaviors are automatically evoked by the presence of adequate stimulus in the environment. This idea illustrates (almost-pure) situationism—in which behaviors are influenced by situations.

50. Social stereotyping frequently reflects the _____ mode of the person-by-situation interaction.

- A. evocation **
- B. selection
- C. behavioral manipulation
- D. cognitive transformation

49%, .33. Lecture 32. There are 4 modes in which a person can affect his/her environment. In evocation mode: the mere presence of a person alters the environment independent of his/her traits, attitudes, and behaviors. In selection mode: a person deliberately chooses to enter an environment (perhaps to match the environment with his/her personality). In manipulation mode: people engage in overt behavioral activities to alter the objective environment. In transformation mode: people engage in covert mental activities that alter their own mental representation for the environment. Stereotyping reflects the evocation mode because it is based on physical attributes. Thus, the mere presence of the individual—regardless of the person's attitudes or behaviors—changes the environment when social stereotyping comes into play.