**Test 3: Introduction to Psychology**

**Fall Semester 2008**

 **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter 7: Memory**

 1. In information processing theory, to what is human memory compared?

 A. chimpanzee memory B. the internet

 **C. the computer** D. none of the above

 2. What are the three basic *processes* of memory?

 **A. encoding, storage, and retrieval** B. sensory, short-term, and long-term

 C. semantic, episodic and procedural D. implicit, explicit, and declarative

 3. *Semantic* encoding means that the memory is stored as:

 A. pictures B. sounds **C. meaning** D. none of these

 4. How do you encode information from sensory to short-term memory?

 A. translate it into words **B. pay attention to the information**

 C. rehearse out loud D. it happens automatically

 5. Which of the following will affect the encoding of long-term memories?

 A. trauma to the brain from a physical blow B. an excess of alcohol in the brain

 C. electroconvulsive or “shock” therapy **D. all of these**

 **6.**  Brenda has trouble remembering her new five-digit ZIP plus four-digit address code. What is the **most** likely explanation for the difficulty she is experiencing?

**A. Nine digits are near the upper limit of most people’s capacity for short-term memory.**

B. Nine digits are near the upper limit of most people’s capacity for long-term memory.

C. The extra four digits are just too much information to be organized easily into chunks.

D. Brenda evidently has an impaired long-term memory.

 7. What is currently the best scientific guess as to where memory is stored in the brain?

A. in the hippocampus. **B. distributed along neural circuits in the cortex.**

C. in the cerebellum D. No plausible theories currently exist.

 8. Ebbinghaus told us from his forgetting curve that:

 A. We retain most of what we learn for a long time.

 B. Information we learn decays steadily and slowly from memory.

 C. Most of what we learn is quickly forgotten.

 **D. Most of what we forget is forgotten quickly, the rest is retained for a long time.**

 9. According to one researcher, time spent studying material is best used:

 A. re-reading the material B. copying it onto flashcards

 **C. thinking about the material**  D. reciting the material out loud

10. Déjà vu is probably:

 A. a spooky experience from the spirit world.

 **B. a context effect involving bits and pieces of old memories.**

 C. the result of iconic memory.

 D. just a product of our imaginations.

11. People who have anterograde amnesia lose:

 A. long-term memories from the distant past

 B. memories from the recent past

 **C. the ability to encode new long-term explicit memories**

 D. the ability to encode new long-term implicit memories

**Chapter 8: Language & Thinking**

12. The relationship among language, culture and thought is that:

 **A. they mutually influence each other.** B. language determines thought.

 C. language determines culture. D. culture determines language.

13. When Noam Chomsky said that people learn language as if they had a *language acquisition device* in their brains he was expressing the \_\_\_\_\_\_\_ theory of language acquisition?

 **A. nativist** B. behaviorist C. interactionist

14. A natural concept, as opposed to a formal concept, is one that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

A. pertains to the natural sciences. B. occurs to the thinker naturally, (not learned)

**C. is built around a prototype** D. is precisely defined by rules.

15. The availability heuristic says that we estimate the likelihood of an event by:

A. how well the media reports it. B. how similar it is to a prototype.

**C. how available examples of it are to memory** D. how much we know about it

**17.** Fifteen-year-old Irene has no trouble defeating her 9-year-old brother at a detective game that requires following complex clues in order to figure out who did a crime. How might Jean Piaget explain Irene’s superiority at this game?

 A. Being older, she is operating at the preoperational level.

 B. Girls develop intellectually at a faster rate than boys.

 **C. Being an adolescent, Irene is beginning to develop abstract reasoning skills.**

 D. Girls typically have more experience than boys at playing games.

**Match each of Piaget’s four stages of cognitive development with its description.**

A. sensorimotor B. preoperational C. concrete operational D. formal operational

**C.** 18. Children in this stage of development have just mastered conservation. They can reason logically, but only about things and relationships among things in the physical world.

**A.** 19. Babies come into the world with “built-in” reflexes. They have no experience and brains that are fully developed. Therefore, their only means of learning is to interact with the world around them in the “here-and-now” until they can build up some mental representations.

**D.** 20. These young teenagers have reached the beginning of the final stage of cognitive development. They can think about abstract concepts such as freedom, love, beauty, etc. Some critics of Piaget argue that not everyone achieves this stage unless they are required to.

**B.** 21. Preschoolers do think in mental images as shown by their use of words and pictures in talking and pretend play. However, if you test them you will find that they are not yet logical in the way that they think and tend to see the world as “magical.”

**Joe invited some friends to his mountain cabin on the lake for the weekend. Since there were several turns on unmarked dirt roads and a number of driveways in the area, he provided a map with written directions. When they all arrived, Sam wasn't sure how he had found the place. Ted had figured that since he was approaching from the south and the lake was to his left that he should go north and turn west when he found a good quality road. Mike had just driven around trying roads until he found the place. Jim had carefully followed the map. Answer the following questions showing which problem-solving strategy each one had used.**

22. Which one used an algorithm?

 **A. Jim** B. Mike C. Sam D. Ted

23. Which one used a heuristic?

 A. Jim B. Mike C. Sam **D. Ted**

24. Which one used trial and error?

 A. Jim **B. Mike** C. Sam D. Ted

25. Which one relied on insight?

 A. Jim B. Mike **C. Sam**  D. Ted

**Chapter 8: Intelligence**

26.

27. Test validity is the question of whether it measures what it is supposed to measure. What is the validity problem of an IQ test?

 A. It is too much like a school achievement test. B. It is really an aptitude test.

 **C. We can’t agree what it should measure.** D. It does not predict success in life.

28. What do scores on IQ tests correlate with best?

 **A. school performance** B. success in life.

 C. how much money the person makes D. how long a person lives

29. Regardless of the actual scale used for scores, tests that are standardized by giving the test to a large number of people who represent the group for which the test is designed always yield meaningful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ scores. This is how they compare raw scores to each other.

A. averages B. test reliability C. raw scores **D. percentile scores**

30. Which of the intelligence theorists believed that we have multiple intelligences which include abilities like music and interpersonal skills that are not measured on IQ tests?

A. Charles Spearman B. Robert Sternberg

C. Louis Thurstone **D. Howard Gardner**

31. According to Sternberg, a person who scored high on tests of analytical and creative intelligence, but low on a test of practical intelligence:

 A. Would probably do poorly in school.

 B. Should become a creative writer.

 C. Would make a great business executive.

 **D. Is school smart, but has very little common sense.**

32. Charles Spearman proposed that:

 **A. intelligence is a g-factor** B. intelligence is a talent

 C. intelligence should not be measured D. we should only use IQ subscale scores

33. Which of the following is true of gender and racial differences in average IQ scores?

 A. There are gender, but no racial differences.

 B. There are racial, but no gender differences.

 C. Gender differences cannot be due to differences in brain biology.

 **D. Racial differences are best explained by differences in cultural background**.

34. In the plant-pot analogy in your textbook that showed how cultural influences affect IQ scores, what represented the cultural influences?

 A. the bag of seed **B. the quality of the soil**

 C. height of the plants D. the pots themselves

35. Is intelligence inherited?

 A. Yes, the evidence of this is in the similarity of twins’ IQ scores.

 B. No, the evidence of this is in the difference in scores of twins reared apart.

 **C. This is a nature-nurture question; both heredity and experience play a part.**

 D. None of the above.

**Chapter 13: Social Behavior**

36. When we use the term “social attribution”, we are really talking about:

 A. forming an impression. B. categorizing people

 C. stereotyping **D. judging the motives of behavior**

37. Research has found that the more you experience something and become familiar with it, the more you like it and find it attractive. This is called:

 **A. mere exposure effect** B. altruism C. equity D. just world hypothesis

38. What was Stanley Milgram’s true research question?

 A. What were the effects of punishment on learning?

 B. How prestigious was Yale University?

 **C. How many people would be willing to hurt someone just to be obedient?**

 D. How well could people learn a paired word list under stress?

39. What seems to be the best explanation for the finding that so many people were willing to go all the way to 450 volts?

 A. They disliked the learner. B. They just did not care.

 C. It was a challenge **D. They absolved themselves of responsibility.**

40. The process by which we combine various sources of information about a person into overall judgment is:

 **A. impression formation** B. attribution

 C. social perception D. stereotyping

**41.** Stanley Milgram’s classic “shock experiment” in the 1960’s examined:

 **A. blind obedience to authority** B. conformity to social norms

 C. compliance to others’ requests D. altruistic helping behavior

**42.** In the 1950s,Solomon Asch asked people to identify which of three comparison lines was

identical to a standard line. His research was designed to study:

 A. the fundamental attribution error. B. social facilitation.

 C. deindividuation. **D. conformity.**

43. When we use words such as like, dislike, love, hate or good and bad, we are expressing our:

 A. prejudice B. discrimination C. impressions **D. attitudes**

**44.** In Erik Erikson’s age theory of psychosocial development, how old would a person most likely be when faced with extensive life review about past accomplishments and failures?

 A. early childhood B. adolescence C. early adulthood **D. late adulthood**

45. According to the *bystander effect*, people often fail to help in an emergency because they:

**A. feel too little responsibility when others are present.**

B. failed to see victims as deserving of help.

C. do not know how to help.

D. fail to understand that help is needed.

**Match the following terms with their descriptions or definitions.**

A. high elaboration B. obedience C. cognitive dissonance

 D. conformity E. social influence

**D.** 46. A yielding to group pressure which may or may not result in later attitude change.

**C.** 47. A condition of having inconsistent thoughts or actions which leads to a kind of mental discomfort and often leads to attitude change.

**E.** 48. The exercise of social power by an individual or group to change the attitudes or behaviors of another.

**A.** 49. Thinking carefully about the content of a persuasive message and being influenced by the strength and quality of the arguments.

**B.** 50. The performance of an action in response to a direct order, usually from a higher status person.

**Match the following with their descriptions or definitions. (These answers will not fit on your SCANTRON. Answer on your test paper.)**

A. implicit B. mnemonic C. episodic D. misinformation effect

E. source amnesia F. retrograde amnesia G. organization H. retroactive interference

I. visual imagery J. elaborative rehearsal

\_\_\_\_\_ 1. This type of information codes into long-term memory automatically.

\_\_\_\_\_ 2. This type of information in memory is called non-declarative because it was not encoded through our conscious thought processes and we have difficulty talking about it.

\_\_\_\_\_ 3. When a person remembers something that he or she only read or heard about as something that he or she actually experienced, this is called:

\_\_\_\_\_ 4. It is illustrated by the Father Pagano case and the Loftus car crash experiment. It is often what happens when an examiner or questioner gets too specific.

\_\_\_\_\_ 5. This word means “memory aid,” especially those that involve visual imagery.

\_\_\_\_\_ 6. This is a powerful memory strategy because effortful encoding “piggybacks” on automatic encoding when we use it.

\_\_\_\_\_ 7. Learning new information caused us to forget similar old information.

\_\_\_\_\_ 8. Forgetting those events that happened immediately prior to a trauma to the brain due to chemicals, electric shock, or a blow to the head

\_\_\_\_\_ 9. A powerful memory tool which involves thinking about material and relating it to what you already know.

\_\_\_\_\_ 10. A powerful memory tool that involves relating material in a way such that one piece of information, once remembered, serves as a retrieval cue for the next. Chunking and outlining are examples of this.