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**This practice book  
contains**

- one actual full-length  
GRE Psychology Test
- test-taking strategies

**Become familiar with**

- test structure and content
- test instructions and  
answering procedures

Compare your practice  
test results with the  
performance of those  
who took the test at a  
GRE administration.

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# PSYCHOLOGY TEST PRACTICE BOOK

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*Educational  
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Note to Test Takers: Keep this practice book until you receive your score report. The book contains important information about content specifications and scoring.

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## Purpose of the GRE Subject Tests

The GRE Subject Tests are designed to help graduate school admission committees and fellowship sponsors assess the qualifications of applicants in specific fields of study. The tests also provide you with an assessment of your own qualifications.

Scores on the tests are intended to indicate knowledge of the subject matter emphasized in many undergraduate programs as preparation for graduate study. Because past achievement is usually a good indicator of future performance, the scores are helpful in predicting success in graduate study. Because the tests are standardized, the test scores permit comparison of students from different institutions with different undergraduate programs. For some Subject Tests, subscores are provided in addition to the total score; these subscores indicate the strengths and weaknesses of your preparation, and they may help you plan future studies.

The GRE Board recommends that scores on the Subject Tests be considered in conjunction with other relevant information about applicants. Because numerous factors influence success in graduate school, reliance on a single measure to predict success is not advisable. Other indicators of competence typically include undergraduate transcripts showing courses taken and grades earned, letters of recommendation, the GRE Writing Assessment score, and GRE General Test scores. For information about the appropriate use of GRE scores, write to GRE Program, Educational Testing Service, Mail Stop 57-L, Princeton, NJ 08541, or visit our Web site at [www.gre.org/codelst.html](http://www.gre.org/codelst.html).

## Development of the Subject Tests

Each new edition of a Subject Test is developed by a committee of examiners composed of professors in the subject who are on undergraduate and graduate faculties in different types of institutions and in different regions of the United States and Canada. In selecting members for each committee, the GRE Program seeks the advice of the appropriate professional associations in the subject.

The content and scope of each test are specified and reviewed periodically by the committee of examiners. Test questions are written by the committee and by other faculty who are also subject-matter specialists and by subject-matter specialists at ETS. All questions proposed for the test are reviewed by the committee and revised as necessary. The accepted questions are assembled into a test in accordance with the content specifications developed by the committee to ensure adequate coverage of the various aspects of the field and, at the same time, to prevent overemphasis on any single topic. The entire test is then reviewed and approved by the committee.

Subject-matter and measurement specialists on the ETS staff assist the committee, providing information and advice about methods of test construction and helping to prepare the questions and assemble the test. In addition, each test question is reviewed to eliminate language, symbols, or content considered potentially offensive, inappropriate for major subgroups of the test-taking population, or likely to perpetuate any negative attitude that may be conveyed to these subgroups. The test as a whole is also reviewed to ensure that the test questions, where applicable, include an appropriate balance of people in different groups and different roles.

Because of the diversity of undergraduate curricula, it is not possible for a single test to cover all the material you may have studied. The examiners, therefore, select questions that test the basic knowledge and skills most important for successful graduate study in the particular field. The committee keeps the test up-to-date by regularly developing new editions and revising existing editions. In this way, the test content changes steadily but gradually, much like most curricula. In addition, curriculum surveys are conducted periodically to ensure that the content of a test reflects what is currently being taught in the undergraduate curriculum.

After a new edition of a Subject Test is first administered, examinees' responses to each test question are analyzed in a variety of ways to determine whether each question functioned as expected. These analyses may reveal that a question is ambiguous, requires knowledge beyond the scope of the test, or is inappropriate for the total group or a particular subgroup of examinees taking the test. Answers to such questions are not used in computing scores.

Following this analysis, the new test edition is equated to an existing test edition. In the equating process, statistical methods are used to assess the difficulty of the new test. Then scores are adjusted so that examinees who took a difficult edition of the test are not penalized, and examinees who took an easier edition of the test do not have an advantage. Variations in the number of questions in the different editions of the test are also taken into account in this process.

Scores on the Subject Tests are reported as three-digit scaled scores with the third digit always zero. The maximum possible range for all Subject Test total scores is from 200 to 990. The actual range of scores for a particular Subject Test, however, may be smaller. The maximum possible range of Subject Test subscores is 20 to 99; however, the actual range of subscores for any test or test edition may be smaller than 20 to 99. Subject Test score interpretive information is provided in *Interpreting Your GRE Scores*, which you will receive with your GRE score report, and on the GRE Web site at [www.gre.org/codelst.html](http://www.gre.org/codelst.html).

## Content of the Psychology Test

Most editions of the test consist of about 215 multiple-choice questions. Each question in the test has five options from which the examinee is to select the one option that is the correct or best answer to the question. Some of the stimulus materials, such as a description of an experiment or a graph, may serve as the basis for several questions.

The questions in the Psychology Test are drawn from courses of study most commonly offered at the undergraduate level within the broadly defined field of psychology. Questions may require recalling factual information, analyzing relationships, applying principles, drawing conclusions from data, evaluating a research design, and/or identifying a psychologist who has made a theoretical or research contribution to the field.

The Psychology Test yields two subscores in addition to the total score. Although the test offers only two subscores, there are questions in three content categories:

1. Experimental or natural science oriented (about 40 percent of the questions), including learning, language, memory, thinking, sensation and perception, physiological psychology, ethology, and comparative psychology. They contribute to the experimental psychology subscore and the total score.

2. Social or social science oriented (about 43 percent of the questions). These questions are distributed among the fields of clinical and abnormal, developmental, personality, and social psychology. They contribute to the social psychology subscore and the total score.
3. General (about 17 percent of the questions), including the history of psychology, applied psychology, measurement, research designs, and statistics. They contribute to the total score only.

The questions on which subscores are based are distributed throughout the test; they are not set aside and labeled separately, although several questions from a single content area may appear consecutively.

## Preparing for a Subject Test

GRE Subject Test questions are designed to measure skills and knowledge gained over a long period of time. Although you might increase your scores to some extent through preparation a few weeks or months before you take the test, last-minute cramming is unlikely to be of further help. The following information may be helpful.

- A general review of your college courses is probably the best preparation for the test. However, the test covers a broad range of subject matter, and no one is expected to be familiar with the content of every question.
- Use this practice book to become familiar with the types of questions in the GRE Psychology Test, paying special attention to the directions. If you thoroughly understand the directions before you take the test, you will have more time during the test to focus on the questions themselves.

## Test-Taking Strategies

The questions in the practice test in this book illustrate the types of multiple-choice questions in the test. When you take the test, you will mark your answers on a separate machine-scorable answer sheet. Total testing time is two hours and fifty minutes; there are no separately timed sections. Following are some general test-taking strategies you may want to consider.

- Read the test directions carefully, and work as rapidly as you can without being careless. For each question, choose the best answer from the available options.
- All questions are of equal value; do not waste time pondering individual questions you find extremely difficult or unfamiliar.
- You may want to work through the test quite rapidly, first answering only the questions about which you feel confident, then going back and answering questions that require more thought, and concluding with the most difficult questions if there is time.
- If you decide to change an answer, make sure you completely erase it and fill in the oval corresponding to your desired answer.
- Questions for which you mark no answer or more than one answer are not counted in scoring.
- As a correction for haphazard guessing, one-fourth of the number of questions you answer incorrectly is subtracted from the number of questions you answer correctly. It is improbable that mere guessing will improve your score significantly; it may even lower your score. If, however, you are not certain of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices, your chance of getting the right answer is improved, and it may be to your advantage to answer the question.
- Record all answers on your answer sheet. Answers recorded in your test book will not be counted.
- Do not wait until the last five minutes of a testing session to record answers on your answer sheet.

# What Your Scores Mean

Your raw score—that is, the number of questions you answered correctly minus one-fourth of the number you answered incorrectly—is converted to the scaled score that is reported. This conversion ensures that a scaled score reported for any edition of a Subject Test is comparable to the same scaled score earned on any other edition of the same test. Thus, equal scaled scores on a particular Subject Test indicate essentially equal levels of performance regardless of the test edition taken. Test scores should be compared only with other scores on the same Subject Test. (For example, a 680 on the Computer Science Test is not equivalent to a 680 on the Mathematics Test.)

Before taking the test, you may find it useful to know approximately what raw scores would be required to obtain a certain scaled score. Several factors influence the conversion of your raw score to your scaled score, such as the difficulty of the test edition and the number of test questions included in the computation of your raw score. Based on recent editions of the Psychology Test, the following table gives the range of raw scores associated with selected scaled scores for three different test editions. (Note that when the number of scored questions for a given test is greater than the range of possible scaled scores, it is likely that two or more raw scores will convert to the same scaled score.) The three test editions in the table that follows were selected to reflect varying degrees of difficulty. Examinees should note that future test editions may be somewhat more or less difficult than the test editions illustrated in the table.

**Range of Raw Scores\* Needed to Earn Selected Scaled Scores on Three Psychology Test Editions That Differ in Difficulty**

Scaled Score	Raw Scores		
	Form A	Form B	Form C
700	161-163	152-155	151-153
600	125-127	115-117	114-116
500	89-92	78-80	77-79
400	53-56	41-43	40-42
Number of Questions Used to Compute Raw Score			
	214	214	215

\*Raw Score = Number of correct answers minus one-fourth the number of incorrect answers, rounded to the nearest integer.

For a particular test edition, there are many ways to earn the same raw score. For example, on the edition listed above as “Form A,” a raw score of 125 through 127 would earn a scaled score of 600. Below are a few of the possible ways in which a scaled score of 600 could be earned on that edition.

**Examples of Ways to Earn a Scaled Score of 600 on the Edition Labeled as “Form A”**

Raw Score	Questions Answered Correctly	Questions Answered Incorrectly	Questions Not Answered	Number of Questions Used to Compute Raw Score
125	125	0	89	214
125	134	35	45	214
125	143	71	0	214
127	127	0	87	214
127	135	34	45	214
127	144	67	3	214

## Practice Test

To become familiar with how the administration will be conducted at the test center, first remove the answer sheet (pages 45 and 46). Then go to the back cover of the test book (page 40) and follow the instructions for completing the identification areas of the answer sheet. When you are ready to begin the test, note the time and begin marking your answers on the answer sheet.

GRADUATE RECORD EXAMINATIONS®

GRE®



PSYCHOLOGY TEST

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## PSYCHOLOGY TEST

Time—170 minutes

215 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding space on the answer sheet.

1. Transformational grammar was developed most extensively by
  - (A) Roger Brown
  - (B) Alan Turing
  - (C) Jerry Fodor
  - (D) B. F. Skinner
  - (E) Noam Chomsky
2. A mnemonic device is best described as a
  - (A) strategy for remembering something
  - (B) teaching machine
  - (C) therapeutic technique for uncovering repressed memories
  - (D) form of classroom instruction
  - (E) test for specifying sentence meaning
3. The term “countertransference” is most likely to be encountered in descriptions of
  - (A) psychodrama
  - (B) psychoanalysis
  - (C) group therapy
  - (D) client-centered therapy
  - (E) behavior modification
4. In a psychoanalytic case study, Gus is described as being “angry with his father, but taking it out on his little brother.” According to psychoanalytic theory, Gus is most likely displaying which of the following defense mechanisms?
  - (A) Projection
  - (B) Reaction formation
  - (C) Displacement
  - (D) Compensation
  - (E) Rationalization
5. Systematic desensitization is most useful in treating
  - (A) mania
  - (B) schizophrenia
  - (C) depression
  - (D) multiple personality
  - (E) phobias
6. An observer looks directly at an object under a low level of illumination and the object is not seen. However, when the observer’s eyes are shifted slightly so that the object is in peripheral vision, the object becomes visible because
  - (A) the rods are more sensitive to light than are the cones
  - (B) the cones are more sensitive to light than are the rods
  - (C) the cones enable greater acuity than do the rods
  - (D) visual acuity is better in foveal vision
  - (E) visual acuity is better in peripheral vision
7. The condition that produces inhibition at a synapse is called
  - (A) equilibrium
  - (B) enervation
  - (C) myelination
  - (D) sensitization
  - (E) hyperpolarization
8. Gender comparisons of children show that the greatest differences between boys and girls of preschool-age can be found in which of the following?
  - (A) Preoperational thinking
  - (B) Cognitive perspective-taking
  - (C) Play patterns
  - (D) Arithmetic test scores
  - (E) Capacity of working memory

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9. According to protection-motivation theory, an appeal to fear would facilitate attitude change under all of the following conditions EXCEPT when the target
  - (A) believes that she or he can competently take the recommended action
  - (B) is convinced that the danger mentioned is serious
  - (C) is convinced that the recommendations for avoiding the danger will be effective
  - (D) is convinced that the danger is probable
  - (E) is convinced that the danger is inevitable
10. Social psychologists usually define an attitude as which of the following?
  - (A) A positive, neutral, or negative evaluation of a person, issue, or object
  - (B) A belief that is held by most members of the individual's reference group
  - (C) An idiosyncratic response to a person, topic, or issue
  - (D) An uninformed opinion regarding a controversial issue
  - (E) An opinion well grounded in behavioral science
11. According to Elaine Hatfield and some other theorists, which of the following forms of love is based on mutual respect, trust, and commitment, and often characterizes the later stages of romantic relationships?
  - (A) Agape love
  - (B) Companionate love
  - (C) Erotic love
  - (D) Passionate love
  - (E) Friendship love
12. People who are rewarded with material objects for doing a task they like may subsequently show decreased interest in the task. This phenomenon has been especially relevant for research on
  - (A) problem-solving heuristics
  - (B) linguistic overgeneralization
  - (C) self-monitoring behavior
  - (D) intrinsic motivation
  - (E) the fundamental attribution error
13. Self-esteem is most likely to be enhanced when one attributes one's success to
  - (A) unstable causes
  - (B) indirect causes
  - (C) random causes
  - (D) external causes
  - (E) internal causes
14. Tuesday was a typical day for Henry except that, unknown to him, his adrenaline level was highly elevated. According to Schachter and Singer's view of emotions, that Tuesday Henry most likely experienced
  - (A) a variety of intensified emotions
  - (B) continuous feelings of anger
  - (C) continuous feelings of euphoria
  - (D) a flattened affect
  - (E) the same emotional intensities that he usually experiences
15. Which of the following correlations between two measures provides the most accurate basis for predicting one of the measures from the other?
  - (A)  $-0.88$
  - (B)  $-0.01$
  - (C)  $0.00$
  - (D)  $+0.05$
  - (E)  $+0.76$
16. Paul Ekman and several other psychologists have argued that humans have six basic emotions: happiness, sadness, fear, anger, surprise, and disgust. One line of evidence they cite in favor of this view is that
  - (A) people throughout the world are reasonably accurate in matching these labels to photos of six different facial expressions
  - (B) each of these emotions emerges at a different age
  - (C) each of these emotions depends on a different neurotransmitter
  - (D) every human language has a word for each of these six emotions, and many languages have no additional emotion terms
  - (E) archaeological evidence indicates that early humans exhibited precisely six emotions

17. Lata and her parents influence and adapt to one another. For example, her parents have adopted some of her more contemporary preferences for music and she shares their views on the importance of academic achievement. This is an example of
- (A) synchrony
  - (B) proximo-distal development
  - (C) reciprocal socialization
  - (D) symbiosis
  - (E) insecure attachment
18. A theorist who agrees with Jean Piaget's basic assumptions regarding cognitive stages would most likely claim that each stage
- (A) is universally attained by all individuals at the same age
  - (B) is fully determined by innate factors
  - (C) is qualitatively distinct from the other stages
  - (D) could be the most advanced stage in the sequence, depending on cultural factors
  - (E) differs from the other stages on a single quantitative dimension
19. Two-year-old children may use the word "doggie" to refer to dogs, cows, cats, and sheep. This use of the word "doggie" most likely indicates that, in general, two year olds
- (A) have not yet differentiated any aspect of the world into adultlike categories
  - (B) believe that dogs, cows, cats, and sheep are identical
  - (C) tend to resist adult conventions regarding word usage
  - (D) give an overly broad meaning to the word "doggie"
  - (E) understand the features that identify dogs as a separate class
20. Personality measurement can be strengthened by applying traditional psychometric principles. For example, Seymour Epstein has shown that which of the following procedures provides support for the existence of certain personality traits?
- (A) Using different measures for each person
  - (B) Aggregating observations across situations and occasions
  - (C) Eliminating recording errors in personality measurement
  - (D) Establishing trait definitions by means of dynamic theory
  - (E) Providing trait labels derived from known biological constructs
21. If both heterozygous parents are carriers of a recessive allele for phenylketonuria (PKU), the probability that a given child of these parents will have PKU is
- (A) 99%+
  - (B) 75%
  - (C) 50%
  - (D) 25%
  - (E) 5%
22. In studying personality and social development, learning theorists have given attention to each of the following EXCEPT
- (A) positive reinforcement
  - (B) the equilibration of cognitive structures
  - (C) observational learning
  - (D) imitation and modeling
  - (E) discrimination learning
23. According to psychoanalytic theory, which of the following would be a correct, though incomplete, sequencing of the psychosexual stages?
- (A) Oral, anal, phallic
  - (B) Oral, phallic, anal
  - (C) Anal, genital, phallic
  - (D) Anal, oral, phallic
  - (E) Latency, phallic, genital
24. Studies of laterality have revealed that for most people the right hemisphere of the brain is more active than the left in
- (A) writing tasks
  - (B) the ability to maintain balance
  - (C) speech production
  - (D) language comprehension
  - (E) perception of complex geometric patterns
25. The ascending system of the reticular formation of the brain is most responsible for which of the following?
- (A) Sleep and waking
  - (B) Olfaction and gustation
  - (C) Voluntary motor responses
  - (D) Vision and reading
  - (E) Homeostatic drives

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26. Which of the following most clearly illustrates the ethological concept of “sign-stimulus”?
- (A) A digger wasp returning to her nest
  - (B) A stickleback attacking a piece of red cardboard
  - (C) An ant orienting itself by the location of the Sun
  - (D) A honeybee killing a stranger in the hive
  - (E) A dog salivating at the sound of a bell
27. Efforts at primary prevention of psychopathology are always
- (A) reactive to emergencies
  - (B) aimed at early treatment of psychopathology
  - (C) followed by measurable effects
  - (D) proactive
  - (E) hierarchical
28. In the initial treatment of a person with a major depressive disorder, the therapist decides to use a suitable medication rather than attempting psychotherapy. The primary justification for this initial course of action is that such medication will
- (A) eliminate the possibility of a relapse for at least a year
  - (B) likely provide a relatively quick decrease in symptoms
  - (C) alter the patient’s personality
  - (D) prevent recurrences of the disorder in the long term
  - (E) likely have no side effects
29. In working with a depressed client, a psychotherapist who uses a strictly behavioral approach to treat depression is most likely to attempt which of the following?
- (A) Increasing the number of positive reinforcements the client experiences in everyday life
  - (B) Increasing the client’s awareness of his or her own tendencies to act helplessly
  - (C) Increasing the amount of anger the client expresses
  - (D) Decreasing the extent to which the client distorts the motives of significant others
  - (E) Decreasing the client’s perceived control of environmental factors
30. The theory that refers to the beliefs people hold about the inputs they bring to their work and the outcomes they receive is
- (A) expectancy theory
  - (B) balance theory
  - (C) social comparison theory
  - (D) equity theory
  - (E) drive theory
31. Many speakers of the English language are taught the rule, “Never end a sentence with a preposition.” This sort of rule is called
- (A) descriptive
  - (B) prescriptive
  - (C) orthographic
  - (D) pragmatic
  - (E) semantic
32. One day a woman visits her old school. As she walks down the hall, she remembers events that she had not thought about for years. This situation best exemplifies the
- (A) effects of contextual retrieval cues on recall
  - (B) effects of retroactive interference on recall
  - (C) effects of trace decay on recall
  - (D) distinction between unlearned and learned materials
  - (E) distinction between motivated forgetting and trace decay
33. Neurological activity that moves outward from the central nervous system toward the muscles and glands is called
- (A) afferent
  - (B) efferent
  - (C) dorsal
  - (D) ventral
  - (E) frontal
34. Which of the following best describes Erikson’s concept of the primary developmental task of adolescence in the United States?
- (A) Achievement of a sense of identity
  - (B) Achievement of intimacy
  - (C) Development of a superego
  - (D) Sex-role identification
  - (E) Reestablishment of a sense of trust

35. Which of the following usually emerges in development at about the same age that children begin to produce two-word sentences?
- (A) Pretend play
  - (B) Conservation of volume
  - (C) Metalinguistic awareness
  - (D) Visually guided reaching
  - (E) Palmer grasp reflex
36. Robert plans to drive cross-country, but he does not want to spend much money on a new suitcase. He needs something that will be fairly large, sturdy, and waterproof, and he then decides to buy a plastic garbage can with a lid. In solving this problem, Robert managed to overcome
- (A) an ill-defined problem
  - (B) systematic random search
  - (C) confirmation bias
  - (D) functional fixedness
  - (E) the framing effect
37. In an experiment with animals, a tone is paired with food on several occasions. Eventually the tone comes to elicit a salivation response that is similar to that produced by the food. Subsequent to the tone-and-food pairings, a light is repeatedly paired with the tone in the absence of food. The light now elicits a salivation response that it did not produce before. This sequence best illustrates the principle of
- (A) automatization
  - (B) second-order conditioning
  - (C) sensory preconditioning
  - (D) chaining
  - (E) autoshaping
38. The psychological concept of a schema, as applied to adults, is best defined as
- (A) an unconscious representation of fantasies
  - (B) a process of memory consolidation
  - (C) a plan for circumventing social rules
  - (D) a simplified floor map of a building
  - (E) a mental structure built up through experience
39. Complex representations consist of an activation pattern of many individual units that have simple on-off functions. This theoretical view of memory representation is modeled on the actual nervous system and is known as
- (A) connectionism
  - (B) information processing theory
  - (C) the ACT\* model
  - (D) the Atkinson-Shiffrin model
  - (E) encoding specificity theory
40. Brown and McNeill (1966) read the definitions of uncommon words to subjects and then asked them to supply those words. When asked questions about any words they thought they knew but could not recall, subjects often responded with words that were phonologically similar to the target words. The phenomenon investigated in this experiment is called
- (A) eidetic imagery
  - (B) proactive inhibition
  - (C) the complexity-of-expression phenomenon
  - (D) the tip-of-the-tongue phenomenon
  - (E) the template model
41. The word “pits” is made up of
- (A) 1 morpheme composed of 3 phonemes
  - (B) 1 morpheme composed of 4 phonemes
  - (C) 2 morphemes composed of 3 phonemes
  - (D) 2 morphemes composed of 4 phonemes
  - (E) 3 morphemes composed of 2 phonemes
42. When a crowd in a public setting witnessed an accident, nobody acted to help the victim. According to research on the bystander effect, the people in the crowd failed to act because of
- (A) character weaknesses
  - (B) diffusion of responsibility
  - (C) cognitive dissonance
  - (D) repression
  - (E) group anomie

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43. William McGuire's research on attitude inoculation was primarily concerned with
- (A) resisting persuasion
  - (B) group polarization
  - (C) fear arousal
  - (D) halo effects
  - (E) two-sided messages
44. Which of the following is true of the questions Alfred Binet selected for use in his first test of intelligence?
- (A) They were designed to measure either crystallized or fluid intelligence.
  - (B) They were grouped to provide both a verbal and a performance score.
  - (C) They were based on very simple sensory and motor skills.
  - (D) They discriminated among children of different chronological ages.
  - (E) They were shown by Binet to contain material familiar to nearly all American children.
45. The law of effect was initially formulated by
- (A) B. F. Skinner
  - (B) Edward L. Thorndike
  - (C) John Dewey
  - (D) Max Wertheimer
  - (E) John B. Watson
46. Lewis Terman's study of gifted children best illustrates which of the following types of research?
- (A) Longitudinal
  - (B) Cross-sectional
  - (C) Experimental
  - (D) Quasi-experimental
  - (E) Qualitative
47. According to the neurodevelopmental hypothesis, minor brain abnormalities begin early in life, probably at or before birth, and are associated with which of the following disorders?
- (A) Depression
  - (B) Schizophrenia
  - (C) Panic disorder
  - (D) Anorexia nervosa
  - (E) Dissociative identity disorder
48. Research by Eleanor Gibson on depth perception is often viewed as supporting which of the following conclusions?
- (A) Children younger than two years of age generally do not perceive depth.
  - (B) Infants generally learn to avoid a "visual cliff" by becoming increasingly alert to the warnings of their parents.
  - (C) Depth perception in humans is an innate capacity that emerges during infancy.
  - (D) Most human infants perceive depth within a few hours after birth.
  - (E) The sexes differ in how they perform tasks requiring depth perception.
49. Which of the following best characterizes the procedure developed by Mary Ainsworth to determine the quality of the infant's attachment to a parent?
- (A) Determining the frequency of mother-child interactions in the home
  - (B) Placing the infant in a situation in which the infant is likely to seek out an attachment figure
  - (C) Observing parent-child interactions in multiple social settings in order to assess the formation of the trait of dependency in children
  - (D) Comparing the infant's behavior toward the parent with the infant's behavior toward siblings
  - (E) Observing parent-child interactions in different cultures in order to demonstrate cross-cultural variations in the essential features of infant attachments
50. Research indicates that the part of the brain most consistently implicated in speech production is which of the following?
- (A) Foramen of Monro
  - (B) Medulla
  - (C) Broca's area
  - (D) Hippocampus
  - (E) Thalamus

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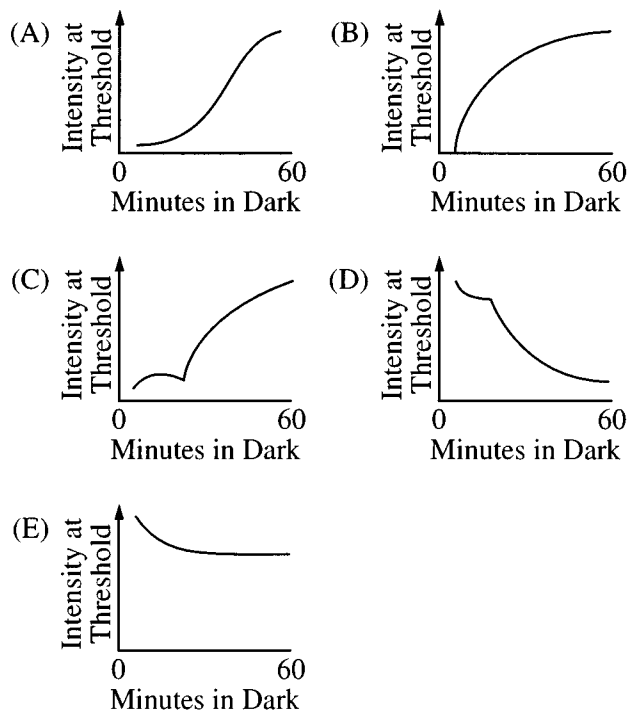
51. Which of the following is the LEAST accurate pairing of a neurotransmitter with an associated phenomenon?

- (A) Acetylcholine . . excitation of skeletal muscles
- (B) Dopamine . . Parkinson's disease
- (C) Epinephrine . . activity of sympathetic nervous system
- (D) Norepinephrine . . alcoholism
- (E) GABA . . anxiety

52. The substance naloxone is a useful drug for studying the role of endogenous opiates in the nervous system because it

- (A) competes with morphinelike substances for receptor sites
- (B) prevents the release of substance P
- (C) facilitates the action of analgesics
- (D) mimics the effect of acetylcholine
- (E) blocks placebo effects but not pharmacological effects on pain

53. An experimenter measures an observer's ability to detect very dim lights and discovers that the ability changes after the observer has spent some minutes in the dark. Which of the following graphs shows that pattern of change?



54. When an individual is memorizing new material, memory is improved by the process of elaboration. Which of the following LEAST explains this effect?

- (A) Elaboration improves the organization of the material.
- (B) Elaboration encourages thinking about the meaning of the material.
- (C) Elaboration increases attention to the phonological aspects of the material.
- (D) Elaboration increases the connections among the elements in the material.
- (E) Elaboration increases the number of connections between the material memorized and prior knowledge.

55. Iconic and echoic memory refer to

- (A) strategies used in remembering personal experiences
- (B) two schemes for encoding information in long-term memory
- (C) two kinds of memory systems identified by the Gestalt psychologists
- (D) long-term and short-term memory
- (E) the very brief storage of events at the sensory level

56. An individual who uses the rules of language organization to form correct sentences is best characterized as having attained which of the following?

- (A) Metacognitive maturity
- (B) The concrete operations stage
- (C) Lexical knowledge
- (D) Linguistic competence
- (E) An explicit understanding of deep structure

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any part of this test is illegal.

57. All of the following belong to the same DSM-IV category EXCEPT
- (A) amnesia
  - (B) fugue
  - (C) depersonalization disorder
  - (D) dissociative identity disorder
  - (E) conversion disorder
58. A certain infant passes normally through the prelinguistic stages of crying and cooing. However, the infant stops babbling after having been in the babbling stage for about four months. The initial diagnostic question to be asked regarding the infant's functioning is whether the infant
- (A) experienced brain trauma during the first month after birth
  - (B) experienced a sustained period of parental neglect during the first two months after birth
  - (C) is about to develop an anxious attachment to its primary caregiver
  - (D) has a hearing disorder
  - (E) has a specific learning disorder
59. In contrast to trait theories of personality, Walter Mischel has suggested a focus on
- (A) genetic aspects of personality structure
  - (B) sociobiological explanations for individual differences in behavior
  - (C) unconscious developmental conflicts as determinants of interpersonal behavior
  - (D) interaction styles of family systems
  - (E) cognitive processes underlying social behavior
60. According to Carl Rogers, which of the following therapist characteristics is essential for effective psychotherapy?
- (A) Insight into the therapist's own problems
  - (B) Insight into personality dynamics
  - (C) Awareness of the interplay of physiology and psychology
  - (D) Objective observation of the person in therapy
  - (E) Accurate empathic understanding
61. An intersex, or hermaphrodite, is someone born with genitals intermediate between male and female. An intersex is most likely to develop under which of the following prenatal circumstances?
- (A) A genetic female is exposed to higher-than-normal levels of testosterone only.
  - (B) A genetic male is exposed to higher-than-normal levels of estrogen only.
  - (C) A genetic female is exposed to lower-than-normal levels of both testosterone and estrogen.
  - (D) A genetic male is exposed to higher-than-normal levels of both testosterone and estrogen.
  - (E) A genetic male is exposed to higher-than-normal testosterone levels and lower-than-normal estrogen levels.
62. There are 8 scores in a distribution with a mean score of 36 and a variance of 16. What is the standard deviation?
- (A) 2.0
  - (B) 2.3
  - (C) 3.5
  - (D) 4.0
  - (E) 6.0
63. Which of the following is true of both split-half and inter-item consistency methods of estimating test reliability?
- (A) They represent an estimate of the value of the Spearman-Brown formula.
  - (B) They indicate the degree to which time sampling causes error variance.
  - (C) They are determined from a single administration of a single test.
  - (D) They require that the same test be given to two different samples.
  - (E) They are most appropriate for use with skewed distributions.

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64. For representing the central tendency of a distribution of scores, the median is generally preferable to the mean if the
- (A) distribution is normal or almost normal
  - (B) distribution is highly skewed
  - (C) scores have been measured on a ratio scale
  - (D) scores were obtained from a large and representative sample
  - (E) distribution has a single mode
65. According to Piaget, the major cognitive attainment of the sensorimotor period is
- (A) speech perception
  - (B) shape constancy
  - (C) mental representation
  - (D) nonegocentric thought
  - (E) recognition memory
66. Of the following, which play(s) an important role for both social learning theory and psychoanalytic theory of personality?
- (A) Precise measurements of overt behavior
  - (B) Diagnosis of underlying conflicts
  - (C) Childhood experiences as personality influences
  - (D) Defense mechanisms in coping with threat
  - (E) Biological factors in personality development
67. An important difference between the cognitive-developmental theories of Piaget and of Vygotsky is that Vygotsky placed greater emphasis on which of the following?
- (A) The causal role of social factors
  - (B) The causal role of maturational factors
  - (C) Infant development
  - (D) Development during early adolescence
  - (E) Individual differences during late adulthood
68. If a unidimensional test turns out to be highly reliable, we can be most confident that the test
- (A) has been standardized on a representative sample of the population
  - (B) has high content validity
  - (C) correlates significantly with an independent criterion measure
  - (D) contains some items that have a negative correlation with the total score on the test
  - (E) measures something consistently
69. Some nerve fibers in the body are myelinated and some are not. The presence of myelin influences which of the following characteristics of the fiber?
- (A) Threshold
  - (B) Velocity of conduction
  - (C) Inhibitory potential
  - (D) Excitatory potential
  - (E) Absolute refractory period
70. The time it takes to verify the statement "A canary is a bird" is decreased if the exact same statement has been recently asked. This phenomenon, known as "priming," also occurs for other items in a primed category. For example, verification that "a canary is a bird" can be accomplished more quickly if that verification task occurs after verification that "a robin is a bird." This latter phenomenon is generally explained in terms of
- (A) dual coding
  - (B) conceptual reorganization
  - (C) spreading activation
  - (D) concept formation
  - (E) retrieval inhibition

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71. A distractor activity lasting 30 seconds is inserted between the study of a list of unrelated nouns and a free-recall test for the nouns. Which of the following is the most likely result of the distractor activity?
- (A) The recency effect is significantly diminished, but the primacy effect is not.
  - (B) The primacy effect is significantly diminished, but the recency effect is not.
  - (C) The recency effect is enhanced, but the primacy effect is diminished.
  - (D) The primacy effect is enhanced, but the recency effect is diminished.
  - (E) Both the recency and the primacy effects are enhanced.
72. Two groups of rats, group 1 and group 2, both drink saccharin-flavored water and simultaneously see flashing lights and hear loud noises. Shortly thereafter, group 1 is given a treatment that causes nausea and group 2 is given electric shocks. The next day all of the rats are given a choice of two drinking tubes. One tube delivers saccharin-flavored water. The other delivers plain water and produces flashing lights and loud noises when the rats drink from it. Which group of rats will show the greatest preference for the saccharin-flavored water?
- (A) The rats that were made nauseous
  - (B) The rats that received shocks
  - (C) Both groups equally
  - (D) The males in each group
  - (E) The females in each group
73. The term “metacognition” refers to
- (A) applications of Piaget’s theory of cognitive development to educational settings
  - (B) research on artificial intelligence
  - (C) increasing automatization with practice
  - (D) knowledge about how one’s own thought processes work
  - (E) changes in cognitive processes as a result of brain damage
74. In the continued absence of cues to external time, which of the following best states what happens to most biological clocks?
- (A) They stop running.
  - (B) They stop regulating periods of activity and inactivity.
  - (C) Their cycles drift out of phase with external time.
  - (D) They tend to change toward a cycle of 48 hours.
  - (E) They continuously reset, either to noon or to midnight.
75. An investigator hypothesizes that, with development, children become more proficient (better and faster) at solving problems. Using fifteen problem-solving tasks, the investigator measures both the number of problems solved correctly and the time taken on each correctly solved problem by children six to twelve years of age. Which of the following results would best support the investigator’s hypothesis?
- (A) Age is positively correlated with the number of problems solved and is negatively correlated with the time taken to solve each problem.
  - (B) Age is positively correlated with the number of problems solved, but is uncorrelated with the time taken to solve each problem.
  - (C) Age is negatively correlated with the time taken to solve each problem, but is uncorrelated with the number of problems solved.
  - (D) Age is negatively correlated with both the number of problems solved and the time taken to solve each problem.
  - (E) The number of problems solved and the time taken to solve each problem are each uncorrelated with age, but are negatively correlated with each other.

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76. In a study of 500 high school students, the correlation between IQ test scores and scores on a standardized test of academic achievement was 0.55. From this information, it can be correctly concluded that
- (A) the correlation was probably not statistically different from zero
  - (B) low IQ scores generally are associated with high achievement test scores
  - (C) an inverse relationship exists between the two variables
  - (D) a moderate positive relationship exists between the two variables
  - (E) the true correlation between the two variables is close to 1.00
77. The “phi phenomenon” refers to a form of perceived
- (A) color
  - (B) pattern
  - (C) depth
  - (D) contour
  - (E) movement
78. Research indicates that a measure of attitude best predicts individual differences in behavior under which of the following conditions?
- (A) The measured behavior is strongly influenced by situational factors.
  - (B) The measured attitude is neutral rather than positive or negative.
  - (C) The measured attitude is specific to the behavior observed.
  - (D) The individuals vary in attitude but not in behavior.
  - (E) The individuals are unaware of the extent to which the attitude varies in the general population.
79. From 1930 to 1960, learning psychologists in the United States were especially interested in formulating
- (A) neurophysiological theories
  - (B) behavioral theories
  - (C) structural theories
  - (D) ethological theories
  - (E) Gestalt theory

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Questions 80-82 are based on the following information.

An investigator interested in how mental alertness affects intellectual skills conducted a study on the relationship between high school students' sleeping habits and their academic performance. One hundred randomly selected students from a large, suburban high school were asked individually to estimate the typical number of hours of sleep that they got on school nights. The investigator found that there was a reliable positive correlation of 0.52 between these estimates of sleep duration and the average grades that the students received in school.

80. Before inferring a causal relationship between sleep duration and school performance, the investigator should most seriously consider which of the following?
- (A) Teachers are largely unaware of how many hours of sleep their students get.
  - (B) High school students may uniformly underestimate the number of hours that they sleep at night.
  - (C) The obtained correlation between sleep and grades is less than perfect.
  - (D) Better students may also study longer hours.
  - (E) Students who are motivated to get better grades may also be motivated to get more sleep.
81. Which of the following would provide evidence about the validity of students' estimates of their own sleep durations?
- (A) Ask each student's parents to record their child's sleep duration over the two weeks for comparison with the student's own estimates.
  - (B) Ask all of the students to rate their confidence in their sleep estimates on a scale of 1 to 7.
  - (C) Ask all of the students to make the same kind of estimates two weeks later and correlate these with their initial estimates.
  - (D) Assess whether there is a reliable difference between the estimates provided by male and by female students.
  - (E) Assess whether there is a reliable correlation between the age of the students and the estimates they provide.

82. The investigator further inspected the correlational evidence that sleep and grades are related by separately calculating the mean number of hours slept for groups of students whose grade point averages were in the range of A, B, C, and D. The results are shown below.

Grade Point Average	Number of Students	Number of Hours of Sleep
A	10	7.6
B	30	7.7
C	50	7.0
D	10	6.4

From this breakdown of the data, the investigator should qualify the interpretation of the positive correlation between sleep and grades for which of the following reasons?

- (A) The relationship appears to be nonlinear.
- (B) The sample is biased, because fewer students have averages in the A and D ranges than in the B and C ranges.
- (C) The variance in sleep duration is severely restricted in the sample, with the largest difference between group means being only 1.3 hours.
- (D) The sample is uninformative, because fully half of the 100 students fall in the C range.
- (E) The original calculation of the correlation must have been in error, because students in the A range receive fewer hours of sleep on average than students in the B range.

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83. The occurrence of altruistic (helping) behavior has been studied by Jane Piliavin and others in terms of the relative costs and benefits of helping and not helping. Such an analysis exemplifies which of the following social psychological theories?
- (A) Dissonance theory
  - (B) Exchange theory
  - (C) Self-awareness theory
  - (D) Social comparison theory
  - (E) Attribution theory
84. Getting an overall picture of the effects of psychotherapy is difficult, partly because studies in the treatment literature may differ in terms of the kinds of treatments, disorders, and clients involved. Some researchers have tried to solve this problem by combining and summarizing the results of many different treatment outcome studies and calculating a figure that compares the effect of getting some form of treatment to the effect of no treatment. This approach is known as
- (A) meta-analysis
  - (B) multiple regression analysis
  - (C) factor analysis
  - (D) multidimensional scaling
  - (E) process research
85. Which of the following is an abnormality accompanied by mental retardation and marked by the presence of an extra twenty-first chromosome?
- (A) Phenylketonuria (PKU)
  - (B) Korsakoff's syndrome
  - (C) Turner's syndrome
  - (D) Down syndrome
  - (E) Fetal alcohol syndrome
86. Which of the following, if true, would be the strongest evidence for a genetic contribution to a psychological disorder?
- (A) Identical twins raised apart are considerably more similar regarding the occurrence of the disorder than are same-gender fraternal twins raised apart.
  - (B) People who are afflicted with the disorder tend to have the disorder throughout their lifetime.
  - (C) The disorder is difficult to treat by means of psychotherapy.
  - (D) Some families have several individuals with the disorder, whereas other families do not.
  - (E) The age of onset of the disorder is between one and five years.
87. Two personality tests are each said to measure "feelings of nostalgia." An investigator is analyzing the pattern of correlations among these and several other test scores in order to determine whether the two tests actually measure such feelings. The investigator is primarily interested in which of the following?
- (A) Test norms
  - (B) Test reliability
  - (C) Content validity
  - (D) Predictive validity
  - (E) Construct validity
88. The mode and the median of a set of scores are each an index of which of the following?
- (A) Variance
  - (B) Central tendency
  - (C) Statistical significance
  - (D) Skewness
  - (E) Dispersion

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89. A person who is seated in front of a mirror engages in a short phone conversation. According to research on the actor-observer effect, what kind of attribution is that person most likely to make for his or her own behavior?
- (A) Declarative
  - (B) Situational
  - (C) Counterfactual
  - (D) Procedural
  - (E) Dispositional
90. According to Sandra Bem's gender schema theory, which of the following statements is true?
- (A) Most psychological gender differences are inborn.
  - (B) Women emphasize personal relationships in their moral reasoning, whereas men emphasize legal considerations.
  - (C) Psychological gender differences can be traced to the fact that girls identify more closely with their mothers than boys identify with their fathers.
  - (D) Gender-role development proceeds in a series of fairly distinct stages that correspond somewhat with Piagetian stages.
  - (E) Children learn to categorize people and objects in terms of gender.
91. When injected into the bloodstream, a snake venom causes paralysis by occupying certain receptor sites, and thus prevents the release of neurotransmitters that normally stimulate muscle. In this situation, the venom acts as
- (A) a stimulant
  - (B) a psychoactive agent
  - (C) an agonist
  - (D) an antagonist
  - (E) an anxiolytic drug
92. Subjects are presented with a randomly arranged list of animals, fruits, and tools, and then asked to recall the list in any order they wish. Their recall protocols are most likely to show which of the following?
- (A) The items with the same initial letters occur close together.
  - (B) The items that rhyme occur close together.
  - (C) The items that belong to the same conceptual category occur close together.
  - (D) The items occur in an order highly similar to that used for presentation.
  - (E) The items from only one of the conceptual categories are recalled.
93. Which of the following statements best characterizes Bartlett's schema-based model of memory?
- (A) Stored memories are, for the most part, accurate representations of events actually experienced.
  - (B) Rote-memory processes are sufficient to account for the development of memory schemas.
  - (C) We remember by using features of the immediate environment as retrieval cues.
  - (D) We remember by a process of reconstruction, using our experiences and expectations.
  - (E) We remember by using the associations formed between stimuli and responses.

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94. Cross-sectional, longitudinal, and cohort-sequential designs are used in developmental research. Of the three, the cohort-sequential design is uniquely suited to
- (A) studying a particular cohort over a long period of time
  - (B) measuring both central tendencies and individual differences within a cohort
  - (C) strengthening inferences by replicating longitudinal findings across cohorts
  - (D) analyzing group-by-task interactions for two or more tasks
  - (E) examining relationships between variables during a single age period within a cohort
95. A researcher conducted a study in which participants judged whether each of 120 strings of letters was a word or a nonword. The researcher varied the number of letters in the letter strings and measured the participants' reaction time (RT) in making each word/nonword decision. The mean RT's were 400, 500, and 600 milliseconds for letter strings of 4, 5, and 6 letters, respectively. The mean error rates were 0.07, 0.04, and 0.01, respectively, for the letter strings of 4, 5, and 6 letters. The researcher concluded that it takes an additional 100 milliseconds to process each additional letter in the letter string. Which of the following best states the major problem with the researcher's conclusion?
- (A) The researcher did not examine all possible letter strings with 4, 5, and 6 letters.
  - (B) The researcher did not examine letter strings with 7 or more letters.
  - (C) The data show a speed/accuracy trade-off.
  - (D) The RT latencies were so long that the data are difficult to interpret.
  - (E) The distinction between words and nonwords is not valid.
96. The radial maze, Morris search task, and delayed nonmatching-to-sample task are methods of testing what characteristic of nonhuman animals?
- (A) Sexual motivation
  - (B) Motor coordination
  - (C) Hearing
  - (D) Memory
  - (E) Social communication
97. Test reliability refers to whether a test is
- (A) using items ranging in difficulty from very easy to very difficult
  - (B) equally fair to all groups of people
  - (C) producing scores that are normally distributed
  - (D) measuring what it is intended to measure
  - (E) measuring something in a consistent manner
98. Which of the following transformations may be made on data having ratio-scale properties without changing the ratio characteristics of the original data?
- (A) Adding a constant to all scores
  - (B) Taking the reciprocal of all scores
  - (C) Multiplying all scores by a positive constant
  - (D) Taking the square root of all scores
  - (E) Taking the logarithm of all scores
99. Albert Bandura's approach to personality is referred to as
- (A) symbolic interaction theory
  - (B) attribution theory
  - (C) self-disclosure theory
  - (D) social learning theory
  - (E) personal construct theory
100. The theory of signal detection has been used to distinguish between
- (A) familiarity and detectability
  - (B) credibility and bias
  - (C) accuracy and precision
  - (D) sensitivity and response bias
  - (E) sensitivity and familiarity
101. The following seven scores were attained on a psychological test: 6, 7, 8, 9, 10, 15, 15. What are the mean, median, and mode, respectively, of these seven scores?
- |     | <u>Mean</u> | <u>Median</u> | <u>Mode</u> |
|-----|-------------|---------------|-------------|
| (A) | 9           | 15            | 9           |
| (B) | 9           | 9             | 15          |
| (C) | 10          | 9             | 15          |
| (D) | 10          | 15            | 15          |
| (E) | 10          | 15            | 9           |

102. An investigator found a significant difference in memory performance between participants who used mnemonic devices and those who did not. Whether this study is a true experiment would depend most critically on which of the following?
- (A) Whether the experimenter instructed a randomly selected subset of participants to use mnemonic devices or let all participants decide for themselves
  - (B) Whether the results were analyzed using a *t*-test or using a nonparametric test for independent samples
  - (C) Whether or not the experimenter conducted the study in a double-blind manner
  - (D) How large and how consistent the difference was between the two groups
  - (E) How many participants used the mnemonic devices and how many did not
103. A patient shows impaired performances on delayed matching-to-sample tasks and other measures of working memory. Which of the following is LEAST likely to cause such impairments in performance?
- (A) Damage to the prefrontal cortex
  - (B) Korsakoff's syndrome
  - (C) Alzheimer's disease
  - (D) Damage to acetylcholine neurons in the basal forebrain
  - (E) Use of a stimulant drug such as caffeine or amphetamine
104. Which of the following approaches to therapy relies most directly on the principles of classical conditioning?
- (A) Use of token economies
  - (B) Non-directive counseling
  - (C) Systematic desensitization
  - (D) Paradoxical intervention
  - (E) Modeling
105. Which of the following is the best-documented contrast in the ways mothers and fathers in the United States interact with their infants?
- (A) Mothers encourage lower-body motor activity, whereas fathers encourage upper-body motor activity.
  - (B) Mothers are less likely to support the infant's strivings for independence than are fathers.
  - (C) Mothers smile at their infants, whereas fathers talk to them.
  - (D) Mothers talk to and play quietly with their infants, whereas fathers play more physically and actively.
  - (E) Mothers encourage gender-typed behaviors to a greater extent than do fathers.
106. It has been argued that children do not acquire language solely by imitating others. This argument is best supported by evidence regarding which of the following?
- (A) The development of self-correcting behavior during childhood
  - (B) The linguistic generativity exhibited by young children
  - (C) The production of language in the absence of comprehension
  - (D) The ambiguities that can be present in linguistic expressions
  - (E) The metalinguistic rules that are used by parents
107. Relative to others his age, eight-month-old Joey tends to cry a lot, takes a long time to soothe, exhibits irregular biological rhythms, and reacts strongly to low levels of stimulation. From the standpoint of research on temperament, Joey would be classified as
- (A) hyperactive
  - (B) laconic
  - (C) autistic
  - (D) difficult
  - (E) introverted
108. The galvanic skin response (GSR) has been used primarily to measure
- (A) activity of the sympathetic nervous system
  - (B) skin sensitivity
  - (C) rate of cognitive processing
  - (D) hypnotic susceptibility
  - (E) perceptual acuity

109. In a classic experiment on “sham rage” in cats, the cats’ cerebral cortexes were removed and the cats were exposed to noxious stimuli. The findings suggested that in the cat
- (A) aggressive behavior depends entirely on state of the musculature
  - (B) the cortex is necessary for eliciting aggressive behavior
  - (C) the presence of an appropriate target is necessary for the expression of aggressive responses
  - (D) the cortex acts as an inhibitor of aggressive behavior
  - (E) the cortex controls motor behavior, whereas subcortical structures control most other aspects of behavior
110. A basic generalization concerning the projections of body surface receptors to the cortex is that the amount of cortex devoted to a particular region of body surface is an increasing function of the
- (A) distance of the body region from the head
  - (B) use and sensitivity of the body region
  - (C) amount of skin on the body region
  - (D) volume of the body region
  - (E) phylogenetic level of the organism
111. A schedule of reinforcement in which the number of responses required to produce a reinforcement changes unpredictably during the experiment is referred to as a
- (A) mixed schedule
  - (B) variable-ratio schedule
  - (C) variable-interval schedule
  - (D) conjunctive schedule
  - (E) multiple schedule
112. The aspect of memory most affected after the onset of anterograde amnesia is
- (A) sensory memory
  - (B) retention of old experiences
  - (C) recall of word meanings
  - (D) memory of events that occurred prior to the onset of amnesia
  - (E) memory of events that occur after the onset of amnesia
113. Which of the following features of the learning process would be LEAST likely to enhance long-term retention of the material?
- (A) Encoding the material in several different contexts
  - (B) Making mental images of the important words and word combinations in the material
  - (C) Organizing the important words into coherent categories
  - (D) Encoding items in the presence of the same cues that will be present at the time of retrieval
  - (E) Repeating each key word in the material separately three or four times
114. In transitive inference problems, participants are given sets of premises of the form  $A > B$  and  $B > C$ , and then are asked to make inferences regarding the relationship between  $A$  and  $C$ . In a study, several transitive inference problems are given to four year olds and to ten year olds. Based on Piaget’s theory, the expected results and interpretation would be which of the following?
- (A) Both groups of children solve the problems, but only if the stimuli are concrete.
  - (B) Only four year olds have difficulty with the problems, because they cannot remember the premises.
  - (C) Even ten year olds have difficulty with the problems, because of their egocentric patterns of thinking.
  - (D) Only ten year olds solve the problems, because of their well-developed ability to use mnemonic strategies.
  - (E) Only ten year olds solve the problems, because of their acquired patterns of operational thought.

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115. For most children, performance on many memory tasks tends to improve with development. An information-processing theorist is likely to explain such improvement in which of the following ways?
- (A) Specific memories change qualitatively in the course of development.
  - (B) The effects of parental and teacher reinforcements accumulate with the increasing age of the child.
  - (C) Memorization abilities are closely linked to the maturation of the hypothalamus.
  - (D) For children, the measurement of memorization abilities becomes more reliable with increasing age.
  - (E) As children develop, they acquire and use a greater variety of memorization strategies.
116. Several abilities are measured repeatedly in the same participants at 55, 65, and 75 years of age. For which of the following measures would the observed decline with age be expected to be most obvious?
- (A) Recall of factual knowledge
  - (B) Sensory memory capacity
  - (C) Reproduction of a simple abstract design from memory
  - (D) Motor performance under time pressure
  - (E) Comparative judgments of line lengths after controlling for individual differences in visual acuity
117. When experts and novices solve a problem, they differ in several respects. Which of the following is LEAST likely to differentiate between the two groups?
- (A) Memory for information concerning the specific problem
  - (B) Background knowledge about relevant principles
  - (C) Method of representing the problem
  - (D) Efficiency of solving the problem
  - (E) General intelligence, as measured by a standardized test
118. According to a “levels of processing” approach, which of the following would be the best way for a student to study a topic?
- (A) Reading the material aloud several times
  - (B) Using a highlighter to make the important facts stand out from the background
  - (C) Paraphrasing and summarizing the information
  - (D) Listening to the information while asleep so that it can be processed at several levels
  - (E) Studying the material in a single session without a break
119. Which of the following would best exemplify the availability heuristic?
- (A) A belief that “heads” is likely to occur next in flipping a coin after four “tails” in a row
  - (B) A tendency to seek information that confirms a favored hypothesis
  - (C) Use of the method of loci as a memory aid
  - (D) A failure of people who live in areas that are frequently flooded to purchase flood insurance
  - (E) A belief held by city dwellers that there are more librarians than farmers in the United States
120. Adults whose first language is English automatically place adjectives before nouns in most sentences they utter. This fact best supports which of the following inferences?
- (A) It is easier for these speakers to generate correct syntax than to recognize it.
  - (B) These speakers have acquired rules of English syntax.
  - (C) The parents of these speakers always corrected them when they made a mistake.
  - (D) The order of spoken words is biologically programmed.
  - (E) All languages require this adjective-noun ordering.

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121. In an experiment, group X performed a task better than group Y. The investigator wishes to use the *t*-test to determine whether the mean difference is statistically significant. To do so, the investigator needs to know all of the following EXCEPT
- (A) the number of participants in group X
  - (B) the number of participants in group Y
  - (C) whether both groups were equally motivated
  - (D) the amount of variation in performance within each group
  - (E) the size of the difference in performance between the two groups
122. If, in the validation of a test, a correlation coefficient is computed, it is most likely the correlation between
- (A) the test and a criterion measure
  - (B) two parallel forms of the test
  - (C) scores on two halves of the same test
  - (D) the obtained scores and the true scores on the test
  - (E) two scores on the same test taken at different times
123. The notions of “the looking-glass self” and “reflected appraisals” suggest that self-concept arises from the individual’s
- (A) self-awareness aroused by looking in a mirror
  - (B) perceptions of the opinions of others
  - (C) identification with prototypes
  - (D) honest self-evaluation
  - (E) repressed impulses
124. Research has shown that even if an undesirable behavior is no more probable in a minority group than in the majority group (e.g., both groups have equal proportions of violent persons), the behavior will be thought to be associated with minority status. This misperception best exemplifies
- (A) reactance
  - (B) demand characteristics
  - (C) the boomerang effect
  - (D) the mere-exposure effect
  - (E) illusory correlation
125. In Leon Festinger’s theory of cognitive dissonance, the dissonance is said to arise from
- (A) a general inability to resolve conflict
  - (B) an approach/avoidance conflict
  - (C) conflict reduction
  - (D) conflict within two-sided arguments
  - (E) conflict between cognitions
126. When shown a picture of a man swinging an object and told, “This is a man who knows how to rick. He is ricking. Yesterday he \_\_\_\_\_,” preschool and first-grade children usually supply the correct past tense “ricked.” Such findings often are interpreted as evidence that young children
- (A) use language to describe pictorial information
  - (B) easily invent new words for things or actions
  - (C) must learn individually the past tense form for each word in their vocabulary
  - (D) know some of the grammatical rules for forming the past tense
  - (E) have an innate knowledge of grammatical rules
127. Decreased intergenerational conflict during the late teen years is most likely explained by which of the following changes in adolescent behavior?
- (A) Less emphasis on relativistic thinking
  - (B) Decreased levels of autonomy
  - (C) Improved academic performance
  - (D) Enhanced perspective-taking ability
  - (E) Greater responsibilities at home
128. The names Max Wertheimer, Wolfgang Köhler, and Kurt Koffka are all associated with the founding of which of the following?
- (A) Structuralism
  - (B) Functionalism
  - (C) Behaviorism
  - (D) Psychoanalysis
  - (E) Gestalt psychology

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129. For a given test with a given population, the minimum score is zero, the mean is 10, and the standard deviation is 20. Which of the following must be true about the distribution of scores?
- (A) More than half of the scores are less than 10, but the distribution includes at least one score above 20.
  - (B) The distribution is normal.
  - (C) The mean is the same as the median.
  - (D) The distribution has at least two modes.
  - (E) There are as many scores above 10 as below it, but there are no scores of exactly 10.
130. Drugs such as cocaine and amphetamine tend to affect the brain by
- (A) inhibiting transmission of impulses across the corpus callosum
  - (B) mimicking the effects of thiamine and other B vitamins
  - (C) increasing blood flow to the cerebral cortex
  - (D) increasing the rate of protein metabolism
  - (E) increasing activity at certain types of dopamine synapses
131. Dichotic listening and shadowing are experimental procedures most often used in studying which of the following?
- (A) Arousal
  - (B) Bilingual memory
  - (C) Syntactic comprehension
  - (D) Selective attention
  - (E) Auditory masking
132. In studies of human memory, the “magic number”  $7 \pm 2$  refers to the
- (A) number of items that can be repeated without error immediately after hearing them
  - (B) number of objects that can be stored in a single visual image
  - (C) maximum number of items that can be recognized after the first presentation of a set of 12 items
  - (D) age (in years) when children first start using memory strategies
  - (E) decay rate (in seconds) of a memory trace
133. Memory for which of the following is most probably an example of episodic memory?
- (A) When Columbus reached the Western Hemisphere
  - (B) What clothes you wore yesterday
  - (C) A mathematical rule
  - (D) How to tie your shoes
  - (E) The practice of stopping at a red light when driving
134. Size constancy refers to the fact that we perceive
- (A) the proximal stimulus as unchanging in size despite changes in our viewing position
  - (B) the distal stimulus as unchanging in size despite changes in our viewing position
  - (C) the distal stimulus as being the same size as the proximal stimulus
  - (D) all proximal stimuli as being equal in size
  - (E) all distal stimuli as being equal in size
135. Maria, a college student, can recall very little of the French that she learned in seventh grade. Maria enrolls in a beginning French course at college and learns French more rapidly than she had earlier. Of the following, which describes this increased rate of learning?
- (A) The serial position effect
  - (B) Savings
  - (C) Shaping
  - (D) Secondary reinforcement
  - (E) Proactive inhibition
136. Of the following, who was the first to develop the concept of the “stream of consciousness”?
- (A) Titchener
  - (B) Hall
  - (C) James
  - (D) Penfield
  - (E) Jung

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137. Which of the following best expresses George Kelly's view of personality?
- (A) People are subject to pushes and pulls.
  - (B) People construe the world and act accordingly.
  - (C) People incorporate the world into their ongoing activity.
  - (D) People are controlled by external forces.
  - (E) People follow genetic blueprints for behavior.
138. Research indicates that ratings of personality traits tend to intercorrelate in consistent ways, even when persons rate others whom they scarcely know. This finding provides direct evidence for
- (A) implicit theories of personality
  - (B) the five-factor theory of personality structure
  - (C) social facilitation
  - (D) the longitudinal stability of personality traits
  - (E) delayed impression formation
139. Most people follow an approximately 24-hour schedule of wakefulness and sleepiness, even under constant lighting and temperature, because of
- (A) sensitivity to cosmic rays and other radiation that vary on a 24-hour basis
  - (B) sensitivity to fluctuations in the Earth's magnetic field
  - (C) learned habits of activity and inactivity
  - (D) cycles of activity generated in the hypothalamus of the brain
  - (E) a feedback cycle between pituitary hormones and adrenal hormones
140. The test item "Getting what I want has little or nothing to do with luck" is most likely to be from a measure of
- (A) authoritarianism
  - (B) manifest anxiety
  - (C) social loafing
  - (D) addictive personality
  - (E) locus of control
141. The approach to studying personality that focuses on intra-individual tendencies and their organization is called
- (A) nomothetic
  - (B) factor analytic
  - (C) transactional
  - (D) situational
  - (E) idiographic
142. Anthropologists such as B. K. Malinowski have studied cultures with few sexual taboos in order to determine the validity of the theories of
- (A) Alfred Binet
  - (B) Erich Fromm
  - (C) Theodore Reik
  - (D) Sigmund Freud
  - (E) B. F. Skinner
143. Transmission of neural impulses across most synapses in the nervous system relies on
- (A) structural changes
  - (B) chemical events
  - (C) saltatory conduction
  - (D) mechanical events only
  - (E) both electrical and mechanical events
144. Ordinarily, there is a profound loss of postural muscle tone in which of the following?
- (A) REM sleep
  - (B) Gamma efferent activity
  - (C) Psychogenic fugue
  - (D) Tourette's syndrome
  - (E) Norepinephrine depletion
145. The term "receptive field" refers to
- (A) those aspects of speech that are spared after lesions of Wernicke's area
  - (B) slow, graded potentials associated with dendritic activity
  - (C) the range of stimulus values that can be encoded by a given cell
  - (D) the portion of a sensory field to which a cell responds
  - (E) the area of postsynaptic uptake of a neurotransmitter

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146. Suppose that a kind of contrast effect were to occur when a stimulus is presented to one eye and a different stimulus is presented simultaneously to the other eye. Such a phenomenon would best support which of the following conclusions?
- (A) Sensory information processing occurs at the retina.
  - (B) Sensory information processing occurs in the central nervous system.
  - (C) Loss from sensory information storage is the result of decay over time.
  - (D) Loss from sensory information storage is the result of a summation of retinal luminances.
  - (E) Information in sensory information storage is unavailable to consciousness.
147. Which of the following is the best example of a placebo effect?
- (A) Recovery from a disorder as the result of the mere passage of time
  - (B) A drug-induced change in the pathognomonic, but not in the accessory, symptoms of a disorder
  - (C) The primary prevention of a disorder by a drug
  - (D) Improvement in a condition following treatment with a pharmacologically inert substance
  - (E) Spontaneous recovery from a disorder in the absence of any intervention
148. An individual having which of the following disorders would be LEAST likely to experience guilt or remorse?
- (A) Obsessive-compulsive disorder
  - (B) Generalized anxiety disorder
  - (C) Antisocial personality disorder
  - (D) Schizophrenia
  - (E) Depression
149. The Schizophrenia scale (Sc) of the MMPI was initially developed by contrasting the item responses of patients diagnosed as schizophrenic with the item responses of which of the following groups?
- (A) Adolescent nonpsychiatric medical patients
  - (B) Patients with a variety of organic mental disorders
  - (C) Students from a university counseling center
  - (D) A random sample of medical personnel
  - (E) Adults believed to have no psychiatric disorders
150. Developers of classification systems for the types of psychotic disorders found in DSM-IV are best characterized as the intellectual descendants of
- (A) Leta Stetter Hollingworth
  - (B) Karen Horney
  - (C) Sigmund Freud
  - (D) Emil Kraepelin
  - (E) Ivan Pavlov
151. In an experiment, Maria, a college senior, is asked to evaluate the first-year performance of several college freshmen and then to decide whether or not they merit financial aid. As a basis for comparison, Maria recalls her own GPA at the end of her freshman year and then compares the performance of the students to her own performance at the time. This situation best illustrates
- (A) *Einstellung*
  - (B) anchoring
  - (C) vividness
  - (D) alignment
  - (E) simulation
152. When a conditioned response is measured on the first extinction trial, what is the usual result?
- (A) The response strength is similar to that on the immediately preceding trial.
  - (B) The response generalizes to other stimuli that are similar to the CS.
  - (C) The response strength decreases considerably.
  - (D) The response strength increases considerably.
  - (E) The response is reconditioned with a new CS.
153. During acquisition training, a rat learns that pressing a lever at the sound of a 1,000-hertz (Hz, cycles per second) tone produces food reinforcement, whereas pressing a lever at the sound of an 800 Hz tone does not produce food reinforcement. Following this period of discrimination training, a test for generalization is conducted in which the stimuli vary from 800 Hz to 1,200 Hz, but always occur within the zone that the rat can perceive. In the generalization test, responding is most likely to be
- (A) equal throughout the entire range of stimuli
  - (B) the same to stimuli at 1,000 Hz as to stimuli at 800 Hz
  - (C) the same to stimuli at 950 Hz as to stimuli at 850 Hz
  - (D) greatest to a stimulus at 900 Hz
  - (E) greatest to a stimulus that is above 1,000 Hz

154. The United States Constitution clearly defines the concept of the American President. Yet the person who holds this office changes at regular intervals. These two observations, by themselves, indicate which of the following?
- (A) Sometimes the meaning of a word changes.
  - (B) Words can only be defined in terms of a prototype.
  - (C) The referent of a term must be distinguished from the meaning of the term.
  - (D) Concepts are represented in the mind by means of specific remembered exemplars.
  - (E) Many common terms do not have clear definitions.
155. Sensory transduction refers to the process whereby
- (A) a complex stimulus is analyzed into its components
  - (B) central processes influence incoming stimulation
  - (C) external events trigger neural events
  - (D) neural impulses are transmitted in parallel pathways
  - (E) neural events are amplified at a synapse
156. The facial-feedback and James-Lange theories of emotion both claim that
- (A) the medulla is the part of the brain that is most involved in emotion
  - (B) cognitive evaluations of environmental cues determine the emotion experienced
  - (C) different emotions evolved at different times in the course of evolution
  - (D) a specific kind of bodily response precedes the experience of a specific emotion
  - (E) the eyes express more emotion than does the mouth
157. The intensity of a stimulus might be coded by a single nerve fiber in a number of ways. Which of the following eliminates the possibility that intensity might be coded by differing amounts of potential change in the neural impulses?
- (A) Presynaptic inhibition
  - (B) The chemistry of neurotransmitters
  - (C) Depolarization
  - (D) Hyperpolarization
  - (E) The all-or-none law
158. Prolonged use of antipsychotic drugs in treating schizophrenia often leads to physical symptoms most similar to those seen in
- (A) hypermania
  - (B) REM-sleep deprivation
  - (C) epilepsy
  - (D) aphasia
  - (E) Parkinson's disease
159. To say that the categories within a classification scheme used for psychiatric diagnosis are satisfactorily reliable means that
- (A) the categories can be used even by persons who are relatively untrained in psychiatry or psychology
  - (B) there is a high level of agreement among professionals regarding which category a particular person fits into at any one time
  - (C) the categories correctly identify the cause or etiology of deviant behaviors
  - (D) the categories can be relied on for dictating the best choice of treatment
  - (E) the population base rates for the categories are quite uniform
160. A man who was the victim of a violent crime fully recovers from the physical injuries. However, even a year later, the man continues to experience recurrent, intrusive memories of the incident, has trouble concentrating, and experiences sleep disturbances. He also avoids going anywhere near the vicinity of the crime. The man is most likely suffering from
- (A) a generalized anxiety disorder
  - (B) a phobia
  - (C) an obsession
  - (D) a somatization disorder
  - (E) a posttraumatic stress disorder
161. The *F*-ratio is a ratio of
- (A) variance estimates
  - (B) alpha levels
  - (C) degrees of freedom
  - (D) observed means
  - (E) sample sizes

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162. An experimental setup with a dog includes the following sequence of events: a bell sounds, the dog approaches the bell salivating, the dog receives food. Which of the following questions is most relevant for determining whether the experimenter was studying classical conditioning or instrumental conditioning?
- (A) How far was the bell from the place where the food was presented?
  - (B) Did the dog learn the response suddenly or gradually?
  - (C) Did the dog respond this way consistently or on certain trials only?
  - (D) Did the presentation of food depend on the dog's behavior?
  - (E) Which occurred first—the dog's approach to the bell or the salivation?
163. An analysis of variance is conducted on the data in a  $3 \times 3$  factorial design (two factors, each having three levels) involving one dependent variable. For this analysis, what would be the total number of interaction terms?
- (A) One
  - (B) Two
  - (C) Three
  - (D) Six
  - (E) Nine



164. Many observers perceive the figure above as a triangle. Which of the following principles of Gestalt psychology would best explain this?
- (A) Similarity
  - (B) Proximity
  - (C) Insight
  - (D) Closure
  - (E) Common fate

165. In a study of retroactive interference (RI), an experimenter used the following procedure for each participant: learn list 1, learn list 2, recall list 1. This procedure for studying RI is questionable because the experimenter
- (A) failed to include a control group that did not perform an interfering interpolated activity
  - (B) used the procedure intended to study proactive rather than retroactive interference
  - (C) did not control for possible retrieval cues that could aid in recall
  - (D) was studying interference rather than simple trace decay
  - (E) was measuring negative transfer of learning rather than retroactive interference
166. The hiring of minority group members on the basis of a job selection test is less than 80 percent of the rate for majority group members. Based on this information, the test can be said to have
- (A) adverse impact
  - (B) assimilation effects
  - (C) low reliability
  - (D) low construct validity
  - (E) low content validity
167. Which of the following developed a formal model based on the idea that behavior is a joint function of the person and the environment?
- (A) Eugen Bleuler
  - (B) Charles Darwin
  - (C) Kurt Lewin
  - (D) B. F. Skinner
  - (E) John B. Watson

168. Which of the following was a major reason why psychology became a discipline independent of philosophy during the nineteenth century?
- (A) Psychology's use of the experimental method
  - (B) Theorizing about the unconscious
  - (C) Arguments over the dualistic theory of mind and body
  - (D) Arguments about imageless thought
  - (E) Philosophers' lack of interest in psychological problems

169. Research on gender comparisons in nonverbal communication typically shows that
- (A) gender differences in facial expressions are minimal
  - (B) women are more skilled than men in decoding facial expressions
  - (C) men have smaller personal-space zones than women do
  - (D) during conversations, men gaze more at their conversational partners than women do
  - (E) during conversations, both men and women gaze more at men than at women
170. If the heritability of a given behavior is 0.9, which of the following conclusions is most justifiable?
- (A) Changes in the environment cannot produce much effect on the behavior.
  - (B) About 90% of the population has the dominant gene for the behavior.
  - (C) About 90% of the population has the recessive gene for the behavior.
  - (D) Genetic variation accounts for less than 1% of the observed variance in the behavior.
  - (E) Genetic variation accounts for 81% of the observed variance in the behavior.
171. M. J. Lerner and his associates have found that a participant randomly assigned to receive shock is disliked by another participant observing the situation. They explain this downgrading of an innocent victim in terms of
- (A) psychological reactance
  - (B) increase in cognitive dissonance
  - (C) contrast empathy
  - (D) the guilt-denial principle
  - (E) the just-world hypothesis
172. On their first date, Bill and Sue go to a frightening movie and then he falls helplessly in love with her. This sequence of events is best explained by
- (A) Sternberg's triangular theory of love
  - (B) Altman and Taylor's theory of social penetration
  - (C) equity theory
  - (D) social exchange theory
  - (E) excitation transfer theory
173. Which of the following propositions best exemplifies the social psychological concept of the sleeper effect?
- (A) Fatigue enhances attitude change.
  - (B) Fatigue reduces attitude change.
  - (C) The persuasive impact of a high-credibility source tends to increase over time.
  - (D) The persuasive impact of a low-credibility source tends to increase over time.
  - (E) The persuasive impact of a low-credibility source tends to decrease over time.
174. A picture of a pencil is presented so that it is represented in the right hemisphere of a split-brain patient who has left-hemisphere dominance. As a result, the patient will most likely respond by
- (A) writing out the word "pencil" with the right hand
  - (B) using the right hand to point at another pencil among a miscellaneous group of objects
  - (C) using the left hand to select a pencil from a group of hidden objects
  - (D) saying aloud that the object is something to write with
  - (E) saying aloud that the picture is a picture of a pencil
175. Each of the following is a correct statement regarding postnatal neuronal development in mammals EXCEPT:
- (A) Dendrites periodically grow new branches and withdraw old branches.
  - (B) Large numbers of neurons die during one stage or another of neuronal development.
  - (C) Inappropriate synapses may be replaced with appropriate synapses in the course of neuronal development.
  - (D) During adulthood, synapses are subject to degeneration, but new synapses continue to form.
  - (E) The organism has its full complement of synapses soon after birth.

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176. The same substance may act as a hormone or as a neurotransmitter. The major distinction between the two is that a hormone is
- (A) unlikely to reach its target, whereas a neurotransmitter almost always reaches its target
  - (B) produced by glial cells, whereas a neurotransmitter is produced by terminal boutons
  - (C) transmitted by arteries, whereas a neurotransmitter is transmitted by capillaries
  - (D) secreted into the bloodstream, whereas a neurotransmitter is secreted into a synapse
  - (E) likely to inhibit cell activity, whereas a neurotransmitter can only stimulate cell activity
177. Research indicates that the two members of a romantic pair are most likely to be judged by others as
- (A) contrasting but complementary in coping styles
  - (B) similar in physical attractiveness
  - (C) socially isolating
  - (D) dissimilar in personality traits
  - (E) differentially effective in the workplace
178. Which of the following factors appears to predispose males of some species to mate with only one female during a mating season?
- (A) A male's tendency to amass large quantities of food
  - (B) The availability of many fertile females at one time
  - (C) The ability of fertile females to procure food without male assistance
  - (D) The need for prolonged and intensive parental care to ensure the survival of each offspring
  - (E) The relative absence of predators
179. Animals were exposed to a series of learning tasks that required overlapping skills. Regardless of the sequence in which the tasks were presented, learning was considerably faster on the last problem in each animal's series than on the first. This study was most likely designed to investigate
- (A) classical conditioning
  - (B) observational learning
  - (C) latent learning
  - (D) learning set acquisition
  - (E) negative transfer
180. Which of the following disorders is most likely to be treated with exposure and response-prevention procedures?
- (A) Obsessive-compulsive
  - (B) Schizotypal personality
  - (C) Attention-deficit hyperactivity
  - (D) Bipolar depressive
  - (E) Somatoform
181. Judgments by a human learner about the material that will be easiest to learn and remember are associated with what aspect of human cognition?
- (A) Reality monitoring
  - (B) Subjective encoding
  - (C) Cognitive structuring
  - (D) Metamemory
  - (E) Memory for past events
182. Walter Mischel has proposed five personality variables that he believes account for individual differences in people's behavior. Which of the following is NOT one of the five?
- (A) Expectancies
  - (B) Competencies
  - (C) Behavioral traits
  - (D) Subjective values
  - (E) Self-regulatory systems and plans

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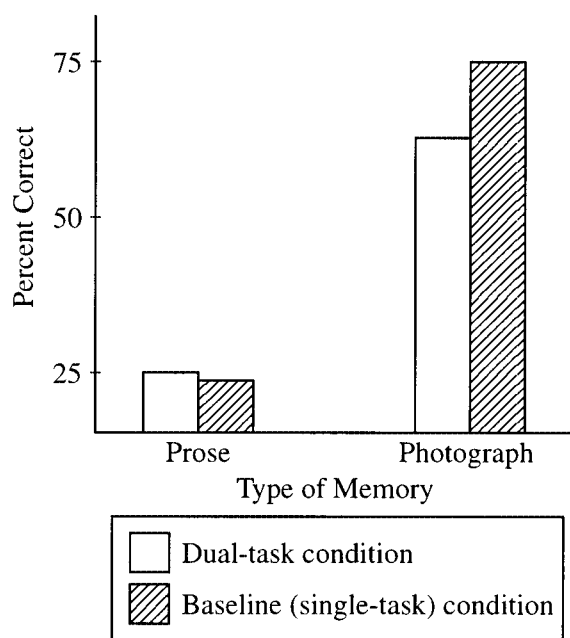
183. The tendency to overemphasize dispositional factors and to underemphasize situational factors when making attributions about the behaviors of others is called
- (A) social judgment theory
  - (B) social exchange theory
  - (C) discounting
  - (D) the mere exposure effect
  - (E) the fundamental attribution error
184. An investigator of animal behavior wishes to conduct a study in which the effects of individual differences within a given species are minimized. Such effects are best minimized through
- (A) inbreeding
  - (B) hybridization
  - (C) back-crossing hybrids
  - (D) niche-overlap
  - (E) behavioral polymorphism
185. Some kinds of animals run or fly away when threatened, some freeze, and some resort to threat or pseudoaggressive behavior. Because these responses are rapidly acquired, it has been concluded that they are not attributable to reinforcement or conditioning. These responses are called
- (A) species-specific reactions
  - (B) predictive responses
  - (C) negative automaintenance phenomena
  - (D) autoshaping phenomena
  - (E) learning by insight
186. In an experiment, dogs were initially given a series of inescapable shocks. By the end of the series, each dog was responding passively to the shocks. Subsequently, the dogs received series of shocks that were escapable. The dogs responded passively to the shocks throughout the second series. The phenomenon under investigation is most likely which of the following?
- (A) External locus of control
  - (B) Self-handicapping
  - (C) Learned helplessness
  - (D) Illusory correlation
  - (E) Approach-approach conflict
187. "This book is about the highly personal experiences of each one of us. It is about a client in my office who sits there by the corner of the desk, struggling to be himself, yet deathly afraid of being himself. . . . This book is about me, as I sit there with that client, facing him, participating in that struggle as deeply and sensitively as I am able."
- This quote is most characteristic of the position taken by
- (A) Sigmund Freud in *Introductory Lectures on Psychoanalysis*
  - (B) Karen Horney in *New Ways in Psychoanalysis*
  - (C) Alfred Adler in *Understanding Human Nature*
  - (D) Carl Jung in *Analytical Psychology: Its Theory and Practice*
  - (E) Carl Rogers in *On Becoming a Person*
188. After each of Joyce's last three meals at the school cafeteria, she vomited. Before the fourth meal, Joyce began to feel nauseated as soon as she saw the cafeteria door. In terms of classical conditioning, what is the conditioned stimulus?
- (A) The cafeteria food
  - (B) The cafeteria door
  - (C) Nausea
  - (D) Vomiting
  - (E) Hunger
189. A rat receives a lesion in the ventromedial portion of its hypothalamus. The rat eats until it weighs two to three times its original weight, and subsequently eats only enough to maintain this obese weight level. If the rat is now force-fed so that it becomes even more obese, the animal stops eating until its weight is back to the obese weight level. These findings suggest that the effects of ventromedial hypothalamic lesions are most analogous to which of the following?
- (A) Disconnecting a thermostat
  - (B) Engaging a thermostat
  - (C) Using a thermostat without a temperature control
  - (D) Increasing the temperature setting of a thermostat
  - (E) Maintaining the temperature setting of a thermostat

190. The operant procedure for reinforcing responses that come closer and closer to the final target response is called
- (A) serial learning
  - (B) superstitious behavior
  - (C) shaping
  - (D) differential reinforcement of other behavior
  - (E) autoshaping
191. Cross-cultural research has compared individualistic and interdependent cultures. With regard to conformity, such studies best support which of the following conclusions?
- (A) Regardless of culture, males are more likely to conform than are females.
  - (B) Regardless of culture, females are more likely to conform than are males.
  - (C) Although the amount of conformity varies across cultures, it is unrelated to the distinction between individualistic and interdependent cultures.
  - (D) Conformity tends to be greater in individualistic cultures than in interdependent cultures.
  - (E) Conformity tends to be greater in interdependent cultures than in individualistic cultures.
192. The Robber's Cave experiment is a classic study in social psychology that was designed to examine which of the following phenomena?
- (A) Illusory correlation
  - (B) Prejudice
  - (C) Social loafing
  - (D) Hedonic bias
  - (E) Attraction
193. Some people are especially sensitive to the reactions of others. When such people modify their own behavior according to their perceptions of the social situation, social psychologists such as Mark Snyder say that these people are engaging in
- (A) self-monitoring
  - (B) misattribution
  - (C) internalizing
  - (D) ingratiating behavior
  - (E) stereotyping

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Questions 194-196 are based on the following information.

To investigate people's ability to divide their attention between two different tasks, college students were asked to listen to a passage of expository prose and at the same time to inspect a set of photographs, unrelated to the passage, that were projected one by one at a rapid rate. At the end of the dual-task presentation, the students were tested both for their memory of the passage and their memory of the photographs. To establish a baseline for this dual-task condition, the same students also were tested for their memory when each of the component tasks was presented alone. The following graph shows the results.



194. A statistical analysis indicated that there was an interaction between experimental condition (dual-task or baseline) and type of task (prose memory or photograph memory). According to the graph, this interaction suggests that

- (A) some people are better at dividing attention than others
- (B) dividing attention entails cost to performance in one task but not in the other
- (C) dividing attention is not a passive process
- (D) performing two tasks simultaneously leads to mutual interference
- (E) the more difficult a task is to perform alone, the more difficult it is to perform when attention is divided

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any part of this test is illegal.

195. In a study of the effectiveness of divided attention, it is most important that the experimental design include

- (A) a counterbalance of the order in which participants are tested in the baseline and dual-task conditions
- (B) a consistent order in which participants are tested in the baseline and dual-task conditions
- (C) an equal number of men and women as participants
- (D) verification that participants believe themselves capable of dividing attention
- (E) a check that participants are unaware that the study is concerned with divided attention

196. The investigator wishes to test the generalizability of the findings. Which of the following procedures would be the LEAST informative for this purpose?

- (A) The experiment is repeated with a group of young adults who are not college students, and the original pattern of results is obtained.
- (B) The experiment is repeated with a different sample of participants from a comparable but different college population, and a similar pattern of results is obtained.
- (C) The experiment is repeated by a different experimenter, with a similar pattern of results.
- (D) The original data are analyzed by a different research team, with the same pattern of results.
- (E) The experiment is repeated using new photographs and prose passages.

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197. Carol Gilligan has criticized developmental theorists such as Lawrence Kohlberg for
- (A) focusing too narrowly on mechanisms of change as a person moves from one stage to another
  - (B) failing to recognize how the female's experiences and outlook influence the course of her development
  - (C) ignoring the context in which development occurs, and especially ignoring social-class distinctions
  - (D) adhering to a methodology that emphasizes one-to-one clinical interviews to assess developmental status
  - (E) denying the existence of individual differences among males in their rates of moral development
198. Some psychologists claim that any natural language is an indefinitely large set of possible well-formed sentences. It follows from this argument that the learning of language must involve learning
- (A) productive rules for generating and understanding utterances
  - (B) combinations of words that make up independent phrases
  - (C) sentence types such as questions and declaratives
  - (D) specific sequences of allowable grammatical classes of words
  - (E) transitions from one state to another in a Markov grammar
199. Research has indicated that, in contrast with individuals who are not depressed, individuals who are depressed tend to be more
- (A) realistic
  - (B) controlled
  - (C) optimistic
  - (D) healthy
  - (E) productive
200. In research by Elizabeth Loftus, some participants were given misleading information after witnessing an event. These participants reported the event less accurately than did participants who were given no misleading information. This misinformation effect is most similar to the phenomenon known as
- (A) savings
  - (B) overlearning
  - (C) encoding specificity
  - (D) proactive interference
  - (E) retroactive interference
201. A young girl feels proud and happy when her mother receives an honor. From the standpoint of a psychodynamic theory of personality development, the girl's feelings are a direct manifestation of
- (A) attachment
  - (B) dependence
  - (C) affiliation
  - (D) bonding
  - (E) identification
202. Consider the hypothetical situation in which a single sensory neuron produces one kind of response for a visual stimulus, a different kind of response for an auditory stimulus, and still another for an olfactory stimulus, enabling the individual to experience different sensations from the same neuron. This situation would most directly contradict
- (A) the all-or-none law
  - (B) the Yerkes-Dodson law
  - (C) the law of specific nerve energies
  - (D) the James-Lange theory
  - (E) Dale's law

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203. The blind spot of the eye is so named because at this location there
- (A) are no fluctuations in the intensity of the visual stimulus
  - (B) are no photoreceptors
  - (C) is astigmatism
  - (D) is bifurcation of the neural connections to the brain
  - (E) is no connection with the optic nerve
204. College students are given free-recall tests on randomly ordered lists of 30 words each. The serial position curves for recall of these lists are most likely to have a distinctive shape indicating which of the following?
- (A) Equal recall in the primacy section, middle section, and recency section
  - (B) Best recall in the primacy section, next best in the middle section, and poorest in the recency section
  - (C) Best recall in the middle section, next best in the recency section, and poorest in the primacy section
  - (D) Best recall in the recency section, next best in the middle section, and poorest in the primacy section
  - (E) Best recall in the recency section, next best in the primacy section, and poorest in the middle section
205. Extinction is sometimes defined as a return to the response rate observed at the pretraining level. This definition is most often applied to which of the following types of learning?
- (A) Operant
  - (B) Maze
  - (C) Latent
  - (D) Incidental
  - (E) Insight
206. According to Thomas Szasz's views on the "myth of mental illness," a major fault of the medical model of psychopathology is that it
- (A) diffuses responsibility for treatment
  - (B) fails to acknowledge that diagnoses of mental illness are culture-bound value judgments
  - (C) neglects the influence of physiological factors
  - (D) fails to account for such illnesses as sociopathy
  - (E) suggests that drug treatment is only moderately effective in curing psychopathology
207. A basic proposition for parallel distributed process (PDP) models is that mental representations of events are
- (A) localized in content-relevant parts of the cortex
  - (B) stored in parallel in both the cortex and the hippocampus
  - (C) distributed at the time of retrieval
  - (D) distributed across many nodes in the network
  - (E) found in both analog and propositional modes
208. According to Hans Selye, the sequence of responses to stress in the general adaptation syndrome is which of the following?
- (A) Alarm, resistance, exhaustion
  - (B) Questioning the self, questioning another, negotiating
  - (C) Sleeplessness, somatization, hopelessness
  - (D) Confusion, analysis, coping
  - (E) Denial, anger, depression

GO ON TO THE NEXT PAGE.

209. Which of the following is NOT likely to be emphasized by traditional learning theorists as important in the process of behavior modification?
- (A) Therapeutic insight
  - (B) Positive reinforcement
  - (C) Discrimination learning
  - (D) Modeling
  - (E) Extinction
210. Participants hear a short story read aloud. The experimenter then reads a series of sentences to the participants, instructing them to place each sentence in either of two categories: category A, sentences contained in the story they heard, or category B, sentences not contained in the story they heard. The participants are most likely to show which of the following patterns of memory for the story?
- (A) They will place sentences taken verbatim from the story in category B.
  - (B) They will place sentences implied by but not contained in the story in category B.
  - (C) They will place semantically altered sentences in category A.
  - (D) They will place grammatically altered, semantically unaltered sentences in category B.
  - (E) They will place grammatically altered, semantically unaltered sentences in category A.
211. For elementary school children, measures of aggressiveness and IQ are similar in the sense that both types of measures yield scores that
- (A) are unreliable
  - (B) are invalid
  - (C) are alterable to a considerable extent with minimal intervention
  - (D) show at least moderate stability of individual differences over time
  - (E) increase steadily with age in the general population
212. Which of the following provided the most detailed evidence concerning the course of moral development after childhood?
- (A) Sigmund Freud
  - (B) Eleanor Gibson
  - (C) Jean Piaget
  - (D) Lawrence Kohlberg
  - (E) Erik Erikson
213. Which of the following personality theorists most strongly argued that behavior is largely determined by forces beyond the individual's personal choice and control?
- (A) Rollo May
  - (B) Kurt Lewin
  - (C) Sigmund Freud
  - (D) Abraham Maslow
  - (E) Carl Rogers
214. According to psychoanalytic theory, the saying "What you don't know can't hurt you" best illustrates which of the following defense mechanisms?
- (A) Sublimation
  - (B) Regression
  - (C) Reaction formation
  - (D) Projection
  - (E) Repression
215. Which of the following statements is most consistent with the theoretical position of John B. Watson?
- (A) Overt behavior should be the focus of investigation in psychology.
  - (B) Psychologists should identify the basic sensory components of human experiences.
  - (C) Psychology should strive to explain mental functioning in everyday settings.
  - (D) Functionalists such as James and Dewey underestimated the importance of conscious experience in guiding human behavior.
  - (E) Human motivation arises from the unconscious.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS TEST.

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any part of this test is illegal.

NOTE: To ensure prompt processing of test results, it is important that you fill in the blanks exactly as directed.

## SUBJECT TEST

- A. Print and sign your full name in this box:

PRINT:	(LAST)	(FIRST)	(MIDDLE)
SIGN:			

Copy this code in box 6 on your answer sheet. Then fill in the corresponding ovals exactly as shown.

6. TITLE CODE				
8	1	0	1	9
0	0	●	0	0
1	●	1	●	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
●	8	8	8	8
9	9	9	9	●

Copy the Test Name and Form Code in box 7 on your answer sheet.

TEST NAME Psychology

FORM CODE GR9981

## GRADUATE RECORD EXAMINATIONS SUBJECT TEST

- B. The Subject Tests are intended to measure your achievement in a specialized field of study. Most of the questions are concerned with subject matter that is probably familiar to you, but some of the questions may refer to areas that you have not studied.

Your score will be determined by subtracting one-fourth the number of incorrect answers from the number of correct answers. Questions for which you mark no answer or more than one answer are not counted in scoring. If you have some knowledge of a question and are able to rule out one or more of the answer choices as incorrect, your chances of selecting the correct answer are improved, and answering such questions will likely improve your score. It is unlikely that pure guessing will raise your score; it may lower your score.

You are advised to use your time effectively and to work as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too difficult for you. Go on to the other questions and come back to the difficult ones later if you can.

**YOU MUST INDICATE ALL YOUR ANSWERS ON THE SEPARATE ANSWER SHEET.** No credit will be given for anything written in this examination book, but you may write in the book as much as you wish to work out your answers. After you have decided on your response to a question, fill in the corresponding oval on the answer sheet. **BE SURE THAT EACH MARK IS DARK AND COMPLETELY FILLS THE OVAL.** Mark only one answer to each question. No credit will be given for multiple answers. Erase all stray marks. If you change an answer, be sure that all previous marks are erased completely. Incomplete erasures may be read as intended answers. Do not be concerned that the answer sheet provides spaces for more answers than there are questions in the test.

Example:

What city is the capital of France?

- (A) Rome
- (B) Paris
- (C) London
- (D) Cairo
- (E) Oslo

Sample Answer

(A)	●	(C)	(D)	(E)
(A)	X	(C)	(D)	(E)
(A)	✓	(C)	(D)	(E)
(A)	●	(C)	(D)	(E)
(A)	●	(C)	(D)	(E)

CORRECT ANSWER  
PROPERLY MARKED

IMPROPER MARKS

**DO NOT OPEN YOUR TEST BOOK UNTIL YOU ARE TOLD TO DO SO.**



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## Scoring Your Subject Test

Psychology Test total scores typically range from 440 to 700. The range for different editions of a given test may vary because different editions are not of precisely the same difficulty. The differences in ranges among different editions of a given test, however, usually are small. This should be taken into account, especially when comparing two very high scores. In general, differences between scores at the 99th percentile should be ignored. **The score conversion table on page 43 shows the score range for this edition of the test only.**

Subscores are reported as two-digit scaled scores. The maximum possible range of Subject Test subscores is 20 to 99. Like total scores, the actual range of subscores for any test or test edition may be smaller than 20 to 99.

The worksheet on page 42 lists the correct answers to the questions. Columns are provided for you to mark whether you chose the correct (C) answer or an incorrect (I) answer to each question. Draw a line across any question you omitted, because it is not

counted in the scoring. At the bottom of the page, enter the total number correct and the total number incorrect. Divide the total incorrect by 4 and subtract the resulting number from the total correct. This is the adjustment made for guessing. Then round the result to the nearest whole number. This will give you your raw total score. Use the total score conversion table to find the scaled total score that corresponds to your raw total score.

Example: Suppose you chose the correct answers to 123 questions and incorrect answers to 42. Dividing 42 by 4 yields 10.5. Subtracting 10.5 from 123 equals 112.5, which is rounded to 113. The raw score of 113 corresponds to a scaled score of 560.

The subscore columns in the worksheet can be similarly used to tally your correct and incorrect responses to the questions that contribute to each subscore. We suggest that you circle the “●” if you chose the correct answer, and put a minus sign beside the “●” for an incorrect answer. Space is provided at the bottom right of the worksheet to calculate and enter your two raw subscores. The subscore conversion table will show you the scaled subscores that correspond to your raw subscores.

# Worksheet for the Psychology Test, Form GR9981

## Answer Key and Percentage\* of Examinees Answering Each Question Correctly

QUESTION Number	Answer	P +	TOTAL		SUBSCORE	
			C	I	1	2
1	E	61			•	
2	A	95			•	
3	B	76				•
4	C	82				•
5	E	98				•
6	A	47			•	
7	E	55			•	
8	C	69				•
9	E	37				•
10	A	70				•
11	B	69				•
12	D	86				•
13	E	97				•
14	A	59				•
15	A	79				•
16	A	84				•
17	C	74				•
18	C	62				•
19	D	87				•
20	B	39				•
21	D	54				•
22	B	83				•
23	A	93				•
24	E	57			•	
25	A	46			•	
26	B	47			•	
27	D	45				•
28	B	95				•
29	A	78				•
30	D	28				•
31	B	20			•	
32	A	93			•	
33	B	57			•	
34	A	88				•
35	A	38				•
36	D	73			•	
37	B	79			•	
38	E	88			•	
39	A	10			•	
40	D	42			•	
41	D	19			•	
42	B	93				•
43	A	38				•
44	D	31				•
45	B	68				•
46	A	57				•
47	B	74				•
48	C	60				•
49	B	59				•
50	C	85			•	
51	D	52			•	
52	A	34			•	
53	D	11			•	
54	C	70			•	
55	E	48			•	
56	D	45			•	
57	E	50				•
58	D	65				•
59	E	21				•
60	E	71				•
61	A	37			•	
62	D	57				•
63	C	53				•
64	B	70				•
65	C	27				•
66	C	81				•
67	A	46				•
68	E	71				•
69	B	69			•	
70	C	32			•	
71	A	41			•	
72	B	53			•	
73	D	75			•	
74	C	67			•	
75	A	76			•	

Correct (C) \_\_\_\_\_

Incorrect (I) \_\_\_\_\_

QUESTION Number	Answer	P +	TOTAL		SUBSCORE	
			C	I	1	2
76	D	89				•
77	E	49			•	
78	C	55				•
79	B	61				•
80	E	31				•
81	A	77				•
82	A	19				•
83	B	69				•
84	A	59				•
85	D	94				•
86	A	85				•
87	E	39				•
88	B	82				•
89	E	22				•
90	E	48				•
91	D	70			•	
92	C	85			•	
93	D	57			•	
94	C	26			•	
95	C	54			•	
96	D	77			•	
97	E	80			•	
98	C	37			•	
99	D	82			•	
100	D	35			•	
101	C	92				•
102	A	72				•
103	E	60			•	
104	C	65				•
105	D	79				•
106	B	42				•
107	D	35				•
108	A	75			•	
109	D	37			•	
110	B	67			•	
111	B	68			•	
112	E	65			•	
113	E	60			•	
114	E	75				•
115	E	77				•
116	D	66				•
117	E	74			•	
118	C	79			•	
119	E	53			•	
120	B	87			•	
121	C	86				•
122	A	57				•
123	B	69				•
124	E	52				•
125	E	51				•
126	D	76				•
127	D	73				•
128	E	60				•
129	A	40				•
130	E	71				•
131	D	71			•	
132	A	70			•	
133	B	68			•	
134	B	35			•	
135	B	47			•	
136	C	27				•
137	B	28				•
138	A	34				•
139	D	61			•	
140	E	88				•
141	E	40				•
142	D	80				•
143	B	64			•	
144	A	40			•	
145	D	55			•	
146	B	34			•	
147	D	90				•
148	C	85				•
149	E	65				•
150	D	40				•

Correct (C) \_\_\_\_\_

Incorrect (I) \_\_\_\_\_

QUESTION Number	Answer	P +	TOTAL		SUBSCORE	
			C	I	1	2
151	B	45			•	
152	A	62			•	
153	E	60			•	
154	C	50			•	
155	C	42			•	
156	D	62			•	
157	E	61			•	
158	E	65				•
159	B	67				•
160	E	97				•
161	A	36				•
162	D	56			•	
163	A	4				•
164	D	74			•	
165	A	42			•	
166	A	18				•
167	C	31				•
168	A	72				•
169	B	56				•
170	†	†			•	
171	E	51				•
172	E	72				•
173	D	58				•
174	C	29			•	
175	E	39			•	
176	D	81			•	
177	B	79				•
178	D	71			•	
179	D	47			•	
180	A	78				•
181	D	28			•	
182	C	28				•
183	E	77				•
184	A	31			•	
185	A	75			•	
186	C	93			•	
187	E	74			•	
188	B	76			•	
189	D	51			•	
190	C	85			•	
191	E	73				•
192	B	26				•
193	A	68				•
194	B	55				•
195	A	51				•
196	D	39				•
197	B	47				•
198	A	37			•	
199	A	54				•
200	E	52			•	
201	E	54				•
202	C	45			•	
203	B	66			•	
204	E	77			•	
205	A	78			•	
206	B	56				•
207	D	26			•	
208	A	58				•
209	A	85				•
210	E	56			•	
211	D	65				•
212	D	61				•
213	C	39				•
214	E	86				•
215	A	82				•

Correct (C) \_\_\_\_\_

Incorrect (I) \_\_\_\_\_

Total Score: \_\_\_\_\_

C - I/4 = \_\_\_\_\_

Scaled Score (SS) = \_\_\_\_\_

Subscores:

1) C - I/4 = \_\_\_\_\_ SS = \_\_\_\_\_

2) C - I/4 = \_\_\_\_\_ SS = \_\_\_\_\_

\*The P+ column indicates the percentage of Psychology Test examinees that answered each question correctly; it is based on a sample of November 1999 examinees selected to represent all Psychology Test examinees tested between October 1, 1997, and September 30, 2000.  
†Item 170 was not scored when this form of the test was originally administered.

**Score Conversions and the  
Percents Below\* for  
GRE Psychology Test Form GR9981**

TOTAL SCORE					
Raw Score	Scaled Score	%	Raw Score	Scaled Score	%
211-214	840	99	103-106	540	39
207-210	830	99	100-102	530	36
204-206	820	99	96-99	520	32
200-203	810	99	93-95	510	29
197-199	800	99	89-92	500	26
193-196	790	99	85-88	490	22
189-192	780	99	82-84	480	20
186-188	770	99	78-81	470	17
182-185	760	98	75-77	460	14
179-181	750	97	71-74	450	12
175-178	740	96	67-70	440	10
172-174	730	95	64-66	430	9
168-171	720	94	60-63	420	7
164-167	710	92	57-59	410	6
161-163	700	90	53-56	400	4
157-160	690	88	50-52	390	4
154-156	680	86	46-49	380	3
150-153	670	84	42-45	370	2
146-149	660	81	39-41	360	2
143-145	650	78	35-38	350	1
139-142	640	75	32-34	340	1
136-138	630	72	28-31	330	1
132-135	620	68	24-27	320	1
128-131	610	65	21-23	310	1
125-127	600	62	17-20	300	1
121-124	590	58	14-16	290	1
118-120	580	54	10-13	280	1
114-117	570	50	6-9	270	1
111-113	560	47	3-5	260	1
107-110	550	43	0-2	250	1

\*Percentage scoring below the scaled score is based on the performance of 32,304 examinees who took the Psychology Test between October 1, 1997, and September 30, 2000.

**Score Conversions for  
GRE Psychology Test Subscores  
Form GR9981**

TOTAL SCORE					
Raw Scores		Scaled Score	Raw Scores		Scaled Score
Sub 1	Sub 2		Sub 1	Sub 2	
	88	83	31-32	39-40	49
87-88	87	82	30	38	48
85-86	86	81	28-29	37	47
84	84-85	80	26-27	35-36	46
82-83	83	79	25	34	45
80-81	81-82	78	23-24	32-33	44
78-79	80	77	21-22	31	43
77	78-79	76	20	29-30	42
75-76	77	75	18-19	28	41
73-74	75-76	74	16-17	27	40
72	74	73	14-15	25-26	39
70-71	73	72	13	24	38
68-69	71-72	71	11-12	22-23	37
67	70	70	9-10	21	36
65-66	68-69	69	8	19-20	35
63-64	67	68	6-7	18	34
62	65-66	67	4-5	16-17	33
60-61	64	66	3	15	32
58-59	63	65	1-2	14	31
57	61-62	64	0	12-13	30
55-56	60	63		11	29
53-54	58-59	62		9-10	28
52	57	61		8	27
50-51	55-56	60		6-7	26
48-49	54	59		5	25
46-47	52-53	58		4	24
45	51	57		2-3	23
43-44	50	56		1	22
41-42	48-49	55		0	21
40	47	54			
38-39	45-46	53			
36-37	44	52			
35	42-43	51			
33-34	41	50			

## Evaluating Your Performance

Now that you have scored your test, you may wish to compare your performance with the performance of others who took this test. Both the worksheet on page 42 and the tables on page 43 use performance data from GRE Psychology Test examinees.

The data in the worksheet on page 42 are based on the performance of a sample of the examinees who took this test in November 1999. This sample was selected to represent the total population of GRE Psychology Test examinees tested between October 1997 and September 2000. The numbers in the column labeled “P+” on the worksheet indicate the percentages of examinees in this sample who answered each question correctly. You may use these numbers as a guide for evaluating your performance on each test question.

The first table on page 43 contains, for each scaled score, the percentage of examinees tested between October 1997 and September 2000 who received lower scores. Interpretive data based on the scores earned by examinees tested in this three-year period will be used by admissions officers in the 2001-02 testing year. These percentages appear in the score conversion table in a column to the right of the scaled scores. For example, in the percentage column opposite the scaled score of 540 is the number 39. This means that 39 percent of the GRE Psychology Test examinees tested between October 1997 and September 2000 scored lower than 540. To compare yourself with this population, look at the percentage next to the scaled score you earned on the practice test.

Your two subscores show your relative strengths or weaknesses in the two subfield areas of the GRE Psychology Test. The raw subscores are scaled in such a way that they are related to the total scores on the test. On average, a person who has a comprehensive background in the field can expect to have subscores equal to about one-tenth of his or her total score. Thus, if you have a total score of 600, and your undergraduate program placed equal emphasis on the two areas of psychology represented by the subscores, you would expect to have a scaled subscore of about 60 in each area. If, however, your subscores differ by more than a few points, you may take this as an indication that your lower score shows weakness, and you may wish to concentrate your review efforts on topics in that area.

It is important to realize that the conditions under which you tested yourself were not exactly the same as those you will encounter at a test center. It is impossible to predict how different test-taking conditions will affect test performance, and this is only one factor that may account for differences between your practice test scores and your actual test scores. By comparing your performance on this practice test with the performance of other GRE Psychology Test examinees, however, you will be able to determine your strengths and weaknesses and can then plan a program of study to prepare yourself for taking the GRE Psychology Test under standard conditions.

Use only a pencil with soft, black lead (No. 2 or HB) to complete this answer sheet. Be sure to fill in completely the space that corresponds to your answer choice. Completely erase any errors or stray marks.

<p><b>1. NAME</b></p> <p>Enter your <u>last name</u>, <u>first name</u> <u>initial</u> (given name), and <u>middle initial</u> if you have one.</p> <p>Omit <u>spaces</u>, <u>apostrophes</u>, <u>Jr.</u>, <u>II.</u>, etc.</p>	First Name	Initial
	Middle Name	Initial

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**YOUR NAME:** \_\_\_\_\_  
(Print) Last Name (Family or Surname) First Name (Given) M.I.

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(Print) P.O. Box or Street Address

**MAILING ADDRESS:** \_\_\_\_\_  
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Country Zip or Postal Code

**CENTER:** \_\_\_\_\_

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**SIGNATURE:**

## SIDE 1

BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE INTENDED SPACE AS ILLUSTRATED HERE.

YOU MAY FIND MORE RESPONSE SPACES THAN YOU NEED. IF SO, PLEASE LEAVE THEM BLANK.

1	A	B	C	D	E	39	A	B	C	D	E	77	A	B	C	D	E
2	A	B	C	D	E	40	A	B	C	D	E	78	A	B	C	D	E
3	A	B	C	D	E	41	A	B	C	D	E	79	A	B	C	D	E
4	A	B	C	D	E	42	A	B	C	D	E	80	A	B	C	D	E
5	A	B	C	D	E	43	A	B	C	D	E	81	A	B	C	D	E
6	A	B	C	D	E	44	A	B	C	D	E	82	A	B	C	D	E
7	A	B	C	D	E	45	A	B	C	D	E	83	A	B	C	D	E
8	A	B	C	D	E	46	A	B	C	D	E	84	A	B	C	D	E
9	A	B	C	D	E	47	A	B	C	D	E	85	A	B	C	D	E
10	A	B	C	D	E	48	A	B	C	D	E	86	A	B	C	D	E
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12	A	B	C	D	E	50	A	B	C	D	E	88	A	B	C	D	E
13	A	B	C	D	E	51	A	B	C	D	E	89	A	B	C	D	E
14	A	B	C	D	E	52	A	B	C	D	E	90	A	B	C	D	E
15	A	B	C	D	E	53	A	B	C	D	E	91	A	B	C	D	E
16	A	B	C	D	E	54	A	B	C	D	E	92	A	B	C	D	E
17	A	B	C	D	E	55	A	B	C	D	E	93	A	B	C	D	E
18	A	B	C	D	E	56	A	B	C	D	E	94	A	B	C	D	E
19	A	B	C	D	E	57	A	B	C	D	E	95	A	B	C	D	E
20	A	B	C	D	E	58	A	B	C	D	E	96	A	B	C	D	E
21	A	B	C	D	E	59	A	B	C	D	E	97	A	B	C	D	E
22	A	B	C	D	E	60	A	B	C	D	E	98	A	B	C	D	E
23	A	B	C	D	E	61	A	B	C	D	E	99	A	B	C	D	E
24	A	B	C	D	E	62	A	B	C	D	E	100	A	B	C	D	E
25	A	B	C	D	E	63	A	B	C	D	E	101	A	B	C	D	E
26	A	B	C	D	E	64	A	B	C	D	E	102	A	B	C	D	E
27	A	B	C	D	E	65	A	B	C	D	E	103	A	B	C	D	E
28	A	B	C	D	E	66	A	B	C	D	E	104	A	B	C	D	E
29	A	B	C	D	E	67	A	B	C	D	E	105	A	B	C	D	E
30	A	B	C	D	E	68	A	B	C	D	E	106	A	B	C	D	E
31	A	B	C	D	E	69	A	B	C	D	E	107	A	B	C	D	E
32	A	B	C	D	E	70	A	B	C	D	E	108	A	B	C	D	E
33	A	B	C	D	E	71	A	B	C	D	E	109	A	B	C	D	E
34	A	B	C	D	E	72	A	B	C	D	E	110	A	B	C	D	E
35	A	B	C	D	E	73	A	B	C	D	E	111	A	B	C	D	E
36	A	B	C	D	E	74	A	B	C	D	E	112	A	B	C	D	E
37	A	B	C	D	E	75	A	B	C	D	E	113	A	B	C	D	E
38	A	B	C	D	E	76	A	B	C	D	E	114	A	B	C	D	E

3. DATE OF BIRTH		
Month	Day	Year
Jan.	1	0
Feb.	0	0
Mar.	0	0
April	0	0
May	2	2
June	0	0
July	4	4
Aug.	4	4
Sept.	4	4
Oct.	7	7
Nov.	8	8
Dec.	9	9

4. SOCIAL SECURITY NUMBER (U.S.A. only)	
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7. <b>TEST NAME</b> (on back cover of your test book)
FORM CODE (on back cover of your test book)
8. <b>TEST BOOK SERIAL NUMBER</b> (red number in upper right corner of front cover of your test book)
SHADED AREA FOR ET'S USE ONLY

## SUBJECT TEST

COMPLETE THE  
CERTIFICATION STATEMENT,  
THEN TURN ANSWER SHEET  
OVER TO SIDE 1.

## CERTIFICATION STATEMENT

Please write the following statement below, DO NOT PRINT.

"I certify that I am the person whose name appears on this answer sheet. I also agree not to disclose the contents of the test I am taking today to anyone."  
Sign and date where indicated.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

Month Day Year

BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE INTENDED SPACE AS ILLUSTRATED HERE: ●

YOU MAY FIND MORE RESPONSE SPACES THAN YOU NEED. IF SO, PLEASE LEAVE THEM BLANK.

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124	A	B	C	D	E
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241	A	B	C	D	E
242	A	B	C	D	E

IF YOU DO NOT WANT THIS ANSWER SHEET TO BE SCORED

If you want to cancel your scores from this administration, complete A and B below. You will not receive scores for this test; however, you will receive confirmation of this cancellation. No record of this test or the cancellation will be sent to the recipients you indicated, and there will be no scores for this test on your GRE file. Once a score is canceled, it cannot be reinstated.

To cancel your scores from this test administration, you must:

A. fill in both ovals here ○ - ○ B. sign your full name here: \_\_\_\_\_

TR	TW	TFS	TCS	1R	1W	1FS	1CS	2R	2W	2FS	2CS
FOR ETS USE ONLY				3R	3W	3FS	3CS	4R	4W	4FS	4CS
				5R	5W	5FS	5CS	6R	6W	6FS	6CS



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