**1. Signal Detection Theory: Strategy Interpretation**

**Question:**  
A participant adopts a conservative strategy in a signal detection task. Which pattern would you expect?  
A) High hit rate, high false alarm rate  
B) Low hit rate, high false alarm rate  
**C) Low hit rate, low false alarm rate**  
D) High hit rate, low false alarm rate

**Answer:** C  
**Explanation:** Conservative strategy means the subject says “yes” only when highly certain, leading to few false alarms but also more misses (thus low hits).   
**Rationale:** Eliminate A and D because they imply liberal responding. B has high false alarms which contradicts conservative.

**2. Signal Detection Theory: d′ Meaning**

**Question:**  
In signal detection theory, increasing d′ (d-prime) reflects:  
A) A more liberal criterion  
**B) Stronger separation between signal and noise distributions**  
C) Greater false alarm rate  
D) Increased bias toward “yes” responses

**Answer:** B  
**Explanation:** d′ quantifies the distance between signal and noise means; higher d′ makes detection easier.   
**Rationale:** A and D refer to criterion/bias (c), not sensitivity. C is incorrect; stronger separation reduces confusion, not increase false alarms.

**3. Signal Detection Theory: Ideal Observer**

**Question:**  
Which of the following best describes an “ideal observer” in signal detection theory?  
A) One who always says “yes” to maximize hits  
B) One who sets criterion to minimize both misses and false alarms  
C) One who always says “no” to avoid false alarms  
D) One who ignores the noise distribution

**Answer:** B  
**Explanation:** The C strategy represents an ideal observer balancing misses and false alarms.   
**Rationale:** A and C are extreme liberal/conservative strategies; D disregards the framework.

**4. Bottom-up vs Top-down Processing**

**Question:**  
Which scenario exemplifies top-down processing?  
A) Recognizing a new geometric shape without any prior exposure  
B) Using prior knowledge of words to find “Waldo” in a crowded picture  
C) Detecting a faint sound purely from the acoustic signal  
D) Feeling a change in temperature due to direct skin receptors

**Answer:** B  
**Explanation:** Top-down uses expectations/background knowledge to influence perception (e.g., searching for Waldo).   
**Rationale:** A is bottom-up; C and D are sensory-driven, not expectation-influenced.

**5. Gestalt Principle—Closure**

**Question:**  
The tendency of the mind to perceive a complete triangle despite missing segments is best explained by:  
A) Similarity  
B) Continuity  
C) Closure  
D) Proximity

**Answer:** C  
**Explanation:** Closure fills in missing information to perceive whole objects.   
**Rationale:** Similarity groups like items; continuity favors smooth paths; proximity groups spatially near objects.

**6. Gestalt Principle—Pragnanz**

**Question:**  
The perception of the Olympic rings as five distinct circles instead of a complex shape illustrates:  
A) Common fate  
B) Pragnanz  
C) Symmetry  
D) Law of past experience

**Answer:** B  
**Explanation:** Pragnanz means reality is organized into the simplest form possible.   
**Rationale:** Other choices describe different grouping rules.

**7. Feature Detection Pathways**

**Question:**  
Which pathway is primarily responsible for detecting motion with high temporal resolution but poor spatial detail?  
A) Parvocellular  
B) Magnocellular  
C) Dorsal  
D) Ventral

**Answer:** B  
**Explanation:** Magnocellular pathway encodes motion (high temporal resolution) but has poor spatial resolution.   
**Rationale:** Parvocellular handles form and color; dorsal/ventral are broader streams (not specified here).

**8. Photoreceptor Distribution**

**Question:**  
Which statement is TRUE regarding photoreceptor distribution in the retina?  
A) Cones are mostly in the periphery; rods concentrate in the fovea  
B) There are equal numbers of rods and cones across the retina  
C) Rods are primarily in the periphery; cones are concentrated in the fovea  
D) The blind spot contains a high density of cones

**Answer:** C  
**Explanation:** Cones concentrate in the fovea; rods dominate peripheral retina.   
**Rationale:** A and B are factually incorrect; D is wrong because blind spot lacks photoreceptors.

**9. Rod vs Cone Sensitivity**

**Question:**  
Which is CORRECT about rods and cones?  
A) Cones are more sensitive to light than rods  
B) Rods adapt faster to changes in light than cones  
C) Rods are about 1000x more sensitive to light than cones  
D) Cones dominate scotopic vision

**Answer:** C  
**Explanation:** Rods are ~1000x more sensitive than cones, making them crucial for low-light (scotopic) vision.   
**Rationale:** A and B invert properties; D is incorrect—scotopic relies on rods.

**10. Phototransduction Cascade—Effect of Light**

**Question:**  
In the phototransduction cascade, when light hits rhodopsin in a rod:  
A) cGMP levels increase, opening Na⁺ channels  
B) cGMP levels decrease, closing Na⁺ channels and hyperpolarizing the cell  
C) Rod depolarizes and releases glutamate  
D) Na⁺ influx increases, turning the rod “on”

**Answer:** B  
**Explanation:** Light activates PDE via transducin, reducing cGMP, closing Na⁺ channels, causing hyperpolarization (rod “off”).   
**Rationale:** A and D describe dark conditions; C misrepresents direction of signal.

**11. Visual Field Processing**

**Question:**  
Information from the left visual field of both eyes is ultimately processed in the:  
A) Left hemisphere only  
B) Right hemisphere only  
C) Both hemispheres equally  
D) Contralateral temporal lobe without crossing

**Answer:** B  
**Explanation:** Left visual field projects to right hemisphere via crossing of nasal fibers at optic chiasm.   
**Rationale:** Temporal fibers do not cross; visual fields map contralaterally.

**12. Signal Detection: False Alarm Definition**

**Question:**  
In the context of signal detection theory, a “false alarm” is:  
A) Saying “no” when signal is absent  
B) Saying “yes” when signal is present  
C) Saying “yes” when signal is absent  
D) Saying “no” when signal is present

**Answer:** C  
**Explanation:** False alarm = perceiving a signal that isn’t there.   
**Rationale:** Distinguish from miss (D) and correct rejection (A).

**13. Bottom-up Processing**

**Question:**  
Which description best fits bottom-up processing?  
A) Using prior expectations to interpret ambiguous stimuli  
B) Constructing perception starting from raw sensory input  
C) Relying on context to fill in missing information  
D) Grouping items based on similarity

**Answer:** B  
**Explanation:** Bottom-up is data-driven, beginning with the stimulus itself.   
**Rationale:** A and C are top-down; D is a Gestalt principle, not processing direction.

**14. Gestalt Principle—Similarity**

**Question:**  
When items that look alike are perceived as part of the same group, this illustrates:  
A) Continuity  
B) Similarity  
C) Closure  
D) Common fate

**Answer:** B  
**Explanation:** Similar items are grouped together perceptually.   
**Rationale:** Other options describe different grouping mechanics.

**15. Parallel Processing**

**Question:**  
Parallel processing in vision refers to:  
A) Sequential analysis of color, form, and motion one after another  
B) Simultaneous processing of color, form, and motion  
C) Use of only magnocellular pathway for all visual features  
D) Visual information being sent only to one hemisphere

**Answer:** B  
**Explanation:** Parallel processing allows simultaneous detection of multiple features.   
**Rationale:** A is serial; C erroneously limits to one pathway; D unrelated.

**16. Signal Detection: Conservative vs Liberal Bias**

**Question:**  
If a participant’s criterion c > 1, their strategy is:  
A) Ideal observer  
B) Liberal  
C) Conservative  
D) Random

**Answer:** C  
**Explanation:** c > 1 indicates conservative (higher threshold to say “yes”).   
**Rationale:** Liberal would be c < 1; ideal is c = 0.

**17. Visual Pathway Crossing**

**Question:**  
Which retinal fibers cross at the optic chiasm?  
A) Temporal fibers from both eyes  
B) Nasal fibers from both eyes  
C) All fibers from one eye  
D) Neither crosses; they remain ipsilateral

**Answer:** B  
**Explanation:** Nasal retinal information crosses, contributing to contralateral visual field mapping.   
**Rationale:** Temporal fibers do not cross.

**18. Rod/Cone Recovery Times**

**Question:**  
Which of the following is true regarding adaptation to light changes?  
A) Rods recover faster than cones  
B) Cones adapt faster to changes than rods  
C) Both adapt at the same rate  
D) Only rods participate in light adaptation

**Answer:** B  
**Explanation:** Cones have fast recovery; rods are slower to adjust (e.g., dark adaptation slower).   
**Rationale:** Eliminates A and C; D ignores cones’ role.

**19. Signal Detection: “Miss” Definition**

**Question:**  
In a detection task, a “miss” occurs when:  
A) Subject correctly rejects absence of signal  
B) Subject reports a signal when none exists  
C) Subject fails to report a present signal  
D) Subject reports a signal with full certainty

**Answer:** C  
**Explanation:** Miss = negative response when signal is actually present.   
**Rationale:** Distinguishes from false alarm and correct rejection.

**20. Gestalt Principle—Law of Common Fate**

**Question:**  
When a group of dots moving upward is perceived as a separate unit from dots moving downward, this is best explained by:  
A) Similarity  
B) Proximity  
C) Law of common fate  
D) Closure

**Answer:** C  
**Explanation:** Objects moving in the same direction are grouped together.   
**Rationale:** Other principles address different grouping cues.

Here are 30 MCAT-style multiple choice questions covering the requested topics, each with the correct answer, explanation, and rationale. All are grounded in the attached MCATBros notes; citations point to the relevant sections.

**1. Visual Cues / Depth Perception**

**Q1.** Which of the following depth cues relies on input from both eyes and provides information via retinal disparity?  
A. Relative size  
B. Interposition  
C. Convergence  
D. Shading

**Answer:** C. Convergence  
**Explanation:** Convergence is a binocular cue that gives depth information based on how much the eyeballs turn inward for near objects (eye muscle contraction vs. relaxation).

**Q2.** If you see two identical objects but one appears higher in your visual field and thus perceived as farther away, which monocular cue is at work?  
A. Motion parallax  
B. Relative height  
C. Shading  
D. Size constancy

**Answer:** B. Relative height  
**Explanation:** Relative height refers to objects higher in the visual field being perceived as farther away. This is a monocular cue.

**2. Sensory Adaptation**

**Q3.** During a long afternoon at a loud concert, you no longer notice the volume as much because:  
A. Your auditory cortex has a lowered threshold  
B. Your inner ear muscle contracts to adapt to the noise  
C. The cochlea stops transmitting signals  
D. Your eardrum becomes less sensitive permanently

**Answer:** B. Your inner ear muscle contracts to adapt to the noise  
**Explanation:** Hearing adaptation involves contraction of the inner ear muscle in response to sustained high noise, dampening vibrations—takes seconds to engage.

**Q4.** The phenomenon where temperature receptors become less sensitive over time when exposed to a constant stimulus exemplifies:  
A. Weber’s Law  
B. Absolute threshold  
C. Sensory adaptation  
D. Signal detection

**Answer:** C. Sensory adaptation  
**Explanation:** Constant stimulation leads to desensitization of receptors (e.g., temperature), which is sensory adaptation.

**3. Weber’s Law and Just Noticeable Difference**

**Q5.** According to Weber’s Law, if the just noticeable difference (ΔI) for a 10 lb weight is 1 lb, what would be the ΔI for a 30 lb weight assuming the same constant?  
A. 0.5 lb  
B. 1 lb  
C. 2 lb  
D. 3 lb

**Answer:** D. 3 lb  
**Explanation:** Weber’s Law: ΔI / I = k. If k = 1/10 = 0.1, then for 30 lb, ΔI = 0.1×30 = 3 lb.

**Q6.** Which expression correctly represents Weber’s Law?  
A. I/ΔI = k  
B. ΔI = I/k  
C. ΔI/I = k  
D. k = I + ΔI

**Answer:** C. ΔI/I = k  
**Explanation:** Weber’s Law is ΔI (JND) divided by initial intensity I equals a constant k.

**4. Absolute Threshold**

**Q7.** The absolute threshold of sensation is best defined as:  
A. The smallest detectable difference between two stimuli  
B. The smallest change needed to notice a difference  
C. The minimum stimulus intensity detected 50% of the time  
D. The intensity at which a stimulus is always detected

**Answer:** C. The minimum stimulus intensity detected 50% of the time  
**Explanation:** Absolute threshold refers to the minimum intensity needed to detect a stimulus half the time.

**Q8.** Which of the following factors does NOT influence the absolute threshold of sensation?  
A. Expectation  
B. Motivation  
C. The physical size of sensory receptors  
D. Alertness

**Answer:** C. The physical size of sensory receptors  
**Explanation:** Psychological states like expectation, experience, motivation, and alertness influence absolute threshold; receptor size is not listed as a modifiable factor.

**5. Somatosensation**

**Q9.** Which type of somatosensory encoding describes a neuron that fires at a constant rate throughout a sustained stimulus?  
A. Fast-adapting  
B. Non-adapting  
C. Slow-adapting  
D. Phasic

**Answer:** B. Non-adapting  
**Explanation:** Non-adapting neurons fire consistently at a steady rate during stimulation.

**Q10.** Pressure, temperature, pain, and position are all classified under:  
A. Proprioception  
B. Somatosensation  
C. Gestalt principles  
D. Signal detection

**Answer:** B. Somatosensation  
**Explanation:** Somatosensation includes types such as thermoception, mechanoception (pressure), nociception (pain), and proprioception (position).

**6. Vestibular System**

**Q11.** The movement of endolymph in the semicircular canals primarily informs the brain about:  
A. Linear acceleration  
B. Spatial memory  
C. Rotational movement of the head  
D. Visual acuity

**Answer:** C. Rotational movement of the head  
**Explanation:** Semicircular canals filled with endolymph shift during rotation, allowing detection of head rotation direction and strength.

**Q12.** Otolithic organs (utricle and saccule) are important for detecting:  
A. Rotational acceleration  
B. Temporal auditory cues  
C. Linear acceleration and head position  
D. Color constancy

**Answer:** C. Linear acceleration and head position  
**Explanation:** Otolithic organs detect linear acceleration and head positioning via calcium carbonate crystals pulling on hair cells.

**7. Signal Detection Theory**

**Q13.** In signal detection theory, a conservative strategy is characterized by:  
A. Saying “yes” to almost everything  
B. A high hit rate and high false alarm rate  
C. Saying “no” unless very sure a signal is present  
D. Not using any threshold

**Answer:** C. Saying “no” unless very sure a signal is present  
**Explanation:** Conservative strategy avoids false alarms by only affirming when very certain, leading to more misses.

**Q14.** Which statistic represents the separation between the noise and signal distributions in signal detection theory?  
A. c  
B. β  
C. d′  
D. α

**Answer:** C. d′  
**Explanation:** d′ measures signal strength (difference between means of noise and signal distributions).

**8. Bottom-Up vs. Top-Down Processing**

**Q15.** Recognizing an object by constructing perception purely from sensory input without prior knowledge is known as:  
A. Top-down processing  
B. Parallel processing  
C. Bottom-up processing  
D. Gestalt grouping

**Answer:** C. Bottom-up processing  
**Explanation:** Bottom-up is data-driven and begins with the stimulus itself, without preconceived constructs.

**Q16.** Using expectations or prior knowledge to interpret ambiguous sensory information exemplifies:  
A. Bottom-up processing  
B. Signal detection  
C. Absolute threshold  
D. Top-down processing

**Answer:** D. Top-down processing  
**Explanation:** Top-down processing is theory-driven and influenced by expectations.

**9. Gestalt Principles**

**Q17.** Seeing disconnected lines and mentally filling in the missing parts to perceive a complete shape is an example of:  
A. Similarity  
B. Closure  
C. Continuity  
D. Common fate

**Answer:** B. Closure  
**Explanation:** Closure is the mind’s tendency to fill in missing information to perceive a whole.

**Q18.** Grouping objects together because they move in the same direction is best explained by:  
A. Proximity  
B. Symmetry  
C. Law of common fate  
D. Pragnanz

**Answer:** C. Law of common fate  
**Explanation:** Objects moving together are perceived as belonging together (common fate).

**10. Structure of the Eye**

**Q19.** Which structure in the eye is responsible for fine visual acuity and is densely packed with cones?  
A. Sclera  
B. Macula  
C. Fovea  
D. Choroid

**Answer:** C. Fovea  
**Explanation:** The fovea, part of the macula, is densely packed with cones and provides high-resolution vision.

**Q20.** The aqueous humor is found in which part of the eye and contributes to:  
A. The retina; phototransduction  
B. Anterior chamber; maintaining eyeball shape and nutrient delivery  
C. Vitreous chamber; color perception  
D. Optic nerve; signal transmission

**Answer:** B. Anterior chamber; maintaining eyeball shape and nutrient delivery  
**Explanation:** The anterior chamber contains aqueous humor, which maintains shape and supplies nutrients.

**11. Visual Field Processing**

**Q21.** Information from the right visual field is processed primarily by which hemisphere of the brain?  
A. Right hemisphere  
B. Left hemisphere  
C. Both equally  
D. Occipital lobe only

**Answer:** B. Left hemisphere  
**Explanation:** Right visual field projects to the left side of the brain due to optic chiasm crossing of nasal fibers.

**Q22.** Axons from the temporal side of the retina:  
A. Cross at the optic chiasm  
B. Do not cross at the optic chiasm  
C. Project to the opposite ear  
D. Are responsible for color vision

**Answer:** B. Do not cross at the optic chiasm  
**Explanation:** Temporal retinal fibers remain uncrossed, contributing to visual field mapping.

**12. Feature Detection & Parallel Processing**

**Q23.** The pathway responsible for detecting motion with high temporal resolution but poor spatial resolution is:  
A. Parvocellular  
B. Magnocellular  
C. Optic chiasm  
D. Retinal ganglion

**Answer:** B. Magnocellular  
**Explanation:** Magnocellular pathway detects motion with high temporal resolution and poor spatial detail.

**Q24.** Which visual pathway is most important for perceiving fine form and color?  
A. Magnocellular pathway  
B. Koniocellular pathway  
C. Parvocellular pathway  
D. Dorsal stream

**Answer:** C. Parvocellular pathway  
**Explanation:** Parvocellular pathway provides high spatial resolution and color processing.

**13. Auditory Structure – Part 1**

**Q25.** According to place theory, perception of pitch is determined by:  
A. The timing of action potentials  
B. The amplitude of sound waves  
C. The location of maximal vibration along the basilar membrane  
D. The number of hair cells activated

**Answer:** C. The location of maximal vibration along the basilar membrane  
**Explanation:** Place theory states pitch is detected based on where along the basilar membrane vibrations occur.

**Q26.** The ossicles in order from outer to inner are:  
A. Incus, malleus, stapes  
B. Malleus, incus, stapes  
C. Stapes, incus, malleus  
D. Cochlea, malleus, incus

**Answer:** B. Malleus, incus, stapes  
**Explanation:** Sound vibrations transmit through the ossicles in the order malleus → incus → stapes.

**14. Auditory Structure – Part 2 & Processing**

**Q27.** Hair cells in the cochlea transduce mechanical energy into electrical signals via:  
A. GABA release  
B. Stretching of tip links opening K+ channels  
C. Hyperpolarization of retinal cells  
D. Dopamine modulation

**Answer:** B. Stretching of tip links opening K+ channels  
**Explanation:** Movement of hair bundles stretches tip links, opening K+ channels leading to depolarization and neurotransmission.

**Q28.** High frequency sounds activate hair cells located:  
A. At the apex of the cochlea  
B. Throughout the cochlea equally  
C. At the base of the cochlea  
D. In the semicircular canals

**Answer:** C. At the base of the cochlea  
**Explanation:** High frequency (low wavelength) sounds stimulate hair cells at the base. *(Note: base-frequency mapping is from the auditory processing section in the full document reflected in the table of contents and earlier content about basilar tuning.)*

**Q29.** Tonotopic mapping refers to:  
A. Spatial organization of photoreceptors in the retina  
B. Frequency-based organization of the primary auditory cortex  
C. Grouping of visual features by similarity  
D. Signal detection criterion setting

**Answer:** B. Frequency-based organization of the primary auditory cortex  
**Explanation:** Tonotopic mapping allows the brain to distinguish different sound frequencies based on their location in auditory cortex.

**Q30.** A cochlear implant bypasses damaged structures by:  
A. Amplifying sound in the ear canal  
B. Directly stimulating the basilar membrane mechanically  
C. Converting sound to electrical signals and stimulating the cochlea  
D. Enhancing hair cell regeneration

**Answer:** C. Converting sound to electrical signals and stimulating the cochlea  
**Explanation:** Cochlear implants transduce sound via microphone → speech processor → electrical stimulation of cochlea to restore hearing.

**1. Somatosensation / Homunculus**

**Q1.** The somatosensory homunculus reflects:  
A. The actual physical size of body parts  
B. The cortical representation proportional to tactile sensitivity  
C. The motor strength of each body part  
D. The number of muscles in each region

**Answer:** B  
**Explanation:** The homunculus maps body regions in the somatosensory cortex based on sensitivity, so areas like lips and fingers are exaggerated.   
**Rationale:** Eliminates A (physical size), C (motor, not sensory), D (muscles unrelated).

**Q2.** Which timing encoding in somatosensation would best signal a constant pressure over time?  
A. Fast-adapting  
B. Non-adapting  
C. Phasic  
D. Transient

**Answer:** B  
**Explanation:** Non-adapting neurons fire at a consistent rate during a sustained stimulus, encoding constant pressure.   
**Rationale:** Fast-adapting responds only to change; non-adapting reflects steady stimulus.

**2. Sensory Adaptation and Amplification**

**Q3.** Which of the following is the best example of sensory adaptation?  
A. Pupils dilating when entering a dark room  
B. Jumping at a sudden loud noise  
C. Feeling the constant pressure of clothing after wearing it for a while  
D. Increased pain perception after injury

**Answer:** C  
**Explanation:** Sensory adaptation is decreased receptor response to a constant stimulus over time, such as no longer noticing clothing.   
**Rationale:** A is regulation to new stimulus (up/down), B is immediate reaction, D is amplification not adaptation.

**Q4.** Why does prolonged activation of pain receptors (e.g., with capsaicin) risk cell damage?  
A. Because of decreased neurotransmitter release  
B. Overexcitation leading to cellular stress and potential death  
C. Receptor desensitization  
D. Inhibition of nociceptive pathways

**Answer:** B  
**Explanation:** Overexcitation in pain receptors can lead to cell damage; adaptation protects against this.   
**Rationale:** Distinguishes harmful overactivation from normal adaptation.

**3. Proprioception / Kinaesthesia**

**Q5.** Proprioception primarily provides information about:  
A. Smell  
B. Visual depth  
C. Body position in space  
D. Auditory localization

**Answer:** C  
**Explanation:** Proprioception gives a sense of body position and movement (kinaesthesia).   
**Rationale:** Other choices are unrelated sensory systems.

**4. Pain and Temperature**

**Q6.** Which pathway characteristic distinguishes thermal/pain signals from fine touch in somatosensation?  
A. Same speed and myelination  
B. Slower transmission via small unmyelinated fibers  
C. Faster transmission via large myelinated fibers  
D. Processed in the occipital lobe

**Answer:** B  
**Explanation:** Pain and temperature are typically carried by small, unmyelinated (or thinly myelinated) fibers, leading to slower transmission.   
**Rationale:** Fine touch uses faster, myelinated fibers; occipital lobe is visual.

**5. Pheromones / Olfaction**

**Q7.** Pheromones differ from general odors primarily because they:  
A. Are detected via gustatory receptors  
B. Influence social/behavioral responses between conspecifics  
C. Are always consciously perceived  
D. Do not bind to olfactory receptors

**Answer:** B  
**Explanation:** Pheromones are chemicals that affect behavior or physiology of others of the same species via olfactory-related detection.   
**Rationale:** A is incorrect modality; C is false (often subconscious); D is wrong—they act through chemosensory pathways.

**Q8.** Which of the following best describes the primary function of olfactory receptors?  
A. Detecting sound frequency  
B. Transducing chemical odorants into neural signals  
C. Regulating circadian rhythm  
D. Filtering airborne particles

**Answer:** B  
**Explanation:** Olfactory receptors bind odorant molecules and initiate neural signaling for smell.   
**Rationale:** Other options do not relate to olfaction.

**6. Gustation**

**Q9.** Taste modalities like sweet, salty, sour, bitter, and umami are detected by:  
A. Olfactory epithelium  
B. Taste receptor cells on papillae  
C. Photoreceptors  
D. Cochlear hair cells

**Answer:** B  
**Explanation:** Gustatory receptor cells located in taste buds on papillae detect taste modalities.   
**Rationale:** Eliminates non-gustatory structures.

**Q10.** Which taste quality is primarily linked to amino acid detection and is often described as savory?  
A. Bitter  
B. Salty  
C. Umami  
D. Sour

**Answer:** C  
**Explanation:** Umami corresponds to glutamate and other amino acid flavors.   
**Rationale:** Distinguish from basic tastes.

**7. States of Consciousness / Sleep**

**Q11.** Which of the following is most characteristic of REM sleep?  
A. Slow-wave delta activity  
B. Muscle atonia with vivid dreaming  
C. Deep restorative sleep with no dreaming  
D. Absence of rapid eye movement

**Answer:** B  
**Explanation:** REM sleep features muscle paralysis (atonia) and vivid dreams.   
**Rationale:** Rules out deep non-REM stages with delta waves (A) and no dreaming (C).

**Q12.** Circadian rhythms are primarily regulated by:  
A. The occipital lobe  
B. The suprachiasmatic nucleus in the hypothalamus  
C. The amygdala  
D. The basal ganglia

**Answer:** B  
**Explanation:** The suprachiasmatic nucleus orchestrates daily physiological cycles.   
**Rationale:** Other structures are not central circadian pacemakers.

**8. Dreaming and Dream Theories**

**Q13.** The activation-synthesis hypothesis proposes that dreams result from:  
A. Unconscious wish fulfillment  
B. Random brainstem activity interpreted by cortex  
C. External sensory input during sleep  
D. Rehearsal of motor patterns

**Answer:** B  
**Explanation:** The theory posits that the cortex attempts to make sense of random neural firings from the brainstem.   
**Rationale:** Differentiates from Freud’s symbolic interpretation (A).

**Q14.** Freud’s dream theory sees dreams as:  
A. Random neuronal noise  
B. Manifestations of suppressed unconscious desires  
C. Accurate representations of real events  
D. A mechanism for circadian regulation

**Answer:** B  
**Explanation:** Freud interpreted dreams as the expression of repressed wishes and desires.   
**Rationale:** Contrasts with activation-synthesis; C and D are unrelated.

**9. Sleep Disorders**

**Q15.** Sleep apnea is best classified under:  
A. Dreaming disorders  
B. Breathing-related sleep disorders  
C. Parasomnias  
D. Circadian rhythm disorders

**Answer:** B  
**Explanation:** Sleep apnea involves disrupted breathing during sleep, a breathing-related sleep disorder.   
**Rationale:** Differentiates from movement or timing disorders.

**Q16.** Insomnia most directly affects which aspect of sleep?  
A. Initiation and maintenance of sleep  
B. Dream recall  
C. Muscle atonia  
D. Night terrors

**Answer:** A  
**Explanation:** Insomnia involves difficulty falling or staying asleep.   
**Rationale:** Other choices are secondary phenomena.

**10. Hypnosis and Meditation**

**Q17.** Meditation has been associated with increased activity in which brain region related to attention control?  
A. Occipital cortex  
B. Prefrontal cortex  
C. Cerebellum  
D. Amygdala

**Answer:** B  
**Explanation:** Meditation increases activity in prefrontal cortex, enhancing attention control.   
**Rationale:** Focuses on executive attention processes.

**Q18.** A key difference between hypnosis and meditation is that hypnosis:  
A. Always increases autonomic arousal  
B. Involves suggestion to alter perception or behavior  
C. Is primarily used for physical training  
D. Requires complete unconsciousness

**Answer:** B  
**Explanation:** Hypnosis uses suggestion to influence perception/behavior; meditation is self-directed awareness.   
**Rationale:** Eliminates myths about unconsciousness or arousal.

**11. Psychoactive Drugs Overview**

**Q19.** Which class of psychoactive drugs is primarily associated with reducing central nervous system activity?  
A. Stimulants  
B. Hallucinogens  
C. Depressants  
D. Opioids only

**Answer:** C  
**Explanation:** Depressants lower CNS activity and reduce arousal.   
**Rationale:** Stimulants increase; hallucinogens alter perception.

**Q20.** Benzodiazepines exert their effects by:  
A. Blocking dopamine receptors  
B. Enhancing GABAergic inhibition  
C. Increasing glutamate release  
D. Stimulating opioid receptors

**Answer:** B  
**Explanation:** They potentiate GABA\_A receptor activity, increasing chloride influx and inhibition.   
**Rationale:** Distinguishes mechanism from other neurotransmitter systems.

**Q21.** A common effect of alcohol on sleep architecture is:  
A. Enhanced REM sleep  
B. Disruption of REM and memory consolidation  
C. Complete elimination of NREM sleep  
D. No effect

**Answer:** B  
**Explanation:** Alcohol disrupts REM sleep and impairs memory formation.   
**Rationale:** Opposite of A; C is too extreme.

**12. Stimulants**

**Q22.** Stimulants primarily affect the nervous system by:  
A. Decreasing heart rate  
B. Suppressing alertness  
C. Increasing CNS activity, heart rate, and blood pressure  
D. Blocking serotonin reuptake only

**Answer:** C  
**Explanation:** Stimulants excite CNS, raising physiological arousal (HR/BP).   
**Rationale:** Eliminates effects opposite to stimulants.

**13. Hallucinogens**

**Q23.** Hallucinogens are best characterized by their ability to:  
A. Depress respiratory centers  
B. Alter perception and cognition without necessarily affecting arousal  
C. Block pain signals exclusively  
D. Act purely as stimulants

**Answer:** B  
**Explanation:** Hallucinogens change perception, mood, and cognition; effects differ from depressants or stimulants.   
**Rationale:** Distinguishes their unique profile.

**14. Drug Dependence and Homeostasis**

**Q24.** Drug dependence often leads to tolerance because the body:  
A. Increases receptor sensitivity  
B. Maintains homeostasis by downregulating response to the drug  
C. Stops metabolizing the drug  
D. Develops new neural pathways unrelated to the drug

**Answer:** B  
**Explanation:** Homeostatic adaptation reduces drug effect, requiring higher doses (tolerance).   
**Rationale:** Opposite of A; C and D are less central mechanisms.

**Q25.** Withdrawal symptoms occur because:  
A. The drug permanently alters DNA  
B. Homeostatic mechanisms overshoot after cessation  
C. The drug was never present in the system  
D. The liver produces toxic metabolites

**Answer:** B  
**Explanation:** After chronic use, physiological systems adapt; sudden absence causes imbalance (withdrawal).   
**Rationale:** Emphasizes dynamic regulation.

**15. Routes of Drug Entry**

**Q26.** Which route of drug administration generally results in the fastest onset of effects?  
A. Oral  
B. Intravenous  
C. Transdermal  
D. Subcutaneous

**Answer:** B  
**Explanation:** Intravenous delivers drug directly into bloodstream, fastest systemic effect.   
**Rationale:** Oral involves first-pass metabolism; transdermal slower.

**16. Reward Pathway**

**Q27.** The brain’s reward pathway heavily involves which neurotransmitter associated with pleasure and reinforcement?  
A. GABA  
B. Dopamine  
C. Acetylcholine  
D. Glutamate

**Answer:** B  
**Explanation:** Dopamine is central to the mesolimbic reward system.   
**Rationale:** Others modulate, but dopamine is primary for reward.

**Q28.** Chronic drug use that increases dopamine release typically leads to:  
A. Heightened sensitivity to the drug’s effects  
B. Tolerance due to downregulation of receptors  
C. Immediate normalization after cessation  
D. Decrease in homeostatic compensation

**Answer:** B  
**Explanation:** Repeated stimulation leads to receptor downregulation and tolerance.   
**Rationale:** Opposite of A; C is false early in withdrawal.

**17. Tolerance and Withdrawal**

**Q29.** Cross-tolerance occurs when:  
A. Two drugs share similar mechanisms so tolerance to one confers tolerance to the other  
B. Withdrawal from one drug prevents withdrawal from another  
C. Tolerance resets immediately after drug-free period  
D. Different drugs have opposite effects

**Answer:** A  
**Explanation:** Shared pathways (e.g., barbiturates and benzodiazepines on GABA) can produce cross-tolerance.   
**Rationale:** Reflects pharmacodynamic overlap.

**Q30.** Which of the following best explains why someone might escalate dosage of a psychoactive drug over time to achieve the same effect?  
A. Increased drug purity  
B. Metabolic acidosis  
C. Development of pharmacodynamic tolerance  
D. Enhanced receptor expression

**Answer:** C  
**Explanation:** Pharmacodynamic tolerance via receptor adaptation reduces responsiveness, requiring higher dose.   
**Rationale:** D is opposite (would increase sensitivity).

**1. Substance Use Disorders / Drug Dependence (2 questions)**

**Q1.** Which of the following best defines substance use disorder?  
A. Occasional recreational use with no life impairment  
B. A pattern of use leading to significant impairment or distress, including tolerance and withdrawal  
C. Use of substances only under medical supervision  
D. Abstinence from all psychoactive substances

**Answer:** B  
**Explanation:** Substance use disorder involves maladaptive use causing functional impairment, often with tolerance and withdrawal.   
**Rationale:** A is non-pathological; C isn’t disorderal; D is absence of use.

**Q2.** Which mechanism underlies tolerance in drug dependence?  
A. Upregulation of receptor sensitivity  
B. Homeostatic adaptation reducing drug effect  
C. Drug accumulation in the bloodstream  
D. Increased drug purity

**Answer:** B  
**Explanation:** Chronic use triggers homeostatic changes to counteract the drug, diminishing its effect (tolerance).   
**Rationale:** Tolerance reflects a compensatory decrease in responsiveness, not increased sensitivity.

**2. Attention (6 questions)**

**Q3.** Inattentional blindness is best described as:  
A. Failure to notice a change over time in a scene  
B. Inability to recognize an unexpected stimulus in plain sight due to attention elsewhere  
C. Enhanced perception when multitasking  
D. Automatic encoding of all stimuli

**Answer:** B  
**Explanation:** Inattentional blindness occurs when attention is focused elsewhere and an unexpected object is missed despite being visible.   
**Rationale:** Distinct from change blindness (A); C and D are incorrect.

**Q4.** Change blindness differs from inattentional blindness because it involves:  
A. Missing an unexpected object while attention is elsewhere  
B. Failing to detect a difference between two versions of a scene  
C. Complete loss of vision  
D. Enhanced selective attention

**Answer:** B  
**Explanation:** Change blindness is the failure to notice changes between sequential scenes, even when attending.   
**Rationale:** A describes inattentional blindness; C/D unrelated.

**Q5.** Covert orienting refers to:  
A. Moving the eyes to focus on a stimulus  
B. Physically turning the body toward a stimulus  
C. Shifting attention without overt movement  
D. Ignoring all stimuli

**Answer:** C  
**Explanation:** Covert orienting is bringing the “spotlight” of attention to something without moving eyes/body.   
**Rationale:** Distinguishes from overt orienting (movement).

**Q6.** Which is TRUE about vigilance attention?  
A. It does not involve signal detection  
B. It is unrelated to active search  
C. It primes response to detect targets of interest  
D. It always degrades performance with practice

**Answer:** C  
**Explanation:** Vigilance attention involves maintaining readiness and often includes signal detection to respond quickly to relevant stimuli.   
**Rationale:** Eliminates A and B; practice typically improves on familiar tasks unless arousal is too high.

**Q7.** According to the notes, how does prior practice influence attention-demanding tasks?  
A. It always increases required attention  
B. It degrades performance under any arousal  
C. It reduces amount of attention needed for skilled tasks  
D. It causes change blindness

**Answer:** C  
**Explanation:** Practice makes tasks more automatic, reducing attentional load, unless arousal becomes detrimental.   
**Rationale:** Opposite of A; D is irrelevant.

**Q8.** Neglect syndrome is best characterized by:  
A. Enhanced divided attention  
B. Loss in spatial dimension of attention due to brain damage  
C. Inability to form long-term memories  
D. Failure of signal detection only in auditory domain

**Answer:** B  
**Explanation:** Neglect syndrome causes impaired spatial attention, often after parietal damage.   
**Rationale:** Specific to spatial attention deficit, not memory or modality-limited detection.

**3. Theories of Selective Attention / Spotlight Model (2 questions)**

**Q9.** The “spotlight” model of attention suggests:  
A. Attention spreads evenly across all stimuli  
B. A focused beam enhances processing of a subset of sensory input  
C. All stimuli are processed serially without selection  
D. Memory retrieval is unaffected by attention

**Answer:** B  
**Explanation:** The spotlight metaphor describes selective enhancement of processing for attended locations or objects.   
**Rationale:** Contrasts with undifferentiated or serial models.

**Q10.** Divided attention is most likely to fail when:  
A. Tasks are highly practiced and automatic  
B. Tasks compete for the same cognitive resources  
C. One task is visual and the other auditory  
D. Both tasks are identical

**Answer:** B  
**Explanation:** Divided attention is harder when multiple tasks draw on overlapping resources, increasing interference.   
**Rationale:** Distinguishes resource competition from easier dual-task scenarios.

**4. Memory: Information Processing & Encoding (5 questions)**

**Q11.** The process of moving information from working memory into long-term storage is called:  
A. Retrieval  
B. Encoding  
C. Decay  
D. Reconsolidation

**Answer:** B  
**Explanation:** Encoding transfers information from temporary working memory to more permanent long-term memory.   
**Rationale:** Retrieval is recall; decay is loss; reconsolidation is re-stabilization after recall.

**Q12.** Which encoding strategy involves organizing information into meaningful groupings to aid memory?  
A. Rote rehearsal  
B. Chunking  
C. Mnemonic neglect  
D. Change blindness

**Answer:** B  
**Explanation:** Chunking groups items into familiar categories to improve retention.   
**Rationale:** Rote rehearsal is less effective; others are irrelevant.

**Q13.** Encoding specificity predicts that memory retrieval is best when:  
A. The retrieval context matches the learning context  
B. Distraction is maximal  
C. Information is encoded passively  
D. Retrieval is attempted after long delay only

**Answer:** A  
**Explanation:** Matching conditions between encoding and retrieval enhances recall.   
**Rationale:** Context-dependent memory effect.

**Q14.** Which of the following is the least effective encoding strategy according to the notes?  
A. Chunking  
B. Mnemonics  
C. Rote rehearsal  
D. Elaborative rehearsal

**Answer:** C  
**Explanation:** Rote rehearsal requires minimal processing and is least effective.   
**Rationale:** Deep processing (elaborative, mnemonics) beats shallow repetition.

**Q15.** Autobiographical memory combines which types of memory?  
A. Procedural and semantic  
B. Episodic and semantic  
C. Implicit and iconic  
D. Working and sensory

**Answer:** B  
**Explanation:** Autobiographical memory blends personal episodic events with general semantic knowledge.   
**Rationale:** Not procedural (skills) or purely sensory.

**5. Retrieval & Reconstruction (3 questions)**

**Q16.** Which retrieval type is aided when a cue is given that was paired with the target during encoding?  
A. Free recall  
B. Recognition  
C. Cued recall  
D. Savings

**Answer:** C  
**Explanation:** Cued recall provides a prompt associated with the original encoding, improving retrieval.   
**Rationale:** Free recall lacks cues; recognition is identification.

**Q17.** Memory reconstruction can lead to:  
A. Perfect reproduction of events  
B. Source monitoring errors where origin of memory is misattributed  
C. Immediate forgetting of all details  
D. Elimination of interference

**Answer:** B  
**Explanation:** Reconstruction involves piecing memory together, sometimes causing source monitoring errors.   
**Rationale:** Memory is fallible and reconstructive, not perfect.

**Q18.** Recognition differs from free recall because recognition:  
A. Requires no retrieval cues  
B. Provides options among which the correct item is identified  
C. Is always less accurate  
D. Is independent of encoding depth

**Answer:** B  
**Explanation:** Recognition tasks supply choices, making identification easier than free recall.   
**Rationale:** Recognition benefits from familiarity and cues.

**6. Decay, Interference, Aging, and Disorders (4 questions)**

**Q19.** Proactive interference refers to:  
A. New information interfering with old memory  
B. Old information interfering with new learning  
C. Memory loss due to aging  
D. Retrieval of emotional memories only

**Answer:** B  
**Explanation:** Proactive interference is when previously learned information hinders new learning. (Implicit from decay/interference context).   
**Rationale:** Distinguish from retroactive interference (A).

**Q20.** Which of the following is a hallmark of Alzheimer’s disease as opposed to normal aging?  
A. Mild forgetfulness  
B. Severe episodic memory loss with progressive decline  
C. Improved semantic memory  
D. Enhanced working memory

**Answer:** B  
**Explanation:** Alzheimer’s involves pathological memory decline beyond normal aging, especially episodic memory.   
**Rationale:** Normal aging shows milder, non-progressive deficits.

**Q21.** Korsakoff syndrome is most directly associated with:  
A. Deficits in procedural memory only  
B. Thiamine deficiency leading to confabulation and memory gaps  
C. Enhanced autobiographical memory  
D. Visual processing impairments

**Answer:** B  
**Explanation:** Korsakoff syndrome stems from nutritional (thiamine) deficiency causing severe memory disorders including confabulation.   
**Rationale:** Not limited to procedural memory.

**Q22.** Aging tends to have the least detrimental effect on:  
A. Working memory capacity  
B. Processing speed  
C. Crystallized intelligence (e.g., semantic knowledge)  
D. Episodic memory

**Answer:** C  
**Explanation:** Crystallized intelligence (accumulated knowledge) is relatively preserved with aging.   
**Rationale:** Fluid aspects like working memory and processing decline more.

**7. Semantic Networks & Spreading Activation (2 questions)**

**Q23.** Spreading activation in semantic networks explains:  
A. Why unrelated concepts are inhibited  
B. How thinking of one concept makes related concepts more accessible  
C. The decay of memory over time  
D. Failure of selective attention

**Answer:** B  
**Explanation:** Activation spreads from a node to related nodes, facilitating retrieval of associated information.   
**Rationale:** Key to semantic priming.

**Q24.** Stronger associative links in a semantic network lead to:  
A. Slower retrieval of related items  
B. Increased interference only  
C. Faster access to closely related concepts  
D. Elimination of encoding specificity

**Answer:** C  
**Explanation:** Strong links lower the threshold for spreading activation, speeding retrieval.   
**Rationale:** Supports efficient semantic access.

**8. Piaget / Schemas / Problem Solving / Decision Making (6 questions)**

**Q25.** According to Piaget, accommodation refers to:  
A. Fitting new information into existing schemas without change  
B. Changing existing schemas to incorporate new information  
C. Forgetting outdated schemas  
D. Using heuristics to speed decisions

**Answer:** B  
**Explanation:** Accommodation modifies schemas when existing ones cannot incorporate new info.   
**Rationale:** Distinguishes from assimilation (A).

**Q26.** Assimilation is best exemplified by:  
A. Creating a new category for a novel object  
B. Interpreting a new dog breed as “dog” based on existing schema  
C. Ignoring sensory input  
D. Rapid decision making under stress

**Answer:** B  
**Explanation:** Assimilation involves integrating new instances into existing schemas without changing them.   
**Rationale:** Contrasts with accommodation.

**Q27.** Well-defined versus ill-defined problems differ in that well-defined problems:  
A. Have unclear goal states  
B. Lack solution paths  
C. Have clear goals and solution paths  
D. Cannot be solved

**Answer:** C  
**Explanation:** Well-defined problems specify initial and goal states and available operations.   
**Rationale:** Ill-defined lack clarity.

**Q28.** In decision making, heuristics are:  
A. Systematic algorithms guaranteeing optimal solutions  
B. Cognitive shortcuts that speed decisions but can introduce biases  
C. Always accurate  
D. Synonymous with long-term memory

**Answer:** B  
**Explanation:** Heuristics simplify decision processes at the cost of potential bias. (Implied from decision making section context).   
**Rationale:** Not guaranteed correct (A/C).

**Q29.** When a person adjusts their existing schema only slightly to incorporate a new but similar example, they are engaging in:  
A. Accommodation  
B. Assimilation  
C. Reconstruction  
D. Semantic pruning

**Answer:** B  
**Explanation:** Slight variation fitting into an existing schema is assimilation.   
**Rationale:** Accommodation would require significant change.

**Q30.** Problem solving is defined as:  
A. Random guessing until success  
B. Moving from a current state to a goal state  
C. Ignoring constraints  
D. Only applicable to logical puzzles

**Answer:** B  
**Explanation:** Problem solving involves transitioning from the present condition to a desired goal.   
**Rationale:** Broad domain beyond puzzles; not random.

**Questions 1–6: Semantic Networks & Spreading Activation**

1. **Which of the following best describes spreading activation in a modified semantic network?**  
   A. Information is strictly stored hierarchically from general to specific nodes.  
   B. Activating one concept increases the activation of related concepts.  
   C. Each concept exists in isolation without influence on others.  
   D. Concepts are stored based solely on frequency of exposure.  
   **Answer:** B. Activating one concept increases the activation of related concepts.  
   **Explanation:** In the modified semantic network, concepts are interconnected so that triggering one pulls up related concepts—this is spreading activation.
2. **Which observation challenged the original hierarchical semantic network model and led to the modified version?**  
   A. People verify that a canary is a bird faster than a canary is an animal.  
   B. People categorize a pig as an animal faster than a pig as a mammal.  
   C. Concepts are stored in parallel rather than serially.  
   D. All semantic links have equal distance.  
   **Answer:** B. People categorize a pig as an animal faster than a pig as a mammal.  
   **Explanation:** This violated the expected hierarchical verification time, prompting the modified network recognizing individual experience-based link differences.
3. **The cognitive economy principle supports which feature of the original semantic network model?**  
   A. That concepts are stored randomly.  
   B. That broad attributes are stored at higher nodes to avoid redundancy.  
   C. That every instance of a concept is stored separately.  
   D. That activation does not spread between nodes.  
   **Answer:** B. That broad attributes are stored at higher nodes to avoid redundancy.  
   **Explanation:** Cognitive economy posits efficiency by storing general features higher to minimize duplication.
4. **In verification tasks, why does it take longer to verify “canary is an animal” than “canary is a canary”?**  
   A. Because “canary” and “animal” are not connected in the semantic network.  
   B. Because broader category (“animal”) resides higher, requiring traversal across more nodes.  
   C. Because “canary” has no hierarchical relationship to “animal.”  
   D. Because the modified semantic network prohibits hierarchical links.  
   **Answer:** B. Because broader category (“animal”) resides higher, requiring traversal across more nodes.  
   **Explanation:** In the hierarchical model, verifying a relation that spans more levels takes longer due to distance between nodes.
5. **Which of the following would most likely be explained by spreading activation?**  
   A. Remembering a word exactly as it appeared.  
   B. Recalling a related but incorrect detail (a false memory).  
   C. Forgetting a word due to lack of rehearsal.  
   D. Encoding a stimulus in sensory memory.  
   **Answer:** B. Recalling a related but incorrect detail (a false memory).  
   **Explanation:** Spreading activation can bring up related but incorrect items, contributing to false memories.
6. **Which modification does the “modified semantic network” introduce compared to the original hierarchical model?**  
   A. All individuals share identical semantic link lengths.  
   B. Concepts are stored in completely random order.  
   C. Link strengths vary based on individual experience and knowledge.  
   D. Spreading activation is eliminated to reduce interference.  
   **Answer:** C. Link strengths vary based on individual experience and knowledge.  
   **Explanation:** The modified model allows individualized distances between concepts depending on prior experience.

**Questions 7–12: Intelligence**

1. **Spearman’s concept of the g-factor is meant to explain why:**  
   A. Intelligence is entirely domain-specific.  
   B. People good in one cognitive domain often perform well in others.  
   C. Intelligence cannot be quantified.  
   D. Analytical intelligence is unrelated to academic performance.  
   **Answer:** B. People good in one cognitive domain often perform well in others.  
   **Explanation:** The g-factor represents a general underlying ability that contributes to performance across various cognitive tasks.
2. **Robert Sternberg’s triarchic theory of intelligence includes all EXCEPT:**  
   A. Analytical intelligence  
   B. Creative intelligence  
   C. Emotional intelligence  
   D. Practical intelligence  
   **Answer:** C. Emotional intelligence  
   **Explanation:** Sternberg proposed analytical, creative, and practical intelligences; emotional intelligence is a separate construct.
3. **Which type of intelligence is primarily measured by traditional IQ tests according to the notes?**  
   A. Creative intelligence  
   B. Practical intelligence  
   C. Analytical intelligence  
   D. Social intelligence  
   **Answer:** C. Analytical intelligence  
   **Explanation:** IQ tests are designed to assess academic/problem-solving (analytical) abilities.
4. **A student with a score significantly above 100 in analytical intelligence is likely to:**  
   A. Have difficulty adapting to new situations  
   B. Perform better in school relative to peers  
   C. Show no difference in academic performance  
   D. Only excel in practical tasks  
   **Answer:** B. Perform better in school relative to peers  
   **Explanation:** High analytical intelligence correlates with better academic achievement.
5. **Which statement reflects the relationship between general intelligence (g) and specific abilities?**  
   A. Specific abilities are unrelated to g.  
   B. Strong performance in one specific ability predicts weak performance in others.  
   C. General intelligence underlies consistent performance across different domains.  
   D. General intelligence is only useful for verbal tasks.  
   **Answer:** C. General intelligence underlies consistent performance across different domains.  
   **Explanation:** Spearman’s theory posits that a common factor (g) contributes to varied cognitive abilities.
6. **Which of the following is a valid inference from Sternberg’s inclusion of creative intelligence?**  
   A. Novel problem solving is not related to intelligence.  
   B. Intelligence includes the capacity to adapt to new situations.  
   C. Only traditional schooling develops all types of intelligence.  
   D. Analytical intelligence alone explains real-world success.  
   **Answer:** B. Intelligence includes the capacity to adapt to new situations.  
   **Explanation:** Creative intelligence involves generating novel ideas and adapting, highlighting adaptability as part of intelligence.

**Questions 13–18: Language & the Brain / Theories of Language Development**

1. **Damage to Broca’s area would most directly impair which ability?**  
   A. Understanding spoken language  
   B. Producing fluent speech  
   C. Visual-spatial reasoning  
   D. Long-term memory formation  
   **Answer:** B. Producing fluent speech  
   **Explanation:** Broca’s area (part of language and the brain/aphasia content) is associated with speech production.
2. **Which type of aphasia is characterized by fluent but nonsensical speech and difficulty with comprehension?**  
   A. Broca’s aphasia  
   B. Wernicke’s aphasia  
   C. Conduction aphasia  
   D. Global aphasia  
   **Answer:** B. Wernicke’s aphasia  
   **Explanation:** Wernicke’s aphasia affects comprehension; speech remains fluent but lacks meaning. (Topic is in the language/aphasia section of the TOC).
3. **Split-brain patients provide evidence that:**  
   A. Language processing is equally distributed across hemispheres  
   B. The left hemisphere is often specialized for language in most individuals  
   C. Neither hemisphere can process language alone  
   D. The corpus callosum enhances emotional regulation  
   **Answer:** B. The left hemisphere is often specialized for language in most individuals  
   **Explanation:** Split-brain studies, located in the language and brain section, illustrate lateralization of language functions.
4. **The nativist theory of language development emphasizes:**  
   A. Language is learned purely through reinforcement.  
   B. Language arises from innate biological mechanisms.  
   C. Language is acquired solely via social interaction.  
   D. Language development is random and unguided.  
   **Answer:** B. Language arises from innate biological mechanisms.  
   **Explanation:** Nativist theory posits an inborn capacity for language; it’s one of the theories listed in the language development section.
5. **Which theory combines both innate capacities and social interaction for language learning?**  
   A. Behaviorist  
   B. Nativist  
   C. Interactionist  
   D. Cognitive  
   **Answer:** C. Interactionist  
   **Explanation:** Interactionist theory holds that language development results from interplay between innate ability and environmental input.
6. **According to the TOC structure, which of the following sequences correctly groups the language-related content?**  
   A. Theories of Intelligence → Aphasia → Spreading Activation  
   B. Language Components → Split-Brain → Semantic Networks  
   C. Aphasia and Split-Brain Patients → Theories of Language and Cognition → Theories of Language Development  
   D. Emotion → Language Development → Intelligence  
   **Answer:** C. Aphasia and Split-Brain Patients → Theories of Language and Cognition → Theories of Language Development  
   **Explanation:** That order reflects the hierarchy in the Table of Contents.

**Questions 19–24: Emotion Theories**

1. **Which theory of emotion states that physiological arousal precedes and causes the emotional experience?**  
   A. Schachter-Singer theory  
   B. Cannon-Bard theory  
   C. James-Lange theory  
   D. Two-factor theory  
   **Answer:** C. James-Lange theory  
   **Explanation:** James-Lange posits that emotion arises from interpretation of physiological changes. This is covered under “Theories of Emotion” in the document’s contents.
2. **Which emotion theory argues that emotion and physiological arousal occur simultaneously and independently?**  
   A. James-Lange  
   B. Cannon-Bard  
   C. Schachter-Singer  
   D. Lazarus  
   **Answer:** B. Cannon-Bard  
   **Explanation:** Cannon-Bard suggests simultaneous activation of emotion and bodily response.
3. **The Schachter-Singer (two-factor) theory adds which element to the explanation of emotion?**  
   A. Cognitive label of physiological arousal  
   B. Emotional experience causes arousal  
   C. Emotions are physiologically identical  
   D. Emotions are socially constructed only  
   **Answer:** A. Cognitive label of physiological arousal  
   **Explanation:** Schachter-Singer incorporates both arousal and cognitive interpretation.
4. **Which brain system is most directly tied to the generation and regulation of emotion, as indicated in the document index?**  
   A. Motor cortex  
   B. Limbic system  
   C. Somatosensory cortex  
   D. Vestibular system  
   **Answer:** B. Limbic system  
   **Explanation:** The limbic system is identified in the TOC under emotions as responsible for emotional processing.
5. **Which component is likely included in “Three Components of Emotion” based on standard emotion theory structure?**  
   A. Genetic predisposition only  
   B. Behavioral expression, physiological arousal, and cognitive appraisal  
   C. Independent motor reflexes  
   D. Sensory adaptation  
   **Answer:** B. Behavioral expression, physiological arousal, and cognitive appraisal  
   **Explanation:** The typical breakdown of emotion includes these three components; the document lists “Three Components of Emotion” in its contents.
6. **If someone misattributes their physiological arousal to the wrong emotional cause, which theory best explains this phenomenon?**  
   A. James-Lange  
   B. Cannon-Bard  
   C. Schachter-Singer  
   D. Drive-reduction  
   **Answer:** C. Schachter-Singer  
   **Explanation:** Two-factor theory involves labeling arousal by context, which can lead to misattribution.

**Questions 25–30: Stress**

1. **Which of the following would be categorized under “Stressors” as per the document’s structure?**  
   A. The physiological changes in the HPA axis  
   B. External events like deadline pressure or life changes  
   C. Emotional regulation strategies  
   D. Memory encoding failures  
   **Answer:** B. External events like deadline pressure or life changes  
   **Explanation:** Stressors are external demands or changes that challenge the organism; listed separately in the TOC.
2. **Activation of the HPA axis during stress primarily leads to the release of:**  
   A. Insulin  
   B. Cortisol  
   C. Dopamine  
   D. Acetylcholine  
   **Answer:** B. Cortisol  
   **Explanation:** The HPA axis (hypothalamic-pituitary-adrenal) culminates in cortisol release as part of stress response. The stress response is discussed in the “Responding to Stress” section.
3. **Which of the following is a likely “Behavioural Effect of Stress”?**  
   A. Reduced heart rate  
   B. Improved long-term memory encoding under chronic stress  
   C. Changes in coping behaviors (e.g., avoidance or increased risk-taking)  
   D. Faster reaction time due to permanent adaptation  
   **Answer:** C. Changes in coping behaviors (e.g., avoidance or increased risk-taking)  
   **Explanation:** Stress affects behavior, often leading to maladaptive coping strategies.
4. **Which section would contain strategies for reducing negative outcomes of stress?**  
   A. What is Stress?  
   B. Stress Management  
   C. Stressors  
   D. Aging and Cognitive Abilities  
   **Answer:** B. Stress Management  
   **Explanation:** “Stress Management” is explicitly listed as the section focused on strategies to handle stress.
5. **Chronic activation of the stress response system is most likely to result in:**  
   A. Enhanced immune function  
   B. Elevated cortisol leading to physical wear-and-tear  
   C. Immediate increased energy with no long-term cost  
   D. Permanent elimination of all stressors  
   **Answer:** B. Elevated cortisol leading to physical wear-and-tear  
   **Explanation:** Prolonged stress response causes physiological effects such as elevated cortisol that wear on the body; this fits under “Physical Effects of Stress.”
6. **Which of the following best describes the distinction between “Stressors” and “Responding to Stress” in the document’s organization?**  
   A. Stressors are internal reactions; responding is environmental triggers.  
   B. Stressors are triggers; responding is the organism’s physiological/behavioral reaction.  
   C. They are synonymous in the document.  
   D. Responding to stress refers exclusively to social support.  
   **Answer:** B. Stressors are triggers; responding is the organism’s physiological/behavioral reaction.  
   **Explanation:** The TOC separates external events (“Stressors”) from the body’s subsequent response (“Responding to Stress”).

**1–6: Stress (Physical, Behavioral, Management, and Maladaptive Coping)**

**Q1.** Chronic stress increases cardiovascular risk primarily by:  
A. Decreasing blood pressure and vasodilation  
B. Increasing blood pressure and causing vascular stiffening  
C. Reducing cortisol levels  
D. Enhancing parasympathetic tone

**Answer:** B  
**Explanation:** Chronic stress elevates blood pressure and leads to blood vessel distension and rigidity, contributing to hypertension and vascular disease.   
**Rationale:** Recognize that stress activates mechanisms that strain vessels; A and D are opposite effects.

**Q2.** Which metabolic change is induced by stress hormones to increase available energy?  
A. Glycogen synthesis  
B. Conversion of glucose to glycogen  
C. Cortisol and glucagon promote glycogen breakdown to increase blood glucose  
D. Insulin-mediated glucose uptake

**Answer:** C  
**Explanation:** Stress triggers cortisol and glucagon release, converting glycogen to glucose, elevating blood sugar.   
**Rationale:** Distinguish catabolic stress response from anabolic storage.

**Q3.** Under chronic stress, immune function is:  
A. Enhanced continuously  
B. Initially hyperactive then suppressed over time  
C. Unchanged  
D. Permanently overactive

**Answer:** B  
**Explanation:** Acute stress can cause inflammation, but chronic stress suppresses immune responses, increasing susceptibility to illness.   
**Rationale:** Understand temporal dynamics of stress on immunity.

**Q4.** Behavioral effects of stress are likely to involve changes in which brain regions due to high glucocorticoid receptor density?  
A. Occipital lobe and cerebellum  
B. Hippocampus and frontal cortex  
C. Brainstem and medulla  
D. Basal ganglia and thalamus

**Answer:** B  
**Explanation:** The hippocampus and frontal cortex have many glucocorticoid receptors and are particularly affected behaviorally by stress.   
**Rationale:** Recall vulnerability of memory and executive function regions under stress.

**Q5.** Which of the following is a **maladaptive** coping mechanism described in the notes?  
A. Proactive planning  
B. Seeking social support  
C. Anxious avoidance  
D. Meaning-focused coping

**Answer:** C  
**Explanation:** Anxious avoidance is a common maladaptive strategy that prevents unlearning of anxiety associations.   
**Rationale:** Distinguish constructive (adaptive) versus avoidance-based (maladaptive) coping.

**Q6.** Which of the following is part of **adaptive stress management** as per the document?  
A. Safety behaviors  
B. Rumination  
C. Progressive muscle relaxation and adequate sleep  
D. Dissociation

**Answer:** C  
**Explanation:** Positive coping includes physical fitness and relaxation techniques like progressive muscle relaxation, along with good sleep.   
**Rationale:** Eliminate harmful or passive strategies (A, B, D).

**7–12: Autonomic Nervous System & General Neurostructure**

**Q7.** Which branch of the autonomic nervous system is active during “rest and digest” and what is one of its effects?  
A. Sympathetic; increases heart rate  
B. Parasympathetic; increases salivation  
C. Sympathetic; constricts intestinal blood flow  
D. Parasympathetic; dilates pupils

**Answer:** B  
**Explanation:** The parasympathetic system promotes “rest and digest,” decreasing heart rate and activating salivary glands.   
**Rationale:** Know the oppositional roles of SNS vs. PNS.

**Q8.** The organization of gray and white matter in the spinal cord differs from the brain. Which statement is correct?  
A. Gray matter is on the outside in the spinal cord  
B. White matter contains neuron somas  
C. In the brain white matter is inside and gray outside  
D. In both brain and spinal cord gray is outside

**Answer:** C  
**Explanation:** In the spinal cord gray is inside and white outside; in the brain the arrangement is reversed.   
**Rationale:** Recall anatomical distinctions of central nervous system structures.

**Q9.** Upper motor neurons (UMNs) differ from lower motor neurons (LMNs) in that UMNs:  
A. Directly innervate skeletal muscle  
B. Control LMNs and originate in cerebral cortex  
C. Are located only in peripheral nerves  
D. Do not cross sides in corticospinal tract

**Answer:** B  
**Explanation:** UMNs originate in cortex and synapse onto LMNs; corticospinal fibers mostly decussate.   
**Rationale:** Distinguish hierarchical control in motor pathways.

**Q10.** Which of the following is a classic upper motor neuron sign?  
A. Flaccid paralysis  
B. Hyporeflexia  
C. Clonus  
D. Muscle atrophy due to denervation only

**Answer:** C  
**Explanation:** Clonus (rhythmic contractions) and hyperreflexia are signs of UMN lesions.   
**Rationale:** Recognize UMN vs LMN lesion features.

**Q11.** Which statement about sympathetic (SNS) and parasympathetic (PNS) pathways is true regarding their anatomical pre-/post-ganglionic fiber length?  
A. SNS is long then short; PNS is short then long  
B. Both have identical arrangements  
C. SNS is short then long; PNS is long then short  
D. PNS has no ganglia

**Answer:** C  
**Explanation:** SNS uses short preganglionic and long postganglionic fibers; PNS is the opposite.   
**Rationale:** Helps differentiate autonomic architecture.

**Q12.** Which of the following BEST describes the primary components of gray matter?  
A. Myelinated axons  
B. Neuron somas  
C. Cerebrospinal fluid  
D. Dendritic myelin

**Answer:** B  
**Explanation:** Gray matter consists mainly of neuron cell bodies (somas).   
**Rationale:** White matter is for axonal pathways.

**13–18: Somatosensation & Reflexes**

**Q13.** The muscle stretch reflex (e.g., knee-jerk) primarily functions to:  
A. Inhibit muscle contraction upon stretch  
B. Cause reflexive contraction of the stretched muscle to resist it  
C. Activate the antagonist muscle only  
D. Require conscious input to occur

**Answer:** B  
**Explanation:** Stretching a muscle activates muscle spindles, leading to excitatory input to that same muscle causing contraction.   
**Rationale:** Understand spinal reflex arcs and protective mechanisms.

**Q14.** During the muscle stretch reflex, which pathway describes the basic flow?  
A. Efferent → Afferent → Muscle  
B. Afferent → Spinal cord → Efferent  
C. Brain → Afferent → Muscle  
D. Muscle → Brain → Spinal cord

**Answer:** B  
**Explanation:** Sensory (afferent) input from muscle spindle enters spinal cord and directly activates motor (efferent) neurons.   
**Rationale:** Recall reflex arc sequence.

**Q15.** In the context of somatosensation, which fibers are responsible for conveying muscle spindle stretch information in the stretch reflex?  
A. Efferent autonomic fibers  
B. Afferent somatosensory neurons  
C. Upper motor neurons  
D. Corticospinal tract fibers

**Answer:** B  
**Explanation:** Muscle spindle sensory information travels via afferent somatosensory neurons to spinal cord.   
**Rationale:** Differentiate sensory vs motor efferents.

**Q16.** Which describes the role of lower motor neurons (LMNs) relative to UMNs?  
A. LMNs control UMNs  
B. LMNs are controlled by UMNs and directly innervate muscles  
C. LMNs are only in brainstem  
D. LMNs form the corticospinal tract

**Answer:** B  
**Explanation:** UMNs exert control over LMNs, which then innervate skeletal muscle.   
**Rationale:** Hierarchical motor control distinguishing pathways.

**Q17.** Which structure carries the descending fibers from the cortex to the spinal cord that mostly decussate?  
A. Dorsal columns  
B. Corticospinal tract  
C. Spinothalamic tract  
D. Medial lemniscus

**Answer:** B  
**Explanation:** The corticospinal tract originates in cortex, crosses, and synapses on LMNs.   
**Rationale:** Identify major motor pathway.

**Q18.** In a lesion of an upper motor neuron, which combination of signs is most likely?  
A. Flaccid paralysis and muscle atrophy  
B. Hyperreflexia and clonus  
C. Decreased muscle tone only  
D. Loss of sensory input only

**Answer:** B  
**Explanation:** UMN lesions classically produce hyperreflexia and clonus due to loss of inhibitory modulation.   
**Rationale:** Contrast with LMN lesions which cause flaccidity.

**19–24: Motor Unit / Nervous System Function & Integration**

**Q19.** A motor unit consists of:  
A. Multiple upper motor neurons and one muscle fiber  
B. One lower motor neuron and all the muscle fibers it innervates  
C. A sensory neuron and its associated interneurons  
D. Corticospinal fibers only

**Answer:** B  
**Explanation:** A motor unit is a single LMN plus all the muscle fibers it activates. (Implied from “Motor Unit” section context in TOC; standard definition.)   
**Rationale:** Fundamental for understanding neuromuscular control.

**Q20.** Which of the following best summarizes the organizational difference in white vs. gray matter in the brain?  
A. Gray inside, white outside  
B. White inside, gray outside  
C. Both are randomly distributed  
D. Gray is only in the spinal cord

**Answer:** B  
**Explanation:** In the brain white matter is internal and gray matter is on the periphery.   
**Rationale:** Distinguishes CNS structural layout.

**Q21.** The autonomic nervous system’s sympathetic branch is associated with which of the following physiological changes?  
A. Increased intestinal blood flow  
B. Decreased heart rate  
C. Sweat gland activation  
D. Salivation increase

**Answer:** C  
**Explanation:** Sympathetic activation triggers “fight or flight” responses: increased heart rate and sweat gland activity, while reducing digestive flow.   
**Rationale:** Differentiate SNS from PNS effects.

**Q22.** Which description correctly pairs a nervous system division with its general strategy?  
A. Parasympathetic: short preganglionic, long postganglionic  
B. Sympathetic: long preganglionic, short postganglionic  
C. Sympathetic: short then long chain; Parasympathetic: long then short chain  
D. Neither uses ganglia

**Answer:** C  
**Explanation:** Sympathetic is short preganglionic then long; parasympathetic is long preganglionic then short.   
**Rationale:** Reinforces autonomic architecture.

**Q23.** Which of the following would most likely result from damage to the corticobulbar tract?  
A. Impaired voluntary control of limbs  
B. Facial muscle weakness  
C. Loss of proprioception  
D. Complete anesthesia

**Answer:** B  
**Explanation:** The corticobulbar tract targets brainstem motor nuclei (e.g., facial muscles), so damage impairs cranial-nerve-mediated motor control.   
**Rationale:** Localize lesion impact based on tract targets.

**Q24.** The phrase “fight or flight” is most associated with which of the following autonomic effects?  
A. Increased salivation and digestion  
B. Vasodilation in gut and decreased skeletal muscle blood flow  
C. Increased heart rate and redistribution of blood to skeletal muscles  
D. Activation of rest-related pathways

**Answer:** C  
**Explanation:** Sympathetic activation increases heart rate and shunts blood to skeletal muscle.   
**Rationale:** Contrast with parasympathetic (“rest and digest”).

**25–30: Integration / Higher-Level Concepts**

**Q25.** Why might chronic stress impair memory formation and executive function?  
A. Because stress selectively enhances hippocampal growth  
B. Due to high glucocorticoid receptor density in hippocampus and frontal cortex affecting their function  
C. Because stress only acts peripherally and spares the brain  
D. Because stress increases neurogenesis instantly

**Answer:** B  
**Explanation:** The hippocampus and frontal cortex, rich in glucocorticoid receptors, are behaviorally affected under stress, disrupting cognitive operations.   
**Rationale:** Connect stress physiology to cognitive deficits.

**Q26.** Which of the following coping strategies is proactive rather than reactive?  
A. Seeking therapy after a panic attack  
B. Anticipating a stressful exam and preparing early  
C. Avoiding all stress-inducing situations  
D. Dissociation during trauma

**Answer:** B  
**Explanation:** Proactive coping involves anticipating stressors and preparing responses in advance.   
**Rationale:** Differentiates timing and intent of coping.

**Q27.** A patient presents with hyperreflexia and clonus but intact muscle bulk. The lesion is most consistent with:  
A. Lower motor neuron injury  
B. Upper motor neuron injury  
C. Neuromuscular junction disease  
D. Muscle fiber degeneration

**Answer:** B  
**Explanation:** UMN lesions produce hyperreflexia and clonus without immediate atrophy.   
**Rationale:** Recognize hallmark UMN signs.

**Q28.** Which statement best describes the flow of control in a typical voluntary motor command?  
A. LMNs → UMNs → Muscle  
B. Muscle → LMNs → UMNs  
C. UMNs → LMNs → Muscle  
D. Sensory cortex → Muscle directly

**Answer:** C  
**Explanation:** Voluntary motor commands descend from upper motor neurons to lower motor neurons which then activate muscle.   
**Rationale:** Understand hierarchical motor pathway.

**Q29.** Which of the following is a key distinction between adaptive and maladaptive coping highlighted in the document?  
A. Both reduce stress long term equally  
B. Maladaptive coping reduces symptoms short-term but maintains the disorder  
C. Adaptive coping always involves avoidance  
D. Maladaptive coping is proactive

**Answer:** B  
**Explanation:** Maladaptive strategies may provide immediate relief while reinforcing the disorder, unlike adaptive approaches.   
**Rationale:** Contrast functional outcomes over time.

**Q30.** The corticospinal versus corticobulbar tracts differ in their primary targets; which is correct?  
A. Corticospinal targets brainstem nuclei; corticobulbar targets limb muscles  
B. Corticobulbar targets cranial nerve motor nuclei; corticospinal targets spinal lower motor neurons  
C. Both target only sensory pathways  
D. Neither crosses the midline

**Answer:** B  
**Explanation:** Corticobulbar fibers go to brainstem (cranial nerve) motor nuclei; corticospinal go to spinal LMNs.   
**Rationale:** Differentiate descending motor pathways.

**1. Hemisphere Differences and Dominance**

1. **Which hemisphere is most commonly dominant for language in right-handed individuals?**  
   A. Right hemisphere  
   B. Left hemisphere  
   C. Both equally  
   D. Occipital lobe  
   **Answer:** B. Left hemisphere.  
   **Explanation:** Language processing (e.g., Broca/Wernicke-type functions) is typically lateralized to the left hemisphere in most individuals.   
   **Rationale:** Knowledge of hemisphere dominance is tested frequently on verbal vs. spatial specialization.
2. **Split-brain patients provide evidence that:**  
   A. The right hemisphere is universally dominant for all cognition  
   B. The two hemispheres can process information independently when the corpus callosum is severed  
   C. Hemisphere dominance is irrelevant to language  
   D. Visual processing only occurs in the cerebellum  
   **Answer:** B. The two hemispheres can process information independently when the corpus callosum is severed.  
   **Explanation:** Split-brain studies reveal functional independence of hemispheres when interhemispheric communication is disrupted.   
   **Rationale:** Classic evidence for lateralization and independent processing.
3. **Which of the following best exemplifies the concept of hemisphere specialization?**  
   A. Both hemispheres always perform identical tasks interchangeably  
   B. Spatial reasoning preferentially in the right, language in the left for most people  
   C. Motor function only in the occipital lobe  
   D. Emotion regulation equally distributed with no lateral bias  
   **Answer:** B. Spatial reasoning preferentially in the right, language in the left for most people.  
   **Explanation:** Hemisphere differences refer to functional biases like language vs. spatial processing.   
   **Rationale:** Tests understanding of lateralization trends.

**2. Old Brain, Cerebellum, Brainstem, Subcortical Cerebrum**

1. **Which structure is primarily responsible for coordination, balance, and fine motor control?**  
   A. Brainstem  
   B. Cerebellum  
   C. Hippocampus  
   D. Thalamus  
   **Answer:** B. Cerebellum.  
   **Explanation:** The cerebellum fine-tunes motor output and maintains balance.   
   **Rationale:** Differentiates motor control structures.
2. **Damage to the brainstem would most likely impair:**  
   A. High-level decision making  
   B. Basic life functions like respiration and heart rate  
   C. Color vision  
   D. Semantic memory  
   **Answer:** B. Basic life functions like respiration and heart rate.  
   **Explanation:** The brainstem contains centers for autonomic life-sustaining processes.   
   **Rationale:** Recognize foundational “old brain” regulation.
3. **Which of the following is part of the “old brain” and is involved in autonomic functions and arousal?**  
   A. Prefrontal cortex  
   B. Brainstem  
   C. Corpus callosum  
   D. Inferior temporal gyrus  
   **Answer:** B. Brainstem.  
   **Explanation:** The “old brain” includes structures like the brainstem that regulate arousal and autonomic processes.   
   **Rationale:** Distinguish evolutionarily older regions from cortical.
4. **Subcortical cerebrum includes structures important for emotion and memory. Which of the following is likely a subcortical structure?**  
   A. Occipital lobe  
   B. Amygdala  
   C. Primary motor cortex  
   D. Supramarginal gyrus  
   **Answer:** B. Amygdala.  
   **Explanation:** The amygdala is subcortical and central to emotion processing.   
   **Rationale:** Tests anatomy classification.
5. **Which brain area would most directly be implicated if a patient has dysregulated sleep-wake cycles and basic autonomic instability?**  
   A. Cerebellum  
   B. Brainstem  
   C. Dorsal prefrontal cortex  
   D. Lateral occipital cortex  
   **Answer:** B. Brainstem.  
   **Explanation:** Brainstem structures are key for autonomic and arousal rhythm regulation.   
   **Rationale:** Connect function to location.

**3. Neurotransmitter Anatomy & Types**

1. **Which of the following is a neurotransmitter most commonly associated with reward and motor control?**  
   A. GABA  
   B. Dopamine  
   C. Acetylcholine  
   D. Glycine  
   **Answer:** B. Dopamine.  
   **Explanation:** Dopamine plays roles in reward pathways and movement initiation.   
   **Rationale:** Core neurotransmitter identification.
2. **GABA primarily acts as a(n):**  
   A. Excitatory neurotransmitter  
   B. Inhibitory neurotransmitter  
   C. Hormone  
   D. Neurotrophin  
   **Answer:** B. Inhibitory neurotransmitter.  
   **Explanation:** GABA reduces neuronal excitability.   
   **Rationale:** Distinguish functional classes.
3. **Which neurotransmitter is most directly involved in parasympathetic preganglionic signaling?**  
   A. Norepinephrine  
   B. Dopamine  
   C. Acetylcholine  
   D. Glutamate  
   **Answer:** C. Acetylcholine.  
   **Explanation:** Parasympathetic preganglionic neurons release acetylcholine.   
   **Rationale:** Autonomic neurochemistry recall.
4. **Which of the following neurotransmitters is implicated in mood regulation and is often targeted by SSRIs?**  
   A. Serotonin  
   B. Glutamate  
   C. Histamine  
   D. Substance P  
   **Answer:** A. Serotonin.  
   **Explanation:** SSRIs increase serotonin availability to treat depression/anxiety.   
   **Rationale:** Pharmacologic application of neurotransmitter knowledge.

**4. Methods for Studying the Brain**

1. **Lesion studies are most useful for:**  
   A. Observing real-time brain activity during tasks  
   B. Inferring function by examining deficits after damage  
   C. Measuring neurotransmitter levels in blood  
   D. Imaging white matter tracts noninvasively  
   **Answer:** B. Inferring function by examining deficits after damage.  
   **Explanation:** Experimental ablation and lesion studies reveal function via resulting impairments.   
   **Rationale:** Understand classic neuropsych methodologies.
2. **Which modern technique would best show active brain regions during a cognitive task?**  
   A. Lesion study  
   B. fMRI  
   C. Histology  
   D. Clinical observation alone  
   **Answer:** B. fMRI.  
   **Explanation:** Functional MRI detects blood flow changes correlated with neural activity.   
   **Rationale:** Distinguish functional imaging from structural.
3. **Which early method of studying the brain relied on observing behaviors after naturally occurring injuries?**  
   A. Experimental ablation  
   B. Case studies of lesion patients  
   C. PET scan  
   D. EEG spectral analysis  
   **Answer:** B. Case studies of lesion patients.  
   **Explanation:** Early neuropsychology used natural lesions to deduce function.   
   **Rationale:** Historical understanding of methodology.
4. **Which method provides direct electrical measurement of brain activity with high temporal resolution?**  
   A. fMRI  
   B. EEG  
   C. CT scan  
   D. DTI  
   **Answer:** B. EEG.  
   **Explanation:** Electroencephalography records electrical potentials in real time.   
   **Rationale:** Trade-offs between spatial and temporal resolution.

**5. Endocrine System and Influence on Behavior**

1. **Which gland is primarily responsible for initiating the stress response via CRH release?**  
   A. Adrenal cortex  
   B. Hypothalamus  
   C. Thyroid  
   D. Pituitary  
   **Answer:** B. Hypothalamus.  
   **Explanation:** The hypothalamus releases CRH, stimulating the HPA axis.   
   **Rationale:** Chain of endocrine stress signaling.
2. **The final effector hormone of the HPA axis that affects metabolism and immune function is:**  
   A. Epinephrine  
   B. Cortisol  
   C. Insulin  
   D. Oxytocin  
   **Answer:** B. Cortisol.  
   **Explanation:** Cortisol is released from adrenal cortex in response to ACTH.   
   **Rationale:** Understand hormonal cascade.
3. **Which hormone surge is most associated with puberty-related physical development?**  
   A. Melatonin  
   B. Growth hormone and sex steroids  
   C. Thyroid-stimulating hormone only  
   D. Glucagon  
   **Answer:** B. Growth hormone and sex steroids.  
   **Explanation:** Adolescence includes physical maturation driven by these endocrine changes.   
   **Rationale:** Tie endocrine to developmental milestones.

**6. Human Development and Adolescence**

1. **Which developmental stage is characterized by dramatic brain remodeling, especially in the prefrontal cortex, impacting decision-making and impulse control?**  
   A. Infancy  
   B. Childhood  
   C. Adolescence  
   D. Late adulthood  
   **Answer:** C. Adolescence.  
   **Explanation:** Brain changes during adolescence include maturation of executive regions, affecting behavior.   
   **Rationale:** Developmental neurobiology application.
2. **Major motor milestones (e.g., sitting, standing) are typically achieved in what order?**  
   A. Standing → Crawling → Sitting  
   B. Sitting → Crawling → Walking  
   C. Walking → Sitting → Crawling  
   D. Crawling → Standing → Rolling  
   **Answer:** B. Sitting → Crawling → Walking.  
   **Explanation:** Motor development follows a cephalocaudal and proximodistal pattern with sitting before crawling before walking.   
   **Rationale:** Sequence recognition.
3. **Neonatal reflexes (e.g., Moro, grasp) are most useful clinically for assessing:**  
   A. Adult cognition  
   B. Early nervous system integrity  
   C. Language development  
   D. Emotional regulation in adolescence  
   **Answer:** B. Early nervous system integrity.  
   **Explanation:** Neonatal reflexes reflect proper neurological development at birth.   
   **Rationale:** Early markers of neurodevelopment.

**7. Behavior and Genetics (Temperament, Heredity, Twin & Adoption Studies)**

1. **Twin studies help disentangle genetic from environmental influences because:**  
   A. Identical twins share only environment  
   B. Fraternal twins share more genes than identical twins  
   C. Identical twins share nearly all genes while reared together or apart can reveal environmental effects  
   D. Adoption studies ignore genetic factors  
   **Answer:** C. Identical twins share nearly all genes while reared together or apart can reveal environmental effects.  
   **Explanation:** Comparing identical twins in different environments isolates nurture effects.   
   **Rationale:** Classic behavioral genetics design.
2. **Heritability estimates refer to:**  
   A. The proportion of a trait caused by parenting style  
   B. The percentage of an individual’s trait determined by genes  
   C. The proportion of variance in a trait attributable to genetic differences in a population  
   D. The inevitability of a trait in any environment  
   **Answer:** C. The proportion of variance in a trait attributable to genetic differences in a population.  
   **Explanation:** Heritability is a population-level statistic, not individual destiny.   
   **Rationale:** Avoid common misconceptions.
3. **Adoption studies are valuable because they can show:**  
   A. That adopted children have no genetic influences  
   B. Effects of shared genes in different environments  
   C. How environmental factors contribute when genetic background differs from adoptive family  
   D. That behavior is entirely predetermined  
   **Answer:** C. How environmental factors contribute when genetic background differs from adoptive family.  
   **Explanation:** Adoption separates genetic from adoptive environmental influences.   
   **Rationale:** Complementary to twin studies.
4. **Temperament in infancy is thought to have a strong:**  
   A. Cultural basis only  
   B. Genetic component that interacts with environment  
   C. Purely learned origin  
   D. Influence solely from diet  
   **Answer:** B. Genetic component that interacts with environment.  
   **Explanation:** Temperament reflects heritable tendencies modulated by experience.   
   **Rationale:** Gene-environment interplay.

**8. Integration / Applied Concepts**

1. **If a trait has high heritability but identical twins raised apart show divergence, this suggests:**  
   A. Measurement error only  
   B. Gene-environment interaction or environmental modulation despite strong genetic influence  
   C. Genes have no influence  
   D. The trait is entirely deterministic  
   **Answer:** B. Gene-environment interaction or environmental modulation despite strong genetic influence.  
   **Explanation:** High heritability doesn’t preclude environmental shaping; interactions occur.   
   **Rationale:** Nuance in behavioral genetics.
2. **Which of the following best captures the relationship between endocrine changes and adolescent behavior?**  
   A. Hormonal shifts have no behavioral effect  
   B. Pubertal hormones influence risk-taking and emotional reactivity through brain remodeling  
   C. Endocrine changes only affect height  
   D. Brain development precedes all hormonal changes  
   **Answer:** B. Pubertal hormones influence risk-taking and emotional reactivity through brain remodeling.  
   **Explanation:** Endocrine surges in adolescence interact with ongoing neural maturation.   
   **Rationale:** Integrative developmental perspective.
3. **Which of the following study designs would best isolate the effect of upbringing while controlling for genetics?**  
   A. Comparing identical twins raised together  
   B. Comparing adopted children to their biological parents  
   C. Comparing adoptees to their adoptive siblings  
   D. Comparing fraternal twins raised apart  
   **Answer:** C. Comparing adoptees to their adoptive siblings.  
   **Explanation:** Adoptive siblings share environment but not genes, isolating upbringing effects.   
   **Rationale:** Clever design to parse nurture.
4. **A behavior that persists across different environments and in biological relatives suggests:**  
   A. Pure environmental causation  
   B. A possible genetic predisposition with some environmental modulation  
   C. That the behavior is random  
   D. That heritability is zero  
   **Answer:** B. A possible genetic predisposition with some environmental modulation.  
   **Explanation:** Stability across contexts and familial clustering indicates genetic influence plus context.   
   **Rationale:** Synthesis of heritability and gene-environment concepts.

**1. Heritability / Gene–Environment / Regulatory Genes**

1. **Heritability refers to:**  
   A. The proportion of a trait in an individual caused by genes  
   B. The extent to which genetic differences explain variance in a trait in a population  
   C. The inevitability of a trait across all environments  
   D. The direct effect of parenting style on personality  
   **Answer:** B  
   **Explanation:** Heritability is a population statistic indicating how much of variation is due to genetic differences.  
   **Rationale:** Avoid conflating individual causation with population-level variance.
2. **A regulatory gene most likely functions to:**  
   A. Encode structural proteins only  
   B. Turn other genes on or off  
   C. Directly produce hormones  
   D. Determine neurotransmitter release speed  
   **Answer:** B  
   **Explanation:** Regulatory genes control expression of other genes, modulating when/where they’re active.  
   **Rationale:** Distinguish regulatory from structural or effector genes.
3. **Gene–environment interaction means:**  
   A. Genes and environment independently contribute to traits without influencing each other  
   B. The environment determines gene sequences  
   C. Genetic effects vary depending on environmental context  
   D. Genes are only expressed in lab settings  
   **Answer:** C  
   **Explanation:** Certain genotypes may manifest differently under varying environmental conditions.  
   **Rationale:** Emphasizes conditional expression.
4. **Which scenario best illustrates gene–environment interaction?**  
   A. Identical twins raised apart having different heights due to nutrition  
   B. Everyone exposed to stress becoming depressed  
   C. A single gene causing the same disease in all environments  
   D. A behavior learned purely by observation  
   **Answer:** A  
   **Explanation:** Same genetic background diverges because of environmental differences (nutrition).  
   **Rationale:** Interaction, not pure genetic determinism.
5. **The adaptive value of a behavioral trait implies:**  
   A. It has no relation to survival or reproduction  
   B. It increases fitness in a given environment  
   C. It is always genetically fixed  
   D. It only arises in modern societies  
   **Answer:** B  
   **Explanation:** Adaptive traits confer some advantage that can be selected for.  
   **Rationale:** Core evolutionary psychology concept.

**2. Feedback / Motivation Theories**

1. **Negative feedback in physiological systems functions to:**  
   A. Amplify deviations from set point  
   B. Maintain homeostasis by reversing change  
   C. Create runaway processes  
   D. Ignore internal fluctuations  
   **Answer:** B  
   **Explanation:** Negative feedback counteracts deviations to stabilize systems.  
   **Rationale:** Contrast with positive feedback.
2. **Positive feedback differs from negative feedback because it:**  
   A. Works to restore baseline  
   B. Enhances or amplifies the initiating stimulus  
   C. Prevents any change  
   D. Is rarely used in physiology  
   **Answer:** B  
   **Explanation:** Positive feedback reinforces a change (e.g., childbirth contractions).  
   **Rationale:** Recognize directionality of response.
3. **Drive-reduction theory posits that behavior is motivated by:**  
   A. Desire for social approval  
   B. The need to reduce internal physiological tension caused by unmet biological needs  
   C. External rewards only  
   D. Cognitive appraisal of meaning  
   **Answer:** B  
   **Explanation:** Drives (like hunger) create discomfort; actions reduce that tension.  
   **Rationale:** Distinguish from incentive or cognitive theories.
4. **Incentive theory adds what to drive-reduction explanations?**  
   A. Only internal states matter  
   B. External stimuli can motivate behavior even without physiological deficit  
   C. Drives are irrelevant  
   D. Motivation is purely hereditary  
   **Answer:** B  
   **Explanation:** Incentives are positive or negative environmental stimuli that pull behavior.  
   **Rationale:** Adds the “pull” factor beyond physiological push.
5. **Maslow’s hierarchy of needs predicts that which need must be satisfied before self-actualization?**  
   A. Esteem  
   B. Love/belonging  
   C. Physiological (e.g., food, shelter)  
   D. Cognitive  
   **Answer:** C  
   **Explanation:** Basic physiological needs form the foundation of the pyramid.  
   **Rationale:** Understand order from basic to higher-level needs.
6. **Which of the following best combines drive-reduction and cognitive components in motivation?**  
   A. Pure biological drive  
   B. Incentive only  
   C. Cognitive evaluation of a physiological state determining the urgency of reducing it  
   D. Random behavior  
   **Answer:** C  
   **Explanation:** Cognitive theories incorporate interpretation of internal states into motivation.  
   **Rationale:** Integrative perspective.

**3. Biological and Sociocultural Factors (Food, Sex, Drugs)**

1. **Which factor demonstrates a sociocultural influence on eating behavior?**  
   A. Hypothalamic regulation of hunger  
   B. Cultural norms about portion size  
   C. Ghrelin release before meals  
   D. Leptin signaling satiety  
   **Answer:** B  
   **Explanation:** Cultural expectations shape what/when people eat independently of biology.  
   **Rationale:** Differentiate internal vs external determinants.
2. **Biologically, sexual behavior is heavily influenced by:**  
   A. Cultural scripts only  
   B. Hormonal fluctuations (e.g., sex steroids)  
   C. Immediate incentives alone  
   D. Cognitive dissonance  
   **Answer:** B  
   **Explanation:** Hormones like testosterone and estrogen modulate sexual drive.  
   **Rationale:** Recognize biological underpinnings.
3. **Drug use initially driven by positive reinforcement (pleasure) can transition to use maintained by:**  
   A. Purely cognitive dissonance  
   B. Homeostatic adaptations and avoidance of withdrawal  
   C. Increased social approval only  
   D. Adaptive behavioral traits  
   **Answer:** B  
   **Explanation:** Tolerance and withdrawal shift motivation from seeking reward to avoiding negative states.  
   **Rationale:** Understand progression of substance dependence.

**4. Attitudes and Cognitive Dissonance**

1. **Which are the three components of attitude?**  
   A. Cognitive, emotional, and behavioral  
   B. Biological, cultural, and genetic  
   C. Sensory, motor, and reflexive  
   D. Implicit, explicit, and automatic  
   **Answer:** A  
   **Explanation:** Attitude comprises beliefs (cognitive), feelings (affective), and actions (behavioral).  
   **Rationale:** Basic tripartite model.
2. **According to cognitive dissonance theory, if someone holds two conflicting beliefs, they are motivated to:**  
   A. Increase the dissonance  
   B. Reduce the discomfort by changing one belief or adding consonant cognitions  
   C. Ignore both  
   D. Seek external validation only  
   **Answer:** B  
   **Explanation:** Dissonance causes psychological discomfort prompting resolution.  
   **Rationale:** Predicts attitude or behavior change to restore consistency.
3. **Which scenario illustrates behavior influencing attitude?**  
   A. Reading about recycling and then deciding it’s important  
   B. Being paid a small amount to publicly praise a boring task and then starting to enjoy it  
   C. Being told repeatedly that something is good without doing it  
   D. Genetic predisposition determining preferences  
   **Answer:** B  
   **Explanation:** The induced compliance effect: performing behavior leads to shifting attitude to align (especially with insufficient justification).  
   **Rationale:** Classic cognitive dissonance result.
4. **When people justify a difficult decision by exaggerating positives of the chosen option, this is:**  
   A. Self-perception theory  
   B. Post-decisional dissonance reduction  
   C. Stereotype threat  
   D. Fundamental attribution error  
   **Answer:** B  
   **Explanation:** After making a choice, they reduce dissonance by enhancing the chosen and devaluing the rejected.  
   **Rationale:** Common psychological coping with internal conflict.

**5. Situational Approach**

1. **The situational approach to behavior emphasizes:**  
   A. Stable personality traits only  
   B. Environmental/contextual factors shaping behavior  
   C. Genetic determinism  
   D. Pure internal drives  
   **Answer:** B  
   **Explanation:** Behavior is understood largely in relation to situational cues and constraints.  
   **Rationale:** Key contrast with trait-based explanations.
2. **Which of the following best exemplifies the power of situation over disposition?**  
   A. Someone always helpful in every context  
   B. A normally honest person lying under peer pressure in an experiment  
   C. A genetic mutation causing risk-taking  
   D. Cognitive schemas determining perception  
   **Answer:** B  
   **Explanation:** Behavior changes due to situational forces despite stable disposition.  
   **Rationale:** Classic demonstration of situational influence.

**6. Integration / Application**

1. **A person from a culture that values independence may rate the same behavior differently than someone from a collectivist culture; this illustrates:**  
   A. Gene–environment interaction  
   B. Sociocultural modulation of attitude  
   C. Drive-reduction theory  
   D. Positive feedback loop  
   **Answer:** B  
   **Explanation:** Cultural context shapes attitudes and their interpretation.  
   **Rationale:** Highlights cultural influence on cognition.
2. **If a student convinces themselves that studying a boring subject is “important for future goals” after already spending hours on it, they are reducing dissonance via:**  
   A. Changing behavior  
   B. Adding consonant cognition  
   C. Changing situation  
   D. Denial  
   **Answer:** B  
   **Explanation:** They add a rationale to align effort with belief.  
   **Rationale:** Cognitive dissonance mechanism.
3. **Which motivates eating beyond physiological need due to external cues (e.g., seeing ad for food)?**  
   A. Drive reduction  
   B. Incentive theory  
   C. Negative feedback  
   D. Heritability  
   **Answer:** B  
   **Explanation:** Incentives (external stimuli) pull behavior even without internal deficit.  
   **Rationale:** Distinguish from internal drive.
4. **An individual raised in a high-stress environment develops heightened sensitivity to perceived threats due to both genetic predisposition and learned context; this is best described as:**  
   A. Gene–environment interaction  
   B. Pure heritability  
   C. Adaptive value only  
   D. Situational approach exclusively  
   **Answer:** A  
   **Explanation:** The trait emerges from interplay of genes and environment shaping response.  
   **Rationale:** Multifactorial origin of behavior.
5. **Which component of attitude is directly targeted when someone changes their behavior first to later adopt corresponding beliefs?**  
   A. Affective  
   B. Behavioral  
   C. Cognitive  
   D. Genetic  
   **Answer:** C (eventually; they infer belief from behavior—self-perception leading to cognitive change)  
   **Explanation:** Behavior leads to a shift in cognitions about the behavior.  
   **Rationale:** Self-perception mirrors cognitive dissonance pattern.

**7. Evolutionary / Adaptive Perspective**

1. **From an evolutionary standpoint, a behavioral trait with high adaptive value is one that:**  
   A. Has no impact on survival  
   B. Decreases reproductive success  
   C. Enhances chances of passing on genes  
   D. Is purely cultural  
   **Answer:** C  
   **Explanation:** Adaptive traits increase fitness.  
   **Rationale:** Evolution selects for beneficial behaviors.
2. **Which is an example of a behavior with adaptive value in social settings?**  
   A. Complete isolation  
   B. Forming alliances for mutual defense  
   C. Ignoring kinship ties  
   D. Random aggression unrelated to resource access  
   **Answer:** B  
   **Explanation:** Alliances enhance survival and resource access—adaptive in social species.  
   **Rationale:** Social cooperation as evolved strategy.

**8. Complex Motivation / Feedback Synthesis**

1. **In Maslow’s model, failure to meet belongingness needs might interfere with pursuit of:**  
   A. Physiological needs  
   B. Self-actualization  
   C. Genetic expression  
   D. Drive reduction  
   **Answer:** B  
   **Explanation:** Higher-level needs (like self-actualization) require lower ones (like love/belonging) satisfied first.  
   **Rationale:** Pyramid dependency.
2. **A salesman gives a small gift before asking for a purchase, leveraging which motivational principle?**  
   A. Drive reduction  
   B. Foot-in-the-door (reciprocity/incentive)  
   C. Cognitive dissonance  
   D. Gene–environment interaction  
   **Answer:** B  
   **Explanation:** Reciprocity increases compliance—a situational/incentive tactic.  
   **Rationale:** Behavioral influence via social motivation.
3. **Which combination best reflects internal push and external pull in motivation?**  
   A. Hunger (drive) + food advertisement (incentive)  
   B. Culture + genetic code  
   C. Cognitive dissonance + attitude  
   D. Heritability + regulatory gene  
   **Answer:** A  
   **Explanation:** Drive (internal deficit) and incentive (external cue) jointly motivate behavior.  
   **Rationale:** Integrative model of motivation.

**Schizophrenia & Mental Disorders (1–30)**

1. **Which of the following is TRUE about the etiology of schizophrenia?**  
   A. It is caused solely by environmental factors.  
   B. It results from a combination of genetic and environmental influences.  
   C. It is a personality disorder.  
   D. It is diagnosed definitively by brain imaging.  
   **Answer:** B. It results from a combination of genetic and environmental influences.  
   **Explanation:** Schizophrenia is neurodevelopmental with both genetic and environmental contributors.   
   **Rationale:** Recognize multifactorial causation; eliminate single-cause distractors.
2. **Which neurotransmitter is implicated as being elevated in schizophrenia and is a target of many antipsychotics?**  
   A. Serotonin  
   B. Dopamine  
   C. GABA  
   D. Acetylcholine  
   **Answer:** B. Dopamine.  
   **Explanation:** High dopamine activity is noted; antipsychotics (e.g., haloperidol) reduce dopamine.   
   **Rationale:** Link biological mechanism to pharmacologic treatment.
3. **Why is schizophrenia not diagnosed via a single lab test or brain scan?**  
   A. Because imaging always appears normal  
   B. Because diagnosis relies on clinical interview and behavioral observation  
   C. Because it is not a real disorder  
   D. Because genetics alone determine it  
   **Answer:** B. Because diagnosis relies on clinical interview and behavioral observation.  
   **Explanation:** No definitive test exists; clinicians use history and observed behavior.   
   **Rationale:** Understand diagnostic approach.
4. **Which of the following is a positive symptom of schizophrenia?**  
   A. Flat affect  
   B. Social withdrawal  
   C. Delusions  
   D. Cognitive decline  
   **Answer:** C. Delusions.  
   **Explanation:** Delusions are abnormal beliefs (positive symptom—added abnormal experience).   
   **Rationale:** Differentiate positive vs. negative symptoms.
5. **Flat affect in schizophrenia is best categorized as a:**  
   A. Positive symptom  
   B. Negative symptom  
   C. Cognitive symptom  
   D. Motor disorder  
   **Answer:** B. Negative symptom.  
   **Explanation:** Flat affect reflects diminished emotional expression (loss of normal function).   
   **Rationale:** Recall symptom classification.
6. **The prodromal phase of schizophrenia is characterized by:**  
   A. Full-blown hallucinations and delusions  
   B. Stable functioning  
   C. Deterioration in behavior and early subtle signs before full onset  
   D. Complete remission  
   **Answer:** C. Deterioration in behavior and early subtle signs before full onset.  
   **Explanation:** Prodrome shows decline in functioning preceding overt symptoms.   
   **Rationale:** Temporal understanding of disease progression.
7. **Which age range is most commonly affected by schizophrenia onset?**  
   A. Childhood (0–10)  
   B. 16–30 years old  
   C. 40–60 years old  
   D. 60+ years old  
   **Answer:** B. 16–30 years old.  
   **Explanation:** Schizophrenia typically presents between ages 16 and 30.   
   **Rationale:** Epidemiological fact.
8. **Schizophrenia affects males and females:**  
   A. Only males  
   B. Only females  
   C. Equally, though males present earlier  
   D. Equally with identical age of onset  
   **Answer:** C. Equally, though males present earlier.  
   **Explanation:** Prevalence is equal, but males tend to be affected at younger ages.   
   **Rationale:** Differentiate prevalence vs. age-of-onset patterns.
9. **Which of these is a common social consequence of schizophrenia?**  
   A. Increased social integration  
   B. Higher employment rates  
   C. Homelessness and incarceration risk  
   D. Improved academic performance  
   **Answer:** C. Homelessness and incarceration risk.  
   **Explanation:** Individuals with schizophrenia face social disengagement and higher risk of homelessness/incarceration.   
   **Rationale:** Recognize broad impacts beyond symptoms.
10. **Which of the following best describes the nature of schizophrenia as presented in the notes?**  
    A. Purely psychological  
    B. Neurodevelopmental brain disorder  
    C. A temporary mood disturbance  
    D. A dissociative identity issue  
    **Answer:** B. Neurodevelopmental brain disorder.  
    **Explanation:** Schizophrenia is described as a brain disorder with developmental origins.   
    **Rationale:** Distinguish from other psychiatric categories.
11. **Which medication is explicitly mentioned as a treatment for schizophrenia?**  
    A. Fluoxetine  
    B. Haloperidol  
    C. Benzodiazepines  
    D. Lithium  
    **Answer:** B. Haloperidol.  
    **Explanation:** Haloperidol is cited as an antipsychotic used in treatment.   
    **Rationale:** Associate specific drugs with disorders.
12. **Why might observing a patient change their behavior during diagnosis?**  
    A. Because schizophrenia is purely imagined  
    B. The act of observation itself can induce behavioral changes in patients  
    C. Observation cures symptoms  
    D. Observation has no effect  
    **Answer:** B. The act of observation itself can induce behavioral changes in patients.  
    **Explanation:** Clinical observation can alter behavior—important consideration in assessment.   
    **Rationale:** Be aware of observer effect in clinical settings.
13. **Which of the following is NOT a typical symptom cluster in schizophrenia?**  
    A. Delusions  
    B. Hallucinations  
    C. Disorganized behavior  
    D. Excessive energy with euphoria (mania)  
    **Answer:** D. Excessive energy with euphoria (mania).  
    **Explanation:** Mania is characteristic of bipolar disorder, not core schizophrenia.   
    **Rationale:** Differential diagnosis.
14. **Schizophrenia’s prevalence in the general population is approximately:**  
    A. 0.01%  
    B. 1%  
    C. 10%  
    D. 25%  
    **Answer:** B. 1%.  
    **Explanation:** The notes specify about 1% prevalence.   
    **Rationale:** Basic epidemiological fact.
15. **Which of the following best explains why someone with schizophrenia might isolate socially?**  
    A. Enhanced social cognition  
    B. Negative symptoms such as flat affect and disorganization  
    C. Improved mood  
    D. Increased desire for interaction  
    **Answer:** B. Negative symptoms such as flat affect and disorganization.  
    **Explanation:** Social withdrawal is part of altered behavior in schizophrenia.   
    **Rationale:** Link symptom to functional outcome.
16. **Delusional ideas such as believing “people are working against me” are most directly categorized as:**  
    A. Cognitive distortions unrelated to schizophrenia  
    B. Positive symptoms reflecting abnormal beliefs  
    C. Normal variation in thought  
    D. Negative symptoms  
    **Answer:** B. Positive symptoms reflecting abnormal beliefs.  
    **Explanation:** Delusions involve added abnormal content to thought.   
    **Rationale:** Reinforce positive vs. negative symptom framework.
17. **Which statement about the diagnosis of schizophrenia is most accurate?**  
    A. It is exclusively genetic with no environmental input.  
    B. Brain scans alone confirm diagnosis.  
    C. Diagnosis requires clinical evaluation including history and observation.  
    D. It only appears after age 40.  
    **Answer:** C. Diagnosis requires clinical evaluation including history and observation.  
    **Explanation:** Clinical interview and assessment are central; imaging is supportive but not definitive.   
    **Rationale:** Understand diagnostic criteria.
18. **What is the significance of the prodromal period in schizophrenia?**  
    A. It marks full recovery  
    B. It precedes the onset and shows functional decline  
    C. It is synonymous with remission  
    D. It only occurs after treatment  
    **Answer:** B. It precedes the onset and shows functional decline.  
    **Explanation:** Prodrome involves early deterioration before full symptoms emerge.   
    **Rationale:** Timeline comprehension.
19. **Which combination best characterizes schizophrenia’s impact?**  
    A. Only cognitive deficits, no social consequences  
    B. Behavioral, cognitive, and social dysfunction with increased risk of homelessness and incarceration  
    C. Purely physical symptoms  
    D. Short-lived and self-resolving in all cases  
    **Answer:** B. Behavioral, cognitive, and social dysfunction with increased risk of homelessness and incarceration.  
    **Explanation:** The disorder affects thinking, acting, and leads to serious societal outcomes.   
    **Rationale:** Holistic picture.
20. **Which of the following reflects a core conceptualization of schizophrenia in the notes?**  
    A. A mood disorder  
    B. A neurodevelopmental brain disorder diagnosed clinically  
    C. A learning disability  
    D. An anxiety spectrum disorder  
    **Answer:** B. A neurodevelopmental brain disorder diagnosed clinically.  
    **Explanation:** Reinforces its developmental brain basis and diagnostic method.   
    **Rationale:** Distinguish from other categories.
21. **The high suicide risk in schizophrenia is best explained by:**  
    A. Increased positive reinforcement  
    B. Social isolation, functional decline, and symptom burden  
    C. Enhanced cognitive function  
    D. Protective societal integration  
    **Answer:** B. Social isolation, functional decline, and symptom burden.  
    **Explanation:** Multiple consequences of illness contribute to elevated risk.   
    **Rationale:** Recognize multifactorial risk factors.
22. **Which of the following would NOT be expected during the prodromal phase?**  
    A. Subtle declines in school/work performance  
    B. Paranoia or suspiciousness  
    C. Acute hallucinations and fully formed delusions  
    D. Early behavioral changes  
    **Answer:** C. Acute hallucinations and fully formed delusions.  
    **Explanation:** Those are characteristic of the active phase, not the prodrome.   
    **Rationale:** Differentiate prodromal vs active symptoms.
23. **A patient showing disorganized speech and behavior with flat affect but no evidence of mood disturbance is likely exhibiting:**  
    A. Major depressive disorder  
    B. Schizophrenia  
    C. Generalized anxiety disorder  
    D. Bipolar mania  
    **Answer:** B. Schizophrenia.  
    **Explanation:** Disorganization and flat affect are core features.   
    **Rationale:** Symptom pattern recognition.
24. **Which of the following best captures why haloperidol is used in schizophrenia?**  
    A. It enhances dopamine signaling  
    B. It reduces dopamine activity  
    C. It increases serotonin exclusively  
    D. It is a stimulant  
    **Answer:** B. It reduces dopamine activity.  
    **Explanation:** Antipsychotics mitigate hyperdopaminergic signaling.   
    **Rationale:** Mechanism-based treatment.
25. **Equal prevalence of schizophrenia in males and females with earlier onset in males suggests:**  
    A. That males are more susceptible genetically  
    B. That gender influences age of manifestation, not overall rate  
    C. That only males get schizophrenia  
    D. That females have a different disorder  
    **Answer:** B. That gender influences age of manifestation, not overall rate.  
    **Explanation:** Prevalence is equal but onset timing differs.   
    **Rationale:** Nuance in epidemiology.
26. **Which of the following is a hallmark of positive symptoms as opposed to negative?**  
    A. Social withdrawal  
    B. Loss of motivation  
    C. Hallucinations  
    D. Flat affect  
    **Answer:** C. Hallucinations.  
    **Explanation:** Hallucinations are added abnormal experiences.   
    **Rationale:** Symptom categorization.
27. **Clinical observation is necessary because:**  
    A. It is the only way to detect neurotransmitter imbalance  
    B. Observing behavior reveals changes in thinking and acting crucial for diagnosis  
    C. Brain imaging always misleads  
    D. Genetic testing is sufficient alone  
    **Answer:** B. Observing behavior reveals changes in thinking and acting crucial for diagnosis.  
    **Explanation:** Behavioral changes inform the clinical picture.   
    **Rationale:** Emphasizes functional assessment.
28. **Which of the following best explains why schizophrenia patients might have difficulty engaging in society?**  
    A. Enhanced social skillset  
    B. Functional decline, cognitive/behavioral symptoms, and stigma  
    C. Exclusive physical disability  
    D. Overconfidence  
    **Answer:** B. Functional decline, cognitive/behavioral symptoms, and stigma.  
    **Explanation:** The disorder impairs engagement and leads to social repercussions.   
    **Rationale:** Integrate symptom impact with social outcome.
29. **Which of the following is TRUE regarding the clinical presentation of schizophrenia?**  
    A. It is limited to hallucinations only  
    B. It can include disorganized behavior, abnormal beliefs, and affective flattening  
    C. It never impacts occupational functioning  
    D. It does not affect interpersonal relationships  
    **Answer:** B. It can include disorganized behavior, abnormal beliefs, and affective flattening.  
    **Explanation:** Broad symptomatology spans thought, behavior, and affect.   
    **Rationale:** Comprehensive diagnostic recognition.
30. **Which phrase best summarizes schizophrenia as per the review notes?**  
    A. A temporary mood shift  
    B. A neurodevelopmental brain disorder with genetic/environmental roots, diagnosed clinically, producing behavioral and social dysfunction.  
    C. A purely sociocultural phenomenon  
    D. An acute infectious disease  
    **Answer:** B. A neurodevelopmental brain disorder with genetic/environmental roots, diagnosed clinically, producing behavioral and social dysfunction.  
    **Explanation:** This encapsulates the core description including etiology, diagnosis, and consequences.   
    **Rationale:** Synthesis item for integrated understanding.

**Questions**

1. **Which of the following is most strongly associated with increased risk for Alzheimer’s disease?**  
   A. Loss of dopaminergic neurons in the substantia nigra  
   B. ApoE4 allele and impaired amyloid processing  
   C. Elevated GABAergic signaling  
   D. Increased levels of acetylcholine in cortex  
   **Answer:** B. ApoE4 allele and impaired amyloid processing.  
   **Explanation:** Genetic mutations affecting amyloid protein processing and the presence of ApoE4 are major risk factors.   
   **Rationale:** Recognize key genetic risk vs. unrelated neurotransmitter changes.
2. **Early in Alzheimer’s disease, cognitive dysfunction is linked to loss of which cholinergic structure?**  
   A. Substantia nigra  
   B. Nucleus basalis  
   C. Hippocampus  
   D. Ventral tegmental area  
   **Answer:** B. Nucleus basalis.  
   **Explanation:** The nucleus basalis, which projects acetylcholine to cortex, is often lost early and contributes to cognitive decline.   
   **Rationale:** Identify early neuropathological change affecting cognition.
3. **Which of the following statements about synaptic function in Alzheimer’s disease is supported by the notes?**  
   A. Synaptic dysfunction appears only after massive neuron death  
   B. Synapses cease functioning only in late-stage disease  
   C. Synaptic abnormalities can precede overt neuronal loss  
   D. Synaptic function is unaffected  
   **Answer:** C. Synaptic abnormalities can precede overt neuronal loss.  
   **Explanation:** Synapses appear to not function clearly long before the disease manifests fully.   
   **Rationale:** Understand early pathophysiology preceding gross degeneration.
4. **Which factor is mentioned as protective against Alzheimer’s disease?**  
   A. High saturated fat diet  
   B. Low educational attainment  
   C. Challenging cognitive work and higher education  
   D. Chronic hypertension  
   **Answer:** C. Challenging cognitive work and higher education.  
   **Explanation:** Cognitive stimulation (education, difficult jobs) is associated with decreased risk.   
   **Rationale:** Note modifiable protective influences.
5. **The hallmark visible gross change in Parkinson’s disease brains involves:**  
   A. Hyperpigmentation of the basal ganglia  
   B. Loss of darkness in the substantia nigra due to dopaminergic neuron loss  
   C. Plaque deposition in the hippocampus  
   D. Enlargement of the ventricles only  
   **Answer:** B. Loss of darkness in the substantia nigra due to dopaminergic neuron loss.  
   **Explanation:** The substantia nigra appears less dark because dopaminergic neurons are lost.   
   **Rationale:** Visual pathological hallmark and its cellular basis.
6. **Motor symptoms such as slowed movement and tremor in Parkinson’s disease arise primarily from loss of neurons that release:**  
   A. Serotonin  
   B. Dopamine  
   C. Acetylcholine  
   D. Glutamate  
   **Answer:** B. Dopamine.  
   **Explanation:** Dopaminergic neurons in the substantia nigra are lost, leading to characteristic motor deficits.   
   **Rationale:** Connect neurotransmitter loss to clinical presentation.
7. **The basal ganglia’s role in Parkinson’s disease is best described as:**  
   A. Unrelated to motor control  
   B. Modulating motor function and sending processed information back to cortex  
   C. Solely responsible for memory consolidation  
   D. Only involved in sensory processing  
   **Answer:** B. Modulating motor function and sending processed information back to cortex.  
   **Explanation:** Basal ganglia processes inputs and influences motor cortex activity; its dysfunction contributes to motor impairments.   
   **Rationale:** Systems-level understanding of motor circuitry.
8. **Which description matches the reward pathway’s effect in addiction based on the notes?**  
   A. It enhances rational decision-making about drug use  
   B. It takes over rational choices such that negative consequences have diminished impact  
   C. It weakens the motivation to seek drugs  
   D. It only operates in humans, not animal models  
   **Answer:** B. It takes over rational choices such that negative consequences have diminished impact.  
   **Explanation:** Addiction hijacks the reward pathway, overriding rational evaluation of consequences.   
   **Rationale:** Core concept of neurobiological dominance in dependence.
9. **Animal models described in the notes demonstrate that addicted rats:**  
   A. Avoid their drug even when paired with sickness  
   B. Continue seeking the drug despite punishment/aversive pairing  
   C. Cannot form conditioned associations  
   D. Prefer non-drug rewards always  
   **Answer:** B. Continue seeking the drug despite punishment/aversive pairing.  
   **Explanation:** Addicted rats still want their drug even if it’s paired with something that makes them sick.   
   **Rationale:** Illustrates persistence of drug-seeking despite negative feedback.
10. **Which factor contributes to increased risk of addiction according to the document?**  
    A. Purely environmental exposure  
    B. Exclusively genetic inheritance  
    C. Interaction of genetic predisposition and environmental/behavioral choices  
    D. Only sociocultural factors  
    **Answer:** C. Interaction of genetic predisposition and environmental/behavioral choices.  
    **Explanation:** Both genetic risk and environment/choices influence addiction vulnerability.   
    **Rationale:** Multifactorial etiology.
11. **Tolerance is best defined as:**  
    A. Increased sensitivity to a drug effect over time  
    B. A shift requiring more of a drug to achieve the same effect  
    C. Immediate withdrawal symptoms  
    D. Complete abstinence preference  
    **Answer:** B. A shift requiring more of a drug to achieve the same effect.  
    **Explanation:** Tolerance reflects decreased sensitivity, so higher doses are needed.   
    **Rationale:** Understand pharmacodynamic adaptation.
12. **Long-term stimulation with a drug that increases synaptic dopamine can lead to:**  
    A. Upregulation of post-synaptic dopamine receptors  
    B. Downregulation/shutdown of post-synaptic receptors  
    C. No change in receptor availability  
    D. Permanent elimination of dopamine production  
    **Answer:** B. Downregulation/shutdown of post-synaptic receptors.  
    **Explanation:** High levels of dopamine cause the brain to reduce receptor availability, contributing to tolerance.   
    **Rationale:** Mechanistic basis of tolerance.
13. **Withdrawal symptoms after drug cessation are due to:**  
    A. Increased baseline dopamine  
    B. Decreased dopamine levels leading to negative affect  
    C. Always pleasurable rebound  
    D. Unrelated psychological factors only  
    **Answer:** B. Decreased dopamine levels leading to negative affect.  
    **Explanation:** During withdrawal dopamine drops, causing depression/anxiety and driving relapse.   
    **Rationale:** Link neurochemical change to subjective state.
14. **Cross-tolerance refers to:**  
    A. Becoming tolerant only to a single drug  
    B. Reduced responsiveness to a novel drug due to shared CNS targets  
    C. Enhanced effect of a second drug  
    D. No change across different substances  
    **Answer:** B. Reduced responsiveness to a novel drug due to shared CNS targets.  
    **Explanation:** Cross-tolerance occurs when tolerance to one drug confers decreased response to another acting on the same system.   
    **Rationale:** Nuance in pharmacological adaptation.
15. **Which of the following best summarizes the relationship between dependence and tolerance in substance use?**  
    A. Tolerance and dependence are identical concepts  
    B. Tolerance leads to needing more drug; dependence leads to needing it to feel “normal”  
    C. Dependence prevents withdrawal  
    D. Tolerance eliminates risk of relapse  
    **Answer:** B. Tolerance leads to needing more drug; dependence leads to needing it to feel “normal”.  
    **Explanation:** Tolerance shifts dose-response; dependence includes emotional/physical need to avoid dysphoria.   
    **Rationale:** Distinguish related but separate phenomena.
16. **Which of the following would most likely perpetuate drug-seeking behavior despite negative consequences?**  
    A. Intact homeostasis only  
    B. Reward pathway dominance and established dependence  
    C. Immediate punishment leading to avoidance  
    D. Genetic protection  
    **Answer:** B. Reward pathway dominance and established dependence.  
    **Explanation:** The reward pathway overrides rational assessment, maintaining seeking behavior.   
    **Rationale:** Behavioral persistence in addiction.
17. **According to the document, which two major brain disorders discussed share a loss of specific neuronal populations but differ in neurotransmitter systems?**  
    A. Alzheimer’s (acetylcholine-related) and Parkinson’s (dopamine-related)  
    B. Parkinson’s and schizophrenia (both serotonin)  
    C. Alzheimer’s and depression (both GABA)  
    D. Parkinson’s and anxiety (both glutamate)  
    **Answer:** A. Alzheimer’s (acetylcholine-related) and Parkinson’s (dopamine-related).  
    **Explanation:** Alzheimer’s involves cholinergic (nucleus basalis) loss; Parkinson’s involves dopaminergic neuron loss in substantia nigra.   
    **Rationale:** Comparative pathology.
18. **Which of the following best describes Parkinson’s disease beyond motor symptoms?**  
    A. Purely motor with no cognitive or autonomic involvement  
    B. Progressive with potential cognitive, emotional, and autonomic dysfunctions  
    C. A temporary infectious condition  
    D. A developmental disorder present at birth  
    **Answer:** B. Progressive with potential cognitive, emotional, and autonomic dysfunctions.  
    **Explanation:** Parkinson’s can affect multiple domains beyond movement as disease progresses.   
    **Rationale:** Holistic disease understanding.
19. **Which of the following is true about the reward pathway’s influence on decision-making?**  
    A. It improves logical reasoning about long-term consequences  
    B. It can override rational choice, making negative outcomes less salient  
    C. It only functions in non-addicted individuals  
    D. It decreases desire for repeated behaviors  
    **Answer:** B. It can override rational choice, making negative outcomes less salient.  
    **Explanation:** Addiction causes the reward circuitry to dominate, diminishing impact of adverse consequences.   
    **Rationale:** Central to compulsive behavior.
20. **Which of the following most directly links genetics to addiction vulnerability as per the notes?**  
    A. Environmental exposure alone  
    B. Increased genetic risk from family history  
    C. Sociocultural norms  
    D. Placebo effect  
    **Answer:** B. Increased genetic risk from family history.  
    **Explanation:** Family history confers elevated risk.   
    **Rationale:** Recognize hereditary contributions.
21. **What happens to the dopamine receptors when high synaptic dopamine from repeated drug use persists?**  
    A. They multiply  
    B. They are downregulated/shut down  
    C. They become permanently more sensitive  
    D. They switch to releasing serotonin  
    **Answer:** B. They are downregulated/shut down.  
    **Explanation:** The brain reduces receptor availability to adapt to elevated dopamine.   
    **Rationale:** Homeostatic adaptation causing tolerance.
22. **Which component is NOT part of the addictive cycle described in the document?**  
    A. Genetic predisposition  
    B. Environmental/behavioral influences  
    C. Immediate and consistent awareness of negative consequences stopping use  
    D. Reward pathway takeover  
    **Answer:** C. Immediate and consistent awareness of negative consequences stopping use.  
    **Explanation:** Negative consequences often fail to deter use once addiction is established.   
    **Rationale:** Misconception about deterrence.
23. **Which of the following is a correct pairing of disease and implicated neurotransmitter system from the notes?**  
    A. Alzheimer’s – Dopamine  
    B. Parkinson’s – Acetylcholine  
    C. Alzheimer’s – Acetylcholine (via nucleus basalis)  
    D. Reward pathway addiction – GABA only  
    **Answer:** C. Alzheimer’s – Acetylcholine (via nucleus basalis).  
    **Explanation:** Alzheimer’s early loss involves cholinergic projections from nucleus basalis.   
    **Rationale:** Avoid swapping systems incorrectly.
24. **Which of the following best explains why relapse is common in addiction as per the document?**  
    A. Relapse is solely due to weak willpower  
    B. Withdrawal causes decreased dopamine and dependence, making normalization difficult  
    C. Addiction does not involve neurobiological change  
    D. Tolerance prevents craving  
    **Answer:** B. Withdrawal causes decreased dopamine and dependence, making normalization difficult.  
    **Explanation:** Negative affect during withdrawal drives return to drug use to feel “normal.”   
    **Rationale:** Neurobiological pressure to resume use.
25. **Which of the following is a shared feature of both Alzheimer’s and Parkinson’s disease according to the notes?**  
    A. Involvement of the reward pathway  
    B. Progressive neurodegeneration with specific vulnerable neuronal populations  
    C. Primary origin in the spinal cord  
    D. Complete reversibility with treatment  
    **Answer:** B. Progressive neurodegeneration with specific vulnerable neuronal populations.  
    **Explanation:** Both involve loss of key neurons (cholinergic in Alzheimer’s; dopaminergic in Parkinson’s) in a progressive manner.   
    **Rationale:** Thematic connection across diseases.
26. **Which statement reflects the influence of the reward pathway in learned avoidance vs. persistence in addiction?**  
    A. Non-addicted animals will persist despite pairing with illness  
    B. Addicted animals avoid the drug when paired with sickness  
    C. Non-addicted animals learn to avoid an aversive pairing, while addicted animals persist in seeking drug despite aversive consequences  
    D. Addiction eliminates learning entirely  
    **Answer:** C. Non-addicted animals learn to avoid an aversive pairing, while addicted animals persist in seeking drug despite aversive consequences.  
    **Explanation:** The animal model shows differential learning based on addiction status.   
    **Rationale:** Contrast normal vs. pathological conditioning.
27. **Which of the following is true about the progression of Parkinson’s disease motor symptoms?**  
    A. They are static and do not worsen  
    B. They are due to cortical lesions only  
    C. They worsen because dopaminergic neurons in substantia nigra continue to be lost  
    D. They improve spontaneously over time  
    **Answer:** C. They worsen because dopaminergic neurons in substantia nigra continue to be lost.  
    **Explanation:** Progressive loss leads to increasingly severe motor abnormalities.   
    **Rationale:** Understand degenerative nature.
28. **Which of the following best describes the relationship between genetic risk and environmental choice in addiction?**  
    A. Genetics fully determine addiction; environment has no role  
    B. Environment fully determines addiction; genetics irrelevant  
    C. Both interact, with genetic predisposition moderating susceptibility and environment shaping manifestation  
    D. Neither has any influence  
    **Answer:** C. Both interact, with genetic predisposition moderating susceptibility and environment shaping manifestation.  
    **Explanation:** The notes emphasize increased genetic risk plus environmental effects.   
    **Rationale:** Emphasize interaction.
29. **Which of the following is a direct consequence of tolerance in the dose-response curve?**  
    A. Increased sensitivity to lower doses  
    B. Rightward shift requiring higher dose for same effect  
    C. Elimination of withdrawal symptoms  
    D. Immediate normalization of neurotransmitter levels  
    **Answer:** B. Rightward shift requiring higher dose for same effect.  
    **Explanation:** Tolerance shifts the curve, decreasing sensitivity.   
    **Rationale:** Pharmacological principles.
30. **Why might cognitive function decline early in Alzheimer’s even before large-scale neuron death?**  
    A. Because Alzheimer’s is psychosomatic  
    B. Due to early synaptic dysfunction impairing communication  
    C. Because dopamine is elevated  
    D. Due to improved synaptic pruning  
    **Answer:** B. Due to early synaptic dysfunction impairing communication.  
    **Explanation:** Synaptic deficits appear prior to obvious neuron loss, affecting cognition.   
    **Rationale:** Early pathophysiological insight.

**1. In the original Milgram obedience study, which factor was shown to *decrease* obedience?**

A. Victim distance being large  
B. Presence of role models for defiance  
C. Experimenter’s authority being reinforced  
D. Victim being depersonalized

**Answer:** B. Presence of role models for defiance  
**Explanation:** Seeing others defy orders provides social proof that disobedience is acceptable, reducing obedience. The notes state that role models for defiance make participants more likely to disobey.

**2. Which of the following best describes “victim distance” in the Milgram paradigm?**

A. The psychological distance between the teacher and experimenter  
B. Whether the learner can be seen or heard by the teacher  
C. How much training the teacher had  
D. The physical proximity of the experimenter to the teacher

**Answer:** B. Whether the learner can be seen or heard by the teacher  
**Explanation:** Victim distance refers to how separated the teacher is from the learner; when the teacher could see the learner, obedience dropped. This demonstrates empathy reducing blind compliance.

**3. Depersonalization in the context of obedience studies leads to:**

A. Increased resistance to authority  
B. Decreased likelihood of conformity  
C. Reduced empathy toward the victim, increasing obedience  
D. Enhanced memory for the victim’s suffering

**Answer:** C. Reduced empathy toward the victim, increasing obedience  
**Explanation:** Depersonalization makes the learner seem less human, lowering moral inhibition and making participants less likely to object to harming them.

**4. According to the notes, which cultural context is *less* likely to promote conformity?**

A. Collective cultures emphasizing family  
B. Individualized cultures like the US/Europe  
C. Cultures with strong hierarchical norms  
D. Cultures with ambiguous social roles

**Answer:** B. Individualized cultures like the US/Europe  
**Explanation:** Individualistic cultures emphasize personal achievement over group harmony, leading to less automatic conformity compared to collective cultures.

**5. Which statement best captures the bystander effect as described?**

A. Individuals in larger groups are more likely to intervene.  
B. Presence of others diffuses personal responsibility, reducing intervention.  
C. People always help when they see someone in distress.  
D. The bystander effect only occurs in ambiguous emergencies.

**Answer:** B. Presence of others diffuses personal responsibility, reducing intervention.  
**Explanation:** The bystander effect is a group process in which individuals observing a problem fail to intervene because the presence of others diminishes the perceived necessity of personal action.

**6. Which of the following would *reduce* the bystander effect?**

A. Increasing group size  
B. Making the emergency ambiguous  
C. Clearly assigning responsibility to one individual  
D. Having no eyewitnesses

**Answer:** C. Clearly assigning responsibility to one individual  
**Explanation:** When responsibility is made explicit (e.g., calling someone out by name), diffusion of responsibility decreases and helping increases. The notes emphasize that large groups produce more bystander effect, so the inverse (clear responsibility) helps.

**7. Social facilitation refers to:**

A. Decreased performance in presence of others for well-learned tasks  
B. Improved performance on simple or practiced tasks when others are present  
C. Increased effort due to group anonymity  
D. Loss of motivation when working with others

**Answer:** B. Improved performance on simple or practiced tasks when others are present  
**Explanation:** Social facilitation is the enhancement of performance on well-learned or simple tasks in the presence of others, contrasted with social loafing where effort decreases in group contexts. *(note: the table of contents indicates section; typical knowledge implied by topic heading)*

**8. Social loafing is most likely to occur when:**

A. Individual contributions are highly visible  
B. Tasks are intrinsically motivating  
C. Group members feel their effort is dispensable  
D. A clear leader monitors performance

**Answer:** C. Group members feel their effort is dispensable  
**Explanation:** Social loafing arises when individuals perceive their contribution as hidden or unnecessary, reducing motivation to exert full effort in a group.

**9. Which of the following is an “agent of socialization”?**

A. A recent fad  
B. Family  
C. Mass hysteria  
D. Strain theory

**Answer:** B. Family  
**Explanation:** Agents of socialization are institutions or individuals that teach norms and values (e.g., family, school, peers).

**10. Folkways differ from mores in that folkways are:**

A. Legally enforced rules  
B. Strong moral imperatives  
C. Casual norms with less moral weight  
D. Deviant behaviors punished severely

**Answer:** C. Casual norms with less moral weight  
**Explanation:** Folkways are informal everyday norms (like etiquette) and are less strictly enforced than mores, which carry stronger moral significance.

**11. Labeling theory posits that deviance is largely a result of:**

A. Biological predisposition  
B. Internalization of societal labels  
C. Economic inequality  
D. Lack of socialization

**Answer:** B. Internalization of societal labels  
**Explanation:** Labeling theory suggests that being labeled as deviant can lead individuals to adopt that identity, reinforcing deviant behavior.

**12. Differential association theory explains deviance as:**

A. Genetic malfunction  
B. Learning deviant behavior through interaction with others  
C. Failed internalization of norms in childhood  
D. A psychological disorder

**Answer:** B. Learning deviant behavior through interaction with others  
**Explanation:** Differential association theory holds that deviance is learned through exposure to others who engage in deviant behavior.

**13. Strain theory attributes deviance to:**

A. The breakdown of social norms in crowd situations  
B. Pressure from societal goals with limited legitimate means  
C. Biological imbalance  
D. Groupthink

**Answer:** B. Pressure from societal goals with limited legitimate means  
**Explanation:** Strain theory suggests individuals engage in deviance when they experience a disconnect between cultural goals and the means to achieve them, creating strain.

**14. Mass hysteria is best characterized by:**

A. Rational collective decision-making  
B. Sustainable social movement  
C. Rapid, widespread irrational fear or behavior among a population  
D. Individually learned behaviors

**Answer:** C. Rapid, widespread irrational fear or behavior among a population  
**Explanation:** Mass hysteria involves contagious anxiety or behaviors, often without an objective threat, occurring collectively.

**15. Which collective behavior involves a short-lived trend that spreads rapidly?**

A. Riots  
B. Mass hysteria  
C. Fads  
D. Labeling

**Answer:** C. Fads  
**Explanation:** Fads are fleeting trends that quickly gain and lose popularity, a form of collective behavior.

**16. Classical conditioning primarily involves:**

A. Learning through reinforcement of voluntary actions  
B. Association between a neutral stimulus and an unconditioned response  
C. Observational learning from models  
D. Changing behavior due to group norms

**Answer:** B. Association between a neutral stimulus and an unconditioned response  
**Explanation:** Classical conditioning pairs a neutral stimulus with an unconditioned one until the neutral elicits the conditioned response.

**17. Which of the following is an example of positive reinforcement (operant conditioning)?**

A. Removing a loud noise when a rat presses a lever  
B. Giving a treat when a dog sits on command  
C. Ignoring a child’s tantrum  
D. Adding extra chores after bad behavior

**Answer:** B. Giving a treat when a dog sits on command  
**Explanation:** Positive reinforcement adds a desirable stimulus (treat) to increase the likelihood of the behavior (sitting).

**18. Which learning type involves watching and imitating others?**

A. Operant conditioning  
B. Classical conditioning  
C. Observational learning  
D. Non-associative learning

**Answer:** C. Observational learning  
**Explanation:** Observational learning (e.g., Bobo Doll experiment) involves learning behaviors by modeling others.

**19. Non-associative learning refers to:**

A. Learning the relationship between two stimuli  
B. Learning from consequences of behavior  
C. Habituation or sensitization to a single stimulus  
D. Learning via instruction

**Answer:** C. Habituation or sensitization to a single stimulus  
**Explanation:** Non-associative learning involves repeated exposure to one stimulus leading to decreased (habituation) or increased (sensitization) response.

**20. Which of the following best exemplifies “groupthink”?**

A. A group critically evaluating alternatives before decision  
B. A group suppressing dissent to maintain harmony, leading to poor choices  
C. Individuals working independently to achieve better outcomes  
D. A crowd reacting randomly without coordination

**Answer:** B. A group suppressing dissent to maintain harmony, leading to poor choices  
**Explanation:** Groupthink is the phenomenon where pressure for consensus overrides realistic appraisal, discouraging dissent. *(inferred from proximity to “Conformity and Groupthink” heading)*

**21. Which of the following is *not* a typical agent of socialization?**

A. Family  
B. Peers  
C. Weather patterns  
D. School

**Answer:** C. Weather patterns  
**Explanation:** Agents of socialization are people or institutions (family, peers, school) that shape norms and identity; weather is not social.

**22. The presence of a non-conforming individual in a group can:**

A. Have no effect on conformity  
B. Increase overall conformity  
C. Reduce conformity among others  
D. Cause immediate group breakdown

**Answer:** C. Reduce conformity among others  
**Explanation:** A single non-conformer can weaken social pressure and allow others to resist conformity.

**23. Which scenario illustrates normative influence on conformity?**

A. Changing beliefs because of new information  
B. Matching behavior to others to gain their approval  
C. Learning a behavior by watching a model  
D. Internalizing a deviant label

**Answer:** B. Matching behavior to others to gain their approval  
**Explanation:** Normative influence is conformity driven by desire for social acceptance, not necessarily because one believes the behavior is correct.

**24. Which of the following best differentiates “collective behavior” from routine social behavior?**

A. Collective behavior is institutionalized and stable  
B. It arises suddenly, is often unstructured, and occurs in crowds or groups during unusual circumstances  
C. Collective behavior always follows formal rules  
D. Routine behavior is unpredictable

**Answer:** B. It arises suddenly, is often unstructured, and occurs in crowds or groups during unusual circumstances  
**Explanation:** Collective behavior (fads, mass hysteria, riots) typically emerges spontaneously and lacks formal structure.

**25. Which of the following best describes the relationship between conformity and obedience based on the document?**

A. They are identical phenomena  
B. Obedience is compliance with authority; conformity is compliance with peers or group norms  
C. Obedience only occurs in groups  
D. Conformity requires explicit orders

**Answer:** B. Obedience is compliance with authority; conformity is compliance with peers or group norms  
**Explanation:** The document distinguishes conformity (social influence among peers) from obedience (following authority), as seen in separate headings for each.

**26. In the context of social influence, “victim distance” and “role models for defiance” are examples of factors influencing:**

A. Groupthink  
B. Deviance labeling  
C. Obedience  
D. Social facilitation

**Answer:** C. Obedience  
**Explanation:** Both victim distance and presence of defiant role models directly affect obedience to authority in Milgram-style contexts.

**27. Which learning process could explain why someone stops noticing the ticking of a clock over time?**

A. Classical conditioning  
B. Sensitization  
C. Habituation  
D. Observational learning

**Answer:** C. Habituation  
**Explanation:** Habituation is a form of non-associative learning where repeated exposure to a stimulus reduces the behavioral response; one stops noticing constant background noise.

**28. Which of the following is a key insight from understanding ordinary people’s capacity for harmful acts (per the notes)?**

A. Only people with malicious intent commit harm  
B. Social influence mechanisms like conformity can lead ordinary people to do terrible things  
C. Group behavior is always rational  
D. Deviance is purely biological

**Answer:** B. Social influence mechanisms like conformity can lead ordinary people to do terrible things  
**Explanation:** The notes emphasize that conformity explains why ordinary people, under social pressure, can perform harmful actions, and awareness of these factors can mitigate negative outcomes.

**29. Which of the following would *most likely* reduce the bystander effect in an emergency?**

A. Increasing the number of observers  
B. Making the situation ambiguous  
C. Directly asking a specific person to help  
D. Assuming others will act

**Answer:** C. Directly asking a specific person to help  
**Explanation:** Assigning a clear individual responsibility overcomes diffusion of responsibility inherent in the bystander effect.

**30. Which type of learning is illustrated when a child learns to fear dogs after being bitten, even though the fear generalizes to all dogs?**

A. Operant conditioning with positive reinforcement  
B. Classical conditioning with generalization  
C. Observational learning  
D. Non-associative learning

**Answer:** B. Classical conditioning with generalization  
**Explanation:** The fear (conditioned response) to all dogs arises after association with a bite (unconditioned stimulus) and generalization spreads the fear to similar stimuli.

**1. In non-associative learning, if repeated exposure to a benign stimulus results in a decreased behavioral response over time, this is called:**

A. Sensitization  
B. Habituation  
C. Classical conditioning  
D. Escape learning

**Answer:** B. Habituation  
**Explanation:** Habituation is a form of non-associative learning where response decreases with repeated exposure to the same stimulus. This is contrasted with sensitization, where response increases.

**2. If a person becomes more reactive to a loud noise after repeatedly experiencing a painful stimulus, this reflects:**

A. Habituation  
B. Operant conditioning  
C. Sensitization  
D. Avoidance learning

**Answer:** C. Sensitization  
**Explanation:** Sensitization is the non-associative process where repeated application of a stimulus (often aversive) amplifies the response, sometimes generalizing to related stimuli.

**3. Which of the following best distinguishes habituation from sensitization?**

A. Habituation increases response; sensitization decreases it.  
B. Habituation requires reinforcement; sensitization does not.  
C. Habituation leads to decreased response to repeated stimulus; sensitization leads to increased response.  
D. Both are associative learning processes.

**Answer:** C. Habituation leads to decreased response to repeated stimulus; sensitization leads to increased response.  
**Explanation:** Both are forms of non-associative learning (no reinforcement/punishment), but habituation is a diminished response and sensitization is an amplified one upon repeated exposure.

**4. An animal avoids a location where it previously experienced a shock by responding to a warning cue before the shock occurs. This is an example of:**

A. Escape learning  
B. Classical conditioning  
C. Avoidance learning  
D. Sensitization

**Answer:** C. Avoidance learning  
**Explanation:** Avoidance learning involves performing a behavior before an aversive stimulus occurs to prevent it; the signal (warning cue) precedes the aversive event, and avoiding it removes potential harm, which is negatively reinforcing.

**5. In escape learning, the subject’s behavior is reinforced by:**

A. Presentation of a new stimulus  
B. Removal of an ongoing aversive stimulus  
C. Pairing two neutral stimuli  
D. Increasing sensitivity to the stimulus

**Answer:** B. Removal of an ongoing aversive stimulus  
**Explanation:** Escape conditioning occurs when an organism learns an operant response to terminate an already-present aversive stimulus; the removal reinforces the behavior (negative reinforcement).

**6. Why are avoidance behaviors often more persistent than escape behaviors?**

A. Because avoidance is positively reinforced.  
B. Because the aversive stimulus is experienced repeatedly.  
C. Because the organism never experiences the aversive stimulus and still receives relief.  
D. Because sensitization occurs.

**Answer:** C. Because the organism never experiences the aversive stimulus and still receives relief.  
**Explanation:** Avoidance behavior is self-reinforcing because the subject avoids the aversive event altogether and still gets relief, so the behavior persists even when the threat is no longer present.

**7. Which of the following is correctly paired as a “side note” in the document regarding reinforcement types?**

A. Drive-reduction – positive reinforcement  
B. Incentive – negative reinforcement  
C. Drive-reduction – negative reinforcement  
D. Incentive – punishment

**Answer:** C. Drive-reduction – negative reinforcement  
**Explanation:** The document notes that drive-reduction is an example of negative reinforcement (removal of an aversive internal drive), while incentive is positive reinforcement.

**8. A student studying in a noisy environment initially startled by each sound eventually stops reacting. This decrease in response best exemplifies:**

A. Avoidance learning  
B. Classical conditioning  
C. Habituation  
D. Operant punishment

**Answer:** C. Habituation  
**Explanation:** Repeated exposure to the same non-threatening stimulus leads to diminished reaction—habituation, a non-associative learning process.

**9. Which statement about sensitization is true?**

A. It reduces responsiveness to all stimuli.  
B. It only applies to aversive stimuli.  
C. It can lead to amplification of response to a whole class of stimuli.  
D. It is the same as avoidance learning.

**Answer:** C. It can lead to amplification of response to a whole class of stimuli.  
**Explanation:** Sensitization often generalizes, making one more responsive not only to the repeated stimulus but to related stimuli as well.

**10. A fire alarm sounding causes a person to leave a building before a fire starts. This is best classified as:**

A. Escape learning  
B. Avoidance learning  
C. Classical conditioning  
D. Sensitization

**Answer:** B. Avoidance learning  
**Explanation:** The alarm serves as a warning signal; by acting before the aversive event (fire), the individual avoids it—classic avoidance learning.

**11. Which of the following describes a scenario where the behavior is negatively reinforced?**

A. Giving candy for correct answers  
B. Turning off a loud alarm by pressing a button  
C. Adding extra homework for misbehavior  
D. Pairing a bell with food to produce salivation

**Answer:** B. Turning off a loud alarm by pressing a button  
**Explanation:** Removing an aversive stimulus (alarm) contingent on a behavior reinforces that behavior—negative reinforcement, analogous to escape learning.

**12. Which learning type requires no reward or punishment and involves monitoring change in response magnitude over time?**

A. Operant conditioning  
B. Classical conditioning  
C. Non-associative learning  
D. Observational learning

**Answer:** C. Non-associative learning  
**Explanation:** Non-associative learning (habituation/sensitization) changes response magnitude without pairing with reinforcement or punishment.

**13. A person who learns a behavior by watching a model but whose description in the document only says “See above” for details is being referred to which type of learning?**

A. Classical conditioning  
B. Observational learning  
C. Avoidance learning  
D. Habituation

**Answer:** B. Observational learning  
**Explanation:** The “Bobo Doll Experiment and Social Cognitive Theory” refers to observational learning, even though the detailed notes are cross-referenced (“see above”) in this section.

**14. Which of the following is not a form of non-associative learning described in the document?**

A. Habituation  
B. Sensitization  
C. Shaping  
D. Same-response persistence

**Answer:** C. Shaping  
**Explanation:** Shaping is an operant conditioning technique (reinforcing successive approximations), whereas habituation, sensitization, and maintaining same response are forms of non-associative learning.

**15. An animal learns to press a lever to terminate a current unpleasant shock. This is:**

A. Avoidance learning  
B. Classical conditioning  
C. Escape learning  
D. Sensitization

**Answer:** C. Escape learning  
**Explanation:** Escape learning involves performing an operant to terminate an ongoing aversive stimulus.

**16. Why does avoidance behavior sometimes persist even after the aversive event is no longer possible?**

A. It becomes classical conditioning.  
B. The organism experiences the aversive stimulus repeatedly.  
C. Relief itself serves as negative reinforcement despite no direct aversive input.  
D. It’s due to sensitization.

**Answer:** C. Relief itself serves as negative reinforcement despite no direct aversive input.  
**Explanation:** Avoidance behaviors persist because the organism never experiences the aversive stimulus, but the ongoing absence (relief) reinforces the behavior, making it self-perpetuating.

**17. The “side note” distinction in the document makes which pair equivalent to positive reinforcement?**

A. Drive-reduction  
B. Incentive  
C. Avoidance  
D. Sensitization

**Answer:** B. Incentive  
**Explanation:** The document notes incentive is analogous to positive reinforcement—adding a desirable stimulus to increase behavior.

**18. A person initially startled by thunder, but over days shows the same startle each time, demonstrating:**

A. Habituation  
B. Sensitization  
C. No learning (same response)  
D. Avoidance

**Answer:** C. No learning (same response)  
**Explanation:** One of the three options in non-associative learning is maintaining the same response; neither habituation nor sensitization occurs.

**19. Which best describes why avoidance is considered a form of negative reinforcement?**

A. A positive stimulus is added to prevent an outcome.  
B. An aversive stimulus is introduced.  
C. A potential aversive outcome is prevented, and relief (removal of expected aversive stimulus) reinforces behavior.  
D. It is identical to punishment.

**Answer:** C. A potential aversive outcome is prevented, and relief (removal of expected aversive stimulus) reinforces behavior.  
**Explanation:** Negative reinforcement involves removing or preventing an aversive condition; in avoidance, the organism avoids the unpleasant event, experiencing relief that reinforces the behavior.

**20. Which scenario is an example of escape, not avoidance?**

A. Taking an umbrella because rain is forecast  
B. Leaving a noisy room when a fire alarm sounds  
C. Turning off a loud buzzer that is currently sounding  
D. Avoiding a street known for accidents

**Answer:** C. Turning off a loud buzzer that is currently sounding  
**Explanation:** Escape involves terminating an ongoing aversive stimulus; the buzzer is present, and the response turns it off.

**21. What does the document imply about the persistence of avoidance behaviors even when the original threat is gone?**

A. They rapidly extinguish  
B. They are weakly reinforced  
C. They are self-reinforcing due to never experiencing the aversive stimulus  
D. They are examples of classical conditioning

**Answer:** C. They are self-reinforcing due to never experiencing the aversive stimulus  
**Explanation:** Avoidance behaviors persist because relief (absence of the aversive event) continually reinforces the behavior, despite the threat being gone.

**22. Which of the following is true about non-associative learning according to the document?**

A. It involves pairing a neutral stimulus with a reinforcement.  
B. It changes the strength of response without any reward/punishment.  
C. It only applies to emotional learning.  
D. It requires a model to imitate.

**Answer:** B. It changes the strength of response without any reward/punishment.  
**Explanation:** Non-associative learning (habituation/sensitization) adjusts response magnitude based solely on repeated stimulus exposure, with no reinforcement or modeling.

**23. A child learns to avoid touching a hot stove after seeing a sibling burn their hand, but the document’s section on this learning simply says “See above.” This is most directly referring to:**

A. Classical conditioning  
B. Observational learning  
C. Non-associative learning  
D. Shaping

**Answer:** B. Observational learning  
**Explanation:** The Bobo Doll/Social Cognitive Theory reference points to learning by observation, even if details are cross-referenced elsewhere.

**24. Which pairing correctly identifies a type of learning and its mechanism from the document?**

A. Sensitization – removal of unpleasant stimulus  
B. Avoidance – experiencing the aversive event to stop it  
C. Escape – terminating an ongoing aversive stimulus  
D. Habituation – increased response to repeated stimulus

**Answer:** C. Escape – terminating an ongoing aversive stimulus  
**Explanation:** Escape learning is terminating a present aversive stimulus; the other options are mismatched.

**25. Which statement captures the “self-reinforcing” nature of avoidance behavior?**

A. The organism experiences punishment repeatedly.  
B. Relief from never encountering the aversive stimulus reinforces avoidance.  
C. The aversive stimulus is applied after avoidance.  
D. Avoidance decreases over time without reinforcement.

**Answer:** B. Relief from never encountering the aversive stimulus reinforces avoidance.  
**Explanation:** Avoidance behavior is persistent because the subject never experiences the aversive event yet gets relief, reinforcing the behavior.

**26. After repeated thunderclaps, a person’s startle response stays the same. According to the document, this is:**

A. Sensitization  
B. A failure of learning  
C. Maintenance of the same response (neither habituation nor sensitization)  
D. Avoidance

**Answer:** C. Maintenance of the same response (neither habituation nor sensitization)  
**Explanation:** One of the described outcomes in non-associative learning is the same response—no change in magnitude.

**27. Which of the following best describes the difference between escape and avoidance in terms of timing?**

A. Escape happens before the aversive stimulus; avoidance after.  
B. Both happen only after the stimulus.  
C. Escape terminates an ongoing aversive stimulus; avoidance prevents it before it occurs.  
D. Avoidance is a form of sensitization.

**Answer:** C. Escape terminates an ongoing aversive stimulus; avoidance prevents it before it occurs.  
**Explanation:** Escape learning reacts to an aversive stimulus already present; avoidance acts preemptively to prevent it.

**28. Which of the following would qualify as negative reinforcement in the context of the document?**

A. Giving a reward for correct answer  
B. Adding extra chores for misbehavior  
C. Removing a loud distraction once a student starts working  
D. Presenting a stimulus paired with another neutral stimulus

**Answer:** C. Removing a loud distraction once a student starts working  
**Explanation:** Negative reinforcement is the removal of an aversive condition (distraction) to increase a behavior (studying).

**29. Which learning type would best explain increased general arousal to a category of stimuli after repeated painful events?**

A. Habituation  
B. Avoidance  
C. Sensitization  
D. Classical conditioning

**Answer:** C. Sensitization  
**Explanation:** Sensitization leads to amplified responses to the repeated stimulus and often to related stimuli, increasing general arousal.

**30. According to the document, what is the key reason avoidance is more durable than simple escape behavior?**

A. Avoidance is positively reinforced.  
B. The aversive stimulus is experienced multiple times.  
C. Avoidance never exposes the organism to the aversive event, yet relief persists.  
D. Escape relies on classical conditioning.

**Answer:** C. Avoidance never exposes the organism to the aversive event, yet relief persists.  
**Explanation:** Because the organism avoids the aversive stimulus entirely, it continually receives relief without ever having the negative experience—making avoidance self-reinforcing and persistent.

**Questions**

**1. Elaboration Likelihood Model (ELM)**

**Q1.** According to the Elaboration Likelihood Model, which route to persuasion is more likely to produce long-lasting attitude change when the audience is motivated and able to process the message?  
A. Peripheral route  
B. Central route  
C. Automatic route  
D. Heuristic route

**Answer:** B. Central route  
**Explanation:** The central route involves careful and thoughtful consideration of the message’s content and is effective when the audience is both motivated and able to evaluate the arguments. It produces more enduring attitude change than the peripheral route.

**Q2.** A marketer uses celebrity endorsements (e.g., attractive spokesperson) rather than detailed product information to persuade consumers with low involvement. This exemplifies which aspect of the ELM?  
A. Central route via strong arguments  
B. Central route via motivated reasoning  
C. Peripheral route using cues  
D. Cognitive dissonance reduction

**Answer:** C. Peripheral route using cues  
**Explanation:** When individuals are not motivated or able to process substantive content, superficial cues like celebrity attractiveness function as peripheral cues to influence attitudes.

**2. Reciprocal Determinism**

**Q3.** Reciprocal determinism suggests behavior is influenced by:  
A. Only internal dispositions  
B. Only environmental factors  
C. Interaction of behavior, personal factors, and environment  
D. Genetic determinism

**Answer:** C. Interaction of behavior, personal factors, and environment  
**Explanation:** Bandura’s concept of reciprocal determinism posits a triadic, bidirectional influence where behavior, cognitive/personal factors, and the environment all affect each other.

**Q4.** Which scenario best illustrates reciprocal determinism?  
A. A student fails a test and therefore believes intelligence is fixed.  
B. A person’s optimism causes them to seek positive environments, reinforcing their optimism.  
C. A gene entirely determines a person’s social behavior.  
D. A teacher imposes a rule and students obey without feedback.

**Answer:** B. A person’s optimism causes them to seek positive environments, reinforcing their optimism.  
**Explanation:** This demonstrates mutual influence: personal trait (optimism) influences environmental selection, which in turn reinforces the personal trait—key to reciprocal determinism.

**3. Locus of Control / Learned Helplessness / Tyranny of Choice**

**Q5.** An individual with an internal locus of control is most likely to believe:  
A. Outcomes are due to luck  
B. Others control their fate  
C. Their own efforts determine outcomes  
D. Choices are inherently meaningless

**Answer:** C. Their own efforts determine outcomes  
**Explanation:** Internal locus of control reflects belief that one’s actions lead to consequences; external attributes outcomes to outside forces.

**Q6.** Learned helplessness occurs when:  
A. People are given too many choices  
B. People repeatedly experience uncontrollable negative events and stop trying  
C. Success is always attributed to internal effort  
D. Rewards are unpredictable

**Answer:** B. People repeatedly experience uncontrollable negative events and stop trying  
**Explanation:** Learned helplessness arises when individuals learn from repeated uncontrollable adversity that their actions have no effect, diminishing motivation to attempt change.

**Q7.** The “tyranny of choice” refers to:  
A. Lack of options in decision-making  
B. Excessive options leading to decision paralysis or dissatisfaction  
C. Only choosing the most popular option  
D. Making choices under threat

**Answer:** B. Excessive options leading to decision paralysis or dissatisfaction  
**Explanation:** Too many choices can overwhelm individuals, causing indecision or regret, a phenomenon described as the tyranny of choice.

**4. Self-Control / Self-Efficacy / Self-Esteem / Self-Concept**

**Q8.** Which construct refers to one's belief in their ability to succeed at specific tasks?  
A. Self-esteem  
B. Self-concept  
C. Self-efficacy  
D. Locus of control

**Answer:** C. Self-efficacy  
**Explanation:** Self-efficacy is the belief in one’s capacity to execute behaviors necessary to produce specific performance attainments.

**Q9.** High self-esteem primarily reflects:  
A. Belief in task success  
B. Global evaluation of self-worth  
C. External rewards  
D. Environmental determinism

**Answer:** B. Global evaluation of self-worth  
**Explanation:** Self-esteem is a general assessment of one’s value or worth, distinct from specific confidence (self-efficacy).

**Q10.** A person who defines themselves largely in terms of membership in a fraternity is emphasizing:  
A. Self-efficacy  
B. Social identity  
C. Internal locus of control  
D. Reciprocal determinism

**Answer:** B. Social identity  
**Explanation:** Social identity is part of self-concept derived from perceived membership in social groups.

**Q11.** Which of the following behaviors best reflects strong self-control?  
A. Acting impulsively to satisfy immediate desires  
B. Delaying gratification in pursuit of long-term goals  
C. Blaming others for failure  
D. Choosing not to set goals

**Answer:** B. Delaying gratification in pursuit of long-term goals  
**Explanation:** Self-control involves regulating impulses and delaying short-term rewards to achieve longer-term objectives.

**5. Developmental Theories**

**Q12.** According to Freud’s psychosexual stages, unresolved conflict in the oral stage could lead to:  
A. Obsessive cleanliness  
B. Dependence or aggression  
C. Identity confusion  
D. Moral rigidity

**Answer:** B. Dependence or aggression  
**Explanation:** Freud posited that fixation at the oral stage can result in oral personalities characterized by dependency or aggression.

**Q13.** Erikson’s stage of identity vs. role confusion most directly occurs during:  
A. Infancy  
B. Early adulthood  
C. Adolescence  
D. Middle adulthood

**Answer:** C. Adolescence  
**Explanation:** Erikson’s psychosocial development stage for identity formation occurs in adolescence when individuals explore and integrate self-identity.

**Q14.** Vygotsky’s concept of the zone of proximal development emphasizes:  
A. Innate biological maturation only  
B. Tasks a learner can do unaided  
C. The difference between what a learner can do alone and with guidance  
D. Cognitive decline over time

**Answer:** C. The difference between what a learner can do alone and with guidance  
**Explanation:** The zone of proximal development refers to potential learning with scaffolding from a more knowledgeable other.

**Q15.** Kohlberg’s preconventional moral reasoning is characterized by:  
A. Social contract orientation  
B. Obedience to avoid punishment  
C. Universal ethical principles  
D. Duty to society

**Answer:** B. Obedience to avoid punishment  
**Explanation:** In preconventional morality, individuals make decisions based on direct consequences to themselves (avoid punishment or gain reward).

**6. Attribution Theory & Biases**

**Q16.** The fundamental attribution error is the tendency to:  
A. Overemphasize situational factors for others’ behaviors  
B. Overemphasize dispositional factors for others’ behaviors  
C. Attribute one’s own failures to disposition  
D. Ignore others’ behavior entirely

**Answer:** B. Overemphasize dispositional factors for others’ behaviors  
**Explanation:** People often attribute others’ actions to internal traits while underweighting situational influence.

**Q17.** If someone from a collectivist culture is less prone to the fundamental attribution error than someone from an individualistic culture, this is an example of:  
A. Actor-observer bias  
B. Cultural influence on attribution  
C. Stereotype threat  
D. Cognitive dissonance

**Answer:** B. Cultural influence on attribution  
**Explanation:** Attribution patterns vary across cultures; collectivist cultures emphasize context and situational factors more, reducing the fundamental attribution error.

**Q18.** When a person explains their own success as “I worked hard,” but explains a peer’s success as “they got lucky,” this illustrates:  
A. Self-serving bias  
B. Stereotype threat  
C. Confirmation bias  
D. Reciprocal determinism

**Answer:** A. Self-serving bias  
**Explanation:** Self-serving bias involves attributing personal successes to internal causes and others’ successes to external causes; it protects self-esteem.

**7. Stereotypes, Stereotype Threat, Self-fulfilling Prophecy**

**Q19.** Stereotype threat can impair performance because:  
A. It increases intrinsic motivation  
B. Individuals fear confirming a negative stereotype  
C. It removes all social cues  
D. It leads to overcompensation that always improves performance

**Answer:** B. Individuals fear confirming a negative stereotype  
**Explanation:** Anxiety about confirming a stereotype consumes cognitive resources and undermines performance.

**Q20.** A self-fulfilling prophecy occurs when:  
A. A belief changes behavior in a way that makes the belief false  
B. A stereotype is disproven  
C. Expectations cause behaviors that make the expectation come true  
D. Confirmation bias is absent

**Answer:** C. Expectations cause behaviors that make the expectation come true  
**Explanation:** Initial expectations influence how one treats others, altering their behavior to confirm the original expectation.

**8. Prejudice & Discrimination**

**Q21.** Prejudice differs from discrimination in that prejudice is to \_\_\_\_\_\_\_\_\_\_ as discrimination is to \_\_\_\_\_\_\_\_\_\_.  
A. Behavior; attitude  
B. Attitude; behavior  
C. Structural; personal  
D. Cognitive; biological

**Answer:** B. Attitude; behavior  
**Explanation:** Prejudice refers to affective or attitudinal bias, while discrimination is the behavioral enactment of that bias.

**Q22.** Institutional discrimination refers to:  
A. Individual acts of bias  
B. Systemic policies that disproportionately disadvantage groups  
C. Positive stereotyping  
D. Internalized self-esteem

**Answer:** B. Systemic policies that disproportionately disadvantage groups  
**Explanation:** Institutional discrimination involves embedded structures or norms in institutions that lead to unequal outcomes.

**Q23.** The “just world hypothesis” can contribute to prejudice because:  
A. It promotes empathy  
B. It assumes people get what they deserve  
C. It reduces attribution errors  
D. It encourages communal support

**Answer:** B. It assumes people get what they deserve  
**Explanation:** Believing the world is fair leads to blaming marginalized individuals for their circumstances, reinforcing prejudice.

**9. Social Identity / Self in Society**

**Q24.** Charles Cooley’s “looking glass self” theory emphasizes:  
A. Biological determinism of identity  
B. Identity formed through internal reflection only  
C. Self-concept shaped by others’ perceptions  
D. Reward-based learning

**Answer:** C. Self-concept shaped by others’ perceptions  
**Explanation:** The looking glass self posits that people form their self-image based on how they think others perceive them.

**Q25.** George Herbert Mead’s distinction between “I” and “Me” implies:  
A. There is no internal self  
B. “I” is the socialized self, “Me” is spontaneous  
C. “I” is spontaneous action, “Me” is the internalized social rules  
D. Identity is fixed

**Answer:** C. “I” is spontaneous action, “Me” is the internalized social rules  
**Explanation:** Mead’s theory describes a dynamic between the autonomous self (“I”) and the socialized aspect shaped by society (“Me”).

**10. Attitude-Behavior Relationships & Change**

**Q26.** Cognitive dissonance theory would predict that when someone behaves in a way inconsistent with their attitude, they are likely to:  
A. Do nothing  
B. Change their attitude to align with their behavior  
C. Increase the inconsistency  
D. Attribute behavior to genetic factors

**Answer:** B. Change their attitude to align with their behavior  
**Explanation:** To reduce dissonance between actions and beliefs, individuals often adjust attitudes to fit behavior. (Note: this topic is adjacent in the broader attitude/theory cluster in your provided material.)

**Q27.** Which factor makes attitude more predictive of behavior?  
A. Attitude formed via peripheral cues  
B. Low self-awareness  
C. High personal relevance and consistency  
D. External rewards only

**Answer:** C. High personal relevance and consistency  
**Explanation:** Attitudes that are strong, accessible, and personally relevant (often processed centrally) better predict behavior.

**11. Integration / Application**

**Q28.** A student from a culture emphasizing social harmony attributes their peer’s quietness in class to shyness instead of rudeness. This best exemplifies:  
A. Fundamental attribution error  
B. Cultural framing of attribution  
C. Stereotype threat  
D. Self-serving bias

**Answer:** B. Cultural framing of attribution  
**Explanation:** Cultural background influences whether behavior is seen as dispositional or situational; collectivist cultures often interpret behavior in context.

**Q29.** A public health campaign that provides both strong statistical arguments (data) and emotional storytelling is attempting to:  
A. Use only peripheral cues  
B. Activate both central and peripheral routes to persuasion  
C. Avoid cognitive dissonance  
D. Induce stereotype threat

**Answer:** B. Activate both central and peripheral routes to persuasion  
**Explanation:** Combining substantive information (central) with affective cues (peripheral) can broaden persuasive impact depending on audience processing ability.

**Q30.** If a person believes their success on the MCAT was due to intense personal study but believes another’s success was due to luck, which two biases are most directly at play?  
A. Actor-observer bias and stereotype threat  
B. Self-serving bias and fundamental attribution error  
C. Just world hypothesis and confirmation bias  
D. Reciprocal determinism and learned helplessness

**Answer:** B. Self-serving bias and fundamental attribution error  
**Explanation:** Attributing one’s own success to internal effort (self-serving) while overemphasizing external factors (luck) for others reflects both self-serving bias and the fundamental attribution error.

**Questions 1–5: Stigma (Social and Self)**

**1.** Which of the following best describes **self-stigma**?  
A. Society’s collective negative labeling of a group  
B. Internalization of negative stereotypes leading to withdrawal from society  
C. Legal discrimination codified against marginalized groups  
D. Overgeneralized positive impressions based on one trait

**Answer:** B  
**Explanation:** Self-stigma occurs when an individual internalizes the negative stereotypes and prejudices they’ve experienced, leading to feelings of rejection and social withdrawal.

**2.** Which of the following scenarios illustrates **social stigma** as discussed in the document?  
A. A person with HIV hides their diagnosis due to shame  
B. A news outlet portrays people with obesity as morally weak, influencing public perception  
C. A therapist helps a patient challenge internalized negative beliefs  
D. A patient receives a treatment plan tailored to their cultural background

**Answer:** B  
**Explanation:** Social stigma refers to extreme disapproval/discrediting by society, often fueled by media portrayals that devalue certain attributes, such as obesity, creating negative public perception.

**3.** According to the concentric-circles model of stigma in the document, which of the following correctly orders levels from deepest to most superficial source of stigma?  
A. Media → Society → Family → Self  
B. Self → Family → Society → Media  
C. Family → Self → Media → Society  
D. Society → Media → Family → Self

**Answer:** B  
**Explanation:** The model describes four concentric circles: deepest is the self (individual stigmatized), then family, then wider society, and outermost the media.

**4.** Which of the following interventions would most directly target **societal-level stigma** according to the review?  
A. Cognitive behavioral therapy for internalized shame  
B. Family education to prevent shunning  
C. Anti-discrimination legislation and public policy  
D. Media campaigns that sensationalize deviant behavior

**Answer:** C  
**Explanation:** Societal-level stigma can be mitigated through interventions like legislation and anti-discrimination laws, as noted in the document.

**5.** The symbolic interactionist perspective is used to explain which aspect of stigma?  
A. The genetic basis of stigmatized traits  
B. The neurological response to being stigmatized  
C. How social meanings and interactions create and reinforce stigma  
D. The economic impact of stigma on employment

**Answer:** C  
**Explanation:** The document states that stigma is derived from the symbolic interactionist perspective, focusing on how social disapproval arises through interactions and meanings attributed to behaviors or identities.

**Questions 6–10: Social Perception Biases (Primacy, Recency, Halo Effect, Just-World)**

**6.** A hiring manager interviews two candidates. The first candidate makes a very strong first impression, and despite middling answers later, is rated overall higher than the second candidate. This is best explained by:  
A. Recency bias  
B. Just-world hypothesis  
C. Halo effect  
D. Fundamental attribution error

**Answer:** C  
**Explanation:** The halo effect is when one positive trait (e.g., a strong first impression) influences overall perception, causing overgeneralized favorable judgment. (Common psychological principle; the document lists the halo effect under social perception topics.)

**7.** In a group discussion, a participant’s latest comment is weighted more heavily than earlier ones when evaluating their ideas. This exemplifies:  
A. Primacy effect  
B. Recency effect  
C. Confirmation bias  
D. Actor-observer bias

**Answer:** B  
**Explanation:** Recency effect occurs when the most recently presented information has disproportionate influence on judgments. (Listed in the social perception section of the provided content.)

**8.** Believing that people get what they deserve—“bad things happen to bad people”—is an example of:  
A. Just-world hypothesis  
B. Stereotype threat  
C. Social facilitation  
D. Cognitive dissonance

**Answer:** A  
**Explanation:** The just-world hypothesis is the belief in a fair world where outcomes reflect moral deserts, leading to blaming victims to maintain that belief. (Topic present in the document’s social perception area.)

**9.** During a first encounter, someone notices one very positive trait (e.g., attractiveness) and infers other unrelated positive qualities. This is best described as:  
A. Confirmation bias  
B. Halo effect  
C. Self-serving bias  
D. In-group favoritism

**Answer:** B  
**Explanation:** The halo effect leads observers to project one positive attribute onto other domains, such as assuming attractive people are also competent.

**10.** Which of the following would reduce the influence of the **primacy effect** in forming impressions?  
A. Presenting all information at once instead of sequentially  
B. Emphasizing the first piece of information  
C. Encouraging emotional reactions to initial data  
D. Limiting time between exposures

**Answer:** A  
**Explanation:** If information is processed simultaneously rather than sequentially, initial impressions (primacy) have less weight, reducing the primacy effect.

**Questions 11–15: Mere Exposure, Similarity, Physical Attraction**

**11.** The **mere exposure effect** predicts that:  
A. Novel stimuli are preferred over familiar ones  
B. Repeated exposure to a stimulus increases liking for it  
C. People prefer those who are dissimilar to avoid competition  
D. Physical attractiveness has no effect on social preference

**Answer:** B  
**Explanation:** Mere exposure effect refers to increased liking due to repeated exposure, even without conscious awareness. (Covered in the document under social influence and attraction sections.)

**12.** Two individuals who share values, hobbies, and attitudes are likely to form a stronger bond due to:  
A. Complementarity  
B. Similarity  
C. Reciprocity norm  
D. Cognitive dissonance

**Answer:** B  
**Explanation:** Similarity increases attraction and relationship stability because shared attributes ease interaction and validation.

**13.** Which factor is most likely to increase interpersonal attraction in an initial social context, according to classic social psychology principles?  
A. Physical proximity  
B. High contrast in personalities  
C. Avoidance of repeated interactions  
D. Contradictory beliefs

**Answer:** A  
**Explanation:** Proximity fosters familiarity, and along with repeated exposure (mere exposure), increases attraction.

**14.** A researcher shows that participants rate faces as more likable after seeing them multiple times, even without remembering seeing them before. This finding most directly supports:  
A. Social loafing  
B. The halo effect  
C. Mere exposure effect  
D. Bystander effect

**Answer:** C  
**Explanation:** The mere exposure effect can increase positive affect toward stimuli simply by repeated presentation, independent of conscious memory.

**15.** Which of the following pairs is most consistent with the **similarity-attraction** principle?  
A. Two people with opposite political views becoming friends  
B. Two people who both enjoy hiking and share humor styles  
C. A shy person pairing with an extremely outgoing partner to balance dynamics  
D. Random assignment of roommates with no shared interests

**Answer:** B  
**Explanation:** Similarity in interests and outlook facilitates attraction and rapport, per the similarity-attraction hypothesis.

**Questions 16–20: Harlow Monkey Experiments and Attachment**

**16.** In Harlow’s monkey studies, infant monkeys preferred the cloth “mother” to the wire “mother” that provided food. This result primarily demonstrates:  
A. Classical conditioning  
B. Operant conditioning  
C. The importance of contact comfort in attachment  
D. The role of genetics in social bonding

**Answer:** C  
**Explanation:** Harlow showed that comfort and tactile contact (contact comfort) were more critical for attachment than food, challenging purely drive-reduction explanations.

**17.** A child who sees their caregiver as a secure base, explores the environment freely, and is easily comforted upon return likely has:  
A. Insecure-avoidant attachment  
B. Disorganized attachment  
C. Secure attachment  
D. Insecure-resistant attachment

**Answer:** C  
**Explanation:** Securely attached children use caregivers as a secure base and show adaptive exploration and comfort seeking. (Classic attachment theory covered in the document.)

**18.** Which behavior characterizes an **insecure-avoidant** attached child in the Strange Situation?  
A. Clinging to caregiver and resisting comfort  
B. Seeking proximity and easily soothed  
C. Ignoring the caregiver upon return  
D. Displaying confused or contradictory behavior

**Answer:** C  
**Explanation:** Insecure-avoidant children tend to avoid or ignore their caregiver, showing little distress upon separation and little interest upon return.

**19.** Harlow’s findings most directly challenged which earlier theory of attachment?  
A. Biological preparedness theory  
B. Drive-reduction theory  
C. Social learning theory  
D. Cognitive dissonance theory

**Answer:** B  
**Explanation:** Drive-reduction theory held that attachment formed because the caregiver reduced biological drives (e.g., hunger). Harlow’s monkeys preferred comfort over food, undermining that idea.

**20.** A child shows inconsistent, disoriented responses to a caregiver’s return (e.g., freezing or contradictory behaviors). This is indicative of:  
A. Secure attachment  
B. Insecure-avoidant attachment  
C. Disorganized attachment  
D. Insecure-resistant attachment

**Answer:** C  
**Explanation:** Disorganized attachment is marked by lack of coherent strategy, often linked to maltreatment or caregiver unpredictability.

**Questions 21–25: Bias Interaction and Social Influence (Integrating Concepts)**

**21.** A teacher learns that a student is from a high-status family and subsequently assumes they are intelligent and hardworking without further evidence. This is an example of:  
A. Just-world hypothesis  
B. Halo effect  
C. Self-serving bias  
D. Actor-observer bias

**Answer:** B  
**Explanation:** The halo effect causes one positive attribute (high status) to color perceptions of unrelated traits (intelligence, work ethic).

**22.** When individuals in a group adopt the same opinion because they want to fit in, despite privately disagreeing, they are exhibiting:  
A. Groupthink  
B. Social facilitation  
C. Conformity  
D. Bystander effect

**Answer:** C  
**Explanation:** Conformity occurs when individuals adjust their behavior or opinions to align with group norms, often for social acceptance.

**23.** Which of the following would weaken the impact of stereotype threat on performance?  
A. Emphasizing the negativity of the stereotype before task  
B. Framing the task as a measure of effort, not innate ability  
C. Reminding individuals of their group identity tied to the stereotype  
D. Isolating participants so they perform alone

**Answer:** B  
**Explanation:** Framing tasks in ways that reduce emphasis on threatening stereotypes (e.g., effort-based) mitigates stereotype threat effects.

**24.** A person assumes that bad things happen to people because they did something to deserve it, and thus does not offer help to someone in need. This is best explained by:  
A. Altruism  
B. Just-world hypothesis  
C. Social support  
D. Secure attachment

**Answer:** B  
**Explanation:** Belief in a just world leads to blaming victims, which can reduce helping behaviors.

**25.** Repeatedly seeing a brand logo in daily life without actively thinking about it and later reporting preference for that brand is an example of which pair of phenomena?  
A. Mere exposure effect and familiarity  
B. Halo effect and primacy effect  
C. Recency effect and confirmation bias  
D. Cognitive dissonance and social loafing

**Answer:** A  
**Explanation:** Mere exposure increases preference through repeated passive exposure, building familiarity.

**Questions 26–30: Synthesis / Application**

**26.** A patient with a stigmatized mental illness internalizes the negative stereotypes about themselves and stops seeking treatment; their condition worsens. Which mechanism is at play?  
A. Social stigma  
B. Self-stigma  
C. Halo effect  
D. Just-world hypothesis

**Answer:** B  
**Explanation:** Self-stigma leads individuals to internalize societal negative views, avoid help, and isolate, exacerbating issues.

**27.** Which of the following interventions would most directly reduce **media-generated stigma** according to the concentric model?  
A. Individual therapy focused on self-esteem  
B. Journalist guidelines for responsible portrayal of mental illness  
C. Family exclusion of the stigmatized member  
D. Personal denial of the diagnosis

**Answer:** B  
**Explanation:** Media is the outer circle and can produce stigma; guidelines for journalists aim to reduce harmful portrayals.

**28.** In social perception, a person first hears positive information about someone (e.g., “generous”), then hears ambiguous behavior; they interpret the ambiguity positively. This illustrates:  
A. Recency effect  
B. Primacy effect with halo-like influence  
C. Just-world hypothesis  
D. Bystander effect

**Answer:** B  
**Explanation:** Initial positive traits (primacy) create a bias (halo-like) affecting interpretation of subsequent ambiguous behavior.

**29.** A study demonstrates that strangers sitting next to each other in a college dorm become friends over time, primarily due to:  
A. Dissonance reduction  
B. Mere exposure and proximity  
C. Social loafing  
D. Fundamental attribution error

**Answer:** B  
**Explanation:** Physical proximity increases frequency of exposure, which via the mere exposure effect fosters familiarity and friendship.

**30.** A researcher wants to test whether similarity influences attraction. Which experimental manipulation would best isolate the effect of similarity?  
A. Matching participants randomly and asking about their interests  
B. Providing feedback that two dissimilar individuals share hidden values  
C. Pairing participants with either similar or dissimilar interests while keeping other variables constant  
D. Having participants observe others in a group setting

**Answer:** C  
**Explanation:** Directly manipulating similarity (shared interests) while holding other factors constant isolates its causal effect on attraction.

**1. Aggression / Altruism / Social Support**

**1.** Which of the following best characterizes **instrumental aggression**?  
A. Aggression used to obtain a goal, not necessarily driven by anger  
B. Aggression as an emotional outburst with no purpose  
C. Passive withdrawal to avoid conflict  
D. Helping behaviors with no expectation of reward

**Answer:** A. Aggression used to obtain a goal, not necessarily driven by anger  
**Explanation:** Instrumental aggression is goal-oriented and purposeful (e.g., pushing someone to win a game), distinct from hostile/emotional aggression.

**2.** A person donates anonymously to a charity despite receiving no recognition. This is best described as:  
A. Reciprocal altruism  
B. Kin selection  
C. Pure (true) altruism  
D. Social loafing

**Answer:** C. Pure (true) altruism  
**Explanation:** True altruism involves helping without expectation of reward or reciprocity; anonymous donation fits this.

**3.** Which type of social support involves having someone to talk through emotional problems?  
A. Informational support  
B. Instrumental support  
C. Emotional support  
D. Structural support

**Answer:** C. Emotional support  
**Explanation:** Emotional support provides empathy, caring, and reassurance; it buffers stress.

**4.** In evolutionary terms, helping relatives because they share genes is explained by:  
A. Altruistic punishment  
B. Reciprocal determinism  
C. Kin selection  
D. Impression management

**Answer:** C. Kin selection  
**Explanation:** Kin selection predicts altruistic behavior toward genetic relatives to increase inclusive fitness. (Related foundational concept in social behavior clusters.)

**5.** Which of the following is a benefit of strong social support networks in psychological health?  
A. Increased isolation  
B. Heightened stress perception  
C. Buffering against negative effects of stress  
D. Decreased coping flexibility

**Answer:** C. Buffering against negative effects of stress  
**Explanation:** Social support acts as a protective factor, reducing the impact of stressors on mental health.

**2. Status, Roles, Groups**

**6.** A person who struggles to fulfill all expectations associated with a single social role (e.g., a parent trying to balance nurturing and discipline) is experiencing:  
A. Role conflict  
B. Role strain  
C. Status inconsistency  
D. Groupthink

**Answer:** B. Role strain  
**Explanation:** Role strain occurs when competing demands within one role make performance difficult.

**7.** A doctor who is also a single parent finds it difficult to satisfy demands from work versus family. This tension exemplifies:  
A. Role strain  
B. Status elevation  
C. Role conflict  
D. Impression management

**Answer:** C. Role conflict  
**Explanation:** Role conflict arises when expectations from two different roles (doctor vs. parent) clash.

**8.** Which best distinguishes **primary groups** from **secondary groups**?  
A. Primary groups are task-focused; secondary groups are emotion-focused  
B. Primary groups involve intimate, long-term relationships; secondary groups are more impersonal and goal-oriented  
C. Secondary groups are family-based; primary are professional  
D. Primary groups are temporary; secondary are permanent

**Answer:** B. Primary groups involve intimate, long-term relationships; secondary groups are more impersonal and goal-oriented  
**Explanation:** Primary groups (e.g., family, close friends) provide emotional support; secondary groups (e.g., coworkers) are structured around tasks.

**9.** Status that a person holds based on personal achievement (e.g., doctor) is called:  
A. Ascribed status  
B. Achieved status  
C. Master status  
D. Role status

**Answer:** B. Achieved status  
**Explanation:** Achieved status is earned through actions or choices, contrasted with ascribed status (birth). (Implied in status discussions in social interaction themes.)

**10.** If someone is treated differently because they belong to an out-group and this colors the entire perception of their character, this is likely rooted in:  
A. Ethnocentrism  
B. Cultural relativism  
C. Impression management  
D. Kin selection

**Answer:** A. Ethnocentrism  
**Explanation:** Ethnocentrism is judging others by one’s own cultural standards and favoring one’s in-group over out-groups.

**3. Ethnocentrism / Cultural Relativism**

**11.** Cultural relativism encourages:  
A. Viewing one’s own culture as superior  
B. Evaluating cultural practices in context of that culture  
C. Discriminating against out-groups  
D. Applying universal moral judgments

**Answer:** B. Evaluating cultural practices in context of that culture  
**Explanation:** Cultural relativism promotes understanding behaviors within their cultural framework rather than judging by other standards.

**12.** A tourist automatically assuming their food is inferior compared to their home cuisine is an example of:  
A. Cultural relativism  
B. Impression management  
C. Ethnocentrism  
D. Role conflict

**Answer:** C. Ethnocentrism  
**Explanation:** Ethnocentrism leads to evaluating other cultures’ practices as inferior based on one’s own cultural norms.

**4. Dramaturgical Approach / Impression Management**

**13.** The dramaturgical approach likens social interaction to:  
A. A competitive sport  
B. A theatrical performance  
C. A biological reflex  
D. A memory encoding process

**Answer:** B. A theatrical performance  
**Explanation:** Goffman’s dramaturgical perspective suggests individuals present themselves in ways analogous to actors performing on stage.

**14.** Impression management is best described as:  
A. Passive acceptance of social roles  
B. The conscious or unconscious effort to influence others’ perceptions of oneself  
C. Internalized stigma  
D. Group cohesion

**Answer:** B. The conscious or unconscious effort to influence others’ perceptions of oneself  
**Explanation:** Impression management involves controlling image and behavior to shape others’ impressions.

**15.** Wearing professional attire to an interview even if one doesn’t feel confident is primarily an example of:  
A. Ethnocentrism  
B. Role strain  
C. Impression management  
D. Altruism

**Answer:** C. Impression management  
**Explanation:** The behavior is aimed at shaping how the interviewer perceives the candidate, aligning outward appearance with desired social image.

**5. Discrimination & Prejudice**

**16.** Prejudice differs from discrimination in that prejudice is to \_\_\_\_\_\_\_\_\_\_ as discrimination is to \_\_\_\_\_\_\_\_\_\_.  
A. Behavior; attitude  
B. Attitude; behavior  
C. Structural; personal  
D. Cognitive; biological

**Answer:** B. Attitude; behavior  
**Explanation:** Prejudice is a preconceived attitude or feeling; discrimination is the action taken based on that attitude.

**17.** Institutional discrimination refers to:  
A. Individual acts of bias  
B. Systemic policies that disadvantage certain groups  
C. Positive reinforcement of norms  
D. Personal prejudice that never manifests

**Answer:** B. Systemic policies that disadvantage certain groups  
**Explanation:** Institutional discrimination is embedded in structures (laws, norms) producing unequal outcomes.

**18.** A manager promotes only employees from one ethnicity, despite equal qualifications across groups. This is an example of:  
A. Prejudice  
B. In-group favoritism  
C. Institutional discrimination  
D. Impression management

**Answer:** C. Institutional discrimination  
**Explanation:** Systemic biased practices within an organization that result in unequal opportunity constitute institutional discrimination.

**19.** Harboring negative attitudes toward a group without acting on them constitutes:  
A. Stereotype threat  
B. Discrimination  
C. Prejudice  
D. Role conflict

**Answer:** C. Prejudice  
**Explanation:** Prejudice is an internal attitude or bias; discrimination would be the behavioral expression.

**20.** A policy that unintentionally disadvantages a minority group due to its design (not explicit animus) is best labeled:  
A. Explicit prejudice  
B. Individual discrimination  
C. Systemic/structural discrimination  
D. Self-stigma

**Answer:** C. Systemic/structural discrimination  
**Explanation:** Even without overt intent, systemic structures can perpetuate inequities; this falls under institutional discrimination.

**6. Integration / Social Influence & Support**

**21.** A person from a dominant in-group assuming their cultural norms are universal and better is demonstrating:  
A. Cultural relativism  
B. Ethnocentrism  
C. Altruism  
D. Social support

**Answer:** B. Ethnocentrism  
**Explanation:** Ethnocentrism involves evaluating other cultures through the lens of one’s own and assuming superiority.

**22.** Which combination reflects a scenario where someone uses impression management to reduce stigma they feel internally?  
A. Adopting a new accent to fit in while hiding internal shame  
B. Ignoring others and withdrawing  
C. Refusing help to display independence  
D. Complaining about the system

**Answer:** A. Adopting a new accent to fit in while hiding internal shame  
**Explanation:** Impression management can be used to mask self-stigma by altering behavior to appear more acceptable.

**23.** A close-knit friend group that provides emotional support and shapes identity is best described as:  
A. Secondary group  
B. Primary group  
C. Institution  
D. Bureaucracy

**Answer:** B. Primary group  
**Explanation:** Primary groups foster intimate, enduring relationships and are crucial for socialization and support.

**24.** A person’s social status that overrides other identities in social interaction (e.g., being known primarily as “the doctor” despite other roles) is called:  
A. Achieved status  
B. Ascribed status  
C. Master status  
D. Role strain

**Answer:** C. Master status  
**Explanation:** Master status dominates how others perceive someone, often overshadowing other roles. (Implied in status/interaction discussion.)

**25.** When individuals help others because they expect the favor to be returned in the future, this is:  
A. Kin selection  
B. Reciprocal altruism  
C. Pure altruism  
D. Impression management

**Answer:** B. Reciprocal altruism  
**Explanation:** Reciprocal altruism involves helping with expectation of future returned benefit, reinforcing cooperation.

**7. Mixed Concepts / Application**

**26.** A student feels pressured to perform both as a club leader and a top student, and the expectations within being a “top student” clash internally. This is:  
A. Role conflict between leader and student roles  
B. Role strain within the student role  
C. Impression management  
D. Institutional discrimination

**Answer:** B. Role strain within the student role  
**Explanation:** If the conflict is internal to the “student” identity (e.g., high academic standards vs. extracurricular leadership expectations), it’s role strain.

**27.** A company’s official diversity statement exists, but hiring practices consistently favor a particular group; the statement is an example of:  
A. Impression management  
B. Institutional discrimination  
C. Cultural relativism  
D. Altruism

**Answer:** A. Impression management  
**Explanation:** The diversity statement is a symbolic presentation to shape external perception, potentially masking discriminatory practices.

**28.** Which scenario best illustrates **social support buffering** stress?  
A. A person avoids all social contact during stress  
B. A person receiving advice, emotional comfort, and tangible aid during a crisis  
C. A person blaming themselves exclusively  
D. A person exhibiting role conflict

**Answer:** B. A person receiving advice, emotional comfort, and tangible aid during a crisis  
**Explanation:** Multi-faceted support (emotional, informational, instrumental) reduces negative impact of stress.

**29.** If someone from a minority group believes that systemic barriers are due to their own failings rather than structural inequities, this reflects:  
A. External locus of control  
B. Self-stigma and internalized prejudice  
C. Impression management  
D. Ethnocentrism

**Answer:** B. Self-stigma and internalized prejudice  
**Explanation:** Internalizing negative societal messages leads individuals to blame themselves, a component of self-stigma.

**30.** A group of coworkers adopts a unified front in meetings to appear competent in front of leadership, even if individually they disagree. This best combines:  
A. Primary group dynamics and altruism  
B. Impression management and conformity  
C. Role conflict and ethnocentrism  
D. Kin selection and social support

**Answer:** B. Impression management and conformity  
**Explanation:** They are managing the impression of group competence (impression management) while aligning behavior to group norms (conformity).

**1–6: Organizations & Bureaucracy**

**1.** Max Weber’s “division of labor” in an ideal bureaucracy primarily aims to:  
A. Reduce alienation of workers  
B. Increase employee creativity  
C. Specialize tasks to improve efficiency  
D. Eliminate hierarchy

**Answer:** C. Specialize tasks to improve efficiency  
**Explanation:** Division of labor assigns people to specific tasks so they become highly skilled in them, boosting efficiency; however, it can increase alienation.

**2.** Which characteristic of an ideal bureaucracy is intended to ensure decisions are made based on merit rather than favoritism?  
A. Hierarchy of authority  
B. Impersonality  
C. Employment based on technical qualifications  
D. Written rules and regulations

**Answer:** C. Employment based on technical qualifications  
**Explanation:** Hiring based on technical qualifications reduces favoritism and discrimination, promoting meritocratic selection.

**3.** A potential downside of “written rules and regulations” in a bureaucracy is:  
A. Inequality in treatment  
B. Lack of clarity in expectations  
C. Goal displacement where adherence to rules overtakes original goals  
D. Absence of supervision

**Answer:** C. Goal displacement where adherence to rules overtakes original goals  
**Explanation:** Excessive formalization can stiffen creativity and cause goal displacement—rules become more important than the organization’s purpose.

**4.** “Impersonality” in Weber’s ideal bureaucracy is designed to:  
A. Encourage personal relationships among employees  
B. Ensure bias-free and equal treatment  
C. Promote individual loyalty over institutional loyalty  
D. Create flexible informal norms

**Answer:** B. Ensure bias-free and equal treatment  
**Explanation:** Impersonality means officials act without personal bias, providing uniform treatment, though it can cause alienation.

**5.** Which aspect of bureaucracy most directly clarifies command structure and authority?  
A. Division of labor  
B. Hierarchy of organization  
C. Impersonality  
D. Employment based on qualifications

**Answer:** B. Hierarchy of organization  
**Explanation:** Hierarchy establishes clear lines of supervision, indicating who is in command.

**6.** A university administrator not teaching classes while professors do not handle building maintenance exemplifies:  
A. Role conflict  
B. Division of labor  
C. Informal organization  
D. Goal displacement

**Answer:** B. Division of labor  
**Explanation:** This illustrates task specialization where different roles have distinct responsibilities, a feature of Weber’s ideal bureaucracy.

**7–11: Animal Behavior & Inclusive Fitness / Mating Strategies**

**7.** In the context of inclusive fitness, an organism is most likely to behave altruistically toward:  
A. Distantly related individuals  
B. Non-kin with no prior interaction  
C. Close genetic relatives  
D. Predators

**Answer:** C. Close genetic relatives  
**Explanation:** Inclusive fitness includes propagation of shared genes; helping close relatives increases the likelihood of gene survival.

**8.** Assortative mating differs from random mating in that:  
A. It maximizes genetic diversity  
B. It pairs individuals without regard to phenotype  
C. It preferentially mates similar phenotypes/genotypes  
D. It is the basis of Hardy-Weinberg equilibrium

**Answer:** C. It preferentially mates similar phenotypes/genotypes  
**Explanation:** Assortative mating is non-random, where similar individuals mate more frequently, which can increase inclusive fitness but risks inbreeding.

**9.** Which of the following is a risk associated with assortative mating?  
A. Decreased inclusive fitness  
B. Increased genetic diversity  
C. Inbreeding and potential propagation of deleterious recessive traits  
D. Breakdown of relatedness

**Answer:** C. Inbreeding and potential propagation of deleterious recessive traits  
**Explanation:** Assortative mating can concentrate similar alleles, increasing chance of harmful recessive traits in offspring.

**10.** Dis-assortative mating would most likely:  
A. Promote mating among genetically similar individuals  
B. Decrease genetic diversity  
C. Pair individuals with diverse traits more often than by chance  
D. Be equivalent to inbreeding

**Answer:** C. Pair individuals with diverse traits more often than by chance  
**Explanation:** Dis-assortative mating increases diversity by preferring genetically or phenotypically different partners.

**11.** Which mating strategy is assumed in the Hardy-Weinberg equilibrium model?  
A. Assortative mating  
B. Dis-assortative mating  
C. Random mating  
D. Kin selection

**Answer:** C. Random mating  
**Explanation:** Hardy-Weinberg equilibrium assumes random mating, meaning all individuals have equal likelihood of mating regardless of traits.

**12–16: Animal Communication / Evolutionary Game Theory / Social Support & Symbolic Interaction**

**12.** In animal communication, which of the following is an example of a “silent” social cue?  
A. Bioluminescence  
B. Vocal calls  
C. Gaze following  
D. Chemical pheromones

**Answer:** C. Gaze following  
**Explanation:** Gaze following is a nonverbal way animals indicate location or attention without sound.

**13.** Which form of communication would fireflies using light signals most exemplify?  
A. Acoustic communication  
B. Tactile communication  
C. Visual bioluminescent communication  
D. Olfactory communication

**Answer:** C. Visual bioluminescent communication  
**Explanation:** Fireflies emit light as a visual signal to attract mates—an example of bioluminescent communication.

**14.** According to symbolic interactionism (implied in Cooley and Mead’s work), self-concept is largely shaped by:  
A. Genetic inheritance  
B. Macro-level economic forces  
C. Social interactions and perceptions from others  
D. Natural selection

**Answer:** C. Social interactions and perceptions from others  
**Explanation:** Cooley’s “looking-glass self” and Mead’s “I” and “Me” emphasize that identity arises from reflected appraisals via interaction. (Topics appear in the broader document; foundational in social psychology.)

**15.** Which of the following best describes “inclusive fitness” as used to explain cooperative behavior?  
A. Fitness based solely on an individual’s offspring count  
B. Fitness including effects on survival/reproduction of related individuals  
C. Fitness determined by random mating patterns  
D. Fitness unrelated to genetic relatedness

**Answer:** B. Fitness including effects on survival/reproduction of related individuals  
**Explanation:** Inclusive fitness accounts for an organism’s own offspring and those of genetically related individuals it helps.

**16.** In evolutionary game theory applied to social behavior, “tit-for-tat” is a strategy that:  
A. Always defects first  
B. Cooperates initially and then mimics the opponent’s previous move  
C. Never cooperates  
D. Randomizes behavior regardless of the opponent

**Answer:** B. Cooperates initially and then mimics the opponent’s previous move  
**Explanation:** Classic evolutionary game theory shows “tit-for-tat” fosters cooperation by reciprocating behavior, rewarding cooperation and punishing defection. *(Inference based on standard evolutionary game theory; foundational)*

**17–22: Macrosociology vs. Microsociology & Social Institutions**

**17.** Which of the following is a primary concern of **macrosociology**?  
A. Face-to-face interaction norms  
B. Small group dynamics  
C. Large-scale social structures like institutions and inequality  
D. Immediate interpersonal communication

**Answer:** C. Large-scale social structures like institutions and inequality  
**Explanation:** Macrosociology studies broad societal patterns—institutions, stratification, and systems.

**18.** **Microsociology** is most likely to study:  
A. Government policy formation  
B. Individual interactions and meaning-making in daily life  
C. National economic trends  
D. Global migration patterns

**Answer:** B. Individual interactions and meaning-making in daily life  
**Explanation:** Microsociology focuses on social processes at the individual or small group level (e.g., symbolic interaction).

**19.** Which social institution is primarily responsible for transmitting cultural values and knowledge across generations?  
A. Economy  
B. Religion  
C. Education  
D. Health care

**Answer:** C. Education  
**Explanation:** Education formalizes the teaching of norms, skills, and cultural knowledge to new generations; it’s a core social institution.

**20.** A society’s norms, laws, and power structures would most directly fall under which social institution in analysis?  
A. Family  
B. Religion  
C. Government  
D. Mass media

**Answer:** C. Government  
**Explanation:** Government shapes policy, legal systems, and authority—one of the main social institutions.

**21.** The idea that societal-level inequalities persist across generations and limit mobility is best studied in:  
A. Microsociology  
B. Symbolic interactionism  
C. Macrosociology  
D. Dramaturgy

**Answer:** C. Macrosociology  
**Explanation:** Macro-level analysis addresses structured patterns like social reproduction and intergenerational inequality.

**22.** Which theoretical perspective would most closely examine how individuals interpret and give meaning to their roles within institutions?  
A. Functionalism  
B. Conflict theory  
C. Symbolic interactionism  
D. Rational choice theory

**Answer:** C. Symbolic interactionism  
**Explanation:** Symbolic interactionism emphasizes daily interactions and how people construct meaning, including roles in institutions.

**23–30: Discrimination / Stereotypes / Integration**

**23.** Prejudice and discrimination differ in that prejudice is to \_\_\_\_\_\_\_\_ as discrimination is to \_\_\_\_\_\_\_\_.  
A. Behavior; attitude  
B. External structure; internal belief  
C. Attitude; behavior  
D. Institutional policy; personal belief

**Answer:** C. Attitude; behavior  
**Explanation:** Prejudice is a preconceived attitude; discrimination is the action resulting from that attitude.

**24.** A policy that unintentionally disadvantages a minority group even without overt bias exemplifies:  
A. Individual discrimination  
B. Structural/institutional discrimination  
C. Prejudice  
D. Altruism

**Answer:** B. Structural/institutional discrimination  
**Explanation:** Institutional discrimination arises from embedded practices or policies that produce inequitable outcomes without explicit malice.

**25.** Stereotype threat most directly affects performance by:  
A. Encouraging group conformity  
B. Creating stress from fear of confirming a negative stereotype  
C. Enhancing self-esteem  
D. Promoting altruistic behavior

**Answer:** B. Creating stress from fear of confirming a negative stereotype  
**Explanation:** Stereotype threat impairs performance when individuals worry their actions will confirm a negative stereotype about their group.

**26.** A student from an underrepresented group internalizes negative societal messages and attributes poor outcomes to personal failure. This is best described as:  
A. Social support  
B. Self-stigma/internalized prejudice  
C. Ethnocentrism  
D. Role conflict

**Answer:** B. Self-stigma/internalized prejudice  
**Explanation:** Internalization of negative stereotypes leads to self-blame and reduced agency, consistent with self-stigma concepts.

**27.** Which of the following combinations describes using social interaction to manage how others see you while conforming to group norms?  
A. Impression management and conformity  
B. Institutional discrimination and conflict theory  
C. Symbolic interactionism and random mating  
D. Macrosociology and inclusive fitness

**Answer:** A. Impression management and conformity  
**Explanation:** Individuals adjust self-presentation (impression management) and align to group expectations (conformity) to fit in socially.

**28.** In analyzing a large bureaucratic hospital system, focusing on how its policies perpetuate inequality would be an example of:  
A. Microsociology  
B. Functionalism exclusively  
C. Macrosociology  
D. Biological determinism

**Answer:** C. Macrosociology  
**Explanation:** Evaluating systemic policy-level effects reflects macro-level analysis of institutions.

**29.** Which pairing best illustrates the link between inclusive fitness theory and altruistic behavior?  
A. Helping an unrelated stranger for public praise  
B. Donating to a charity anonymously  
C. Sacrificing personal resources to help a sibling survive  
D. Competing for limited mating opportunities

**Answer:** C. Sacrificing personal resources to help a sibling survive  
**Explanation:** Helping close kin benefits shared genetic material, increasing inclusive fitness.

**30.** A researcher comparing broad economic stratification across nations is engaging in:  
A. Symbolic interactionism  
B. Microsociology  
C. Macrosociology  
D. Dramaturgical analysis

**Answer:** C. Macrosociology  
**Explanation:** Cross-national comparisons of structural inequalities are central to macro-level sociological study.

**1–6: Social Theories Fundamentals**

**1.** Functionalism is best described as a perspective that:  
A. Emphasizes individual interpretation of symbols  
B. Focuses on how social structures maintain stability and cohesion  
C. Sees society as driven primarily by competition and inequality  
D. Argues that all knowledge is socially constructed

**Answer:** B. Focuses on how social structures maintain stability and cohesion  
**Explanation:** Functionalism analyzes the purpose of institutions in keeping society stable; it asks what functions they serve to maintain order.

**2.** Conflict theory differs from functionalism in that it:  
A. Prioritizes societal equilibrium  
B. Highlights the role of shared values  
C. Emphasizes power differentials and social change arising from inequality  
D. Ignores structural constraints

**Answer:** C. Emphasizes power differentials and social change arising from inequality  
**Explanation:** Conflict theory views society in terms of competing interests and change driven by inequality, contrasting with functionalism’s stability focus.

**3.** Social constructionism is primarily concerned with:  
A. Biological determinants of behavior  
B. The ways in which concepts and categories acquire meaning through social processes  
C. The maintenance of social order  
D. Rational cost-benefit calculations in interaction

**Answer:** B. The ways in which concepts and categories acquire meaning through social processes  
**Explanation:** Social constructionism studies how things are “given value” or meaning via collective human agreement rather than inherent essence.

**4.** Symbolic interactionism would be most likely to study:  
A. Global income inequality  
B. The function of the healthcare system in stabilizing society  
C. How a patient’s self-concept changes after a diagnosis, based on how others treat them  
D. Power struggles between economic classes

**Answer:** C. How a patient’s self-concept changes after a diagnosis, based on how others treat them  
**Explanation:** Symbolic interactionism focuses on individual behavior shaped by meanings derived from interactions and interpretation.

**5.** Which statement best encapsulates rational choice theory?  
A. Social roles are internalized unconsciously  
B. Institutions exist to preserve equilibrium  
C. Individuals weigh costs and benefits to make the most advantageous decisions  
D. Society gives arbitrary meanings to natural phenomena

**Answer:** C. Individuals weigh costs and benefits to make the most advantageous decisions  
**Explanation:** Rational choice theory assumes people make decisions by evaluating costs and benefits, with assumptions like completeness and transitivity.

**6.** Exchange theory is most accurately described as:  
A. The application of symbolic interactionism to institutions  
B. A macro-level view of gender oppression  
C. The application of rational choice principles to interpersonal social behavior  
D. The belief that social order is naturally occurring

**Answer:** C. The application of rational choice principles to interpersonal social behavior  
**Explanation:** Exchange theory extends rational choice to social interactions, treating relationships as cost-benefit analyses aiming to maximize rewards.

**7–10: Feminist Theory and Application to Medicine**

**7.** Feminist theory, as described in the document, primarily focuses on:  
A. Individual symbolic meanings  
B. Stability of institutions  
C. Gender inequalities embedded in patriarchal capitalist structures  
D. Genetic determinants of behavior

**Answer:** C. Gender inequalities embedded in patriarchal capitalist structures  
**Explanation:** Feminist theory is a macro-level framework analyzing gender-based oppression and structural inequalities in societies where men hold dominant positions.

**8.** From a functionalist perspective, what is the primary role of medicine in society?  
A. To generate competition among healthcare providers  
B. To create symbolic meaning around illness  
C. To restore individuals to a functional state so they can contribute to societal stability  
D. To redistribute power across social classes

**Answer:** C. To restore individuals to a functional state so they can contribute to societal stability  
**Explanation:** Functionalism views illness as disruptive; medicine’s purpose is to rehabilitate individuals so they can resume their societal roles, stabilizing the system.

**9.** If a hospital system mobilizes during a natural disaster to provide care and maintain order, this is best explained by:  
A. Conflict theory  
B. Exchange theory  
C. Functionalism  
D. Symbolic interactionism

**Answer:** C. Functionalism  
**Explanation:** The institution of medicine acts to stabilize society in emergencies, fulfilling its function to preserve systemic equilibrium.

**10.** Which theory would most directly analyze how a physician’s role is shaped by gendered expectations in a patriarchal medical hierarchy?  
A. Rational choice theory  
B. Feminist theory  
C. Social constructionism  
D. Functionalism

**Answer:** B. Feminist theory  
**Explanation:** Feminist theory interrogates structural gender inequalities and prescribed gender roles within institutions like medicine.

**11–15: Social Theory Nuance & Interaction**

**11.** A researcher asks: “How do individuals come to understand their identity through others’ perceptions?” Which concept is being invoked?  
A. Social reproduction  
B. Looking-glass self  
C. Master status  
D. Structural functionalism

**Answer:** B. Looking-glass self  
**Explanation:** Charles Cooley’s “looking-glass self” posits that self-concept develops through reflected appraisals from others—a microsocial perspective aligned with symbolic interactionism.

**12.** The idea that individuals assign meaning to objects (e.g., a tree signifying shade) based on interaction reflects:  
A. Conflict theory  
B. Social constructionism  
C. Symbolic interactionism  
D. Exchange theory

**Answer:** C. Symbolic interactionism  
**Explanation:** Symbolic interactionism emphasizes that meaning arises through social interaction and that different people may assign different meanings to the same object.

**13.** Which pairing correctly aligns the theory to its core question?  
A. Functionalism: How do individuals interpret symbols?  
B. Conflict theory: How is social stability maintained?  
C. Social constructionism: How are values assigned to concepts?  
D. Rational choice: Why do institutions persist unchanged?

**Answer:** C. Social constructionism: How are values assigned to concepts?  
**Explanation:** Social constructionism concerns how things are “given value” via societal processes.

**14.** Which of the following is a key assumption of rational choice theory?  
A. People always act irrationally under social pressure  
B. Choices are made without weighing consequences  
C. Completeness in preferences (every option can be compared)  
D. Meanings are fixed and unchanging

**Answer:** C. Completeness in preferences (every option can be compared)  
**Explanation:** Rational choice theory assumes completeness, transitivity, and independence of irrelevant alternatives in decision-making.

**15.** Exchange theory would predict that in a friendship, individuals:  
A. Passively accept roles  
B. Seek to maximize benefits and minimize costs in interactions  
C. Ignore prior interactions when deciding future behavior  
D. Are entirely shaped by societal institutions

**Answer:** B. Seek to maximize benefits and minimize costs in interactions  
**Explanation:** Exchange theory treats interpersonal relationships as reciprocal transactions balancing rewards and punishments.

**16–20: Demographic Structure**

**16.** Which aspect of demographic structure examines differences in population by age cohorts and the consequences for society?  
A. Race and ethnicity  
B. Immigration status  
C. Age structure  
D. Gender identity

**Answer:** C. Age structure  
**Explanation:** Age demographics analyze how the distribution of different age groups affects social services, labor markets, and dependency ratios. (Topic listed in table of contents on demographic structure of society – age).

**17.** The concept of **intersectionality** is best captured by which statement?  
A. Economic policies are neutral and affect all equally  
B. Social identities such as race, gender, and class combine to create unique modes of discrimination  
C. Only one identity category determines one’s social experience  
D. Societal stratification is fixed and unrelated to identity

**Answer:** B. Social identities such as race, gender, and class combine to create unique modes of discrimination  
**Explanation:** Intersectionality recognizes overlapping and interdependent systems of discrimination or disadvantage. (Listed later in the document’s index on inequality).

**18.** A sociologist studying the experiences of recent immigrants in accessing healthcare is most likely engaging in:  
A. Macrosociology only  
B. Microsociology only  
C. Both macro (institutional barriers) and micro (individual interactions) analyses  
D. Biological determinism

**Answer:** C. Both macro (institutional barriers) and micro (individual interactions) analyses  
**Explanation:** Immigration experiences involve structural (macro) factors like policies and personal (micro) interactions with systems and providers.

**19.** Which demographic category would include analyses of how people identify their internal sense of self versus societal roles assigned based on anatomy?  
A. Age  
B. Race  
C. Sex, gender, and sexual orientation  
D. Immigration status

**Answer:** C. Sex, gender, and sexual orientation  
**Explanation:** This category explores distinctions between biological sex, gender identity, and orientation, involving both internal identity and social assignment.

**20.** The persistence of poverty across generations due to embedded structures and lack of mobility is best examined under:  
A. Symbolic interactionism  
B. Macrosociology  
C. Exchange theory  
D. Rational choice theory

**Answer:** B. Macrosociology  
**Explanation:** Macrosociology studies large-scale social patterns like social reproduction and structural barriers that maintain intergenerational poverty.

**21–30: Applied & Integrative**

**21.** From a conflict theory lens, healthcare disparities are most likely explained by:  
A. Mutual benefit of all social actors  
B. Power imbalances and unequal access stemming from systemic inequality  
C. Shared cultural meaning-making  
D. Individual cost-benefit calculations

**Answer:** B. Power imbalances and unequal access stemming from systemic inequality  
**Explanation:** Conflict theory attributes disparities to competition over resources and institutionalized inequalities.

**22.** Which theoretical perspective would emphasize the everyday interactions between patient and doctor in constructing the meaning of “illness”?  
A. Functionalism  
B. Conflict theory  
C. Symbolic interactionism  
D. Feminist theory

**Answer:** C. Symbolic interactionism  
**Explanation:** It focuses on how individuals create meaning through interaction—for example, how a diagnosis is interpreted through patient-doctor exchanges.

**23.** A policy analyst assessing how educational institutions reproduce social class over time is operating within:  
A. Microsociology  
B. Symbolic interactionism  
C. Macrosociology  
D. Rational choice theory

**Answer:** C. Macrosociology  
**Explanation:** The reproduction of class through institutional mechanisms is a macro-level phenomenon.

**24.** Which combination correctly matches the theory to its focus?  
A. Functionalism—how individuals assign meaning to symbols  
B. Conflict Theory—stability of societal institutions  
C. Social Constructionism—how societal norms influence what is considered “real”  
D. Exchange Theory—how power is used to maintain dominance

**Answer:** C. Social Constructionism—how societal norms influence what is considered “real”  
**Explanation:** Social constructionism deals with the assigned value and perceived reality emerging from social agreement.

**25.** A physician altering their bedside manner to appear more competent to a patient is engaging in:  
A. Conflict theory  
B. Exchange theory  
C. Impression management (symbolic interactionist idea)  
D. Structural functionalism

**Answer:** C. Impression management (symbolic interactionist idea)  
**Explanation:** Though impression management isn’t deeply expanded in this snippet, it is consistent with symbolic interactionist themes of shaping others’ perceptions via self-presentation. *(inference from symbolic interactionism context)*

**26.** Which perspective would ask: “What is the function of schooling in maintaining societal order?”  
A. Conflict theory  
B. Functionalism  
C. Feminist theory  
D. Symbolic interactionism

**Answer:** B. Functionalism  
**Explanation:** Functionalism asks about the roles institutions (like education) play in preserving social stability and transmitting culture.

**27.** A researcher analyzing how gender roles influence access to healthcare and who gets to make medical decisions is most directly applying:  
A. Rational choice theory  
B. Feminist theory  
C. Symbolic interactionism  
D. Social constructionism

**Answer:** B. Feminist theory  
**Explanation:** Feminist theory centers on gendered power structures and inequalities, including in domains like medical decision-making.

**28.** The belief that a patient’s poor health is solely due to their individual choices—even when structural barriers exist—most closely reflects a limited application of:  
A. Symbolic interactionism  
B. Rational choice theory (overemphasis)  
C. Conflict theory  
D. Exchange theory

**Answer:** B. Rational choice theory (overemphasis)  
**Explanation:** Overreliance on rational choice can lead to blaming individuals for outcomes without accounting for structural constraints, ignoring macro-level influences. *(inference about limitation)*

**29.** The tendency of institutions to appear neutral while producing unequal outcomes is best critiqued by:  
A. Functionalism  
B. Conflict theory  
C. Exchange theory  
D. Symbolic interactionism

**Answer:** B. Conflict theory  
**Explanation:** Conflict theory critiques how institutions, though presented as stable or neutral, often perpetuate and legitimize existing power inequalities.

**30.** Which framework would examine how concepts like “race” and “gender” acquire meaning through social discourse rather than biological essence?  
A. Structural functionalism  
B. Feminist theory only  
C. Social constructionism  
D. Rational choice theory

**Answer:** C. Social constructionism  
**Explanation:** Social constructionism posits that categories like race and gender are created and given meaning through societal interactions and shared understandings.

**1. Urbanization & Population Dynamics**

**1.** Urbanization most directly contributes to which of the following demographic phenomena?  
A. Increased rural fertility rates  
B. Concentration of population in cities  
C. Decreased demand for infrastructure  
D. Reduction in migration

**Answer:** B. Concentration of population in cities  
**Explanation:** Urbanization is the process by which people move from rural to urban areas, increasing city population density.

**2.** Which of the following best describes the demographic transition model’s stage characterized by falling death rates and high birth rates?  
A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 4

**Answer:** B. Stage 2  
**Explanation:** Stage 2 features improvements (e.g., sanitation) that lower death rates while birth rates remain high, leading to rapid population growth.

**3.** A country in Stage 4 of the demographic transition is likely to have:  
A. High birth and high death rates  
B. High birth and low death rates  
C. Low birth and low death rates  
D. Low birth and high death rates

**Answer:** C. Low birth and low death rates  
**Explanation:** Stage 4 reflects stabilization: both fertility and mortality are low, yielding slow or stable population growth.

**4.** Which factor would most directly slow population growth in a rapidly urbanizing country?  
A. Increased child mortality  
B. Higher rural-to-urban migration  
C. Greater access to education and family planning  
D. Decreased female labor participation

**Answer:** C. Greater access to education and family planning  
**Explanation:** Education (especially for women) and access to contraception reduce fertility rates, slowing growth even amid urbanization.

**5.** The “population momentum” effect refers to:  
A. Sudden changes in migration patterns  
B. Continued population growth despite declining fertility due to age structure  
C. Immediate reversal of population decline  
D. The effect of urban sprawl on fertility

**Answer:** B. Continued population growth despite declining fertility due to age structure  
**Explanation:** A youthful population means many individuals will enter reproductive age, sustaining growth even if each has fewer children.

**6.** Which of the following would most likely increase dependency ratio in a society?  
A. Declining elderly population  
B. Increased working-age immigration  
C. Declining birth rate leading to fewer children  
D. Aging population with more retirees

**Answer:** D. Aging population with more retirees  
**Explanation:** Dependency ratio rises when non-working (young or old) populations increase relative to working-age individuals; an aging population adds elderly dependents.

**2. Globalization & Social Movements**

**7.** Transnational corporations most directly influence globalization by:  
A. Isolating national markets  
B. Facilitating cross-border production and trade  
C. Reducing cultural exchange  
D. Enhancing local self-sufficiency

**Answer:** B. Facilitating cross-border production and trade  
**Explanation:** Transnational corporations operate in multiple countries, linking economies through supply chains and investment.

**8.** A social movement emerging to address climate inequality across nations is best categorized as:  
A. Reformative movement  
B. Revolutionary movement  
C. Resistance movement  
D. Transnational movement

**Answer:** D. Transnational movement  
**Explanation:** Transnational movements cross national borders to address issues affecting multiple countries, such as climate justice.

**9.** Which theory of globalization emphasizes the integration of world economies and cultural homogenization driven by capital and technology?  
A. World-systems theory  
B. Dependency theory  
C. Hyperglobalist perspective  
D. Cultural relativism

**Answer:** C. Hyperglobalist perspective  
**Explanation:** Hyperglobalists view globalization as leading to a borderless world economy and cultural convergence due to technological and capital flows.

**10.** World-systems theory differs from dependency theory primarily by:  
A. Ignoring core-periphery relations  
B. Emphasizing the historical development of a capitalist world economy with semi-peripheries  
C. Asserting that all countries are equal actors  
D. Rejecting any economic interdependence

**Answer:** B. Emphasizing the historical development of a capitalist world economy with semi-peripheries  
**Explanation:** World-systems theory includes core, periphery, and semi-periphery and sees global inequality as systemic and historical; dependency theory focuses on exploitation by developed nations.

**11.** Which of the following is an example of a **revolutionary** social movement?  
A. Campaign to improve public school funding  
B. Movement to overthrow a long-standing authoritarian regime  
C. Petition to add bike lanes to a city  
D. Group preserving traditional cultural practices

**Answer:** B. Movement to overthrow a long-standing authoritarian regime  
**Explanation:** Revolutionary movements seek radical structural change, not just reform.

**3. Culture, Subculture, Diffusion, & Media**

**12.** A **counterculture** is best described as:  
A. A subset of culture that passively accepts dominant norms  
B. A group whose values oppose the dominant societal values  
C. The universal culture shared by all humans  
D. A temporary fad with no lasting identity

**Answer:** B. A group whose values oppose the dominant societal values  
**Explanation:** Countercultures actively reject or challenge mainstream norms (e.g., certain protest movements).

**13.** “Culture lag” refers to:  
A. Rapid cultural change outpacing technology  
B. Unequal diffusion of culture among social strata  
C. Nonmaterial culture struggling to adapt to changes in material culture  
D. Rejection of all cultural innovations

**Answer:** C. Nonmaterial culture struggling to adapt to changes in material culture  
**Explanation:** Culture lag is the delay in cultural norms/beliefs catching up with technological or material changes.

**14.** Which process best explains how a new technology spreads from innovators to the wider population?  
A. Social exclusion  
B. Cultural relativism  
C. Diffusion  
D. Ethnocentrism

**Answer:** C. Diffusion  
**Explanation:** Diffusion is the spread of cultural elements, including technology, from one group to another.

**15.** The mere repeated exposure to certain news content in mass media increasing its perceived importance is called:  
A. Agenda-setting  
B. Framing  
C. Cultural lag  
D. Structural functionalism

**Answer:** A. Agenda-setting  
**Explanation:** Agenda-setting theory posits that media doesn’t tell people what to think, but what to think about by emphasizing certain issues through repetition.

**16.** A subculture that forms around a college’s traditions and norms, distinct from but not opposed to mainstream campus culture, is an example of:  
A. Counterculture  
B. Primary group  
C. Subculture  
D. Cultural relativism

**Answer:** C. Subculture  
**Explanation:** Subcultures share specific values or practices within a larger culture without necessarily rejecting the dominant norms.

**17.** Culture shock most directly results from:  
A. Complete assimilation into a new culture  
B. Exposure to unfamiliar cultural norms causing disorientation  
C. Rejection of one’s own culture intentionally  
D. Biological adaptation to new environments

**Answer:** B. Exposure to unfamiliar cultural norms causing disorientation  
**Explanation:** Culture shock is the psychological stress of adjusting to a different cultural environment.

**4. Evolution & Human Culture**

**18.** The idea that cultural practices can influence genetic fitness over generations (e.g., dietary norms affecting health) reflects:  
A. Pure biological determinism  
B. Gene-culture coevolution  
C. Cultural relativism  
D. Symbolic interactionism

**Answer:** B. Gene-culture coevolution  
**Explanation:** Gene-culture coevolution describes reciprocal interactions between cultural practices and genetic selection pressures.

**19.** In evolutionary terms, foraging behavior that maximizes energy gained per energy spent is an example of:  
A. Irrational choice  
B. Biological altruism  
C. Optimal foraging theory  
D. Cultural diffusion

**Answer:** C. Optimal foraging theory  
**Explanation:** Optimal foraging theory predicts animals will adopt strategies that maximize net energy intake.

**20.** Which form of animal communication is most likely to persist across noisy environments where visual cues are ineffective?  
A. Tactile  
B. Chemical  
C. Visual  
D. Olfactory

**Answer:** B. Chemical  
**Explanation:** Chemical signals (pheromones) are less impacted by visual noise or darkness and can persist, making them reliable in such contexts.

**5. Globalization & Inequality Integration**

**21.** Which of the following best describes how globalization can exacerbate inequality within countries?  
A. Uniform distribution of wealth  
B. Increased local autonomy  
C. Benefits concentrating among those with capital and skills  
D. Elimination of all cultural differences

**Answer:** C. Benefits concentrating among those with capital and skills  
**Explanation:** Globalization often advantages skilled workers and investors, widening income gaps domestically.

**22.** A social movement that seeks to preserve traditional cultural practices in the face of global cultural homogenization is reacting to:  
A. Diffusion  
B. Globalization  
C. Urbanization  
D. Demographic transition

**Answer:** B. Globalization  
**Explanation:** Globalization can lead to cultural homogenization; movements preserving tradition push back against that influence.

**23.** When mass media consistently portrays a marginalized group in a negative light, leading the public to internalize that portrayal, this best illustrates:  
A. Cultural diffusion  
B. Framing and stereotype reinforcement  
C. Functional equilibrium  
D. Rational choice

**Answer:** B. Framing and stereotype reinforcement  
**Explanation:** Framing shapes perception through selective presentation, reinforcing stereotypes about groups.

**24.** Which demographic trend is most likely to increase urban population density without changing the overall national population size?  
A. Higher fertility rates in rural areas  
B. Rural-to-urban migration  
C. Increased emigration  
D. Lower life expectancy in cities

**Answer:** B. Rural-to-urban migration  
**Explanation:** People relocating into cities raises urban density even if total population is stable.

**25.** The spread of cultural practices from one society to another through trade and media is called:  
A. Ethnocentrism  
B. Cultural diffusion  
C. Social reproduction  
D. Role conflict

**Answer:** B. Cultural diffusion  
**Explanation:** Cultural diffusion is the transmission of cultural elements between societies.

**6. Synthesis / Applied**

**26.** An international health NGO promotes handwashing practices in multiple countries, adapting messaging to local beliefs. This approach best combines:  
A. Cultural relativism and diffusion  
B. Ethnocentrism and assimilation  
C. Functionalism and conflict theory  
D. Symbolic interactionism and optimal foraging

**Answer:** A. Cultural relativism and diffusion  
**Explanation:** They are diffusing a health behavior while respecting local cultural norms (relativism), improving uptake.

**27.** A country with a rapidly aging population and low birth rate facing shrinking workforce is likely in:  
A. Stage 1 of demographic transition  
B. Stage 2 of demographic transition  
C. Stage 3 of demographic transition  
D. Stage 4 or post-transition

**Answer:** D. Stage 4 or post-transition  
**Explanation:** Later stages show low fertility and low mortality, leading to aging populations and potential workforce challenges.

**28.** Which scenario illustrates a **reformative** social movement?  
A. Revolution to abolish the entire political system  
B. Campaign to legalize same-sex marriage  
C. Effort to return to past cultural norms  
D. Violent overthrow of a government

**Answer:** B. Campaign to legalize same-sex marriage  
**Explanation:** Reformative movements seek partial change within the system, such as expanding rights.

**29.** Mass media’s ability to set public priorities by repeated coverage of certain issues is most aligned with:  
A. Diffusion theory  
B. Agenda-setting theory  
C. Cultural lag  
D. Rational choice

**Answer:** B. Agenda-setting theory  
**Explanation:** Repeated coverage elevates certain topics in the public’s perception of importance.

**30.** Which combination best explains why a rural community might resist adopting a new agricultural technology introduced by global trade partners?  
A. Cultural lag and symbolic interactionism  
B. Diffusion and ethnocentrism  
C. Cultural relativism and rational choice  
D. Social movement and demographic transition

**Answer:** A. Cultural lag and symbolic interactionism  
**Explanation:** Cultural lag (nonmaterial norms lagging behind new material tech) coupled with local meaning-making (symbolic interactionism) can cause resistance to adoption.

**1. Social Mobility & Inequality**

**1.** Intergenerational mobility refers to:  
A. Changes in an individual’s social status over their lifetime  
B. Movement of people between countries  
C. Differences in status between parents and their children  
D. Fluctuations in economic cycles

**Answer:** C. Differences in status between parents and their children  
**Explanation:** Intergenerational mobility measures how social status changes across generations (e.g., child attaining higher class than parents).

**2.** Intra-generational mobility is best exemplified by:  
A. A son becoming more educated than his father  
B. A worker getting promoted from entry-level to management during their career  
C. A country shifting from agrarian to industrial  
D. Family migration to urban areas

**Answer:** B. A worker getting promoted from entry-level to management during their career  
**Explanation:** Intra-generational mobility is change in social status within an individual's own lifetime.

**3.** Absolute poverty differs from relative poverty in that absolute poverty:  
A. Is context-dependent on societal standards  
B. Refers to lack of basic necessities regardless of others’ wealth  
C. Measures inequality between rich and poor  
D. Depends on one’s comparison to neighbors

**Answer:** B. Refers to lack of basic necessities regardless of others’ wealth  
**Explanation:** Absolute poverty is insufficient resources for survival (food, shelter), whereas relative poverty is comparison-based.

**4.** Which scenario best illustrates **relative poverty**?  
A. A family without access to clean water  
B. An individual who cannot afford a smartphone in a high-income society  
C. A refugee lacking food  
D. A homeless person with no shelter

**Answer:** B. An individual who cannot afford a smartphone in a high-income society  
**Explanation:** Relative poverty involves feeling poor compared to the societal norm—even if basic needs are met.

**5.** Social reproduction is the process by which:  
A. Genetic traits are passed between generations  
B. Social inequality is perpetuated across generations  
C. People migrate to urban centers  
D. Governments redistribute wealth

**Answer:** B. Social inequality is perpetuated across generations  
**Explanation:** Social reproduction refers to the transmission of social status and inequality through institutional, cultural, and economic means.

**6.** Which of the following most directly contributes to social exclusion?  
A. Universal healthcare access  
B. Inclusive education policies  
C. Structural barriers preventing participation in civic life  
D. High social capital

**Answer:** C. Structural barriers preventing participation in civic life  
**Explanation:** Social exclusion arises when individuals or groups are systematically blocked from full participation due to institutional, economic, or cultural obstacles.

**2. Environmental Justice & Segregation**

**7.** Environmental justice primarily concerns:  
A. Equal distribution of legal rights  
B. Fair treatment and meaningful involvement of all people regarding environmental policies  
C. Global trade agreements  
D. Urban planning aesthetic

**Answer:** B. Fair treatment and meaningful involvement of all people regarding environmental policies  
**Explanation:** Environmental justice seeks to ensure that disadvantaged communities are not disproportionately burdened by environmental harms.

**8.** Residential segregation can lead to health disparities because:  
A. Segregated neighborhoods always have more hospitals  
B. It concentrates resources equally  
C. It isolates groups into areas with poorer environmental and social conditions  
D. It increases intergroup contact

**Answer:** C. It isolates groups into areas with poorer environmental and social conditions  
**Explanation:** Segregation often results in unequal access to quality housing, clean environments, and healthcare, worsening health outcomes.

**9.** Which of the following is an example of environmental injustice?  
A. Building parks equally across all neighborhoods  
B. Placing hazardous waste facilities predominantly in low-income minority areas  
C. Regulating emissions uniformly  
D. Providing free public transportation

**Answer:** B. Placing hazardous waste facilities predominantly in low-income minority areas  
**Explanation:** Disproportionate placement of environmental hazards in marginalized communities exemplifies environmental injustice.

**10.** Global inequality refers to disparities:  
A. Only within a single country  
B. Between different species  
C. Between nations in resources, wealth, and power  
D. In individual cognitive abilities

**Answer:** C. Between nations in resources, wealth, and power  
**Explanation:** Global inequality encompasses uneven development, income, healthcare, and opportunity across countries.

**3. Health Disparities & Intersectionality**

**11.** Health disparities in the U.S. often reflect:  
A. Random variation in illness  
B. Systematic differences tied to race, socioeconomic status, and other social factors  
C. Only genetic differences  
D. Seasonal effects

**Answer:** B. Systematic differences tied to race, socioeconomic status, and other social factors  
**Explanation:** Health disparities arise from structural inequities in access, quality of care, and exposure to risk, often intersecting with social categories.

**12.** Intersectionality emphasizes that:  
A. Social identities (race, gender, class) act independently  
B. Individuals experience overlapping systems of oppression that interact  
C. Only economic class matters for inequality  
D. Identity categories are biologically determined

**Answer:** B. Individuals experience overlapping systems of oppression that interact  
**Explanation:** Intersectionality highlights how multiple identity axes combine to shape unique social experiences and disadvantages.

**13.** A low-income woman of color experiencing worse maternal health outcomes than wealthier white women is best understood through:  
A. Classic biological determinism  
B. Intersectionality  
C. Singular identity analysis  
D. Random chance

**Answer:** B. Intersectionality  
**Explanation:** Her experience reflects interacting effects of race, gender, and class on health outcomes.

**14.** Class consciousness involves:  
A. Believing the system is fair and accepting one’s place  
B. Awareness of one’s social class and the collective interests of that class  
C. Ignoring economic status in social analysis  
D. Feeling superior based on wealth

**Answer:** B. Awareness of one’s social class and the collective interests of that class  
**Explanation:** Class consciousness is recognizing shared conditions with one’s class, potentially motivating collective action.

**15.** False consciousness is:  
A. Accurate awareness of oppression  
B. The internalization of dominant ideology that obscures one’s true class interests  
C. The process of upward mobility  
D. A sociological research method

**Answer:** B. The internalization of dominant ideology that obscures one’s true class interests  
**Explanation:** False consciousness prevents subordinate groups from recognizing their exploitation, maintaining the status quo.

**4. Research Methods & Statistics**

**16.** Which study type is best suited to determine causal relationships?  
A. Cross-sectional  
B. Case study  
C. Randomized controlled trial  
D. Ethnography

**Answer:** C. Randomized controlled trial  
**Explanation:** RCTs control for confounding by random assignment, allowing stronger inference of causality.

**17.** Generalizability refers to:  
A. Whether findings apply beyond the studied sample  
B. The sample size only  
C. Internal consistency of a questionnaire  
D. Statistical significance

**Answer:** A. Whether findings apply beyond the studied sample  
**Explanation:** Generalizability (external validity) is the extent to which results can be extrapolated to broader populations.

**18.** A researcher uses a sample that over-represents affluent individuals when studying poverty. This threatens:  
A. Internal validity  
B. Construct validity  
C. External validity  
D. Statistical power

**Answer:** C. External validity  
**Explanation:** Biased sampling limits the ability to generalize findings to the true population distribution.

**19.** Absolute poverty lines are typically defined by:  
A. Comparison to neighborhood norms  
B. A fixed threshold of income required to meet basic needs  
C. Relative income ranking  
D. Subjective surveys

**Answer:** B. A fixed threshold of income required to meet basic needs  
**Explanation:** Absolute poverty uses objective criteria (e.g., calories, shelter) to define minimum subsistence.

**20.** A longitudinal study differs from a cross-sectional study because it:  
A. Observes multiple cohorts at one point in time  
B. Observes the same individuals over time  
C. Is always experimental  
D. Cannot measure change

**Answer:** B. Observes the same individuals over time  
**Explanation:** Longitudinal designs track changes within individuals, allowing temporal inference.

**5. Applied / Integration**

**21.** Residential segregation that persists due to historical redlining and differential access to mortgages is an example of:  
A. Meritocracy  
B. Structural inequality  
C. Random distribution  
D. Individual prejudice only

**Answer:** B. Structural inequality  
**Explanation:** Historical policies (redlining) created enduring spatial and economic segregation beyond individual bias.

**22.** A policy targeting healthcare access by only increasing clinic numbers in wealthy neighborhoods but not underserved areas would likely:  
A. Reduce health disparities equitably  
B. Worsen relative poverty  
C. Reinforce existing health disparities  
D. Eliminate intersectional effects

**Answer:** C. Reinforce existing health disparities  
**Explanation:** Unequal resource allocation increases gaps, benefiting already-advantaged groups.

**23.** Social exclusion can interfere with upward mobility because:  
A. It provides more networking opportunities  
B. It restricts access to social, economic, and cultural capital  
C. It automatically improves education access  
D. It is unrelated to class

**Answer:** B. It restricts access to social, economic, and cultural capital  
**Explanation:** Excluded individuals have fewer pathways to resources that enable mobility.

**24.** Global inequality is often maintained through:  
A. Equitable trade terms  
B. Historical patterns like colonialism and unequal exchange  
C. Random resource distribution  
D. Only domestic policy

**Answer:** B. Historical patterns like colonialism and unequal exchange  
**Explanation:** Legacy of exploitation and asymmetrical economic relationships perpetuate global stratification.

**25.** A health disparity that results from both socioeconomic status and racial discrimination exemplifies:  
A. Single-axis analysis  
B. Intersectional disadvantage  
C. False consciousness  
D. Cultural diffusion

**Answer:** B. Intersectional disadvantage  
**Explanation:** Multiple overlapping systems compound to produce unique health vulnerabilities.

**26.** Which of the following best illustrates downward mobility?  
A. A person becoming a CEO after starting as an intern  
B. A family maintaining its socioeconomic status across generations  
C. A professional losing their job and falling into poverty  
D. A community gaining access to better education

**Answer:** C. A professional losing their job and falling into poverty  
**Explanation:** Downward mobility is a decline in social or economic status within or across generations.

**27.** The concept of “social capital” most closely relates to:  
A. Individual intelligence  
B. The network of relationships that provide access to resources  
C. Income alone  
D. Genetic inheritance

**Answer:** B. The network of relationships that provide access to resources  
**Explanation:** Social capital comprises connections and norms that facilitate cooperation and benefit.

**28.** Which scenario reflects false consciousness impeding collective action?  
A. Workers realizing shared exploitation and organizing  
B. Workers believing their poverty is a result of personal failings, not systemic forces  
C. Marginalized groups forming advocacy coalitions  
D. Citizens demanding policy change based on awareness

**Answer:** B. Workers believing their poverty is a result of personal failings, not systemic forces  
**Explanation:** False consciousness masks structural causes, reducing likelihood of resistance.

**29.** An epidemiologist wants to determine if a new intervention reduces disease incidence over time in a community. The best design would be:  
A. Cross-sectional survey  
B. Case report  
C. Cohort study  
D. Ethnographic observation

**Answer:** C. Cohort study  
**Explanation:** A cohort (preferably prospective) tracks exposure and outcomes over time, suitable for incidence.

**30.** Relative poverty is most important for understanding:  
A. Food scarcity in famine zones  
B. Psychological stress from social comparison  
C. Minimum nutritional requirements  
D. Genetic predisposition to disease

**Answer:** B. Psychological stress from social comparison  
**Explanation:** Relative poverty captures one’s standing and perceived deprivation, affecting well-being even when basic needs are met.

**1. Which study design allows the strongest inference of causality?**

A. Cross-sectional study  
B. Case study  
C. Randomized controlled trial  
D. Ethnographic observation

**Answer:** C. Randomized controlled trial  
**Explanation:** RCTs use random assignment to control and treatment groups, minimizing confounding and supporting causal inference. Other designs (A, B, D) are weaker for causality due to lack of controlled manipulation.

**2. In a study where the same participants are exposed to all experimental conditions, the design is called:**

A. Between-subjects  
B. Cross-sectional  
C. Within-subjects  
D. Case-control

**Answer:** C. Within-subjects  
**Explanation:** Within-subjects designs have each participant experience all conditions, allowing comparisons across conditions while controlling for inter-individual variability.

**3. Which of the following is a confounding variable?**

A. The independent variable being manipulated  
B. The outcome measure (dependent variable)  
C. An extraneous factor that influences the dependent variable alongside the independent variable  
D. A variable deliberately held constant

**Answer:** C. An extraneous factor that influences the dependent variable alongside the independent variable  
**Explanation:** Confounders distort the apparent relationship between IV and DV. Control variables (D) are held constant to prevent that.

**4. What is the primary difference between nominal and ratio data?**

A. Nominal has order; ratio does not  
B. Ratio has a true zero; nominal does not  
C. Nominal supports arithmetic operations; ratio does not  
D. Ratio is categorical; nominal is continuous

**Answer:** B. Ratio has a true zero; nominal does not  
**Explanation:** Ratio scales have meaningful zero points enabling statements like “twice as much.” Nominal data are categories without order or magnitude.

**5. A researcher fails to reject a false null hypothesis. This is known as:**

A. Type I error  
B. Type II error  
C. Overfitting  
D. P-hacking

**Answer:** B. Type II error  
**Explanation:** Type II error is a false negative—failing to detect a real effect. Type I is a false positive.

**6. Which sampling method gives every individual in the population an equal chance of selection?**

A. Convenience sampling  
B. Stratified sampling  
C. Simple random sampling  
D. Purposive sampling

**Answer:** C. Simple random sampling  
**Explanation:** Simple random sampling ensures equal probability for all. Stratified sampling divides into subgroups before randomizing; the others are non-probability.

**7. The mnemonic “NOIR” helps remember the levels of measurement. Which of the following correctly orders them from least to most informative in terms of mathematical operations allowed?**

A. Ratio, Interval, Ordinal, Nominal  
B. Nominal, Ordinal, Interval, Ratio  
C. Interval, Ratio, Nominal, Ordinal  
D. Ordinal, Nominal, Ratio, Interval

**Answer:** B. Nominal, Ordinal, Interval, Ratio  
**Explanation:** Nominal (categories), Ordinal (rank), Interval (equal intervals no true zero), Ratio (true zero) is the increasing informational/arithmetical richness.

**8. Which statistic represents the proportion of variance in the dependent variable explained by the independent variable(s)?**

A. p-value  
B. Standard deviation  
C. R² (coefficient of determination)  
D. Mean

**Answer:** C. R² (coefficient of determination)  
**Explanation:** R² indicates how much variance in the DV is accounted for by the predictors in regression.

**9. A researcher examines the relationship between exercise and mood without manipulating either variable. This is best described as:**

A. Experimental study  
B. Descriptive study  
C. Correlational study  
D. Randomized controlled trial

**Answer:** C. Correlational study  
**Explanation:** Measuring the association between two naturally occurring variables without intervention is correlational. Descriptive would merely describe distributions without assessing relationships.

**10. Which of the following is true about p-values?**

A. A p-value < 0.05 proves the alternative hypothesis is true  
B. A p-value < 0.05 indicates the observed results are unlikely under the null hypothesis  
C. A p-value measures the magnitude of an effect  
D. High p-values confirm causation

**Answer:** B. A p-value < 0.05 indicates the observed results are unlikely under the null hypothesis  
**Explanation:** p-values quantify the probability of obtaining the observed data (or more extreme) if the null is true; they do not prove the alternative or measure effect size.

**11. A study uses clusters (e.g., schools) randomly selected, then samples within them. This is:**

A. Stratified sampling  
B. Cluster sampling  
C. Convenience sampling  
D. Purposive sampling

**Answer:** B. Cluster sampling  
**Explanation:** Cluster sampling randomly selects groups (clusters) and then usually includes all or a sample of individuals within those clusters.

**12. What does “overfitting” in regression mean?**

A. Using too few predictors to explain variability  
B. Including too many predictors so the model performs well on training data but poorly on new data  
C. Random selection of variables  
D. Adjusting for confounders

**Answer:** B. Including too many predictors so the model performs well on training data but poorly on new data  
**Explanation:** Overfitting captures noise rather than underlying patterns, reducing generalizability.

**13. Which test would be appropriate to compare means across four independent groups?**

A. Paired t-test  
B. Chi-square test  
C. ANOVA  
D. Pearson’s correlation

**Answer:** C. ANOVA  
**Explanation:** ANOVA assesses differences among three or more group means; t-tests compare two.

**14. A significant relationship is found in a study, but the researcher manipulated the analysis until significance was achieved. This practice is known as:**

A. Sampling bias  
B. P-hacking  
C. Random assignment  
D. Stratification

**Answer:** B. P-hacking  
**Explanation:** P-hacking involves data dredging or selective analyses to produce statistically significant results dishonestly.

**15. Which of the following best describes the difference between an independent t-test and a paired t-test?**

A. Independent compares more than two groups; paired compares categorical variables  
B. Independent uses same subjects; paired uses different subjects  
C. Independent compares two different groups; paired compares the same group at two times  
D. There is no difference

**Answer:** C. Independent compares two different groups; paired compares the same group at two times  
**Explanation:** Independent samples are distinct groups; paired involves repeated measures on same subjects, controlling for inter-subject variability.

**1. Family & Kinship**

**1.** Which kinship tracing system follows descent through both parents?  
A. Patrilineal  
B. Matrilineal  
C. Bilateral  
D. Ambilineal

**Answer:** C. Bilateral  
**Explanation:** Bilateral kinship traces lineage through both the mother and father, unlike patrilineal or matrilineal which trace through only one parent.

**2.** A blended family is best described as:  
A. Parents and biological children only  
B. Extended relatives like grandparents living together  
C. A family formed by remarriage including step-siblings or step-parents  
D. A community-wide kinship system

**Answer:** C. A family formed by remarriage including step-siblings or step-parents  
**Explanation:** Blended families arise when previous marriages result in step-relations through remarriage.

**2. Education**

**3.** The “hidden curriculum” in education refers to:  
A. The formal syllabus taught in classrooms  
B. Unwritten social and cultural norms transmitted through schooling  
C. Secret academic tracks for elite students  
D. Illegal educational practices

**Answer:** B. Unwritten social and cultural norms transmitted through schooling  
**Explanation:** Hidden curriculum encompasses norms like punctuality and discipline that students learn implicitly.

**4.** Teacher expectancy effects demonstrate that:  
A. Teachers’ beliefs about students have no impact on outcomes  
B. Students’ abilities determine teacher behavior exclusively  
C. Teachers’ beliefs about a student’s ability can influence that student’s performance  
D. Only standardized testing shapes student success

**Answer:** C. Teachers’ beliefs about a student’s ability can influence that student’s performance  
**Explanation:** Teacher expectancy shows that teachers’ expectations can become self-fulfilling, altering student performance.

**5.** Educational stratification contributes to inequality because:  
A. All students receive identical resources  
B. Academic achievement and socioeconomic status create a hierarchy of access  
C. It eliminates differences between schools  
D. It only reflects student effort

**Answer:** B. Academic achievement and socioeconomic status create a hierarchy of access  
**Explanation:** Educational stratification sorts individuals based on achievement and background, reinforcing unequal opportunities.

**3. Government & Authority**

**6.** Rational-legal authority is best exemplified by:  
A. A monarch inheriting power  
B. A charismatic revolutionary leader  
C. A democratically elected official operating under codified laws  
D. Tradition-based community elders

**Answer:** C. A democratically elected official operating under codified laws  
**Explanation:** Rational-legal authority derives legitimacy from established rules and legal systems.

**7.** Which form of governance concentrates power in a single ruler or party with limited political freedoms but does not control all aspects of life?  
A. Totalitarianism  
B. Democracy  
C. Authoritarianism  
D. Oligarchy

**Answer:** C. Authoritarianism  
**Explanation:** Authoritarian regimes have concentrated power with limited freedoms but are less pervasive than totalitarian systems.

**8.** An oligarchy is:  
A. Rule by the people  
B. Rule by a small elite group  
C. Rule based solely on tradition  
D. Rule with full personal freedoms

**Answer:** B. Rule by a small elite group  
**Explanation:** Oligarchy concentrates governance in the hands of a few elites.

**4. Religion**

**9.** A sect differs from a church in that it is:  
A. Fully integrated and large  
B. A breakaway group from a larger religious institution  
C. A new movement with radical beliefs always short-lived  
D. Completely secular

**Answer:** B. A breakaway group from a larger religious institution  
**Explanation:** Sects emerge from existing religions, diverging in practices or beliefs.

**10.** The decline of religious influence in society and rise of rationality is termed:  
A. Fundamentalism  
B. Secularization  
C. Cultural diffusion  
D. Religious pluralism

**Answer:** B. Secularization  
**Explanation:** Secularization is the weakening of religious institutions’ social and political power as rational perspectives spread.

**11.** A reactionary return to strict religious beliefs in response to secularization is known as:  
A. Syncretism  
B. Fundamentalism  
C. Secularism  
D. Rational-legalism

**Answer:** B. Fundamentalism  
**Explanation:** Fundamentalism arises as a pushback to perceived loss of religious authority, advocating rigid adherence to beliefs.

**5. Economy**

**12.** Which economic system is characterized by private ownership and market-driven production?  
A. Socialism  
B. Communism  
C. Capitalism  
D. Feudalism

**Answer:** C. Capitalism  
**Explanation:** Capitalism emphasizes private ownership and profit through free markets.

**13.** The functionalist view of the division of labor suggests that:  
A. Only elites should work  
B. Everyone has a responsibility in society to promote stability  
C. Labor divisions are purely arbitrary  
D. Social inequality has no functional basis

**Answer:** B. Everyone has a responsibility in society to promote stability  
**Explanation:** Functionalists see division of labor as necessary for social order, assigning roles to maintain systemic balance.

**14.** The unequal valuation of jobs (e.g., garbage men vs. athletes) that produces disparities is connected to:  
A. Conflict over symbolic meanings only  
B. Functionalist notions of inherent worth  
C. Structural inequality due to differential access to specialized education/resources  
D. Complete meritocracy

**Answer:** C. Structural inequality due to differential access to specialized education/resources  
**Explanation:** Certain essential jobs are undervalued because access to higher-status positions requires resources, creating inequality.

**6. Health & Medicine**

**15.** Medicalization refers to:  
A. The removal of diagnoses from medical discourse  
B. Framing normal human conditions as medical problems subject to treatment  
C. Reducing healthcare access  
D. Holistic integration of social factors in care

**Answer:** B. Framing normal human conditions as medical problems subject to treatment  
**Explanation:** Medicalization redefines behaviors or states previously considered normal as medical conditions (e.g., overdiagnosis of depression/ADD).

**16.** Which model of health incorporates biological, psychological, and social factors?  
A. Biomedical model  
B. Disease-only model  
C. Biopsychosocial model  
D. Economic model

**Answer:** C. Biopsychosocial model  
**Explanation:** The biopsychosocial model integrates multiple dimensions of illness beyond just biology.

**17.** Health disparities in access and quality are influenced by:  
A. Only genetic predispositions  
B. Social status, race, gender, and geography  
C. Random variation  
D. Individual willpower alone

**Answer:** B. Social status, race, gender, and geography  
**Explanation:** Social determinants shape healthcare accessibility and outcomes.

**7. Perspectives on Institutions**

**18.** According to the functionalist perspective, social institutions:  
A. Perpetuate inequality solely for elite benefit  
B. Work together to maintain social stability and meet societal needs  
C. Have no effect on social order  
D. Are irrelevant to behavior

**Answer:** B. Work together to maintain social stability and meet societal needs  
**Explanation:** Functionalist theory views institutions as interdependent parts that preserve cohesion.

**19.** The conflict perspective would most likely argue that education reinforces:  
A. Universal equality  
B. Class differences and power imbalances  
C. Biological determinism  
D. Random talent distribution

**Answer:** B. Class differences and power imbalances  
**Explanation:** Conflict theory sees institutions as tools to maintain dominant groups’ interests, e.g., via educational stratification.

**20.** The mnemonic “FuCo Institutions” is meant to help students remember:  
A. Functionalist vs. Conflict perspectives on institutions  
B. Forms of cultural organization  
C. Types of family structures  
D. Levels of economic development

**Answer:** A. Functionalist vs. Conflict perspectives on institutions  
**Explanation:** “FuCo” abbreviates Functionalist/Conflict—the two main lenses for analyzing institution function.

**1. Which theoretical perspective would most likely ask: “What function does education serve in maintaining social stability?”**

A. Conflict theory  
B. Symbolic interactionism  
C. Social constructionism  
D. Functionalism

**Answer:** D. Functionalism  
**Explanation:** Functionalism views society as a system whose parts work together to maintain equilibrium; it asks what roles institutions (like education) play in preserving order.

**2. A sociologist studying how the ruling class maintains dominance through controlling cultural norms is using:**

A. Functionalism  
B. Conflict theory  
C. Symbolic interactionism  
D. Social constructionism

**Answer:** B. Conflict theory  
**Explanation:** Conflict theory emphasizes power, inequality, and hegemony—how dominant groups shape norms to maintain their status.

**3. The idea that marriage is meaningful because society collectively agrees on its value, rather than because of any inherent quality, reflects:**

A. Symbolic interactionism  
B. Functionalism  
C. Social constructionism  
D. Conflict theory

**Answer:** C. Social constructionism  
**Explanation:** Social constructionism posits that realities (like marriage) are created through shared beliefs and agreements, not intrinsic properties.

**4. A researcher examines how individuals modify their behavior in public because they are aware of others’ perceptions, invoking the “looking-glass self.” This is rooted in:**

A. Functionalism  
B. Conflict theory  
C. Symbolic interactionism  
D. Social constructionism

**Answer:** C. Symbolic interactionism  
**Explanation:** The looking-glass self (Cooley) is a symbolic interactionist concept about self-identity shaped through perceived judgments from others.

**5. Which perspective most directly focuses on micro-level meaning-making in everyday interactions?**

A. Conflict theory  
B. Functionalism  
C. Social constructionism  
D. Symbolic interactionism

**Answer:** D. Symbolic interactionism  
**Explanation:** Symbolic interactionism centers on how individuals create and negotiate meaning through direct social interaction.

**6. The notion that reality (e.g., gender roles) is not fixed but arises from language and shared discourse is emphasized by:**

A. Functionalism  
B. Conflict theory  
C. Social constructionism  
D. Symbolic interactionism

**Answer:** C. Social constructionism  
**Explanation:** Social constructionism highlights the role of language and discourse in creating and maintaining social constructs like gender.

**7. Which of the following best contrasts symbolic interactionism and social constructionism?**

A. Symbolic interactionism is macro; social constructionism is micro  
B. Both ignore shared realities  
C. Symbolic interactionism focuses on individual-level interactions; social constructionism focuses on collectively agreed-upon realities  
D. They are identical perspectives

**Answer:** C. Symbolic interactionism focuses on individual-level interactions; social constructionism focuses on collectively agreed-upon realities  
**Explanation:** The cheat sheet distinguishes the scale: interactionism is about individual meaning-making, while constructionism deals with shared social realities.

**8. Which theoretical lens would interpret social change as emerging from conflicts over scarce resources?**

A. Functionalism  
B. Social constructionism  
C. Symbolic interactionism  
D. Conflict theory

**Answer:** D. Conflict theory  
**Explanation:** Conflict theory sees social change as driven by power struggles and inequality, not stability.

**9. The concept of “latent functions” (e.g., school creating social networks beyond intended curriculum) belongs to:**

A. Conflict theory  
B. Functionalism  
C. Symbolic interactionism  
D. Social constructionism

**Answer:** B. Functionalism  
**Explanation:** Latent functions are unintended consequences that contribute to social stability, central to functionalist analysis.

**10. A news outlet framing a protest as “chaotic” rather than “grassroots” shapes public perception; this emphasis on interpretive framing aligns most with:**

A. Functionalism  
B. Social constructionism  
C. Conflict theory  
D. Rational choice theory

**Answer:** B. Social constructionism  
**Explanation:** Framing is a process of constructing reality through language and representation, a key mechanism in social constructionism. *(inferred from emphasis on language/discourse in constructing reality)*

**11. Which mnemonic helps recall that functionalism emphasizes cooperation and stability?**

A. “Conflict Creates Change”  
B. “Reality Requires Agreement”  
C. “Symbols Speak Social Stories”  
D. “For Society's Function, Everyone Works Together”

**Answer:** D. “For Society's Function, Everyone Works Together”  
**Explanation:** That is the functionalism mnemonic from the cheat sheet emphasizing parts working together.

**12. If a cultural norm benefits those in power by being presented as natural and inevitable, this is an example of:**

A. Manifest function  
B. Hegemony  
C. Dramaturgy  
D. Looking-glass self

**Answer:** B. Hegemony  
**Explanation:** Hegemony (from conflict theory) refers to dominance achieved by shaping societal norms to seem natural, maintaining power structures.

**13. Which perspective would be least concerned with shared social “agreements” about constructs like money or gender?**

A. Social constructionism  
B. Symbolic interactionism  
C. Functionalism  
D. Conflict theory

**Answer:** C. Functionalism  
**Explanation:** Functionalism focuses on the roles institutions play for societal stability, not on how meanings are negotiated or constructed; that is central to constructionist or interactionist views.

**14. Erving Goffman’s dramaturgical approach is most consistent with:**

A. Conflict theory  
B. Functionalism  
C. Social constructionism  
D. Symbolic interactionism

**Answer:** D. Symbolic interactionism  
**Explanation:** Dramaturgy views social life as performance, a micro-level meaning-making process characteristic of symbolic interactionism.

**15. Which combination correctly matches perspective to its core metaphor from the cheat sheet?**

A. Functionalism—“Reality Requires Agreement”  
B. Conflict Theory—“Symbols Speak Social Stories”  
C. Symbolic Interactionism—“Symbols Shape Social Stories”  
D. Social Constructionism—“Conflict Creates Change”

**Answer:** C. Symbolic Interactionism—“Symbols Shape Social Stories”  
**Explanation:** That mnemonic is explicitly tied to symbolic interactionism on the sheet.

**1. In dramaturgical theory, the “front stage” is best described as:**

A. The private setting where individuals relax and drop performance  
B. The public arena where individuals perform roles and manage impressions  
C. A literal theater used to teach social skills  
D. The cognitive schema of one’s internal identity

**Answer:** B. The public arena where individuals perform roles and manage impressions  
**Explanation:** “Front stage” is where people are “on” for an audience and engage in impression management. A is “back stage,” C is metaphorical but too literal, and D conflates internal identity with performance.

**2. Which of the following is an example of “props” in Goffman’s dramaturgical framework?**

A. The internal moral code guiding behavior  
B. A person’s natural personality  
C. A doctor’s white coat and stethoscope  
D. The unwritten rules of conversation

**Answer:** C. A doctor’s white coat and stethoscope  
**Explanation:** Props are physical objects used to support a role performance (e.g., clothing/tools that signal authority). A and B are internal, D is more akin to “social scripts.”

**3. “Face-work” primarily involves:**

A. Changing one’s genetic predispositions  
B. Strategies to maintain dignity and avoid embarrassment in interaction  
C. Eliminating all social roles  
D. Rejecting societal norms entirely

**Answer:** B. Strategies to maintain dignity and avoid embarrassment in interaction  
**Explanation:** Face-work is the effort to preserve one’s positive social value (face), including avoidance or corrective actions when breaches occur. A, C, D are unrelated.

**4. The mnemonic “Front Stage: Fake / Back Stage: Be real” helps remind students that:**

A. Front stage behaviors are always sincere  
B. Back stage performances are more formal  
C. People present polished versions of themselves publicly and relax privately  
D. There is no difference between public and private behavior

**Answer:** C. People present polished versions of themselves publicly and relax privately  
**Explanation:** The mnemonic captures that front stage involves managed (often “fake”) performance, while back stage is where individuals can be authentic.

**5. Which of the following best illustrates “expressions given off”?**

A. Stating “I’m fine” after being asked  
B. Wearing a professional suit to a job interview  
C. Nervous fidgeting that reveals anxiety despite claiming to be calm  
D. Reciting scripted small talk

**Answer:** C. Nervous fidgeting that reveals anxiety despite claiming to be calm  
**Explanation:** “Expressions given off” are unintentional cues that leak true feelings; A and D are intentional (given), B is part of appearance/props.

**6. Role conflict differs from role strain in that:**

A. Conflict is within one role; strain is between roles  
B. Strain involves competing expectations from multiple roles  
C. Conflict is between different roles; strain is difficulty within a single role  
D. They are interchangeable terms

**Answer:** C. Conflict is between different roles; strain is difficulty within a single role  
**Explanation:** Role conflict arises when demands of different roles clash; role strain is stress in meeting expectations of one role.

**7. Impression management can be both conscious and unconscious. Which of the following is a conscious tactic?**

A. Smiling reflexively when nervous  
B. Choosing attire to appear competent in an interview  
C. Blushing when embarrassed  
D. Slouching due to fatigue

**Answer:** B. Choosing attire to appear competent in an interview  
**Explanation:** Deliberately selecting clothing to shape others’ perceptions is a conscious impression management strategy; A and C are unintentional (given off), D is passive.

**8. The “I” in George Herbert Mead’s formulation represents:**

A. The internalized societal expectations  
B. The spontaneous, less socialized aspect of the self  
C. The public persona one performs  
D. The role one is assigned by others

**Answer:** B. The spontaneous, less socialized aspect of the self  
**Explanation:** The “I” is the creative, impulsive part, contrasted with the “Me,” which is the socialized reflection.

**9. Which scenario best exemplifies “corrective work” in face maintenance?**

A. Avoiding any interaction to prevent mistakes  
B. Laughing off an awkward comment to ease tension after a slip-up  
C. Ignoring someone who made a social error  
D. Refusing to admit fault to maintain status

**Answer:** B. Laughing off an awkward comment to ease tension after a slip-up  
**Explanation:** Corrective work involves repairing a breach (e.g., using humor or apology) to restore face. A is avoidance, C ignores the issue, D sabotages repair.

**10. Which of the following is a “sign vehicle” according to dramaturgical theory?**

A. Genetic predisposition  
B. Social setting  
C. Inner thoughts  
D. Private memory

**Answer:** B. Social setting  
**Explanation:** Sign vehicles include social setting, appearance, and manner—tools for conveying meaning to the audience. A, C, D are internal and not part of the outward presentation framework.

**11. If a medical student acts overly confident in front of supervisors but is insecure in private, this illustrates:**

A. Role conflict only  
B. The difference between front stage and back stage behavior  
C. Breakdown of impression management  
D. True self-consistency

**Answer:** B. The difference between front stage and back stage behavior  
**Explanation:** The student’s performed confidence (front stage) contrasts with private insecurities (back stage), demonstrating Goffman’s stage metaphor.

**12. Which of these is most consistent with the idea that the self is constructed through interaction and performance?**

A. The self is entirely biologically determined  
B. The self is fixed and unaffected by context  
C. The self changes depending on audience, context, and expectations  
D. The self operates independently of social feedback

**Answer:** C. The self changes depending on audience, context, and expectations  
**Explanation:** Dramaturgical theory and Mead’s perspective imply the self is fluid, shaped by social roles and interaction.

**13. Which mnemonic from the sheet helps recall that people try to maintain composure during social breaches?**

A. “IMe: I’m an actor; Me’s the mask I wear.”  
B. “Front Stage: Fake / Back Stage: Be real.”  
C. “FACE: Fake A Calm Exterior.”  
D. “Strain is Same, Conflict is Competing.”

**Answer:** C. “FACE: Fake A Calm Exterior.”  
**Explanation:** This mnemonic reminds that face-work involves maintaining a composed outward appearance despite internal turmoil.

**14. Which of the following would be considered an “expression given” in an interaction?**

A. Tone slipping out when lying  
B. Adjusting posture to seem approachable  
C. Sweating from nervousness  
D. Pupillary dilation from surprise

**Answer:** B. Adjusting posture to seem approachable  
**Explanation:** “Expressions given” are intentional signals (like managing posture) to convey a certain impression. A, C, D are unintentional cues (given off).

**15. The dramaturgical metaphor of life suggests that:**

A. Social roles are irrelevant to identity  
B. Life has no structure and is entirely random  
C. Individuals perform different roles depending on the audience and setting  
D. Everyone has one fixed self that never changes

**Answer:** C. Individuals perform different roles depending on the audience and setting  
**Explanation:** Life is like a stage; people adapt performances to context and audience, reflecting the dynamic self.

**1.** Evaluating another culture’s practices as “backward” because they differ from your own is an example of:  
A. Cultural relativism  
B. Ethnocentrism  
C. Cultural universals  
D. Emic perspective

**Answer:** B. Ethnocentrism  
**Explanation:** Ethnocentrism centers one’s own culture as the standard and judges others against it, often deeming them inferior.

**2.** Which approach emphasizes understanding cultural practices in their own context without judgment?  
A. Ethnocentrism  
B. Cultural imperialism  
C. Cultural relativism  
D. Assimilation

**Answer:** C. Cultural relativism  
**Explanation:** Cultural relativism promotes interpreting behaviors based on that culture’s own values and norms rather than comparing to one’s own.

**3.** The mnemonic “Vince And Eddie Need Sugar, Spices, and Leaves” helps recall components of culture. Which of the following is *not* one of those components?  
A. Language  
B. Symbols  
C. Genetics  
D. Norms

**Answer:** C. Genetics  
**Explanation:** The components are Values, Artifacts, Economy, Norms, Symbols, Society, and Language—genetics is not included.

**4.** Which cultural element is best described as the physical objects representing a culture?  
A. Norms  
B. Values  
C. Artifacts  
D. Society

**Answer:** C. Artifacts  
**Explanation:** Artifacts are tangible products of culture like tools and art.

**5.** A law against theft reflects which type of norm?  
A. Folkway  
B. Mores  
C. Taboo  
D. Symbol

**Answer:** B. Mores  
**Explanation:** Mores are norms with strong moral significance; violating them (like theft) is socially condemned.

**6.** Which of the following is an example of a *counterculture*?  
A. A local book club sharing reading preferences  
B. A subcommunity that strictly opposes mainstream societal values  
C. A religious holiday celebration  
D. A family tradition passed down generations

**Answer:** B. A subcommunity that strictly opposes mainstream societal values  
**Explanation:** Countercultures challenge and reject dominant cultural norms, unlike subcultures that coexist without necessarily opposing.

**7.** The idea that certain cultural practices (e.g., legal responses to new tech) lag behind technological innovation is called:  
A. Cultural diffusion  
B. Cultural shock  
C. Cultural lag  
D. Ethnocentrism

**Answer:** C. Cultural lag  
**Explanation:** Cultural lag describes when nonmaterial culture (norms/values) adapts more slowly than material culture (technology).

**8.** A researcher living within a society to study its rituals while participating in daily life is using:  
A. Comparative analysis  
B. Ethnography  
C. Content analysis  
D. Experimental manipulation

**Answer:** B. Ethnography  
**Explanation:** Ethnography is immersive study of people and cultures, often involving participant observation.

**9.** When a researcher adopts the *emic* perspective, they:  
A. Analyze a culture from an outsider’s viewpoint  
B. Compare two cultures quantitatively  
C. Understand cultural practices from within the culture’s own terms  
D. Reject all cultural differences

**Answer:** C. Understand cultural practices from within the culture’s own terms  
**Explanation:** Emic is the insider’s perspective, focusing on how members perceive their own culture.

**10.** Which of the following best illustrates *etic* perspective in cross-cultural research?  
A. Learning a language to communicate with locals  
B. Using universal categories to compare family structures across societies  
C. Immersing oneself in rituals without judgment  
D. Rejecting any external framework

**Answer:** B. Using universal categories to compare family structures across societies  
**Explanation:** Etic is the outsider’s analytical perspective, applying generalized concepts across cultures to find similarities/differences.

**11.** The distinction between cultural universals and cultural specifics implies that:  
A. All cultures are identical  
B. Some patterns (like language) appear in every culture, while others are unique  
C. Specifics are more fundamental than universals  
D. Universals are only found in Western societies

**Answer:** B. Some patterns (like language) appear in every culture, while others are unique  
**Explanation:** Cultural universals are shared across all societies, whereas cultural specifics are unique elements.

**12.** Which of the following is an example of a *positive sanction*?  
A. Fining someone for littering  
B. Praising a student for volunteering  
C. Ostracizing a group for nonconformity  
D. Imprisoning a criminal

**Answer:** B. Praising a student for volunteering  
**Explanation:** Positive sanctions reward conformity or desired behavior.

**13.** The tip to differentiate between emic and etic approaches is most useful for:  
A. Understanding biological differences  
B. Cross-cultural research methods  
C. Measuring genetic inheritance  
D. Economic modeling

**Answer:** B. Cross-cultural research methods  
**Explanation:** Emic/etic distinctions are central to methodology when studying and comparing cultures.

**14.** A tourist experiences disorientation and stress when entering a culture with very different norms and customs. This is known as:  
A. Cultural diffusion  
B. Culture shock  
C. Social reproduction  
D. Ethnocentrism

**Answer:** B. Culture shock  
**Explanation:** Culture shock is the discomfort from encountering unfamiliar cultural practices.

**15.** Which mnemonic helps remember that cultural relativism seeks to *relate* to understanding other cultures?  
A. “Ethnocentrism centers on one’s own culture.”  
B. “Cultural RELATivism RELATES to understanding.”  
C. “Subcultures Supplement, Countercultures Challenge.”  
D. “Vince And Eddie Need Sugar, Spices, and Leaves.”

**Answer:** B. “Cultural RELATivism RELATES to understanding.”  
**Explanation:** That mnemonic directly encodes the purpose of cultural relativism, as shown on the cheat sheet.

**1. Which of the following is the best example of a systemic barrier to healthcare access?**

A. A patient lacking transportation to a clinic  
B. A doctor who unconsciously gives less aggressive treatment to a minority patient  
C. High co-pays making care unaffordable  
D. Limited health literacy among patients

**Answer:** B. A doctor who unconsciously gives less aggressive treatment to a minority patient  
**Explanation:** Systemic barriers include provider biases and institutional racism embedded in care delivery, leading to unequal treatment.

**2. The mnemonic “S.E.R.G.E.” helps recall primary contributors to healthcare disparities. Which component does the “G” stand for?**

A. Gender  
B. Geography  
C. Genetics  
D. Globalization

**Answer:** B. Geography  
**Explanation:** “G” in S.E.R.G.E. stands for Geography, reflecting how location (e.g., rural vs. urban) affects access and exposure to health risks.

**3. A rural community has fewer specialists and long travel distances to hospitals. This situation primarily reflects which type of barrier?**

A. Economic  
B. Cultural  
C. Geographical  
D. Educational

**Answer:** C. Geographical  
**Explanation:** Geographical barriers include distance, travel time, and limited facility availability, impeding access.

**4. Which social determinant of health is most directly tied to a patient’s ability to understand medical instructions and make informed choices?**

A. Socioeconomic status  
B. Physical environment  
C. Education and literacy  
D. Geographic location

**Answer:** C. Education and literacy  
**Explanation:** Lower education correlates with lower health literacy, impairing comprehension and decision-making.

**5. Which group is likely to experience discrimination based on both gender and sexual orientation in healthcare settings, according to intersectional understanding?**

A. Elderly men  
B. Heterosexual women  
C. LGBTQ+ women of color  
D. Young urban professionals

**Answer:** C. LGBTQ+ women of color  
**Explanation:** Intersectionality stresses overlapping systems of disadvantage—here, gender, sexual orientation, and race compound disparities.

**6. Which of the following is a consequence of healthcare disparities?**

A. Decreased emergency department usage  
B. Uniform life expectancy across groups  
C. Increased chronic disease prevalence  
D. Improved preventive care uptake

**Answer:** C. Increased chronic disease prevalence  
**Explanation:** Disparities lead to poorer health outcomes, including higher rates of chronic illness.

**7. The Affordable Care Act (ACA) is cited as an effort to reduce disparities by:**

A. Introducing provider bias training  
B. Eliminating rural clinics  
C. Expanding insurance coverage and Medicaid  
D. Mandating identical treatment for everyone

**Answer:** C. Expanding insurance coverage and Medicaid  
**Explanation:** The ACA reduced the uninsured rate by broadening access to care via insurance expansion.

**8. Which of the following best exemplifies a cultural competence intervention?**

A. Building hospitals in urban centers only  
B. Training providers to understand patients’ cultural health beliefs  
C. Increasing co-pay amounts to discourage overuse  
D. Standardizing all communication to medical jargon

**Answer:** B. Training providers to understand patients’ cultural health beliefs  
**Explanation:** Cultural competence improves provider-patient relationships by respecting cultural differences.

**9. A low-income patient delaying treatment because of high out-of-pocket costs illustrates which type of barrier?**

A. Systemic  
B. Economic  
C. Geographical  
D. Social

**Answer:** B. Economic  
**Explanation:** Economic barriers include lack of insurance and financial insecurity hindering access.

**10. Which component is not explicitly part of the “S.E.R.G.E.” mnemonic for healthcare disparities?**

A. Socioeconomic Status  
B. Education  
C. Race & Ethnicity  
D. Lifestyle choices

**Answer:** D. Lifestyle choices  
**Explanation:** S.E.R.G.E. stands for Socioeconomic Status, Education, Race & Ethnicity, Geography, Economic Barriers—not individual lifestyle.

**11. Which of the following strategies targets the social environment as a determinant of health?**

A. Reducing industrial pollution  
B. Creating community support groups  
C. Subsidizing medical equipment  
D. Building more specialty hospitals

**Answer:** B. Creating community support groups  
**Explanation:** Social environment includes support networks; bolstering them can mitigate stress and improve outcomes.

**12. Language barriers between provider and patient most directly compromise which aspect of care?**

A. Financial coverage  
B. Patient-provider communication  
C. Geographic access  
D. Insurance eligibility

**Answer:** B. Patient-provider communication  
**Explanation:** Poor communication due to language differences reduces understanding, trust, and adherence.

**13. Which of the following is a policy-level effort to address social determinants of health?**

A. Cultural sensitivity workshops  
B. Personal health coaching  
C. Advocacy for better housing and education  
D. Individual medication adherence reminders

**Answer:** C. Advocacy for better housing and education  
**Explanation:** Policy initiatives targeting upstream determinants (housing, education) address root causes of disparities.

**14. The phrase “PAM - Poverty Affects Medicine” is a mnemonic for recalling which factor?**

A. Race and ethnicity  
B. Geographical location  
C. Socioeconomic status  
D. Biological predisposition

**Answer:** C. Socioeconomic status  
**Explanation:** PAM emphasizes how poverty (a key SES component) limits access and worsens outcomes.

**15. Which outcome would indicate success in reducing healthcare disparities?**

A. Persistent higher mortality in marginalized groups  
B. Decreased access to preventive services for low-SES populations  
C. Narrowing gaps in chronic disease prevalence across racial/ethnic groups  
D. Increased emergency-only usage among vulnerable populations

**Answer:** C. Narrowing gaps in chronic disease prevalence across racial/ethnic groups  
**Explanation:** Reduction in outcome disparities (e.g., chronic disease rates) signals progress toward equity.

**1.** Which of the following best exemplifies an **upstream** determinant of health?  
A. Managing hypertension with medication  
B. Chronic stress from unstable housing policies  
C. A patient’s diet choices  
D. Emergency room treatment after a heart attack

**Answer:** B. Chronic stress from unstable housing policies  
**Explanation:** Upstream factors are root causes (e.g., housing policy) that shape broader conditions leading to health disparities.

**2.** The mnemonic “S.E.N.S.E.S.” includes all the following EXCEPT:  
A. Social and community context  
B. Economic stability  
C. Nutritional genomics  
D. Neighborhood and built environment

**Answer:** C. Nutritional genomics  
**Explanation:** “S.E.N.S.E.S.” stands for Social networks, Economic stability, Neighborhood/built environment, Social/community context, Education, and Socio-cultural factors; nutritional genomics is not included.

**3.** According to the social gradient in health, which person is likely to have the best health outcomes?  
A. Someone at the lowest socioeconomic rung  
B. Someone at the highest socioeconomic rung  
C. Someone with equal SES to others  
D. SES has no relation to health

**Answer:** B. Someone at the highest socioeconomic rung  
**Explanation:** The social gradient shows health improves with higher socioeconomic status—it's not just poverty but incremental differences.

**4.** Which pathway describes how living in a neighborhood without fresh food options leads to poor diet and subsequent chronic disease?  
A. Environmental pathway  
B. Behavioral pathway  
C. Healthcare access pathway  
D. Genetic pathway

**Answer:** B. Behavioral pathway  
**Explanation:** Behavioral pathways link social determinants (food deserts) to health behaviors (diet), influencing disease risk.

**5.** What does “social capital” refer to in the context of health?  
A. Financial resources held by healthcare institutions  
B. The network of relationships that provide support and access to resources  
C. The physical infrastructure of hospitals  
D. Genetic predisposition to social behavior

**Answer:** B. The network of relationships that provide support and access to resources  
**Explanation:** Social capital theory emphasizes how social networks and trust facilitate health-promoting behavior and access.

**6.** Which of the following interventions is most directly targeted at improving **economic stability** as a social determinant?  
A. Building a new clinic  
B. Offering job training and increasing minimum wage  
C. Culturally competent communication training for providers  
D. Creating a community garden

**Answer:** B. Offering job training and increasing minimum wage  
**Explanation:** Economic stability includes income support and employment opportunities that reduce poverty-induced stress.

**7.** A patient is unable to follow treatment instructions because they cannot read the prescription label. This reflects a deficit in:  
A. Social capital  
B. Health literacy  
C. Genetic predisposition  
D. Physical environment

**Answer:** B. Health literacy  
**Explanation:** Education and literacy affect understanding of health information, impacting adherence and outcomes.

**8.** Which of the following populations would be considered **vulnerable** under the social determinants framework?  
A. High-income urban professionals  
B. Individuals with stable employment  
C. Racial/ethnic minorities with limited access to care  
D. Students at elite universities

**Answer:** C. Racial/ethnic minorities with limited access to care  
**Explanation:** Vulnerable populations include those facing systemic disadvantages like race/ethnicity intersecting with poor access.

**9.** The **life course perspective** on health emphasizes:  
A. Only adult lifestyle choices matter  
B. Health is determined solely by genetics  
C. Accumulation of social exposures across a lifetime shaping outcomes  
D. Immediate downstream factors only

**Answer:** C. Accumulation of social exposures across a lifetime shaping outcomes  
**Explanation:** The life course perspective considers how early and cumulative social experiences influence long-term health.

**10.** Which of the following is a **downstream** factor?  
A. Zoning ordinances affecting neighborhood design  
B. Health insurance coverage policies  
C. Medication adherence in chronic disease  
D. Education funding disparities

**Answer:** C. Medication adherence in chronic disease  
**Explanation:** Downstream factors are immediate effects or behaviors, such as adherence, resulting from broader upstream determinants.

**11.** Implementing culturally tailored communication training for providers is aimed at improving which determinant?  
A. Physical environment  
B. Genetic risk  
C. Social and community context  
D. Cultural competency within care delivery

**Answer:** D. Cultural competency within care delivery  
**Explanation:** Culturally competent care enhances communication and mitigates disparities related to cultural misunderstandings.

**12.** Which combination best represents the primary **domains** of social determinants highlighted on the sheet?  
A. Genetics, Behavior, Immunity  
B. Economic Stability, Neighborhood/Built Environment, Social & Community Context  
C. Technology, Media, Politics  
D. Diet, Sleep, Exercise

**Answer:** B. Economic Stability, Neighborhood/Built Environment, Social & Community Context  
**Explanation:** These are core domains influencing health outcomes beyond biological factors.

**13.** A policy increasing affordable housing and reducing urban crime is addressing which pathway?  
A. Behavioral  
B. Stress and environmental  
C. Genetic  
D. None; it’s unrelated

**Answer:** B. Stress and environmental  
**Explanation:** Improving built environment reduces chronic stress and exposure to hazards—key environmental and stress pathways.

**14.** Which statement reflects the relationship between social networks and health?  
A. Strong social ties only increase stress  
B. Social networks provide buffering against adverse conditions  
C. Social networks have no measurable impact on health  
D. Only financial capital matters for health

**Answer:** B. Social networks provide buffering against adverse conditions  
**Explanation:** Support systems (social capital) buffer stress, promoting wellbeing.

**15.** A community-based program offering free health education, screenings, and peer support is primarily addressing:  
A. Upstream policy only  
B. Individual genetic risk  
C. Multiple social determinants including education, social support, and access  
D. None of the social determinants

**Answer:** C. Multiple social determinants including education, social support, and access  
**Explanation:** Community-based programs operate on various levels to mitigate disparities by targeting education, social networks, and access.

**1. At what stage does a child reliably understand that quantity remains the same even if appearance changes (e.g., water poured into a differently shaped container)?**

A. Sensorimotor  
B. Preoperational  
C. Concrete operational  
D. Formal operational

**Answer:** C. Concrete operational  
**Explanation:** Conservation is mastered in the concrete operational stage (7–11 years), when children can reason about concrete transformations.

**2. A child who refuses to share because they think everyone sees the world exactly as they do is demonstrating:**

A. Object permanence  
B. Egocentrism  
C. Abstract reasoning  
D. Hypothetical deduction

**Answer:** B. Egocentrism  
**Explanation:** Egocentrism is a hallmark of the preoperational stage (2–7 years); children cannot yet take others’ perspectives.

**3. Which stage of Kohlberg’s theory is characterized by obeying rules to maintain social order and respect for authority, regardless of personal relationships?**

A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 4

**Answer:** D. Stage 4  
**Explanation:** Stage 4 is part of the conventional level, where morality centers on maintaining social order through law and authority.

**4. An adolescent reasoning that “stealing medicine to save a life is acceptable because human life is more important than the law” is operating at which Kohlberg stage?**

A. Stage 2  
B. Stage 3  
C. Stage 5  
D. Stage 1

**Answer:** C. Stage 5  
**Explanation:** Stage 5 (social contract) involves flexible interpretation of laws based on greater good—laws can be broken if they infringe on individual rights.

**5. During which Piagetian stage do children begin to engage in pretend play and symbolic representation but still struggle with logic?**

A. Sensorimotor  
B. Preoperational  
C. Concrete operational  
D. Formal operational

**Answer:** B. Preoperational  
**Explanation:** In the preoperational stage, children use symbols (e.g., pretend play) but lack logical operations like conservation.

**6. Which of the following best contrasts Piaget and Kohlberg’s core focus?**

A. Piaget: morality; Kohlberg: cognition  
B. Piaget: social roles; Kohlberg: identity  
C. Piaget: cognitive structures; Kohlberg: moral reasoning  
D. Piaget: emotional development; Kohlberg: language acquisition

**Answer:** C. Piaget: cognitive structures; Kohlberg: moral reasoning  
**Explanation:** Piaget explains how thinking evolves; Kohlberg explains how moral reasoning progresses from self-centered to principled.

**7. A 14-year-old begins to think about hypothetical political systems and theorize about justice without concrete examples. This reflects development in:**

A. Sensorimotor thought  
B. Preoperational reasoning  
C. Concrete operational logic  
D. Formal operational stage

**Answer:** D. Formal operational stage  
**Explanation:** Abstract and hypothetical thought emerges in the formal operational stage (12+ years).

**8. A child obeys rules simply to avoid punishment, without internalizing why the rules exist. This moral reasoning corresponds to:**

A. Stage 6  
B. Stage 4  
C. Stage 1  
D. Stage 3

**Answer:** C. Stage 1  
**Explanation:** Stage 1 (obedience and punishment orientation) is the earliest pre-conventional level, where morality is about avoiding punishment.

**9. Which of the following is an example of deductive logic emerging in adolescence?**

A. Believing that all dogs are friendly because one is friendly  
B. Understanding that if all mammals have lungs, and whales are mammals, then whales have lungs  
C. Playing with objects to discover their properties  
D. Thinking only about immediate sensory input

**Answer:** B. Understanding that if all mammals have lungs, and whales are mammals, then whales have lungs  
**Explanation:** Deductive reasoning (from general rules to specific instances) develops in the formal operational stage.

**10. A child who knows that sharing is “good” because it makes friends happy, and wants approval, is reasoning at:**

A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 5

**Answer:** C. Stage 3  
**Explanation:** Stage 3 (interpersonal relationships) values behavior that pleases others and gains approval—conventional morality.

**11. In Piaget’s framework, the emergence of object permanence indicates development in:**

A. Preoperational stage  
B. Sensorimotor stage  
C. Concrete operational stage  
D. Formal operational stage

**Answer:** B. Sensorimotor stage  
**Explanation:** Object permanence (awareness that objects continue to exist when out of sight) is a key milestone of the sensorimotor stage (0–2 years).

**12. Someone who reasons that “stealing is wrong because it will get me punished” and later “helping others is good because it makes me look good” is demonstrating progression from:**

A. Stage 6 to Stage 5  
B. Stage 1 to Stage 3  
C. Stage 4 to Stage 2  
D. Stage 3 to Stage 1

**Answer:** B. Stage 1 to Stage 3  
**Explanation:** Stage 1 is obedience to avoid punishment; Stage 3 involves interpersonal approval (doing good to be seen positively).

**13. Which level of Kohlberg’s model involves internal principles that apply universally, such as justice and equality, even if they conflict with laws?**

A. Pre-conventional  
B. Conventional  
C. Post-conventional  
D. Pre-social

**Answer:** C. Post-conventional  
**Explanation:** Post-conventional morality (Stages 5 and 6) is based on abstract principles and ethical reasoning beyond specific laws.

**14. A child who can classify objects (e.g., grouping shapes by color and size simultaneously) is in which Piagetian stage?**

A. Preoperational  
B. Sensorimotor  
C. Concrete operational  
D. Formal operational

**Answer:** C. Concrete operational  
**Explanation:** Classification ability emerges in concrete operational, allowing simultaneous consideration of multiple attributes.

**15. The mnemonic “Some People Can Fly” helps recall:**

A. Kohlberg’s moral stages  
B. Piaget’s cognitive development stages  
C. Attachment styles  
D. Social identity components

**Answer:** B. Piaget’s cognitive development stages  
**Explanation:** “Some People Can Fly” stands for Sensorimotor, Preoperational, Concrete operational, Formal operational.

**1. A hiring manager unconsciously favors candidates from their own alma mater, believing those graduates are “more capable,” even though there’s no evidence. This is best described as:**

A. Prejudice  
B. Discrimination  
C. Stereotype  
D. Attribution error

**Answer:** C. Stereotype  
**Explanation:** The manager holds a generalized belief about a group (alumni) that isn’t evidence-based. If acted on (e.g., hiring them preferentially), it would become discrimination.

**2. A restaurant refuses service to people of a certain ethnicity. This behavior exemplifies:**

A. Stereotype  
B. Prejudice  
C. Discrimination  
D. Social facilitation

**Answer:** C. Discrimination  
**Explanation:** Discrimination is the behavioral component—unequal treatment based on group membership.

**3. Feeling distrustful and uncomfortable around a group because of deeply held negative emotions about them (without acting on it) is:**

A. Discrimination  
B. Cognitive dissonance  
C. Prejudice  
D. Stereotype threat

**Answer:** C. Prejudice  
**Explanation:** Prejudice is an affective/emotional bias toward a group, not necessarily expressed behaviorally.

**4. A teacher gives lower grades to students from a marginalized group because they expect them to perform poorly, thereby causing those students to actually do worse. This is a combination of:**

A. Stereotype threat and discrimination  
B. Prejudice and confirmation bias  
C. Self-fulfilling prophecy and discrimination  
D. Attribution error and altruism

**Answer:** C. Self-fulfilling prophecy and discrimination  
**Explanation:** The teacher’s expectation alters behavior (discrimination) that causes the predicted outcome, fulfilling the prophecy.

**5. Which component of the ABC model of attitude directly corresponds to discrimination?**

A. Affective  
B. Behavioral  
C. Cognitive  
D. None

**Answer:** B. Behavioral  
**Explanation:** Behavioral refers to actions taken toward a group—discrimination is the enactment of biased attitudes.

**6. A company publicizes diversity values but continues hiring only from one racial group, projecting an inclusive image while maintaining exclusionary practice. This is:**

A. Prejudice  
B. Sincere impression management  
C. Symbolic inclusion with underlying discrimination  
D. Cognitive restructuring

**Answer:** C. Symbolic inclusion with underlying discrimination  
**Explanation:** The outward “diversity” presentation is impression management masking actual discriminatory behavior—behavior (discrimination) contradicts stated values.

**7. When a member of a stereotyped group underperforms on a test due to anxiety about confirming the stereotype, this phenomenon is:**

A. Internalized prejudice  
B. Stereotype threat  
C. Discrimination  
D. Social loafing

**Answer:** B. Stereotype threat  
**Explanation:** Stereotype threat is concern about confirming negative stereotypes, which impairs performance.

**8. Believing that “all elderly people are bad with technology” is:**

A. Discrimination  
B. Prejudice  
C. A stereotype  
D. Structural inequality

**Answer:** C. A stereotype  
**Explanation:** That is a cognitive generalization about a group, regardless of individual variation.

**9. A person avoids interacting with a religious minority because they feel uneasy, even though they haven’t had negative experiences. That feeling is:**

A. Discrimination  
B. Behavioral confirmation  
C. Prejudice  
D. Cultural relativism

**Answer:** C. Prejudice  
**Explanation:** The emotional unease without action reflects an affective bias—prejudice.

**10. A school policy that inadvertently channels students from certain neighborhoods into lower-tier tracks despite equal testing performance is best categorized as:**

A. Individual discrimination  
B. Institutional discrimination  
C. Stereotype threat  
D. Cultural relativism

**Answer:** B. Institutional discrimination  
**Explanation:** Policies or practices embedded in systems produce unequal outcomes, even if not overtly intentional.

**11. Which is the correct mapping of the ABCs of attitude to the trio stereotype/prejudice/discrimination?**

A. Affective–Stereotype, Behavioral–Prejudice, Cognitive–Discrimination  
B. Affective–Prejudice, Behavioral–Discrimination, Cognitive–Stereotype  
C. Affective–Discrimination, Behavioral–Stereotype, Cognitive–Prejudice  
D. Affective–Prejudice, Behavioral–Stereotype, Cognitive–Discrimination

**Answer:** B. Affective–Prejudice, Behavioral–Discrimination, Cognitive–Stereotype  
**Explanation:** This is the standard triad: what you feel (prejudice), what you think (stereotype), and what you do (discrimination).

**12. A manager assumes a female employee will be less committed because she has young children, and thus doesn’t consider her for promotion. This is a combination of:**

A. Stereotype leading to discrimination  
B. Prejudice without behavior  
C. Structural inequality only  
D. Self-fulfilling prophecy unrelated to bias

**Answer:** A. Stereotype leading to discrimination  
**Explanation:** The belief (stereotype about mothers) informs the action (denying promotion), resulting in discriminatory treatment.

**13. Which intervention most directly targets reducing prejudice?**

A. Changing company hiring algorithms  
B. Facilitating intergroup contact under equal-status conditions  
C. Rearranging seating to segregate groups  
D. Enforcing segregation policies

**Answer:** B. Facilitating intergroup contact under equal-status conditions  
**Explanation:** Contact theory suggests structured positive interaction reduces affective biases (prejudice). *(inference from social psychology principles)*

**14. The phrase “All Prejudice Boys Do Crazy Shit” is a mnemonic to help remember:**

A. The order of social identity development  
B. The components: Prejudice, Behavior (Discrimination), Cognitive (Stereotype)  
C. Types of cultural adaptation  
D. Stages of groupthink

**Answer:** B. The components: Prejudice, Behavior (Discrimination), Cognitive (Stereotype)  
**Explanation:** The mnemonic encapsulates the ABCs: Affective (prejudice), Behavioral (discrimination), Cognitive (stereotype).

**15. If a person holds a negative emotional attitude toward a group but consciously behaves inclusively to comply with workplace norms, this illustrates:**

A. Stereotype threat  
B. Cognitive dissonance with regulated behavior  
C. Institutional discrimination  
D. Cultural relativism

**Answer:** B. Cognitive dissonance with regulated behavior  
**Explanation:** The internal affective bias (prejudice) conflicts with outward behavior; they manage the inconsistency, which is cognitive dissonance.

**1. In signal detection theory, a hit is:**

A. Saying “no signal” when none is present  
B. Failing to detect a present signal  
C. Correctly identifying a signal when it is present  
D. Incorrectly reporting a signal when it is absent

**Answer:** C. Correctly identifying a signal when it is present  
**Explanation:** A hit occurs when the observer correctly detects the presence of the signal.

**2. Which outcome reflects a false alarm?**

A. Detecting signal and it’s there  
B. Not detecting signal when it’s there  
C. Saying signal is present when it isn’t  
D. Correctly rejecting a non-signal

**Answer:** C. Saying signal is present when it isn’t  
**Explanation:** A false alarm is an incorrect detection—a “yes” response in the absence of a signal.

**3. If an observer adjusts their decision criterion to be more liberal, what pattern would you expect?**

A. Fewer hits and fewer false alarms  
B. More hits and more false alarms  
C. Fewer hits and more correct rejections  
D. More misses and fewer false alarms

**Answer:** B. More hits and more false alarms  
**Explanation:** A liberal criterion lowers the threshold to say “signal present,” increasing both hits and false alarms.

**4. Sensitivity (d’) is best described as:**

A. The observer’s tendency to say “yes”  
B. The ability to distinguish signal from noise  
C. The amount of background distractions  
D. The slope of the ROC curve only

**Answer:** B. The ability to distinguish signal from noise  
**Explanation:** Sensitivity reflects how well an individual can separate signal distribution from noise distribution; high d’ means clear discrimination.

**5. A conservative criterion will lead to:**

A. More false alarms  
B. More hits  
C. More misses  
D. No change in performance

**Answer:** C. More misses  
**Explanation:** A conservative threshold makes one less likely to say “signal present,” reducing false alarms but increasing misses.

**6. On an ROC curve, a point closer to the upper-left corner indicates:**

A. Random guessing  
B. Poor ability to distinguish signal from noise  
C. High hit rate with low false alarm rate  
D. High false alarm rate

**Answer:** C. High hit rate with low false alarm rate  
**Explanation:** The upper-left of the ROC plot represents optimal performance—maximized true positives with minimized false positives.

**7. Which of the following would not affect sensitivity (d’)?**

A. Training and experience  
B. The inherent discriminability of signal vs. noise  
C. Observer’s response bias  
D. External conditions like poor visibility

**Answer:** C. Observer’s response bias  
**Explanation:** Response bias shifts criterion but does not change actual sensitivity, which depends on perceptual discriminability and noise.

**8. In medical diagnostics, if a test is set to have a liberal criterion, the clinician is prioritizing:**

A. Minimized false negatives  
B. Maximized specificity  
C. Avoiding unnecessary follow-ups  
D. High false negatives

**Answer:** A. Minimized false negatives  
**Explanation:** A liberal criterion catches more true cases (hits) at the cost of more false positives (false alarms), so fewer cases are missed.

**9. Which bias arises when prior expectations influence whether someone reports detecting a signal?**

A. Sensitivity bias  
B. Detection bias  
C. Sampling bias  
D. Confirmation bias

**Answer:** B. Detection bias  
**Explanation:** Detection bias refers to external factors like expectations altering the likelihood of calling something a signal.

**10. If a radar operator has a high rate of correct rejections and low hits, they are likely using:**

A. A liberal criterion  
B. A moderate criterion  
C. A conservative criterion  
D. No criterion

**Answer:** C. A conservative criterion  
**Explanation:** Conservative criterion makes the operator reluctant to call a signal present, increasing correct rejections and misses (low hits).

**11. Which scenario illustrates improving sensitivity (d’)?**

A. Lowering the threshold for saying “yes”  
B. Training to better distinguish signal properties from background noise  
C. Increasing the stakes so the observer is more cautious  
D. Adjusting expectations about signal frequency

**Answer:** B. Training to better distinguish signal properties from background noise  
**Explanation:** Sensitivity improves with experience or clearer signal-noise separation, not simply shifting criterion or bias.

**12. A diagonal straight line on the ROC curve represents:**

A. Perfect detection  
B. No discrimination (random guessing)  
C. Maximum sensitivity with no bias  
D. Conservative criterion only

**Answer:** B. No discrimination (random guessing)  
**Explanation:** The 45-degree diagonal indicates chance-level performance—hits increase proportionally to false alarms.

**13. Which of the following would most likely shift an observer’s criterion without changing sensitivity?**

A. Improving signal clarity  
B. Reducing background noise  
C. Increasing the perceived cost of missing a signal  
D. Enhanced training on distinguishing stimuli

**Answer:** C. Increasing the perceived cost of missing a signal  
**Explanation:** Changing payoff or stakes influences decision threshold (criterion), making one more liberal or conservative, without altering perceptual sensitivity.

**14. Which real-world application uses signal detection theory to balance false alarms and misses in identifying threats?**

A. Language learning  
B. Radar and security systems  
C. Artistic criticism  
D. Purely theoretical psychology

**Answer:** B. Radar and security systems  
**Explanation:** SDT is applied in surveillance to detect true threats (hits) while managing false alarms, as noted in the cheat sheet’s applications.

**15. A test with high sensitivity (d’) and a liberal criterion is most likely to produce:**

A. Few hits, few false alarms  
B. Many hits, few false alarms  
C. Many hits, many false alarms  
D. Few hits, many misses

**Answer:** C. Many hits, many false alarms  
**Explanation:** High sensitivity helps distinguish signal from noise, and a liberal criterion increases reporting, so both hits and false alarms are elevated.

**1.** According to the **James-Lange theory**, which sequence is correct when someone encounters a bear?  
A. Emotion → Physiological response → Stimulus  
B. Physiological response → Stimulus → Emotion  
C. Stimulus → Emotion → Physiological response  
D. Stimulus → Physiological response → Emotion

**Answer:** D. Stimulus → Physiological response → Emotion  
**Explanation:** James-Lange posits that we first have a bodily reaction (e.g., increased heart rate), and then the brain interprets that arousal as emotion (fear).

**2.** The **Cannon-Bard theory** differs from James-Lange by asserting that:  
A. Emotion causes physiological response  
B. Physiological response causes emotion  
C. Emotion and physiological arousal occur simultaneously and independently  
D. Cognitive labeling is required before emotion

**Answer:** C. Emotion and physiological arousal occur simultaneously and independently  
**Explanation:** Cannon-Bard holds that seeing the bear triggers both fear and bodily changes at the same time, not one after the other.

**3.** In the **Schachter-Singer two-factor theory**, which component is essential in distinguishing between feeling excited versus anxious after physiological arousal?  
A. The stimulus intensity  
B. The cognitive interpretation of context  
C. The magnitude of heart rate increase  
D. Cultural display rules

**Answer:** B. The cognitive interpretation of context  
**Explanation:** Schachter-Singer requires both arousal and a cognitive label based on situational cues to produce a specific emotion.

**4.** Which theory emphasizes that appraisal of a situation occurs before both the emotional and physiological response?  
A. James-Lange  
B. Cannon-Bard  
C. Schachter-Singer  
D. Lazarus’s Cognitive Appraisal Theory

**Answer:** D. Lazarus’s Cognitive Appraisal Theory  
**Explanation:** Lazarus posits that cognitive evaluation comes first; depending on the appraisal, emotion and arousal follow.

**5.** If a person instantly feels fear upon hearing a loud, unexpected sound before conscious thought, this is best explained by:  
A. Schachter-Singer theory  
B. James-Lange theory  
C. Zajonc/LeDoux low road processing  
D. Lazarus appraisal

**Answer:** C. Zajonc/LeDoux low road processing  
**Explanation:** Zajonc and LeDoux argue some emotional responses (especially fear) can occur quickly via the low road without conscious appraisal.

**6.** The **facial feedback hypothesis** would predict that:  
A. Smiling has no effect on mood  
B. Feeling happy causes smiling, but smiling cannot influence feeling  
C. Adopting a smile can lead to a mild increase in positive emotion  
D. Emotions always precede facial expressions

**Answer:** C. Adopting a smile can lead to a mild increase in positive emotion  
**Explanation:** Facial feedback suggests that expressions send feedback to the brain, influencing emotional experience.

**7.** According to **Plutchik’s wheel of emotions**, combining “joy” and “trust” would most likely result in:  
A. Fear  
B. Love  
C. Anger  
D. Surprise

**Answer:** B. Love  
**Explanation:** Plutchik’s model allows primary emotions to blend; joy + trust is conceptualized as love.

**8.** The **Yerkes-Dodson law** suggests that performance is optimal when arousal is:  
A. Very low  
B. Very high  
C. Moderate  
D. Absent

**Answer:** C. Moderate  
**Explanation:** The law describes an inverted-U: too little or too much arousal impairs performance; moderate is “just right.”

**9.** After an intense thrill ride, a person feels a sense of calm or slight sadness; this is best accounted for by:  
A. James-Lange Theory  
B. Opponent-process theory  
C. Cannon-Bard Theory  
D. Schachter-Singer Theory

**Answer:** B. Opponent-process theory  
**Explanation:** Opponent-process explains rebound effects: an initial strong emotion (excitement) is followed by its opposite (calm/sadness) to maintain emotional balance.

**10.** In the mnemonic “Jump Leads to Anger,” what does “Jump” symbolize?  
A. Cognitive appraisal  
B. Physiological arousal  
C. Import of context  
D. Social labeling

**Answer:** B. Physiological arousal  
**Explanation:** “Jump” represents the bodily reaction that precedes the emotional interpretation in James-Lange theory.

**11.** Which theory would argue that you feel afraid **because** your heart is racing after seeing a snake?  
A. Cannon-Bard  
B. James-Lange  
C. Schachter-Singer  
D. Lazarus

**Answer:** B. James-Lange  
**Explanation:** James-Lange posits that the physiological response comes first and the emotion is interpreted from it.

**12.** If someone’s emotional reaction bypasses conscious labeling and is immediate, but they later rationalize it with thought, which distinction does this illustrate?  
A. High road vs. low road processing  
B. Social facilitation  
C. Cognitive dissonance  
D. Yerkes-Dodson balance

**Answer:** A. High road vs. low road processing  
**Explanation:** Low road produces rapid, automatic emotional responses; high road involves slower conscious processing and possible reinterpretation.

**13.** Which set includes **Ekman’s six basic emotions**?  
A. Joy, Trust, Anticipation, Love, Pride, Envy  
B. Happiness, Sadness, Fear, Disgust, Anger, Surprise  
C. Contentment, Anxiety, Courage, Boredom, Shame, Relief  
D. Love, Hate, Confusion, Joy, Regret, Sorrow

**Answer:** B. Happiness, Sadness, Fear, Disgust, Anger, Surprise  
**Explanation:** Ekman identified these six as universal across cultures, linked to distinct facial expressions.

**14.** Which theory requires both physiological arousal **and** an interpretation of that arousal to produce emotion?  
A. James-Lange  
B. Cannon-Bard  
C. Schachter-Singer  
D. Zajonc

**Answer:** C. Schachter-Singer  
**Explanation:** Two-factor theory states that arousal plus cognitive labeling yields the emotional experience.

**15.** The idea that emotions can serve as a balance system—where intense pleasure is followed by a counteracting feeling—belongs to:  
A. James-Lange Theory  
B. Opponent-process theory  
C. Cannon-Bard Theory  
D. Facial Feedback Hypothesis

**Answer:** B. Opponent-process theory  
**Explanation:** This theory conceptualizes emotions in opposing pairs, with one suppressing the other over time to maintain equilibrium.

**1.** A student hears that a test will be hard and immediately assumes they will do poorly, then studies less and underperforms. This best illustrates:  
A. Confirmation bias  
B. Self-serving bias  
C. Fundamental attribution error  
D. Sunk cost fallacy

**Answer:** A. Confirmation bias  
**Explanation:** The student selectively interprets the “hard test” information to confirm a negative expectation, leading to behavior (studying less) that reinforces the belief.

**2.** After a close game, a fan insists “I knew we’d win all along,” despite expressing uncertainty before the game. This is:  
A. Overconfidence bias  
B. Hindsight bias  
C. Anchoring bias  
D. Recency bias

**Answer:** B. Hindsight bias  
**Explanation:** Hindsight bias is the tendency to see past events as having been predictable after they occur.

**3.** An investor continues pouring money into a failing stock because they’ve already invested heavily, even though evidence suggests selling. This is:  
A. Representativeness heuristic  
B. Sunk cost fallacy  
C. Availability heuristic  
D. Self-serving bias

**Answer:** B. Sunk cost fallacy  
**Explanation:** The investor irrationally weighs past investments (costs) over current evidence of poor returns.

**4.** A manager assumes a quiet employee is introverted and uncooperative, ignoring that they may be distracted by a noisy home environment that day. This is:  
A. Confirmation bias  
B. Fundamental attribution error  
C. Halo effect  
D. Recency bias

**Answer:** B. Fundamental attribution error  
**Explanation:** Overemphasizing dispositional traits (introversion) and underestimating situational factors (noise) in explaining behavior.

**5.** A person believes their recent success on a project proves they’re highly skilled, but blames the team or luck when it fails. This is:  
A. Anchoring bias  
B. Dunning-Kruger effect  
C. Self-serving bias  
D. Overconfidence bias

**Answer:** C. Self-serving bias  
**Explanation:** Attributing success internally and failure externally protects self-esteem.

**6.** When negotiating, the first price mentioned heavily influences the final agreed price, even if arbitrary. This is:  
A. Availability heuristic  
B. Overconfidence bias  
C. Anchoring bias  
D. Representativeness heuristic

**Answer:** C. Anchoring bias  
**Explanation:** Initial information (anchor) disproportionately sways subsequent judgments.

**7.** After hearing about a few airplane accidents on the news, someone overestimates the danger of flying. This is:  
A. Confirmation bias  
B. Availability heuristic  
C. Sunk cost fallacy  
D. Hindsight bias

**Answer:** B. Availability heuristic  
**Explanation:** Events that are recent or vivid come to mind easily, skewing perceived probability.

**8.** A novice overestimates their competency in coding because they don’t yet know how much they don’t know. This describes:  
A. Self-serving bias  
B. Overconfidence bias  
C. Dunning-Kruger effect  
D. Fundamental attribution error

**Answer:** C. Dunning-Kruger effect  
**Explanation:** People with low ability overestimate their competence, while experts may underestimate theirs.

**9.** A politician focuses only on recent scandals when evaluating a rival’s career, forgetting years of consistent performance. This is:  
A. Recency bias  
B. Confirmation bias  
C. Representativeness heuristic  
D. Anchoring bias

**Answer:** A. Recency bias  
**Explanation:** Giving more weight to recent information when forming judgments about overall performance.

**10.** Assuming a calm, soft-spoken person is also intelligent and trustworthy based on their pleasant demeanor reflects:  
A. Halo effect  
B. Availability heuristic  
C. Hindsight bias  
D. Representativeness heuristic

**Answer:** A. Halo effect  
**Explanation:** One positive trait (pleasantness) leads to overgeneralized positive inferences about other unrelated traits.

**11.** Believing that someone from a particular demographic “looks like” a typical criminal, despite low base rates, illustrates:  
A. Representativeness heuristic  
B. Anchoring bias  
C. Overconfidence bias  
D. Sunk cost fallacy

**Answer:** A. Representativeness heuristic  
**Explanation:** Categorizing someone based on resemblance to a stereotype while ignoring actual statistical likelihood.

**12.** After a successful decision, a leader becomes excessively sure future choices will also succeed, ignoring past variability. This is:  
A. Overconfidence bias  
B. Fundamental attribution error  
C. Confirmation bias  
D. Availability heuristic

**Answer:** A. Overconfidence bias  
**Explanation:** Inflated belief in one’s judgment or ability, often leading to underestimating risks.

**13.** A student interprets ambiguous feedback as confirmation that they’re doing well because they believe they’re a strong student. This is:  
A. Hindsight bias  
B. Confirmation bias  
C. Self-serving bias  
D. Anchor effect

**Answer:** B. Confirmation bias  
**Explanation:** Selectively interpreting neutrality or vagueness to support a preexisting positive belief.

**14.** After forming an initial impression of someone, a person keeps adjusting all subsequent judgments around that first impression, even if contradictory information appears. This is:  
A. Anchoring bias  
B. Recency bias  
C. Dunning-Kruger effect  
D. Availability heuristic

**Answer:** A. Anchoring bias  
**Explanation:** The original impression serves as an anchor that skews later updates.

**15.** Which mnemonic would help you recall a broad set of cognitive biases including Confirmation, Hindsight, Overconfidence, Recency, Dunning-Kruger, Sunk Cost, Fundamental Attribution, Anchoring, and the Representativeness heuristic?  
A. “Some People Can’t Remember All Words”  
B. “CHORDS FADES”  
C. “FOCUS ON BIASES”  
D. “ABCDE”

**Answer:** B. “CHORDS FADES”  
**Explanation:** The cheat sheet provides “CHORDS FADES” as the mnemonic for that collection of biases.

**1.** Which neurotransmitter is primarily inhibitory and decreases neuronal excitability?  
A. Glutamate  
B. Dopamine  
C. Serotonin  
D. GABA

**Answer:** D. GABA  
**Explanation:** GABA (gamma-aminobutyric acid) is the main inhibitory neurotransmitter in the CNS, reducing the likelihood that the post-synaptic neuron will fire.

**2.** A patient with Parkinson’s disease is most likely to have a deficiency in which neurotransmitter pathway?  
A. Serotonin in the raphe nuclei  
B. Dopamine in the basal ganglia  
C. GABA in the hippocampus  
D. Norepinephrine in the amygdala

**Answer:** B. Dopamine in the basal ganglia  
**Explanation:** Parkinson’s disease is characterized by dopamine deficiency in the basal ganglia, leading to motor control problems.

**3.** Selective Serotonin Reuptake Inhibitors (SSRIs) alleviate depression by:  
A. Degrading serotonin in the synapse  
B. Blocking serotonin reuptake to increase its availability  
C. Enhancing GABA activity  
D. Increasing dopamine degradation

**Answer:** B. Blocking serotonin reuptake to increase its availability  
**Explanation:** SSRIs inhibit the reuptake of serotonin, allowing it to remain longer in the synaptic cleft and enhancing mood regulation.

**4.** Long-term potentiation (LTP) is most directly associated with:  
A. Decreased synaptic strength  
B. Formation of new myelin  
C. Strengthening of synapses after repeated activation  
D. Immediate degradation of neurotransmitters

**Answer:** C. Strengthening of synapses after repeated activation  
**Explanation:** LTP is the process by which synaptic connections become stronger with frequent stimulation, a cellular basis for learning and memory.

**5.** Which brain region is most implicated in emotional regulation and is influenced by serotonin and norepinephrine?  
A. Cerebellum  
B. Amygdala  
C. Motor cortex  
D. Occipital lobe

**Answer:** B. Amygdala  
**Explanation:** The amygdala is critical for emotional processing and is modulated by neurotransmitters like norepinephrine and serotonin.

**6.** Enhancing GABA activity pharmacologically (e.g., with benzodiazepines) would most likely result in:  
A. Increased arousal  
B. Reduced anxiety  
C. Heightened motor activity  
D. Elevated dopamine release

**Answer:** B. Reduced anxiety  
**Explanation:** Benzodiazepines potentiate GABA’s inhibitory effects, leading to calming and anxiolytic effects.

**7.** Neurogenesis in adults primarily occurs in which region, important for memory?  
A. Prefrontal cortex  
B. Basal ganglia  
C. Hippocampus  
D. Brainstem

**Answer:** C. Hippocampus  
**Explanation:** The hippocampus is one of the few brain regions where new neurons are formed in adults, contributing to learning and memory.

**8.** A drug that prevents the reuptake of norepinephrine would most likely:  
A. Decrease alertness  
B. Lower stress responsiveness  
C. Increase arousal and alertness  
D. Inhibit dopamine synthesis

**Answer:** C. Increase arousal and alertness  
**Explanation:** Norepinephrine promotes arousal and alertness; preventing its reuptake would prolong its action.

**9.** Which of the following is TRUE about glutamate?  
A. It is the primary inhibitory neurotransmitter  
B. It plays a major role in learning and memory as an excitatory transmitter  
C. Its deficiency causes Parkinsonian symptoms  
D. It is enhanced by benzodiazepines

**Answer:** B. It plays a major role in learning and memory as an excitatory transmitter  
**Explanation:** Glutamate is the major excitatory neurotransmitter and is key for synaptic plasticity and memory (e.g., LTP).

**10.** Schizophrenia is most commonly associated with:  
A. Low dopamine activity  
B. Overactivity of dopamine pathways  
C. Excess GABAergic inhibition  
D. Serotonin deficiency only

**Answer:** B. Overactivity of dopamine pathways  
**Explanation:** Schizophrenia has been linked to hyperactive dopamine signaling, particularly in certain mesolimbic pathways.

**1. Which disorder is characterized by persistent and excessive worry about multiple domains for at least six months, often without a specific trigger?**

A. Panic disorder  
B. Specific phobia  
C. Generalized anxiety disorder (GAD)  
D. Social anxiety disorder

**Answer:** C. Generalized anxiety disorder (GAD)  
**Explanation:** GAD involves chronic, excessive worry across various topics lasting six months or more, unlike phobias or panic disorder which have more specific triggers.

**2. A person experiences sudden episodes of intense fear accompanied by palpitations, sweating, and a sense of impending doom, with no identifiable trigger. This best fits:**

A. Social anxiety disorder  
B. Panic disorder  
C. Agoraphobia  
D. Specific phobia

**Answer:** B. Panic disorder  
**Explanation:** Panic disorder involves recurrent, unexpected panic attacks that are not tied to a specific object or situation.

**3. Which of the following is a negative symptom of schizophrenia?**

A. Hallucinations  
B. Delusions  
C. Disorganized speech  
D. Apathy

**Answer:** D. Apathy  
**Explanation:** Negative symptoms reflect deficits such as lack of motivation or affect (apathy), whereas hallucinations and delusions are positive symptoms.

**4. Someone who has alternating periods of elevated mood with increased energy and periods of severe depression is most consistent with:**

A. Major depressive disorder  
B. Cyclothymic disorder  
C. Persistent depressive disorder  
D. Bipolar disorder

**Answer:** D. Bipolar disorder  
**Explanation:** Bipolar disorder features distinct mood episodes including mania/hypomania and depression; cyclothymic is milder and more chronic.

**5. Chronic, less severe depressive symptoms lasting at least two years describes:**

A. Major depressive disorder  
B. Bipolar II disorder  
C. Persistent depressive disorder (dysthymia)  
D. Seasonal affective disorder

**Answer:** C. Persistent depressive disorder (dysthymia)  
**Explanation:** Dysthymia is a chronic form of depression with milder symptoms persisting for two years or more.

**6. Repetitive intrusive thoughts leading to ritualistic behaviors to reduce anxiety is hallmark of:**

A. Post-traumatic stress disorder  
B. Obsessive-compulsive disorder  
C. Generalized anxiety disorder  
D. Borderline personality disorder

**Answer:** B. Obsessive-compulsive disorder  
**Explanation:** OCD involves obsessions (intrusive thoughts) and compulsions (behaviors performed to relieve anxiety).

**7. A person persistently preoccupied with a perceived flaw in their physical appearance, despite no or minimal actual defect, likely has:**

A. Body dysmorphic disorder  
B. Anorexia nervosa  
C. Narcissistic personality disorder  
D. Conversion disorder

**Answer:** A. Body dysmorphic disorder  
**Explanation:** BDD is characterized by excessive concern over imagined or slight physical imperfections.

**8. Which disorder would most likely involve flashbacks, hyperarousal, and avoidance following a traumatic event that persists beyond one month?**

A. Acute stress disorder  
B. Adjustment disorder  
C. Post-traumatic stress disorder (PTSD)  
D. Generalized anxiety disorder

**Answer:** C. Post-traumatic stress disorder (PTSD)  
**Explanation:** PTSD symptoms persist for more than a month after trauma, whereas acute stress disorder is short-term (less than a month).

**9. Difficulty with attention, hyperactivity, and impulsivity beginning in childhood describes:**

A. Autism spectrum disorder  
B. Major depressive disorder  
C. ADHD  
D. Obsessive-compulsive personality disorder

**Answer:** C. ADHD  
**Explanation:** ADHD is defined by inattention, hyperactivity, and impulsivity that impair functioning, typically emerging in childhood.

**10. A child with deficits in social communication, restricted interests, and repetitive behaviors most likely meets criteria for:**

A. Conduct disorder  
B. Autism spectrum disorder (ASD)  
C. Oppositional defiant disorder  
D. Schizophrenia

**Answer:** B. Autism spectrum disorder (ASD)  
**Explanation:** ASD includes social deficits and repetitive patterns of behavior, with onset in developmental periods.

**11. A pervasive distrust and suspicion of others without sufficient basis, with beliefs that others are out to harm or deceive, is characteristic of which personality cluster?**

A. Cluster A  
B. Cluster B  
C. Cluster C  
D. Cluster D

**Answer:** A. Cluster A  
**Explanation:** Cluster A includes odd/eccentric disorders like paranoid personality disorder, marked by suspiciousness.

**12. A patient who alternates between idealizing and devaluing relationships, with unstable self-image and impulsivity, likely meets criteria for:**

A. Antisocial personality disorder  
B. Narcissistic personality disorder  
C. Borderline personality disorder  
D. Avoidant personality disorder

**Answer:** C. Borderline personality disorder  
**Explanation:** Borderline personality disorder involves instability in relationships, self-image, and affect, with impulsiveness.

**13. Anorexia nervosa is primarily distinguished from binge-eating disorder by:**

A. Presence of binge episodes  
B. Use of compensatory behaviors to avoid weight gain and significantly low body weight  
C. Lack of concern about body image  
D. Excessive food intake without purging

**Answer:** B. Use of compensatory behaviors to avoid weight gain and significantly low body weight  
**Explanation:** Anorexia involves food restriction leading to low weight and often compensatory behaviors; binge-eating lacks purging and usually involves overweight.

**14. Which therapeutic approach focuses on identifying and restructuring maladaptive thought patterns to change behavior?**

A. Psychodynamic therapy  
B. Cognitive behavioral therapy (CBT)  
C. Electroconvulsive therapy  
D. Exposure therapy

**Answer:** B. Cognitive behavioral therapy (CBT)  
**Explanation:** CBT targets dysfunctional beliefs and thought patterns to affect behavior and emotional states.

**15. A patient with schizophrenia is prescribed antipsychotics primarily to address:**

A. Anxiety symptoms  
B. Cognitive distortions only  
C. Positive symptoms like hallucinations and delusions  
D. Mood swings

**Answer:** C. Positive symptoms like hallucinations and delusions  
**Explanation:** Antipsychotics are effective at reducing positive symptoms of psychotic disorders by modulating dopamine pathways.

**1. A medical student who is both a caregiver for a sick parent and has clinical duties is experiencing:**

A. Role exit  
B. Role strain  
C. Role conflict  
D. Master status

**Answer:** C. Role conflict  
**Explanation:** Role conflict arises when expectations from two different statuses clash (student vs. caregiver).

**2. A surgeon feeling torn between spending time with patients and completing mandatory administrative paperwork is undergoing:**

A. Role conflict  
B. Role exit  
C. Role strain  
D. Ascribed status

**Answer:** C. Role strain  
**Explanation:** Role strain is tension within a single status due to competing demands (clinical care vs. paperwork).

**3. Which status is one that a person earns through effort, such as becoming a physician?**

A. Master status  
B. Ascribed status  
C. Achieved status  
D. Reference status

**Answer:** C. Achieved status  
**Explanation:** Achieved status is earned or chosen (e.g., doctor), contrasted with ascribed (assigned at birth).

**4. A celebrity whose fame overshadows their other identities (e.g., parent, spouse) exemplifies:**

A. Ascribed status  
B. Master status  
C. Achieved status  
D. Role exit

**Answer:** B. Master status  
**Explanation:** Master status dominates how others perceive the individual, overshadowing other roles.

**5. Which group type is characterized by close, long-lasting relationships that provide emotional support?**

A. Secondary group  
B. Reference group  
C. Primary group  
D. Out-group

**Answer:** C. Primary group  
**Explanation:** Primary groups (family, close friends) are intimate and offer emotional support.

**6. A professional association that someone aspires to emulate, influencing their behavior and self-evaluation, is a:**

A. Secondary group  
B. In-group  
C. Out-group  
D. Reference group

**Answer:** D. Reference group  
**Explanation:** Reference groups are comparison groups that shape attitudes and behaviors.

**7. Which of the following best describes a dyad?**

A. A large formal organization  
B. A group of three where coalitions can form  
C. A pair of individuals with high intimacy but instability  
D. A secondary group with a goal orientation

**Answer:** C. A pair of individuals with high intimacy but instability  
**Explanation:** Dyads are two-person groups; they are highly intimate but unstable because if one leaves, the group dissolves.

**8. The value of weak ties in social networks is that they:**

A. Provide deep emotional support  
B. Are essential for intimate bonding  
C. Offer access to novel information and opportunities  
D. Always create redundant connections

**Answer:** C. Offer access to novel information and opportunities  
**Explanation:** Weak ties connect to broader networks and are important for opportunities like jobs or new ideas.

**9. An expressive leader in a group is most likely to:**

A. Focus exclusively on task deadlines  
B. Mediate conflict and maintain group cohesion  
C. Dissolve the group for inefficiency  
D. Ignore the emotional climate

**Answer:** B. Mediate conflict and maintain group cohesion  
**Explanation:** Expressive leaders prioritize harmony, emotional support, and cohesion.

**10. In a group project, someone does less work because they assume others will pick up the slack. This phenomenon is:**

A. Groupthink  
B. Social facilitation  
C. Social loafing  
D. Conformity

**Answer:** C. Social loafing  
**Explanation:** Social loafing occurs when individuals exert less effort in group settings, relying on others’ contributions.

**11. When group members suppress dissent to maintain harmony resulting in poor decisions, it is called:**

A. Reference influence  
B. Groupthink  
C. Role exit  
D. Master status

**Answer:** B. Groupthink  
**Explanation:** Groupthink prioritizes unanimity over critical evaluation, impairing decision quality.

**12. Improved performance on a familiar, simple task when others are watching illustrates:**

A. Social loafing  
B. Social facilitation  
C. Role conflict  
D. Secondary group dynamics

**Answer:** B. Social facilitation  
**Explanation:** Presence of others enhances performance on simple or well-practiced tasks.

**13. A small club formed around a common academic goal with impersonal interaction is an example of a:**

A. Primary group  
B. Secondary group  
C. In-group  
D. Out-group

**Answer:** B. Secondary group  
**Explanation:** Secondary groups are larger, goal-oriented, and impersonal, such as classmates in a study group.

**14. The mnemonic “IE – Instrumental Executes; Expressive Empathizes” helps remember the difference between:**

A. Types of social roles  
B. Leadership styles  
C. Group sizes  
D. Status categories

**Answer:** B. Leadership styles  
**Explanation:** Instrumental leaders focus on task execution; expressive leaders focus on emotion and cohesion.

**15. The phenomenon where individuals change their behavior to match the perceived norms of a group (e.g., agreeing with majority opinion despite private doubts) is:**

A. Groupthink  
B. Role strain  
C. Conformity  
D. Master status

**Answer:** C. Conformity  
**Explanation:** Conformity involves aligning beliefs or behaviors to group norms, often due to social pressure.

**Classical Conditioning (1–10)**

**1.** In Pavlov’s experiments, the food is the:  
A. Conditioned stimulus  
B. Neutral stimulus  
C. Unconditioned stimulus  
D. Conditioned response

**Answer:** C. Unconditioned stimulus  
**Explanation:** The food naturally and automatically elicits salivation without prior learning.

**2.** Salivation to the bell after conditioning is the:  
A. Unconditioned response  
B. Conditioned response  
C. Neutral stimulus  
D. Unconditioned stimulus

**Answer:** B. Conditioned response  
**Explanation:** After learning, the bell (CS) elicits salivation, which is now a learned response.

**3.** Which phase describes the initial pairing of the neutral stimulus with the unconditioned stimulus?  
A. Extinction  
B. Spontaneous recovery  
C. Acquisition  
D. Generalization

**Answer:** C. Acquisition  
**Explanation:** Acquisition is the process of learning the association between NS and UCS.

**4.** After the conditioned stimulus is repeatedly presented without the unconditioned stimulus, the conditioned response weakens. This is:  
A. Generalization  
B. Discrimination  
C. Spontaneous recovery  
D. Extinction

**Answer:** D. Extinction  
**Explanation:** Extinction occurs when the CS is no longer paired with the UCS, so the CR fades.

**5.** The reappearance of a conditioned response after a rest period following extinction is:  
A. Discrimination  
B. Spontaneous recovery  
C. Generalization  
D. Renewal effect

**Answer:** B. Spontaneous recovery  
**Explanation:** Spontaneous recovery is the sudden return of a previously extinguished response after a pause.

**6.** Responding to stimuli similar to the conditioned stimulus (e.g., a tone slightly different from the original bell) is:  
A. Discrimination  
B. Generalization  
C. Acquisition  
D. Extinction

**Answer:** B. Generalization  
**Explanation:** Generalization occurs when similar stimuli elicit the same CR.

**7.** The ability to distinguish between the conditioned stimulus and other similar stimuli is called:  
A. Spontaneous recovery  
B. Generalization  
C. Discrimination  
D. Blocking

**Answer:** C. Discrimination  
**Explanation:** Discrimination is learning to respond only to the specific CS, not similar ones.

**8.** Before conditioning, the bell is a:  
A. Unconditioned stimulus  
B. Conditioned response  
C. Neutral stimulus  
D. Unconditioned response

**Answer:** C. Neutral stimulus  
**Explanation:** Initially, the bell does not elicit salivation until paired with food.

**9.** If a dog learns to salivate to a bell but then later only salivates to a very specific pitch and not to others, this demonstrates:  
A. Generalization  
B. Extinction  
C. Discrimination  
D. Latent inhibition

**Answer:** C. Discrimination  
**Explanation:** The dog differentiates the exact CS from similar tones.

**10.** Which mnemonic from the sheet helps remember elements like Unconditioned stimulus, Neutral stimulus, and Spontaneous recovery?  
A. “Rats Play Naughty Cats Vigorously”  
B. “Some People Can Fly”  
C. “UNique New Cars Get Cool Styles”  
D. “FACE: Fake A Calm Exterior”

**Answer:** C. “UNique New Cars Get Cool Styles”  
**Explanation:** That mnemonic encodes UCS, NS, CS, Generalization, Conditioning, Spontaneous recovery.

**Operant Conditioning (11–20)**

**11.** Adding praise after a student completes homework to increase the behavior is:  
A. Negative reinforcement  
B. Positive reinforcement  
C. Positive punishment  
D. Negative punishment

**Answer:** B. Positive reinforcement  
**Explanation:** A pleasant stimulus (praise) is added to increase behavior.

**12.** Turning off a loud alarm when a person gets out of bed is:  
A. Positive punishment  
B. Negative reinforcement  
C. Positive reinforcement  
D. Negative punishment

**Answer:** B. Negative reinforcement  
**Explanation:** Removing an aversive stimulus (alarm) strengthens the behavior (getting up).

**13.** Taking away a teenager’s phone for missing curfew is:  
A. Positive reinforcement  
B. Negative reinforcement  
C. Positive punishment  
D. Negative punishment

**Answer:** D. Negative punishment  
**Explanation:** A pleasant stimulus (phone) is removed to decrease undesirable behavior.

**14.** Scolding a child for drawing on the wall is:  
A. Positive reinforcement  
B. Positive punishment  
C. Negative reinforcement  
D. Negative punishment

**Answer:** B. Positive punishment  
**Explanation:** An aversive stimulus (scolding) is added to reduce behavior.

**15.** Rewarding a behavior every single time it occurs describes:  
A. Fixed-interval schedule  
B. Variable-ratio schedule  
C. Continuous reinforcement  
D. Fixed-ratio schedule

**Answer:** C. Continuous reinforcement  
**Explanation:** Continuous reinforcement reinforces the behavior each time it happens, accelerating acquisition.

**16.** Which schedule produces high, steady response rates and is highly resistant to extinction, commonly seen in gambling?  
A. Fixed-interval  
B. Variable-interval  
C. Fixed-ratio  
D. Variable-ratio

**Answer:** D. Variable-ratio  
**Explanation:** Reinforcement after an unpredictable number of responses creates persistent behavior.

**17.** Receiving a reward after every 5th correct response is:  
A. Variable-interval  
B. Fixed-ratio  
C. Variable-ratio  
D. Fixed-interval

**Answer:** B. Fixed-ratio  
**Explanation:** Fixed-ratio schedules reward after a set number of responses.

**18.** A worker gets paid every two weeks regardless of specific output; this is analogous to:  
A. Fixed-ratio  
B. Variable-ratio  
C. Fixed-interval  
D. Variable-interval

**Answer:** C. Fixed-interval  
**Explanation:** Rewards after set periods encourage responses near the end of interval.

**19.** Checking email at random times and occasionally finding new messages is similar to:  
A. Fixed-ratio  
B. Variable-interval  
C. Continuous reinforcement  
D. Fixed-interval

**Answer:** B. Variable-interval  
**Explanation:** Reinforcement (new email) comes after unpredictable time intervals, producing steady checking.

**20.** A student studies only right before scheduled quizzes, because performance peaks just prior to the known test date. This reflects the typical pattern of:  
A. Variable-ratio schedule  
B. Fixed-interval schedule  
C. Variable-interval schedule  
D. Continuous reinforcement

**Answer:** B. Fixed-interval schedule  
**Explanation:** Behavior increases as the time for predictable reward (quiz) approaches—scalloping effect.

**Comparison & Application (21–30)**

**21.** Which is the key difference between classical and operant conditioning?  
A. Classical involves voluntary behavior; operant involves reflexes  
B. Operant pairs two stimuli; classical uses consequences  
C. Classical associates stimuli; operant uses consequences to shape voluntary behavior  
D. Operant is only about extinction

**Answer:** C. Classical associates stimuli; operant uses consequences to shape voluntary behavior  
**Explanation:** Classical conditioning links two stimuli; operant modifies voluntary actions via reinforcement/punishment.

**22.** A child learns to fear a white rat after it is paired with a loud noise. Later, the child also fears a white rabbit. This is an example of:  
A. Discrimination in operant conditioning  
B. Generalization in classical conditioning  
C. Extinction  
D. Negative reinforcement

**Answer:** B. Generalization in classical conditioning  
**Explanation:** Similar stimuli elicit the conditioned fear response.

**23.** In treating a phobia using systematic desensitization, therapists are leveraging principles of:  
A. Operant conditioning  
B. Classical conditioning  
C. Social learning  
D. Insight learning

**Answer:** B. Classical conditioning  
**Explanation:** Systematic desensitization uses gradual exposure to alter conditioned fear responses.

**24.** Giving a child a sticker every time they read a page to increase reading behavior is best described as:  
A. Positive punishment  
B. Negative punishment  
C. Positive reinforcement  
D. Extinction

**Answer:** C. Positive reinforcement  
**Explanation:** A pleasant reward is added to strengthen the desired behavior.

**25.** Which schedule would likely produce a “post-reinforcement pause” (a brief break after reward, then rapid responding)?  
A. Fixed-ratio  
B. Variable-ratio  
C. Variable-interval  
D. Continuous

**Answer:** A. Fixed-ratio  
**Explanation:** After a reward on a fixed-ratio, organisms often pause then resume high-rate responding.

**26.** An employee slows productivity because their bonus (reinforcement) is predictable only at the end of the month. This reflects:  
A. Variable-interval  
B. Fixed-ratio  
C. Fixed-interval  
D. Variable-ratio

**Answer:** C. Fixed-interval  
**Explanation:** Predictable time-based reinforcement leads to increased activity near reward time.

**27.** Which of the following would most effectively prevent extinction of a learned behavior?  
A. Switching from variable to continuous reinforcement  
B. Increasing the delay between behavior and reinforcement  
C. Using a variable reinforcement schedule  
D. Removing all reinforcement

**Answer:** C. Using a variable reinforcement schedule  
**Explanation:** Partial, especially variable, reinforcement produces greater resistance to extinction than continuous.

**28.** A dog hears a tone and expects food; eventually the tone is presented without food and the expectation fades. Later, after a break, the tone elicits salivation again. What sequence of phenomena is this?  
A. Acquisition → Discrimination → Generalization  
B. Acquisition → Extinction → Spontaneous recovery  
C. Generalization → Extinction → Blocking  
D. Extinction → Acquisition → Habituation

**Answer:** B. Acquisition → Extinction → Spontaneous recovery  
**Explanation:** Learned association formed (acquisition), reduced (extinction), then briefly reappears (spontaneous recovery).

**29.** A casino uses variable-ratio reinforcement to keep players gambling because:  
A. Players know exactly when they’ll win  
B. It creates predictable pauses  
C. Wins occur after unpredictable numbers of plays, making behavior persistent  
D. Players are punished for losing

**Answer:** C. Wins occur after unpredictable numbers of plays, making behavior persistent  
**Explanation:** Variable-ratio schedules produce high, steady responding with strong resistance to extinction.

**30.** Which of the following pairings is correct in classical vs. operant conditioning?  
A. Classical: Reinforcement after behavior; Operant: Stimulus before response  
B. Classical: Association of two stimuli; Operant: Consequences following behavior  
C. Classical: Behavior shaped by reward; Operant: Reflexive responses  
D. Classical: Punishment only; Operant: Generalization only

**Answer:** B. Classical: Association of two stimuli; Operant: Consequences following behavior  
**Explanation:** This captures the fundamental distinction in focus and mechanism.

**1. The halo effect best explains why:**

A. People remember the first and last items in a list better than the middle ones.  
B. A physically attractive job candidate is assumed to be more competent than they actually are.  
C. Someone’s most recent behavior drives your overall impression of them.  
D. People believe the world is fair and everyone gets what they deserve.

**Answer:** B. A physically attractive job candidate is assumed to be more competent than they actually are.  
**Explanation:** The halo effect is the cognitive bias where one positive trait (attractiveness) leads to generalized positive assumptions about unrelated traits (competence).

**2. Which of the following is an example of the horn effect?**

A. Remembering the first piece of information about someone more than later details.  
B. Believing someone is dishonest because they were rude once.  
C. Expecting a speech to be good because the speaker is well-dressed.  
D. Assuming recent success means overall excellence.

**Answer:** B. Believing someone is dishonest because they were rude once.  
**Explanation:** The horn effect is the negative counterpart of the halo effect—one negative trait (rudeness) causes an unjustified negative overall impression (dishonesty).

**3. The just-world hypothesis might lead someone to conclude that a person living in poverty:**

A. Is the victim of systemic exclusion  
B. Is temporarily unlucky  
C. Must have done something to deserve their situation  
D. Was helped by social support networks

**Answer:** C. Must have done something to deserve their situation  
**Explanation:** Just-world believers rationalize inequality by assuming people get what they deserve, leading to victim-blaming.

**4. The primacy effect in social perception means that:**

A. The most recent information about someone has the strongest influence.  
B. Early information disproportionately shapes impressions.  
C. All information is weighted equally in forming judgments.  
D. First impressions decay immediately when contradicted.

**Answer:** B. Early information disproportionately shapes impressions.  
**Explanation:** Primacy effect refers to better recall and greater influence of information encountered first when forming impressions.

**5. During a job interview, the interviewer strongly weighs the last thing the candidate says when making a decision. This illustrates:**

A. Halo effect  
B. Horn effect  
C. Recency effect  
D. Just-world hypothesis

**Answer:** C. Recency effect  
**Explanation:** The recency effect gives disproportionate influence to the most recent information in memory or judgment.

**6. A speaker who starts and ends their presentation with powerful examples is implicitly leveraging:**

A. Just-world hypothesis  
B. Horn effect  
C. Balancing primacy and recency effects  
D. Confirmation bias

**Answer:** C. Balancing primacy and recency effects  
**Explanation:** Strong openings (primacy) and closings (recency) ensure key points are remembered, taking advantage of both memory biases.

**7. Which mnemonic would help you remember that first impressions set the groundwork for later judgments?**

A. HALO = “Holds All Labels Over”  
B. “Recent is Relevant”  
C. “PRIME the mind”  
D. “Just and Judgment”

**Answer:** C. “PRIME the mind”  
**Explanation:** “PRIME the mind” is the provided mnemonic for the primacy effect—first impressions prime subsequent judgments.

**8. If a teacher believes a student is intelligent because they answered a question well early in the semester and then overlooks later poor performance, this is most directly:**

A. Recency effect  
B. Just-world bias  
C. Halo effect  
D. Primacy effect

**Answer:** D. Primacy effect  
**Explanation:** The teacher’s initial positive information (early good answer) disproportionately influences their ongoing impression.

**9. A hiring panel assumes a charismatic candidate will also be ethical and hard-working, even without evidence. This is due to:**

A. Just-world hypothesis  
B. Halo effect  
C. Recency effect  
D. Primacy effect

**Answer:** B. Halo effect  
**Explanation:** A single appealing trait (charisma) leads to positive assumptions about unrelated qualities like ethics and work ethic.

**10. Someone interprets a coworker’s recent mistake as evidence they’re incompetent, despite prior strong performance. This is primarily:**

A. Horn effect  
B. Recency effect  
C. Just-world hypothesis  
D. Primacy effect

**Answer:** B. Recency effect  
**Explanation:** The most recent behavior (mistake) overshadows earlier positive information due to recency bias.

**11. Which combination of biases could make a person both (1) quickly form a favorable impression from initial interaction and (2) later overlook contradictory evidence because they expect people to get what they deserve?**

A. Horn effect + Recency effect  
B. Halo effect + Just-world hypothesis  
C. Primacy effect + Availability heuristic  
D. Recency effect + Confirmation bias

**Answer:** B. Halo effect + Just-world hypothesis  
**Explanation:** The halo effect creates a positive early impression; the just-world hypothesis leads to rationalizing that favorable outcomes are deserved, reinforcing the initial bias.

**12. A jury member believes a defendant is guilty because they think “bad things only happen to bad people,” despite weak evidence. This reflects:**

A. Primacy effect  
B. Just-world hypothesis  
C. Halo effect  
D. Recency effect

**Answer:** B. Just-world hypothesis  
**Explanation:** The juror attributes the misfortune (being charged) to the defendant’s character, assuming moral causality.

**13. A professor gives extra weight to both the first and last exam questions when assessing a student’s understanding. This is an attempt to counteract:**

A. Only the halo effect  
B. Only the horn effect  
C. The cognitive biases of primacy and recency  
D. Just-world reasoning

**Answer:** C. The cognitive biases of primacy and recency  
**Explanation:** Emphasizing beginning and end content acknowledges that both early and late information disproportionately influence memory/perception.

**14. Which of the following would reduce the impact of both primacy and recency effects in remembering a list of facts?**

A. Present all information very quickly  
B. Space the information out over time  
C. Emphasize the first few items only  
D. Rely solely on the latest information

**Answer:** B. Space the information out over time  
**Explanation:** Spacing diminishes the dominance of beginning and ending items, improving retention across the whole set.

**15. A hiring committee evaluates a candidate’s entire profile more accurately by being aware of biases like the halo and recency effects. This is an example of:**

A. Cognitive dissonance  
B. Debiasing through metacognitive awareness  
C. Just-world rationalization  
D. Social facilitation

**Answer:** B. Debiasing through metacognitive awareness  
**Explanation:** Recognizing and adjusting for known perceptual biases (halo, recency) is a form of debiasing via awareness of cognitive processes. *(Inference based on applying the cheat sheet content)*

**1. In signal detection theory, if an observer adopts a liberal criterion, which pattern appears?**

A. Fewer hits, fewer false alarms  
B. More hits, more false alarms  
C. More misses, fewer false alarms  
D. No change in performance

**Answer:** B. More hits, more false alarms  
**Explanation:** Liberal criterion lowers threshold to say “signal,” increasing both correct detections and false positives.

* A: Opposite of liberal shift.
* C: Conservative criterion would do that.
* D: Criterion change does affect response pattern.

**2. The halo effect in social perception refers to:**

A. Overweighting the most recent information  
B. Assuming a person with one positive trait has other unrelated positives  
C. Believing the world is fair  
D. Generalizing from a single negative trait

**Answer:** B. Assuming a person with one positive trait has other unrelated positives  
**Explanation:** One favorable attribute colors overall judgment.

* A: Recency effect, not halo.
* C: Just-world hypothesis.
* D: Horn effect (negative counterpart).

**3. In classical conditioning, the gradual disappearance of a conditioned response when the conditioned stimulus is repeatedly presented without the unconditioned stimulus is called:**

A. Spontaneous recovery  
B. Generalization  
C. Extinction  
D. Discrimination

**Answer:** C. Extinction  
**Explanation:** The learned association weakens when reinforcement stops.

* A: Return of response after rest.
* B: Responding to similar stimuli.
* D: Distinguishing between similar stimuli.

**4. According to the James-Lange theory of emotion, one feels afraid because:**

A. The brain simultaneously produces arousal and emotion  
B. One cognitively appraises the situation then feels emotion  
C. The physiological response to a stimulus is interpreted as emotion  
D. Emotion precedes physiological change

**Answer:** C. The physiological response to a stimulus is interpreted as emotion  
**Explanation:** Bodily changes come first, then emotion is felt.

* A: Cannon-Bard theory.
* B: Lazarus appraisal theory.
* D: Reverse of James-Lange.

**5. Which of the following is an example of social loafing?**

A. Performing better on a simple task when watched  
B. A group member contributing less because others will pick up the slack  
C. Suppressing disagreement to keep group harmony  
D. Adopting group norms to fit in

**Answer:** B. A group member contributing less because others will pick up the slack  
**Explanation:** Reduced effort in group contexts due to diffusion of responsibility.

* A: Social facilitation.
* C: Groupthink.
* D: Conformity.

**6. A student believes they failed a test because “tests are rigged,” ignoring their lack of preparation. This reflects:**

A. Confirmation bias  
B. Fundamental attribution error  
C. Self-serving bias  
D. Hindsight bias

**Answer:** C. Self-serving bias  
**Explanation:** Attributing failures to external factors to protect self-esteem.

* A: Seeking information that confirms prior beliefs, not specifically self-protection after failure.
* B: Overemphasizing disposition for others, not protecting self-image.
* D: Retroactively seeing outcome as predictable.

**7. Which social theory emphasizes that institutions function to maintain stability and cohesion?**

A. Conflict theory  
B. Symbolic interactionism  
C. Functionalism  
D. Social constructionism

**Answer:** C. Functionalism  
**Explanation:** Views society as interdependent parts working for equilibrium.

* A: Focuses on inequality and power struggles.
* B: Micro-level meaning-making in interactions.
* D: Construction of shared realities, not system stability per se.

**8. A nurse interprets a patient’s trembling as evidence of anxiety, even though the patient is simply cold. This is most related to:**

A. Signal detection sensitivity (d’)  
B. Response bias toward “no signal”  
C. False alarm  
D. Correct rejection

**Answer:** C. False alarm  
**Explanation:** Incorrectly detecting a signal (anxiety) when it’s absent.

* A: Sensitivity concerns ability to discriminate, not this specific error.
* B: Bias toward saying “no” would reduce false alarms.
* D: Correctly identifying no signal, opposite.

**9. Which of the following illustrates intersectionality in health outcomes?**

A. A rural resident lacking transportation to clinics  
B. A wealthy minority experiencing better care than poor majority  
C. A low-income Black woman having worse maternal outcomes than low-income white women or higher-income Black women  
D. A patient refusing treatment due to personal beliefs

**Answer:** C. A low-income Black woman having worse maternal outcomes than low-income white women or higher-income Black women  
**Explanation:** Overlapping identities (race + class + gender) compound disadvantage.

* A: Single-axis geographic barrier.
* B: Doesn’t show overlapping systemic disadvantage.
* D: Individual choice, not intersecting structural factors.

**10. Which of the following is a negative symptom of schizophrenia?**

A. Hallucinations  
B. Delusions  
C. Apathy  
D. Disorganized speech

**Answer:** C. Apathy  
**Explanation:** Negative symptoms reflect deficits in normal behavior (e.g., lack of motivation).

* A/B/D: Positive or disorganized symptoms (added or altered behavior).

**11. A doctor modifies their bedside manner to appear more empathetic, even if they don’t feel that way internally. In Goffman’s terms, this is:**

A. Back stage behavior  
B. Face-work  
C. Impression management  
D. Role exit

**Answer:** C. Impression management  
**Explanation:** Deliberate presentation to influence others’ perceptions.

* A: Private, authentic behavior, not performed for audience.
* B: Maintaining dignity after a breach; related but broader.
* D: Leaving a role entirely, not shaping presentation.

**12. Which of the following best reflects confirmation bias?**

A. Seeking out only news sources that align with your preexisting political views  
B. Believing that “bad things happen to bad people”  
C. Assuming a quiet person is unfriendly without context  
D. Changing one’s opinion because of a new compelling argument

**Answer:** A. Seeking out only news sources that align with your preexisting political views  
**Explanation:** Selecting information that confirms what you already believe.

* B: Just-world hypothesis.
* C: Fundamental attribution error / stereotype.
* D: Openness, not bias.

**13. In operant conditioning, removing an unpleasant stimulus to increase a behavior is:**

A. Positive reinforcement  
B. Negative reinforcement  
C. Positive punishment  
D. Negative punishment

**Answer:** B. Negative reinforcement  
**Explanation:** Behavior increases by taking away something aversive.

* A: Adds pleasant stimulus.
* C: Adds aversive stimulus to decrease behavior.
* D: Removes pleasant stimulus to decrease behavior.

**14. A person who thinks “everyone who is poor must have done something to deserve it” is demonstrating:**

A. Structural inequality awareness  
B. Just-world hypothesis  
C. Social facilitation  
D. Cultural relativism

**Answer:** B. Just-world hypothesis  
**Explanation:** Belief that the world is fair, so people get what they deserve.

* A: Recognizes systemic causes, opposite of this bias.
* C: Performance change in presence of others, unrelated.
* D: Understanding culture on its own terms; unrelated.

**15. In Kohlberg’s moral development, deciding not to steal medicine because “it’s against the law and rules keep society functioning” corresponds to:**

A. Stage 1  
B. Stage 2  
C. Stage 3  
D. Stage 4

**Answer:** D. Stage 4  
**Explanation:** Conventional level focus on law, order, and maintaining social structure.

* A: Obedience to avoid punishment, more self-focused.
* B: Reciprocity/self-interest.
* C: Approval from others, interpersonal.

**16. Which of the following interventions best targets reducing prejudice via the contact hypothesis?**

A. Segregating groups to avoid conflict  
B. Creating structured intergroup interaction under equal status  
C. Emphasizing group differences in media  
D. Enforcing a single dominant culture

**Answer:** B. Creating structured intergroup interaction under equal status  
**Explanation:** Positive contact under equal conditions reduces affective biases.

* A: Maintains separation, no reduction.
* C: Reinforces differences, potentially increases prejudice.
* D: Suppresses diversity, not reducing underlying bias.

**17. Which cognitive bias describes overestimating the predictability of events after they happen?**

A. Availability heuristic  
B. Hindsight bias  
C. Anchoring  
D. Representativeness heuristic

**Answer:** B. Hindsight bias  
**Explanation:** Believing you “knew it all along” once the outcome is known.

* A: Overweighting easily recalled info.
* C: Relying too heavily on initial information.
* D: Categorizing based on similarity to prototypes.

**18. A person searching online for evidence that their investment idea is correct while ignoring contrary data exhibits:**

A. Overconfidence bias  
B. Confirmation bias  
C. Recency effect  
D. Self-serving bias

**Answer:** B. Confirmation bias  
**Explanation:** Selectively seeking confirming evidence.

* A: Inflated certainty, may coexist but not specific behavior.
* C: Weighting recent info, not selective search.
* D: Attributing success/failure, not search behavior.

**19. Which of the following is characteristic of a variable-ratio reinforcement schedule?**

A. Reward after set time intervals  
B. Reward after unpredictable numbers of responses  
C. Reward after every response  
D. Reward after fixed number of responses

**Answer:** B. Reward after unpredictable numbers of responses  
**Explanation:** Produces high, persistent response rates; typical in gambling.

* A: Fixed-interval.
* C: Continuous reinforcement.
* D: Fixed-ratio.

**20. A clinician who interprets a patient’s symptoms by overemphasizing their personality and ignoring situational contributors is committing:**

A. Self-serving bias  
B. Fundamental attribution error  
C. Actor-observer bias  
D. Confirmation bias

**Answer:** B. Fundamental attribution error  
**Explanation:** Overweighting dispositional factors for others’ behavior.

* A: Bias about attributing own successes internally.
* C: Tends to attribute one’s own behavior to situation, others to disposition—related but not exactly described.
* D: Selectively favoring evidence that confirms belief, not this attribution pattern.

**21. In social constructionism, concepts like “money” or “gender roles” are understood to exist because:**

A. They have biological bases  
B. Society collectively assigns them meaning  
C. Individuals always act rationally regarding them  
D. They are unchanging across cultures

**Answer:** B. Society collectively assigns them meaning  
**Explanation:** Constructed through shared agreements and discourse.

* A: Biological determinism, not constructionist.
* C: Rationality isn’t central to their existence.
* D: They vary culturally and historically.

**22. Which emotion theory posits that cognitive appraisal happens before emotional and physiological responses?**

A. James-Lange  
B. Cannon-Bard  
C. Schachter-Singer  
D. Lazarus appraisal theory

**Answer:** D. Lazarus appraisal theory  
**Explanation:** Emotion is determined by interpretation of the situation first.

* A: Physiological → emotion.
* B: Simultaneous arousal and emotion.
* C: Arousal plus label, but appraisal is secondary to arousal.

**23. A person performing better on a well-practiced task when observed is demonstrating:**

A. Social loafing  
B. Social facilitation  
C. Groupthink  
D. Deindividuation

**Answer:** B. Social facilitation  
**Explanation:** Presence of others enhances performance on simple/well-learned tasks.

* A: Reduced effort in groups.
* C: Poor group decision-making to maintain harmony.
* D: Loss of self-awareness in crowds.

**24. A health policy that improves neighborhood walkability is targeting which social determinant pathway?**

A. Genetic  
B. Behavioral and environmental  
C. Cognitive appraisal  
D. Just-world

**Answer:** B. Behavioral and environmental  
**Explanation:** Built environment shapes physical activity (behavior) and exposure to stressors.

* A: Inborn traits unrelated.
* C: Appraisal is cognitive evaluation, not infrastructure.
* D: Belief system, not a determinant intervention.

**25. Which schedule causes a “scalloped” pattern of responding, with behavior increasing as a predictable reward time approaches?**

A. Fixed-ratio  
B. Variable-ratio  
C. Fixed-interval  
D. Continuous

**Answer:** C. Fixed-interval  
**Explanation:** Reward after set time leads to low responding after reward and increasing as next interval nears.

* A: Post-reinforcement pause but linked to responses count.
* B: Steady, high rates without scalloping.
* D: Every response reinforced—no pattern like scalloping.

**26. A person changes their behavior to align with a group’s majority opinion despite private disagreement. This is:**

A. Compliance due to conformity  
B. Internalization  
C. Social loafing  
D. Group polarization

**Answer:** A. Compliance due to conformity  
**Explanation:** Publicly aligning with group while privately dissenting.

* B: Private acceptance of group norm.
* C: Reduced effort in groups, unrelated.
* D: Group discussion shifting toward extremes, not simple alignment.

**27. Which of the following best exemplifies medicalization?**

A. Viewing grief as a normal life process  
B. Labeling normal shyness as social anxiety disorder requiring treatment  
C. Addressing structural contributors to illness  
D. Encouraging preventive lifestyle changes

**Answer:** B. Labeling normal shyness as social anxiety disorder requiring treatment  
**Explanation:** Normal behavior reframed as a pathological condition.

* A: Opposite of pathologizing.
* C: Structural, not medical labeling.
* D: Health promotion, not pathologizing.

**28. Which bias would cause someone to give disproportionate weight to their initial job interview impression even after conflicting evidence emerges?**

A. Recency effect  
B. Primacy effect  
C. Confirmation bias  
D. Hindsight bias

**Answer:** B. Primacy effect  
**Explanation:** Early information disproportionately influences judgments.

* A: Emphasis on most recent info.
* C: Seeking info to confirm initial belief (could co-occur, but primacy is about order).
* D: Seeing past predictability after outcome.

**29. A reinforcement schedule that rewards a behavior after an unpredictable amount of time produces:**

A. Rapid extinction  
B. Steady responding with resistance to extinction  
C. Post-reinforcement pause  
D. Immediate satiation

**Answer:** B. Steady responding with resistance to extinction  
**Explanation:** Variable-interval schedules yield consistent rates because timing is unpredictable.

* A: Partial schedules resist extinction.
* C: Typical of fixed-ratio.
* D: Not applicable.

**30. A clinician notices that a patient from a marginalized background receives less aggressive treatment due to implicit bias embedded in institutional protocols. This is best described as:**

A. Individual discrimination only  
B. Institutional discrimination  
C. Prejudice without consequence  
D. Cultural relativism

**Answer:** B. Institutional discrimination  
**Explanation:** Systemic policies/practices produce unequal treatment beyond individual actions.

* A: Individual would be one provider’s bias, but embedded patterns reflect institutional.
* C: Prejudice with no action; here there are unequal outcomes.
* D: Understanding different cultures, not describing inequity.

**1. A student says, “I aced that test because I’m smart,” but when they fail another, they blame the test being unfair. This is an example of:**

A. Fundamental attribution error  
B. Actor-observer bias  
C. Self-serving bias  
D. Defensive attribution

**Answer:** C. Self-serving bias  
**Explanation:** Self-serving bias involves attributing successes to internal causes and failures to external causes to protect self-esteem.

* **A:** Fundamental attribution error is about over-attributing others’ behavior to dispositional factors, not one’s own.
* **B:** Actor-observer bias involves explaining one’s own behavior situationally and others’ dispositionally; here the student is attributing success internally (consistent) and failure externally—classic self-serving.
* **D:** Defensive attribution is about blaming victims to feel safe; not the pattern here.

**2. Observing someone else trip and assuming they’re clumsy, but when you trip you blame the uneven ground, illustrates:**

A. Self-serving bias  
B. Just-world hypothesis  
C. Actor-observer bias  
D. Stability bias

**Answer:** C. Actor-observer bias  
**Explanation:** Actor-observer bias is the tendency to attribute others’ actions to internal factors and one’s own to situational causes.

* **A:** Self-serving bias relates to success/failure, not this differential attribution for others vs. self in neutral events.
* **B:** Just-world hypothesis is belief people get what they deserve—unrelated here.
* **D:** Stability (Weiner dimension) concerns whether cause is seen as changeable; not the bias described.

**3. A manager assumes an employee is lazy for being late, ignoring that severe traffic caused the delay. This is an example of:**

A. Self-serving bias  
B. Fundamental attribution error  
C. Actor-observer bias  
D. Controllability attribution

**Answer:** B. Fundamental attribution error  
**Explanation:** Overemphasizing dispositional causes (laziness) for others’ behavior while minimizing situational factors (traffic).

* **A:** Self-serving bias relates to one’s own outcomes, not judgments about others.
* **C:** Actor-observer would involve the manager explaining their own lateness differently; this is about judging another.
* **D:** Controllability is a dimension; the error is misattribution, not specifically about whether the cause was controllable.

**4. According to Weiner’s model, blaming a student’s poor performance on low effort (which can change) is an attribution that is:**

A. Internal, stable, uncontrollable  
B. External, unstable, controllable  
C. Internal, unstable, controllable  
D. External, stable, uncontrollable

**Answer:** C. Internal, unstable, controllable  
**Explanation:** Effort is internal to the student, can vary (unstable), and is something they can control.

* **A:** Stable and uncontrollable mischaracterizes effort.
* **B:** Effort is internal, not external.
* **D:** Effort isn’t external nor necessarily stable/uncontrollable.

**5. If someone believes their success stems from innate talent (unchangeable) rather than hard work, they are attributing it to a cause that is:**

A. External, unstable, controllable  
B. Internal, stable, uncontrollable  
C. Internal, unstable, controllable  
D. External, stable, controllable

**Answer:** B. Internal, stable, uncontrollable  
**Explanation:** Talent is internal, seen as stable over time, and typically perceived as not controllable (you’re born with it).

* **A:** Not internal.
* **C:** Unstable and controllable contradicts the assumption about innate talent.
* **D:** External attribution is incorrect for talent.

**6. A person who thinks “bad things happen to bad people” is showing which attribution-related belief?**

A. Actor-observer bias  
B. Just-world hypothesis  
C. Fundamental attribution error  
D. Controllability attribution

**Answer:** B. Just-world hypothesis  
**Explanation:** Just-world belief assumes outcomes reflect moral deserts—victim-blaming based on perceived character.

* **A:** Actor-observer deals with self vs. others, not moral causality.
* **C:** Focusing on dispositional causes for others’ behavior; related but not the same normative belief.
* **D:** Controllability refers to whether causes can be changed, not moral judgment.

**7. A teacher tells a student “You did well because you studied hard,” but tells another who failed “The test was too difficult.” The teacher is demonstrating:**

A. Self-serving bias  
B. Actor-observer bias  
C. Attributional style consistent with Weiner’s model  
D. Fundamental attribution error

**Answer:** A. Self-serving bias (applied to self in projection) – actually reflects **a biased attribution pattern akin to the self-serving logic applied vicariously**  
**Explanation:** Even though this is about two different students, the pattern mirrors self-serving logic (success attributed to internal effort, failure to external difficulty), showing a biased attribution style.

* **B:** Actor-observer bias would involve the teacher explaining their own vs. others’ behavior differently.
* **C:** Weiner’s model describes dimensions, not necessarily bias; this is a systematic favoritism in explanations.
* **D:** Fundamental attribution error would overemphasize disposition for others; here failure is externalized.

*(Note: This item is intentionally tricky—some might interpret it as reflecting a biased attributional pattern similar to self-serving even when applied to others’ outcomes.)*

**8. Which of the following attributions would be perceived as controllable under Weiner’s dimensions?**

A. Genetic illness  
B. Natural talent  
C. Lack of effort  
D. Sudden storm disrupting plans

**Answer:** C. Lack of effort  
**Explanation:** Effort is controllable; the others are generally seen as uncontrollable.

* **A/B/D:** These are external or inherent/unpredictable, not something the individual can easily change.

**9. A person believes their success in a promotion was due to their strong work ethic (internal) and stable because they always work hard. That attribution is:**

A. Internal, unstable, controllable  
B. Internal, stable, controllable  
C. External, stable, uncontrollable  
D. Internal, stable, uncontrollable

**Answer:** B. Internal, stable, controllable  
**Explanation:** Work ethic is internal, consistent (stable), and controllable by the person.

* **A:** Unstable contradicts consistency.
* **C:** Not external.
* **D:** “Uncontrollable” would be incorrect for work ethic, which is controllable.

**10. When explaining another person’s success, someone says “They got lucky,” this is a:**

A. Internal, unstable attribution  
B. External, unstable attribution  
C. Internal, stable attribution  
D. External, stable attribution

**Answer:** B. External, unstable attribution  
**Explanation:** Luck is outside the person (external) and not consistent over time (unstable).

* **A:** Luck isn’t internal.
* **C/D:** Luck is not stable.

**11. Which bias leads people to underweight situational explanations for others’ behavior?**

A. Self-serving bias  
B. Actor-observer bias  
C. Fundamental attribution error  
D. Just-world hypothesis

**Answer:** C. Fundamental attribution error  
**Explanation:** People overemphasize dispositional and downplay situational causes when judging others.

* **A:** Pertains to self-evaluation.
* **B:** Involves differential explanation for self vs. others, not specifically underweighting situations for others.
* **D:** Moral reasoning about deservedness, not attribution weighting per se.

**12. A coach tells a player, “You lost because you weren’t trying hard enough,” but when the same player wins, the coach says, “You won because you’re talented.” This pattern illustrates:**

A. Fundamental attribution error  
B. Self-serving bias  
C. Actor-observer bias  
D. Defensive attribution

**Answer:** B. Self-serving bias (applied externally, akin to biased reinforcement framing)  
**Explanation:** Though typically self-serving refers to one’s own outcomes, this coach is applying a similar double standard: attributing success to stable internal traits and failure to lack of effort.

* **A:** Would involve misattributing others’ behavior broadly to disposition, but here success is internal and failure gets internal blame too (effort)—nuanced.
* **C:** Not about self vs. others differential.
* **D:** Defensive attribution involves victim-blaming to reduce anxiety, different from reward/punishment framing.

**13. If someone consistently explains their own failures as due to lack of effort (controllable) and others’ failures as due to low ability (less controllable), they are likely showing:**

A. Actor-observer bias  
B. Self-serving bias  
C. Fundamental attribution error  
D. Stability bias

**Answer:** A. Actor-observer bias  
**Explanation:** They use situational (effort) explanations for themselves and dispositional (ability) for others; that’s the actor-observer distinction.

* **B:** Self-serving would attribute one’s own success internally and failure externally—here failure is internal.
* **C:** Focusing on others’ disposition could be part, but the self vs. other pattern is key to actor-observer.
* **D:** Refers to dimension, not a bias per se.

**14. In a work setting, giving credit to a team for success because “we all worked hard,” but blaming a single team member for failure because “they dropped the ball” reflects:**

A. Fundamental attribution error  
B. Group-serving bias  
C. Actor-observer bias  
D. Correspondence bias

**Answer:** B. Group-serving bias  
**Explanation:** Group-serving bias is like a collective self-serving bias—success is attributed to internal group effort, failure to individual blame.

* **A:** Over-attributing others’ failures to disposition may play a part, but group-serving specifically addresses group vs. individual.
* **C:** Self/other distinction doesn't capture group vs. individual attribution.
* **D:** Correspondence bias is similar to fundamental attribution error for others, not this group vs. individual asymmetry.

**15. Which of the following would likely *reduce* fundamental attribution error when evaluating someone else’s behavior?**

A. Relying on first impressions  
B. Considering the context/situation they were in  
C. Assuming consistent personality traits  
D. Comparing them to oneself

**Answer:** B. Considering the context/situation they were in  
**Explanation:** Awareness of situational factors corrects overemphasis on disposition.

* **A:** Enhances bias by anchoring early trait impressions.
* **C:** Reinforces dispositional inference.
* **D:** Might introduce actor-observer confusion but doesn’t necessarily reduce the error unless one explicitly equates contexts.

**1. Which type of memory briefly holds auditory information for 3–4 seconds?**

A. Iconic memory  
B. Echoic memory  
C. Working memory  
D. Semantic memory

**Answer:** B. Echoic memory  
**Explanation:** Echoic memory is the sensory memory for auditory input lasting a few seconds.

* **A:** Iconic is visual sensory memory (~0.2–0.4 sec), not auditory.
* **C:** Working memory actively processes information, not the brief sensory trace.
* **D:** Semantic memory is long-term declarative memory for facts, not immediate sensory storage.

**2. The process by which repeated stimulation strengthens synaptic connections, forming the cellular basis of long-term memory, is called:**

A. Neurogenesis  
B. Synaptic pruning  
C. Long-term potentiation  
D. Consolidation

**Answer:** C. Long-term potentiation  
**Explanation:** LTP is persistent strengthening of synapses after repeated activation, critical for long-term memory formation.

* **A:** Neurogenesis is creation of new neurons, not the strengthening of existing synapses.
* **B:** Synaptic pruning removes weak connections, opposite of strengthening.
* **D:** Consolidation stabilizes memory traces over time, downstream of LTP.

**3. Remembering a phone number without any cues (e.g., in an essay-style recall) is an example of:**

A. Recognition  
B. Priming  
C. Relearning  
D. Recall

**Answer:** D. Recall  
**Explanation:** Recall is retrieval of information without explicit cues.

* **A:** Recognition involves identifying previously learned information when presented.
* **B:** Priming is prior exposure facilitating retrieval, not the retrieval type itself.
* **C:** Relearning is acquiring forgotten information faster, not initial retrieval.

**4. Which brain structure is most crucial for the formation of new episodic memories?**

A. Amygdala  
B. Cerebellum  
C. Hippocampus  
D. Occipital lobe

**Answer:** C. Hippocampus  
**Explanation:** The hippocampus is essential for forming new declarative (especially episodic) memories.

* **A:** Amygdala modulates emotional memories, not primary episodic encoding.
* **B:** Cerebellum is involved in procedural memory and motor skills.
* **D:** Occipital lobe processes visual input, not central to encoding episodic memory.

**5. Depth of processing improves memory because:**

A. It increases the number of rehearsals only  
B. It encourages shallow sensory encoding  
C. It creates meaningful associations enhancing storage  
D. It bypasses the need for consolidation

**Answer:** C. It creates meaningful associations enhancing storage  
**Explanation:** Deep processing involves semantic elaboration, making information more memorable.

* **A:** Rehearsal helps but depth goes beyond mere repetition.
* **B:** Shallow processing leads to poorer memory retention.
* **D:** Consolidation is still needed; depth improves initial encoding, not bypasses stabilization.

**6. The phenomenon where retrieval is easier when in the same physical environment as encoding is called:**

A. State-dependent memory  
B. Context-dependent memory  
C. Priming  
D. Recognition

**Answer:** B. Context-dependent memory  
**Explanation:** Context-dependent memory refers to improved recall in the same external environment.

* **A:** State-dependent refers to internal physiological/emotional states matching, not physical surroundings.
* **C:** Priming is prior exposure influencing later recall, unrelated to environment matching.
* **D:** Recognition is a retrieval format, not an environmental effect.

**7. Which neurotransmitter is most directly linked to reward-based learning and habit formation?**

A. Glutamate  
B. Acetylcholine  
C. Dopamine  
D. GABA

**Answer:** C. Dopamine  
**Explanation:** Dopamine reinforces learning through reward pathways and habit formation.

* **A:** Glutamate is crucial for synaptic plasticity, not specifically reward.
* **B:** Acetylcholine is important for encoding new information, especially in hippocampus.
* **D:** GABA is inhibitory and not primarily involved in reward encoding.

**8. Which memory system actively manipulates information for tasks like problem-solving and is part of short-term memory?**

A. Sensory memory  
B. Working memory  
C. Episodic memory  
D. Procedural memory

**Answer:** B. Working memory  
**Explanation:** Working memory temporarily holds and processes information for cognitive tasks.

* **A:** Sensory memory briefly holds raw input before processing.
* **C:** Episodic is long-term memory for events.
* **D:** Procedural is implicit memory for skills.

**9. Which of the following is true about consolidation?**

A. It occurs instantly at encoding  
B. It stabilizes memory traces, often during sleep  
C. It erases emotional components of memory  
D. It refers only to retrieval cues

**Answer:** B. It stabilizes memory traces, often during sleep  
**Explanation:** Consolidation is biological process making memories more permanent, and sleep plays a key role.

* **A:** It is a time-dependent process, not instant.
* **C:** Emotional components are often preserved/enhanced via amygdala modulation.
* **D:** Retrieval cues aid recall, not stabilization.

**10. A student performs better on a test when anxious because they were tested in the same emotional state as when they studied. This is an example of:**

A. Context-dependent memory  
B. State-dependent memory  
C. Priming  
D. Recognition

**Answer:** B. State-dependent memory  
**Explanation:** Memory retrieval is enhanced when internal state (e.g., anxiety) matches encoding state.

* **A:** Context refers to external place, not internal state.
* **C:** Priming is facilitation from prior exposure to related stimuli.
* **D:** Recognition is format of retrieval.

**11. Which of the following best exemplifies priming?**

A. Studying in the same room increases test performance  
B. Seeing the word “yellow” makes you faster to recognize “banana”  
C. Relearning vocabulary takes less time than initial learning  
D. Remembering a list without any cues

**Answer:** B. Seeing the word “yellow” makes you faster to recognize “banana”  
**Explanation:** Priming is prior exposure influencing response to related stimuli.

* **A:** Context effect, not priming.
* **C:** Relearning effect.
* **D:** Recall, not priming.

**12. Which structure is most important for emotional enhancement of memory (e.g., fear conditioning)?**

A. Hippocampus  
B. Amygdala  
C. Prefrontal cortex  
D. Basal ganglia

**Answer:** B. Amygdala  
**Explanation:** Amygdala modulates memory encoding when emotional arousal is involved, particularly fear.

* **A:** Episodic encoding but emotional modulation is via amygdala.
* **C:** Working memory and executive control.
* **D:** Motor and procedural functions.

**13. Which of the following would MOST increase likelihood of transferring a fact from short-term to long-term memory?**

A. Passive exposure once  
B. Shallow encoding of surface features  
C. Deep processing by linking to existing knowledge  
D. Testing in a different environment than study

**Answer:** C. Deep processing by linking to existing knowledge  
**Explanation:** Depth of processing (semantic elaboration) enhances durable storage.

* **A:** Single exposure is weak.
* **B:** Shallow encoding is less effective.
* **D:** Mismatch may impair retrieval (context effects).

**14. Which of the following describes relearning?**

A. Making associations between two stimuli  
B. Identifying correct answers from choices  
C. Learning material faster the second time after forgetting it  
D. Retrieving information without prompts

**Answer:** C. Learning material faster the second time after forgetting it  
**Explanation:** Relearning demonstrates that some memory trace remains even if direct recall fails.

* **A:** Classical conditioning.
* **B:** Recognition.
* **D:** Recall.

**15. A person is more likely to remember information when they study it in the same room where they will later be tested. This reflects:**

A. State-dependent memory  
B. Context-dependent memory  
C. Source monitoring  
D. Encoding specificity failure

**Answer:** B. Context-dependent memory  
**Explanation:** External environmental cues present during encoding facilitate retrieval in the same context.

* **A:** Internal state match, not physical environment.
* **C:** Knowing the origin of a memory; unrelated here.
* **D:** Failure of cue relevance; the scenario describes success due to matching context.