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| 1. Which term refers to all the mental activities associated with thinking, knowing, remembering, and communicating?   |  |  |  | | --- | --- | --- | |  | a. | algorithm | |  | b. | heuristic | |  | c. | cognition | |  | d. | fixation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. In his research, Professor Simpson focuses on how the use of prototypes affects how people decide whether an animal is safe to approach. In other words, his research focuses on   |  |  |  | | --- | --- | --- | |  | a. | development. | |  | b. | biological psychology. | |  | c. | cognition. | |  | d. | personality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 3. Psychologists who study cognition focus on mental activities associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | thinking. | |  | b. | communicating information. | |  | c. | emotions. | |  | d. | remembering. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 4. *Metacognition* is defined as   |  |  |  | | --- | --- | --- | |  | a. | thinking about thinking. | |  | b. | a strategy-based solution. | |  | c. | a simple thinking strategy. | |  | d. | the best example of a category. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 5. Jim monitors his learning in his psychology class and evaluates what he understands and what he does not understand about the various topics. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | insight. | |  | c. | a heuristic. | |  | d. | metacognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. A mental grouping of similar objects, events, ideas, or people is a(n)   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | prototype. | |  | c. | heuristic. | |  | d. | concept. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 7. Colton has formed a(n) \_\_\_\_\_\_\_\_ by mentally grouping all tables together.   |  |  |  | | --- | --- | --- | |  | a. | representation | |  | b. | heuristic | |  | c. | concept | |  | d. | algorithm |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. When we use the word *house* to refer to a category of residences, we are using this word as a(n)   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | heuristic. | |  | c. | concept. | |  | d. | algorithm. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. Two-year-old Vivian has learned that “cat” refers to a four-legged animal. She now refers to horses, dogs, and racoons as “cats.” Baby Vivian has formed a(n)   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | heuristic. | |  | c. | frame. | |  | d. | concept. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 10. A prototype is a   |  |  |  | | --- | --- | --- | |  | a. | mental grouping of similar objects, events, ideas, or people. | |  | b. | step-by-step procedure for solving problems. | |  | c. | best example of a category. | |  | d. | simple thinking strategy for solving problems efficiently. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 11. We often form our concepts by developing   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | fixations. | |  | c. | prototypes. | |  | d. | heuristics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 12. Prototype is to category as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | oak; tree | |  | b. | chair; table | |  | c. | man; woman | |  | d. | rope; weapon |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 13. With which of the following statements will people typically agree most quickly?   |  |  |  | | --- | --- | --- | |  | a. | A penguin is a bird. | |  | b. | A goose is a bird. | |  | c. | A robin is a bird. | |  | d. | An ostrich is a bird. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. After identifying an ethnically blended face as Asian rather than as White, Belgian students recalled the face as more closely resembling their \_\_\_\_\_\_\_\_ of an Asian face.   |  |  |  | | --- | --- | --- | |  | a. | algorithm | |  | b. | heuristic | |  | c. | prototype | |  | d. | fixation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Nora did not realize that the aardvark she saw was a mammal because it did not closely resemble her mammal   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | heuristic. | |  | c. | algorithm. | |  | d. | prototype. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 16. Some people probably will take less time to recognize a man as a doctor than a woman as a doctor because a man more closely resembles their doctor   |  |  |  | | --- | --- | --- | |  | a. | heuristic. | |  | b. | prototype. | |  | c. | algorithm. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. People are likely to detect male prejudice against females \_\_\_\_\_\_\_\_ easily than they detect female prejudice against males. They are likely to take \_\_\_\_\_\_\_\_ time to identify a whale as a mammal than to identify a cow as a mammal.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 18. Jamila, who is 25, and Virginia, who is 60, are both applying for a job requiring heavy technology expertise. The employer hires Jamila on the assumption that younger people are more technology savvy. The employer is basing her decision on a(n)   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | heuristic. | |  | c. | algorithm. | |  | d. | prototype. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. Trevor did not know whether the gym was located down the long hallway to his right or down the short hallway to his left. Crossing his fingers, he decided to try the short hallway. His problem-solving strategy best illustrates   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the framing effect. | |  | c. | trial and error. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. Thomas Edison tried thousands of light bulb filaments before stumbling on the one that worked. This demonstrates problem solving via   |  |  |  | | --- | --- | --- | |  | a. | the use of algorithms. | |  | b. | trial and error. | |  | c. | the use of heuristics. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 21. An algorithm is a(n)   |  |  |  | | --- | --- | --- | |  | a. | simple thinking strategy for making decisions quickly and efficiently. | |  | b. | testing method involving trial and error. | |  | c. | automatic, intuitive judgment. | |  | d. | methodical step-by-step procedure for solving problems.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 22. Hannah’s mother gave her a couch for use in her new house. To move the couch into her house, Hannah first tries going through the front door, but the couch gets stuck. She then tries the side door. Again, she is unsuccessful. Finally, she opens the sliding glass door to the patio and easily moves the couch into the house. This demonstrates problem solving via   |  |  |  | | --- | --- | --- | |  | a. | the use of algorithms. | |  | b. | trial and error. | |  | c. | the use of heuristics. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 23. David is putting a chair together using the instruction manual. This demonstrates problem solving via   |  |  |  | | --- | --- | --- | |  | a. | the use of algorithms. | |  | b. | trial and error. | |  | c. | the use of heuristics. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 24. Kayla is taking an in-class exam on the material that has been covered thus far in her trigonometry course. When she has to solve an application question, Kayla is most likely to rely on   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | intuition. | |  | c. | concepts. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 25. A chess-playing computer program that routinely calculates all possible outcomes of all possible game moves best illustrates problem solving by means of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | an algorithm. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. Simple thinking strategies that allow us to solve problems and make judgments efficiently are called   |  |  |  | | --- | --- | --- | |  | a. | fixations. | |  | b. | heuristics. | |  | c. | prototypes. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 27. The use of heuristics rather than algorithms will most likely   |  |  |  | | --- | --- | --- | |  | a. | save time in solving problems. | |  | b. | yield more accurate solutions to problems. | |  | c. | minimize the overconfidence phenomenon. | |  | d. | involve greater reliance on convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 28. Francesca is trying to remember the Big Five personality types covered in her psychology class by remembering OCEAN. This demonstrates problem solving via   |  |  |  | | --- | --- | --- | |  | a. | the use of algorithms. | |  | b. | trial and error. | |  | c. | the use of heuristics. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 29. Asher is writing a report, which includes the word *weigh*. To spell the word correctly, he reminds himself “i before e except after c but not when sounded like ‘a’ as in neighbor or weigh.” Asher’s self-reminder best illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | trial and error. | |  | b. | insight. | |  | c. | an algorithm. | |  | d. | a heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Insight refers to   |  |  |  | | --- | --- | --- | |  | a. | a simple thinking strategy for solving problems quickly. | |  | b. | a sudden realization of the solution to a problem. | |  | c. | expanding the number of possible solutions to a problem. | |  | d. | solving problems by means of trial and error. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 31. After Gianna spent three hours trying to solve a calculus problem, she finally gave up. As she slept that night, she came up with a solution to the problem. Gianna’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | the availability heuristic. | |  | c. | insight. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. The frontal lobes help us to solve problems because of their involvement in   |  |  |  | | --- | --- | --- | |  | a. | focusing attention. | |  | b. | automatic processing. | |  | c. | feeling emotion. | |  | d. | balance, posture, and coordination. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. Researchers asked people to identify a word that forms a compound word or phrase with each of three other words in a set. At the instant of discovery, there was a burst of activity in the brain’s \_\_\_\_\_\_\_\_ lobe.   |  |  |  | | --- | --- | --- | |  | a. | right temporal | |  | b. | left temporal | |  | c. | right occipital | |  | d. | left occipital |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 34. The confirmation bias refers to the tendency to   |  |  |  | | --- | --- | --- | |  | a. | search for information that supports our preconceptions. | |  | b. | judge the likelihood of events on the basis of how easily we can remember examples of them. | |  | c. | overestimate the accuracy of our beliefs and judgments. | |  | d. | make judgments in a very inefficient, time-consuming fashion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 35. Mrs. Lazar, a third-grade teacher, believes that boys are more aggressive than girls, so she watches boys more closely than she watches girls for any attempts to physically harm another student. Mrs. Lazar’s surveillance strategy best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 36. Mr. Jones teaches seventh-grade students and is sure he can quickly identify the smartest kids in his class because he is more likely to monitor the achievements of students he has identified as smarter than average than the successes of those he believes are slow learners. This illustrates that overconfidence may be encouraged by   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | prototypes. | |  | c. | the framing effect. | |  | d. | confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. Scientists are trained to carefully observe and record any research outcomes that are inconsistent with their hypotheses. This practice most directly serves to reduce   |  |  |  | | --- | --- | --- | |  | a. | the representativeness heuristic. | |  | b. | divergent thinking. | |  | c. | confirmation bias. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 38. The inability to see a problem from a new perspective is called   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | a fixation. | |  | c. | a heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 39. A fixation is most likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | overconfidence. | |  | c. | creativity. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. The inability to solve the matchstick problem may be associated with   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | fixation. | |  | c. | prototypes. | |  | d. | cognition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 41. Some people are unable to arrange six matches to form four equilateral triangles because they fail to consider a three-dimensional arrangement. This best illustrates the effects of \_\_\_\_\_\_\_\_ on problem solving.   |  |  |  | | --- | --- | --- | |  | a. | fixation | |  | b. | heuristics | |  | c. | framing | |  | d. | overconfidence |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. As a high school student, Sebastian easily got away with copying another student’s answers on a test. Now that he is in college, Sebastian spends as many hours devising new ways to cheat as it would take him to study and perform well in an honest fashion. Sebastian’s shortsightedness best illustrates the consequences of   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | a fixation. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 43. In contrast to our explicit conscious reasoning, our seemingly effortless and automatic feelings or thoughts are called   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | aptitudes. | |  | c. | algorithms. | |  | d. | intuitions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 44. Simon just met Charlotte but has a bad feeling about her. This is an example of Simon’s   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | concept. | |  | c. | prototype. | |  | d. | heuristic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 45. Bryson’s new boss looks very much like a movie actor who played the role of an employer accused of “cooking the books.” Bryson’s thinking about the similarity between his employer and the actor was not conscious, but he felt an immediate gut-level distrust of his new boss. His reaction best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | confirmation bias. | |  | c. | intuition. | |  | d. | extrinsic motivation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 46. A reliance on quick intuitive judgments is best illustrated by our use of   |  |  |  | | --- | --- | --- | |  | a. | convergent thinking. | |  | b. | algorithms. | |  | c. | trial and error. | |  | d. | heuristics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 47. The *representativeness heuristic* is defined as   |  |  |  | | --- | --- | --- | |  | a. | the tendency to be more confident than correct. | |  | b. | the tendency to approach a problem in one particular way, often a way that has been successful in the past. | |  | c. | estimating the likelihood of events based on their availability in memory. | |  | d. | estimating the likelihood of events in terms of how well they seem to represent, or match, particular prototypes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 48. \_\_\_\_\_\_\_\_ may lead us to ignore other relevant information as we intuitively compare something to a particular prototype.   |  |  |  | | --- | --- | --- | |  | a. | Overconfidence | |  | b. | The representativeness heuristic | |  | c. | Belief perseverance | |  | d. | The availability heuristic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 49. Many people guess that someone who is short, slim, and likes to read poetry is an Ivy League university English professor rather than a truck driver. The fact that there are about 7000 times more truck drivers means that the poetry reader is many times more likely to be a truck driver. The people guessed wrong because they used   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | a fixation. | |  | c. | the representativeness heuristic. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 50. Angelina is shopping for a new winter jacket. Based on past shopping experience, Angelina believes that a higher price means better quality, so she chooses the more expensive jacket. Angelina’s decision reflects her use of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | the representativeness heuristic. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. The representativeness heuristic has been associated with   |  |  |  | | --- | --- | --- | |  | a. | racial bias. | |  | b. | increased intelligence. | |  | c. | reduced academic performance. | |  | d. | problematic social relationships. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 52. Unintended racism may be a result of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the representativeness heuristic. | |  | c. | intuition. | |  | d. | a fixation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 53. Our tendency to judge the likelihood of an event on the basis of how readily we can remember instances of its occurrence is called   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | confirmation bias. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. In 2015, a photograph of a Syrian child lying dead on a beach went viral. In response to the photograph, Red Cross donations increased. Donations at this time were 55 times greater than in response to statistics that described hundreds of thousands of other refugee deaths. This demonstrates that our emotions as well as our actions can be related to the   |  |  |  | | --- | --- | --- | |  | a. | availability heuristic. | |  | b. | representativeness heuristic. | |  | c. | formation of concepts. | |  | d. | use of incorrect prototypes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. A news photo of a sick child had a greater effect on Mr. Smith’s perception of the desperate need for medical help in low-income countries than did a statistical chart summarizing the scope of the problem. This suggests that Mr. Smith’s understanding of the problems caused by poverty was influenced by   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | an algorithm. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 56. Miguel isn’t very concerned about climate change. One reason for Miguel’s lack of concern might be that   |  |  |  | | --- | --- | --- | |  | a. | the weather in his area has been hot recently. | |  | b. | he is trying to go against his intuition regarding climate change. | |  | c. | his views regarding climate change are related to confirmation bias. | |  | d. | there is a lack of available images showing future climate change disasters. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 57. Just passing by a person who sneezes and coughs heightens our perceptions of various health risks. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | confirmation bias. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 58. Kevin overestimates how many times he has washed the dinner dishes because it’s easier for him to recall instances of his washing the dishes than instances of his wife doing so. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | framing. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. By encouraging people to imagine their homes being destroyed by winds from a hurricane, insurance salespeople are especially successful at selling expensive homeowners' policies. They are most clearly exploiting the influence of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | an algorithm. | |  | c. | overconfidence. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 60. One report of Medicare fraud by a local doctor can have a greater impact on people’s estimates of Medicare abuse than do statistics showing that Medicare fraud is rare. This illustrates that judgments are influenced by   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | overconfidence. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 61. The indelible memories of the 9/11 terrorist tragedy unduly inflated many people's estimates of the risks associated with air travel. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | the availability heuristic. | |  | c. | confirmation bias. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 62. Laura has to travel to another state for a business meeting but has decided to drive rather than fly. She told her friend that flying was not safe and that she would feel more comfortable driving there instead. What would be her friend's best response?   |  |  |  | | --- | --- | --- | |  | a. | “You're right! People are more likely to be injured or die on a scheduled flight than any other method of transportation.” | |  | b. | “I understand why you don't like to fly. I don't fly either.” | |  | c. | “Statistically, it is actually safer to fly because Americans are more likely to die in car accidents than on a scheduled flight.” | |  | d. | “It is not irrational to fear flying. Remember the 9/11 terrorist attacks?” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. Fear of not being able to control something is to \_\_\_\_\_\_\_\_ as our ancestral history is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | fear of flying; fear of spiders | |  | b. | fear of snakes; fear of driving | |  | c. | fear of sharks; fear of lizards | |  | d. | fear of a heart attack; fear of smoking |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 64. Which of the following best accounts for people's greater fear of commercial air flights than of driving an automobile?   |  |  |  | | --- | --- | --- | |  | a. | perceived control | |  | b. | fixation | |  | c. | the framing effect | |  | d. | insight |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 65. We fear too little those events that will claim lives   |  |  |  | | --- | --- | --- | |  | a. | accidentally. | |  | b. | undramatically. | |  | c. | in the near future. | |  | d. | in a highly memorable way. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 66. We tend to NOT fear events that can be considered   |  |  |  | | --- | --- | --- | |  | a. | accidents. | |  | b. | ongoing threats. | |  | c. | future events. | |  | d. | disasters. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. *Overconfidence* is defined as the tendency to   |  |  |  | | --- | --- | --- | |  | a. | cling to our initial beliefs, even though they have been proven wrong. | |  | b. | search for information that supports our preconceptions. | |  | c. | underestimate the extent to which our beliefs and judgments are wrong. | |  | d. | judge the likelihood of an event based on how well it represents a particular prototype. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. Underestimating the time and cost necessary to complete a project best demonstrates   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | the framing effect. | |  | c. | the availability heuristic. | |  | d. | the planning fallacy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 69. The cost of repainting and wallpapering the rooms in a new home usually is thousands more than homeowners expect. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the planning fallacy. | |  | c. | belief perseverance. | |  | d. | the framing effect.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. Valerie’s attempt to design and create T-shirts for her daughter’s birthday ended up taking her nearly twice as much time as she had anticipated. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the planning fallacy. | |  | c. | belief perseverance. | |  | d. | the framing effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 71. Stockbrokers often believe that their own expertise will enable them to select stocks that will outperform the market average. This belief best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a fixation. | |  | b. | the framing effect. | |  | c. | the availability heuristic. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. After limited testing, Dr. Miguel has incorrectly given his patient a diagnosis of lung cancer. However, he insists that his diagnosis is accurate. This may be related to   |  |  |  | | --- | --- | --- | |  | a. | concept formation. | |  | b. | overconfidence. | |  | c. | belief preservation. | |  | d. | the representative heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 73. When Larina started college, she was certain that she would never use illegal drugs. By the end of her freshman year, however, Larina had used an illegal drug on three different occasions. Larina's experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | overconfidence. | |  | d. | the framing effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. People who err on the side of overconfidence are especially likely to   |  |  |  | | --- | --- | --- | |  | a. | use algorithms to solve problems. | |  | b. | think creatively. | |  | c. | avoid confirmation bias. | |  | d. | live more happily. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 75. An unwillingness to give up our beliefs even when the evidence proves us wrong is called   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | trial and error. | |  | c. | belief perseverance. | |  | d. | confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. Travis believes that older people commit more crime than young adults do. When presented with data on crime prevalence rates between the two groups, he sees that young adults actually commit more crime than older people. However, Travis dismisses the evidence as untrustworthy. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | belief perseverance. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. When Carl couldn’t find his jade ring, he began to wonder whether the friend he was staying with was truly honest. Although Carl later recalled that he had left the ring on the hall table, he continued to doubt his friend’s honesty. Carl’s irrational thinking best illustrates   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | an algorithm. | |  | c. | belief perseverance. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. People with opposing views of capital punishment reviewed mixed evidence regarding its effectiveness as a crime deterrent. As a result, their opposing views differed more strongly than ever. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | the planning fallacy. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 79. Using conclusions to assess evidence, rather than using evidence to draw conclusions, is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | motivated reasoning. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 80. William is convinced that there is no relationship between exposure to violent media and aggressive behavior. When presented with evidence to the contrary, he quickly critiques it and disputes it, claiming that it is unreliable and flawed. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | the framing effect. | |  | c. | motivated reasoning. | |  | d. | creative thinking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 81. James tends to process news reports and scientific findings related to climate change to confirm his pre-existing views regarding the topic. This is related to   |  |  |  | | --- | --- | --- | |  | a. | motivated reasoning. | |  | b. | overconfidence. | |  | c. | intuition. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 82. Research findings suggest that the best advice to give people who want to avoid belief perseverance is   |  |  |  | | --- | --- | --- | |  | a. | “Try to justify your positions.” | |  | b. | “Consider the opposite.” | |  | c. | “Don't draw hasty conclusions.” | |  | d. | “Be as objective as possible.” |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Mila is taking a debate class in which students are assigned a side to defend on a controversial topic. Mila has been assigned to a debate on abortion. While Mila is pro-life, she has been assigned to argue the side of pro-choice. Engaging in this activity may   |  |  |  | | --- | --- | --- | |  | a. | lead to Mila being less biased. | |  | b. | lead to Mila being pro-choice. | |  | c. | lead to Mila encouraging others to have an abortion. | |  | d. | strengthen Mila’s pro-life attitude.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 84. An old Chinese proverb says, “Two-thirds of what we see is behind our eyes.” This illustrates   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | belief perseverance. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 85. The value of making a good first impression when you begin work for a new employer is best underscored by the research on   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | the framing effect. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 86. Wording a question or presenting an issue in such a way that it evokes a desired judgment is called   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | confirmation bias. | |  | c. | belief perseverance. | |  | d. | an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. On Monday, the meteorologist forecast a 10 percent chance of snow, so Maxine wore her boots to work. On Friday, he reported a 90 percent chance that it would not snow, so Maxine did not wear her boots. Maxine’s behavior illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | overconfidence. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 88. A $50 dress reduced from $100 can seem like a better deal to Stephanie than the same dress priced regularly at $50. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 89. Consumers respond more positively to ground beef advertised as “75 percent lean” than to ground beef described as “25 percent fat.” This illustrates that consumer reactions are influenced by   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | confirmation bias. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. People are less upset when they miss getting an early payment discount than when they are asked to bear a late payment surcharge. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 91. Framing choices in a way that encourages people to make beneficial decisions is called   |  |  |  | | --- | --- | --- | |  | a. | nudging. | |  | b. | confirmation bias. | |  | c. | heuristics. | |  | d. | an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 92. The risks of smoking are more alarming when presented in terms of the number of smokers with lung cancer than the percentage of smokers with lung cancer. This illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | belief perseverance. | |  | c. | overconfidence. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Jennifer was asked, “Do you want to help save the lives of innocent children?” before being asked if she would sign a petition in support of gun control legislature. Jennifer decided to sign the petition. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the power of belief perseverance. | |  | b. | the powerful influence of the representativeness heuristic. | |  | c. | how intuition can be used to help form attitudes and decisions. | |  | d. | how framing an issue can nudge our attitudes and decisions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. A framing of choices by which governments and companies can, without coercion or altered incentives, encourage people to make choices that support their health, retirement savings, and well-being is called   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | a nudge. | |  | c. | overconfidence. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 95. Nudging people to \_\_\_\_\_\_\_\_ can make them more generous, increasing charity donations by 44 percent.   |  |  |  | | --- | --- | --- | |  | a. | take a moral mindset | |  | b. | engage in overconfidence | |  | c. | trust their intuition | |  | d. | demonstrate belief perseverance |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. People are very likely to decide to be organ donors when the default option on their renewable drivers' license forms is *Yes,* but they can choose to drop out. They are much less likely to decide to be organ donors if the default option on their license forms is *No,* but they can choose to opt in. This best illustrates the effects of   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | overconfidence. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 97. Implicit knowledge of what we've learned but can't fully explain is most clearly reflected in our   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation. | |  | b. | algorithms. | |  | c. | intuitions. | |  | d. | prototypes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 98. One of Bree’s new university instructors tends to lecture in a low monotone voice just like her high school English teacher, who Bree disliked. Without consciously realizing the voice similarity, Bree’s gut-level reaction to the voice led her to form an unnecessarily negative first impression of her new instructor. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | confirmation bias. | |  | c. | overconfidence. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 99. Experienced nurses can make smart judgments so quickly that their acquired expertise feels like   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | a prototype. | |  | c. | extrinsic motivation. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 100. Although intuition can at times hinder rationality, it is often adaptive because it facilitates   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | quick decisions. | |  | c. | belief perseverance. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 101. If a stranger looks like someone who previously harmed or threatened us in some way, we may—without consciously recalling the earlier experience—react warily. This illustrates that our reactions to others may be influenced by   |  |  |  | | --- | --- | --- | |  | a. | fixations. | |  | b. | algorithms. | |  | c. | intuition. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. A period of distraction that enables people to process complex information unconsciously can improve decision making. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | belief perseverance. | |  | c. | intuition. | |  | d. | trial and error. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. When making complex decisions we sometimes benefit by letting our brain work on the problem without consciously thinking about it. This demonstrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | framing. | |  | c. | nudging. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 104. Jeremy needs to install a new bathroom but has never done it before and has no experience with plumbing repair. Which of the following would likely help him the most?   |  |  |  | | --- | --- | --- | |  | a. | intuitive thought | |  | b. | deliberate, conscious thought | |  | c. | the use of heuristics | |  | d. | relying on algorithms |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 105. When trying to decipher between real and false news headlines consumers should   |  |  |  | | --- | --- | --- | |  | a. | take a moral mindset. | |  | b. | base their decision on intuition. | |  | c. | take time to think. | |  | d. | focus on the framing of the news story. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 106. The ability to produce novel and valuable ideas is called   |  |  |  | | --- | --- | --- | |  | a. | convergent thinking. | |  | b. | belief perseverance. | |  | c. | framing. | |  | d. | creativity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 107. Creativity is most likely to be supported by above-average levels of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | intellectual aptitude. | |  | c. | extrinsic motivation. | |  | d. | confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 108. Bryson is an excellent math student and is already taking Algebra 2 at the age of 13. This \_\_\_\_\_\_\_\_ as an adult.   |  |  |  | | --- | --- | --- | |  | a. | changes his ability to engage in divergent thinking | |  | b. | decreases his chances of being a successful attorney | |  | c. | increases the likelihood that he will advance in college | |  | d. | increases the likelihood that he will create published or patented work |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 109. Convergent thinking involves   |  |  |  | | --- | --- | --- | |  | a. | a sudden realization of a problem's solution. | |  | b. | searching for information that supports our preconceptions. | |  | c. | narrowing down the available solutions to a problem. | |  | d. | clinging to our initial conceptions despite contradictory evidence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. Brenda is preparing to take the SAT test for college admission. This test requires   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | creativity. | |  | c. | intrinsic motivation. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 111. Expanding the number of possible solutions to a problem illustrates   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | convergent thinking. | |  | c. | belief perseverance. | |  | d. | divergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 112. A person who can imagine several different uses of a rubber band best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | divergent thinking. | |  | c. | the availability heuristic. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 113. Julia is preparing to take the SAT for college admission. This test requires   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | creativity. | |  | c. | intrinsic motivation. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 114. Slimming is to expanding as   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking is to imaginative thinking. | |  | b. | convergent thinking is to divergent thinking. | |  | c. | imaginative thinking is to convergent thinking. | |  | d. | divergent thinking is to convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 115. Jill is taking a test that asks her to think of various ways to use silverware. She is likely taking a test that requires   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | intuition. | |  | c. | intrinsic motivation. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 116. Convergent thinking is to academic aptitude as divergent thinking is to   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | the availability heuristic. | |  | c. | framing. | |  | d. | creativity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 117. Five components of creativity were identified by \_\_\_\_\_\_\_\_ and his colleagues.   |  |  |  | | --- | --- | --- | |  | a. | Peter Wason | |  | b. | Robert Sternberg | |  | c. | Daniel Kahneman | |  | d. | Wolfgang Köhler |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 118. Part of Ned’s creative success as an architect is his eagerness to consider novel design ideas and invest time and effort in overcoming serious obstacles in highly challenging building projects. Ned’s bold dedication best illustrates   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | the framing effect. | |  | c. | a venturesome personality. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 119. Lance has good imaginative thinking skills, a venturesome personality, and has high levels of intrinsic motivation. According to Sternberg, Lance is likely to   |  |  |  | | --- | --- | --- | |  | a. | display high levels of insight. | |  | b. | be creative. | |  | c. | be an expert. | |  | d. | rely on convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 120. Intrinsic motivation is thought to be an important component of   |  |  |  | | --- | --- | --- | |  | a. | creativity. | |  | b. | heuristics. | |  | c. | an algorithm. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 121. Denise is from the United States but travels frequently. So far, she has been to seven other countries. Research has demonstrated that these experiences are likely to   |  |  |  | | --- | --- | --- | |  | a. | decrease her creativity. | |  | b. | increase her creativity. | |  | c. | decrease overconfidence. | |  | d. | increase overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 122. John just spent six months studying abroad in Japan. Based on his experiences, he is more likely to be   |  |  |  | | --- | --- | --- | |  | a. | creative. | |  | b. | fixated. | |  | c. | intuitive. | |  | d. | biased. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 123. Playwright and musician Lin-Manuel Miranda has said “time alone is… the font of creativity.” This highlights   |  |  |  | | --- | --- | --- | |  | a. | the need to allow the mind to roam freely. | |  | b. | the ability for automatic processing to solve problems. | |  | c. | how viewing problems from different perspectives can aid problem solving. | |  | d. | the need to develop expertise in an area. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. The most creative scientists are those who   |  |  |  | | --- | --- | --- | |  | a. | investigate issues about which they have very little previous knowledge. | |  | b. | are intrinsically motivated to solve problems. | |  | c. | have little tolerance for ambiguity. | |  | d. | have a timid personality. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 125. Notable achievements that are driven more by personal interest than by external pressures to perform best illustrate the impact of   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | belief perseverance. | |  | c. | intrinsic motivation. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 126. Eleanor, a college journalism teacher, wants to promote creativity in her students. Which of the following reminders is likely to do the most to accomplish her goal?   |  |  |  | | --- | --- | --- | |  | a. | “Your final drama review will be evaluated by a well-known journalist.” | |  | b. | “Many of the best jobs demand good writing skills.” | |  | c. | “You can produce interesting insights through your writing.” | |  | d. | “Admission to the most well-known colleges demands some creative ability.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 127. Environments that maximize creativity are likely to be those that foster   |  |  |  | | --- | --- | --- | |  | a. | convergent thinking. | |  | b. | contemplation. | |  | c. | belief perseverance. | |  | d. | extrinsic motivation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. Allowing time for complex ideas to incubate outside of conscious awareness is most likely to promote   |  |  |  | | --- | --- | --- | |  | a. | extrinsic motivation. | |  | b. | confirmation bias. | |  | c. | heuristics. | |  | d. | creativity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 129. Dr. Stranks is a wonderful teacher. Her lectures are always creative, and she arranges them so all students are eager to participate. Which of the following is NOT likely to be related to her creativity?   |  |  |  | | --- | --- | --- | |  | a. | She is an expert in her field. | |  | b. | She has a venturesome personality. | |  | c. | Her environment promotes creativity. | |  | d. | She is extrinsically motivated. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 130. The use of \_\_\_\_\_\_\_\_ always guarantees a solution but requires a considerable amount of time and effort.   |  |  |  | | --- | --- | --- | |  | a. | heuristics | |  | b. | insight | |  | c. | algorithms | |  | d. | a fixation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 131. \_\_\_\_\_\_\_\_ allow(s) us to act quickly but put(s) us at risk for error.   |  |  |  | | --- | --- | --- | |  | a. | Heuristics | |  | b. | Insight | |  | c. | Algorithms | |  | d. | Fixations |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 132. Trudy has to write a term paper on the development of electronic communication over the last half century. She has accumulated all the necessary information but can’t figure out how to organize it. Then, while lying in bed trying to fall asleep one night, the solution comes to her. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | trial and error. | |  | b. | algorithm. | |  | c. | heuristic. | |  | d. | insight.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 133. Which cognitive process and strategy closes our mind to new ideas?   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance | |  | b. | framing | |  | c. | overconfidence | |  | d. | intuition |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 134. By learning to classify cats and dogs, monkeys demonstrate a capacity to form   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | algorithms. | |  | c. | convergent thinking. | |  | d. | concepts. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 135. Alex was an African Grey parrot who displayed   |  |  |  | | --- | --- | --- | |  | a. | self-awareness. | |  | b. | numerical ability. | |  | c. | algorithms. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. As part of his performance in a talent show, Michael has his pet pigeon sort cards with pictures of cars, cats, and flowers into categories. He has demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | animals other than humans do not have intelligence. | |  | b. | animals other than humans can form categories. | |  | c. | pigeons can be taught to count. | |  | d. | humans are the only creatures that display insight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 137. In Wolfgang Köhler's experiments, the chimpanzee Sultan used a short stick to retrieve a longer stick, which he then used to reach a piece of fruit. The chimpanzee appeared to display   |  |  |  | | --- | --- | --- | |  | a. | insight. | |  | b. | a fixation. | |  | c. | trial and error. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 138. Which of the following is an example of cultural transmission among nonhuman animals?   |  |  |  | | --- | --- | --- | |  | a. | Chimpanzees can use different tools for different purposes. | |  | b. | Black bears can sort pictures into animal and nonanimal categories. | |  | c. | Pigeons have been found to be able to form concepts. | |  | d. | Apes have been found to anticipate the actions of others. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 139. Forest-dwelling chimpanzees use a heavy stick for making holes. This illustrates their naturally developed use of   |  |  |  | | --- | --- | --- | |  | a. | prototypes. | |  | b. | tools. | |  | c. | heuristics. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 140. One group of chimpanzees slurps termites directly from a stick; another group picks them off the stick one by one. One group of chimpanzees breaks nuts with a stone hammer; another group uses a piece of wood. These group differences in food-gathering practices best illustrate   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | heuristics. | |  | c. | belief perseverance. | |  | d. | cultural diversity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 141. Great apes, dolphins, and elephants have demonstrated   |  |  |  | | --- | --- | --- | |  | a. | the use of algorithms. | |  | b. | the availability heuristic. | |  | c. | self-awareness. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. Great apes, dolphins, and elephants have demonstrated self-awareness by   |  |  |  | | --- | --- | --- | |  | a. | sorting pictures into animal and nonanimal categories. | |  | b. | demonstrating insight. | |  | c. | recognizing themselves in a mirror. | |  | d. | selecting different tools for different purposes.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 143. In research studies, chimps have   |  |  |  | | --- | --- | --- | |  | a. | demonstrated altruism. | |  | b. | shown self-recognition. | |  | c. | discriminated smells. | |  | d. | learned to speak. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 144. Language refers to the   |  |  |  | | --- | --- | --- | |  | a. | smallest distinctive sound units. | |  | b. | rules for combining words into grammatically sensible sentences. | |  | c. | spoken, written, or signed words and the ways they are combined to communicate meaning. | |  | d. | rules by which we derive meaning from morphemes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 145. The smallest distinctive sound unit of language is a   |  |  |  | | --- | --- | --- | |  | a. | prefix. | |  | b. | syllable. | |  | c. | morpheme. | |  | d. | phoneme. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 146. Different vowel sounds can be placed between a “s” and an “t” to produce words such as *sat, set, sit,* and *sot*. These various vowel sounds represent different   |  |  |  | | --- | --- | --- | |  | a. | morphemes. | |  | b. | syntaxes. | |  | c. | phonemes. | |  | d. | semantics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 147. English words are constructed from about \_\_\_\_\_\_\_\_ different phonemes.   |  |  |  | | --- | --- | --- | |  | a. | 5 | |  | b. | 6 | |  | c. | 26 | |  | d. | 40 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. Morphemes are   |  |  |  | | --- | --- | --- | |  | a. | the smallest speech units that carry meaning. | |  | b. | rules for deriving meaning from sounds. | |  | c. | the smallest distinctive sound units of a language. | |  | d. | rules for combining words into grammatically correct sentences. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 149. In the words *answers* and *jumps*, the *s* ending is a   |  |  |  | | --- | --- | --- | |  | a. | phoneme. | |  | b. | morpheme. | |  | c. | semantic. | |  | d. | syntax. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 150. The word *rats* contains \_\_\_\_\_\_\_\_ phoneme(s) and \_\_\_\_\_\_\_\_ morpheme(s).   |  |  |  | | --- | --- | --- | |  | a. | 2; 1 | |  | b. | 4; 1 | |  | c. | 2; 4 | |  | d. | 4; 2 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 151. The system of rules in a language that enables us to understand and communicate with others is called   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism. | |  | b. | telegraphic speech. | |  | c. | grammar. | |  | d. | aphasia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. Semantics refers to the   |  |  |  | | --- | --- | --- | |  | a. | smallest distinctive sound units of language. | |  | b. | orderly arrangement of words into grammatically correct sentences. | |  | c. | smallest language units that carry meaning. | |  | d. | rules by which we derive meaning from sounds. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 153. The teenager left his phone on the left side of the table. The fact that you can recognize two different meanings for the word “left” in the preceding sentence demonstrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | syntax. | |  | b. | semantics. | |  | c. | morphemes. | |  | d. | telegraphic speech. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 154. To string words together to form sensible sentences, we need to apply proper rules of   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | syntax. | |  | c. | simulation. | |  | d. | functional fixedness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 155. Priscilla was careful to avoid using sentences in which the subject and verb were not in the correct order in her essay because she did not want to lose points for faulty   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | prototypes. | |  | c. | algorithms. | |  | d. | syntax. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 156. In writing a letter to her congressional representative, Geraldine made sure that her subjects and verbs agreed and that she used all the proper punctuation. Geraldine did not want her letter to be ignored because of faulty   |  |  |  | | --- | --- | --- | |  | a. | semantics. | |  | b. | phonemes. | |  | c. | morphemes. | |  | d. | syntax.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 157. Semantics is to syntax as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | sound; meaning | |  | b. | communicating; understanding | |  | c. | meaning; sound | |  | d. | word meaning; word order |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 158. Noam Chomsky suggested that all human languages share a(n)   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | neural network. | |  | c. | outcome simulation. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 159. Noam Chomsky emphasized that children's ability to pick up language so readily resulted from   |  |  |  | | --- | --- | --- | |  | a. | their ability to imitate the words and grammar modeled by their parents. | |  | b. | the reinforcement that adults give children for speaking correctly. | |  | c. | their very short critical period. | |  | d. | their built-in predisposition to learn grammar rules. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 160. From infancy onward, humans, no matter what their language, prefer some syllables over others. This most clearly serves to support the idea of a   |  |  |  | | --- | --- | --- | |  | a. | critical period. | |  | b. | linguistic determinism. | |  | c. | telegraphic speech. | |  | d. | universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Concerning language development, some researchers have speculated that children learn grammar as they discern patterns in the language they hear. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | not all researchers agree with Noam Chomsky. | |  | b. | not all researchers agree with Howard Gardner. | |  | c. | most researchers agree with Charles Spearman. | |  | d. | some researchers disagree with Robert Sternberg. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. The world’s languages are structurally very diverse, more so than Chomsky’s universal grammar idea implies. This indicates that we are   |  |  |  | | --- | --- | --- | |  | a. | not born with a built-in specific language. | |  | b. | not born with a specific set of grammatical rules. | |  | c. | not born with a built-in specific language or specific set of grammatical rules. | |  | d. | born with a built-in specific language and specific set of grammatical rules. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 163. No matter what language we first use, our first words are mostly   |  |  |  | | --- | --- | --- | |  | a. | verbs. | |  | b. | adverbs. | |  | c. | adjectives. | |  | d. | nouns. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 164. Long before they can say words, many 6-month-old infants recognize the names of objects. This best illustrates their emerging capacity for   |  |  |  | | --- | --- | --- | |  | a. | productive language. | |  | b. | telegraphic speech. | |  | c. | receptive language. | |  | d. | outcome simulations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 165. Mentally breaking the sentences they hear into individual words best illustrates an 8-month-old’s developing capacity for   |  |  |  | | --- | --- | --- | |  | a. | telegraphic speech. | |  | b. | receptive language. | |  | c. | outcome simulation. | |  | d. | productive language. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 166. The ability to produce words is to productive language as the ability to comprehend speech is to \_\_\_\_\_\_\_\_ language.   |  |  |  | | --- | --- | --- | |  | a. | sign | |  | b. | grammatical | |  | c. | receptive | |  | d. | telegraphic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 167. Using barely recognizable syllables to communicate meaning best illustrates a 12-month-old's developing capacity for   |  |  |  | | --- | --- | --- | |  | a. | syntax. | |  | b. | telegraphic speech. | |  | c. | productive language. | |  | d. | babbling. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. The earliest stage of speech development is called the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | babbling | |  | b. | telegraphic speech | |  | c. | one-word | |  | d. | grammatical |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 169. Five-month-old Mayo spontaneously utters various sounds such as *pa pa pa pa*. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | productive language. | |  | b. | telegraphic speech. | |  | c. | a universal grammar. | |  | d. | babbling. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 170. Infants are first able to discriminate speech sounds during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | telegraphic | |  | c. | babbling | |  | d. | syntactic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 171. At some point during the babbling stage, babies begin to   |  |  |  | | --- | --- | --- | |  | a. | imitate adult grammar. | |  | b. | communicate in telegraphic speech. | |  | c. | speak in simple words that may be barely recognizable. | |  | d. | lose their ability to discriminate and produce sounds they never hear. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 172. Around 12 months of age, most children enter the \_\_\_\_\_\_\_\_ stage, when they begin to use sounds to communicate meaning.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | telegraphic | |  | c. | babbling | |  | d. | syntactic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 173. Rovenia’s baby is learning how to talk and can say “ma” and “da.” How old is the baby likely to be?   |  |  |  | | --- | --- | --- | |  | a. | 6 months of age | |  | b. | 8 months of age | |  | c. | 10 months of age | |  | d. | 12 months of age |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 174. At the age of 15 months, Jermaine repeatedly cries “Up!” when he wants his mother to pick him up. Jermaine is most likely in the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | syntactic | |  | b. | babbling | |  | c. | telegraphic speech | |  | d. | one-word |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 175. Devin is 12 months old and says “Kitty!” every time he sees his family’s cat sitting on the window ledge. It seems as though he actually means “Look at the kitty!” Devin is in the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | two-word | |  | c. | babbling | |  | d. | telegraphic speech |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 176. Around 2 years of age, children enter the \_\_\_\_\_\_\_\_ stage in which they use mostly nouns and verbs, like a telegram.   |  |  |  | | --- | --- | --- | |  | a. | babbling | |  | b. | one-word | |  | c. | two-word | |  | d. | semantics |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 177. \_\_\_\_\_\_\_\_ is an early speech stage in which a child uses mostly nouns and verbs.   |  |  |  | | --- | --- | --- | |  | a. | Telegraphic speech | |  | b. | Receptive language | |  | c. | The one-word stage | |  | d. | Babbling |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 178. Telegraphic speech is most closely associated with the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | babbling | |  | c. | two-word | |  | d. | semantic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 179. Which of the following would be most characteristic of a 2-year-old’s telegraphic speech?   |  |  |  | | --- | --- | --- | |  | a. | “a kitty” | |  | b. | “drink soda” | |  | c. | “to park” | |  | d. | “doll pretty” |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 180. Kiril, who is 2 years old, wants his mother to let him go outside to play in the yard. He says, “Door open.” Kiril’s statement tells us that he is in the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | two-word | |  | c. | babbling | |  | d. | receptive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 181. For many skills, childhood represents a(n) \_\_\_\_\_\_\_\_ for mastery of that skill.   |  |  |  | | --- | --- | --- | |  | a. | critical period | |  | b. | outcome simulation | |  | c. | telegraphic speech | |  | d. | linguistic determinism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. By about age 7, those who have not been exposed to either a spoken or a signed language gradually lose their ability to master any language. This illustrates the importance of \_\_\_\_\_\_\_\_ for language acquisition.   |  |  |  | | --- | --- | --- | |  | a. | a critical period | |  | b. | an outcome simulation | |  | c. | telegraphic speech | |  | d. | linguistic determinism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 183. Marjorie wants to make sure that her child is ready for school next year. Which of the following can she do as a parent to help make sure this happens?   |  |  |  | | --- | --- | --- | |  | a. | give her child toys to play with | |  | b. | read to her child | |  | c. | watch TV with her child | |  | d. | play video games with her child |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 184. The best evidence that there is a critical period for language mastery is the fact that   |  |  |  | | --- | --- | --- | |  | a. | infants babble in sounds that occur in their parents' native language. | |  | b. | toddlers maintain a capacity to discriminate language sounds they have never heard. | |  | c. | people most easily master the grammar of a second language during childhood. | |  | d. | preschoolers typically fail to use proper syntax. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 185. Christopher is learning a new language as an adult. While this is great, he is likely to speak the language with   |  |  |  | | --- | --- | --- | |  | a. | the accent of his first language. | |  | b. | imperfect grammar. | |  | c. | both the accent of his first language and with imperfect grammar. | |  | d. | neither the accent of his first language nor with imperfect grammar. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 186. Michael, who took Spanish classes during high school, is still able to communicate in Spanish. However, he has a clear English accent from his first language. This demonstrates that   |  |  |  | | --- | --- | --- | |  | a. | those who speak English can never learn another language. | |  | b. | men are less likely than women to learn a new language. | |  | c. | Spanish is a particularly difficult language to learn. | |  | d. | there is a critical period for learning a new language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 187. Compared with deaf children exposed to sign language from birth, those who first learn sign language as teens are less likely to   |  |  |  | | --- | --- | --- | |  | a. | correctly imitate the signs they are shown. | |  | b. | use signs to indicate concrete objects. | |  | c. | mentally associate signs with written words. | |  | d. | understand subtle differences in the grammar of sign language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 188. Marla was born deaf and has never heard spoken language. With advances in technology, at the age of 11, she can now hear. What can be expected in terms of her ability to learn to speak?   |  |  |  | | --- | --- | --- | |  | a. | She will acquire language skills quickly. | |  | b. | She will need one-on-one instruction to learn language. | |  | c. | She will never learn to speak language as well as those who learned during infancy. | |  | d. | She will refuse to speak language and will continue to use sign language. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. An impairment of language is known as   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism. | |  | b. | telegraphic speech. | |  | c. | babbling. | |  | d. | aphasia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. The speech area located in the brain’s left frontal lobe is called   |  |  |  | | --- | --- | --- | |  | a. | Wernicke’s area. | |  | b. | the motor cortex. | |  | c. | Broca’s area. | |  | d. | the cerebellum.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 191. The part of the cerebral cortex that directs the muscle movements involved in speech is known as   |  |  |  | | --- | --- | --- | |  | a. | Wernicke's area. | |  | b. | Broca's area. | |  | c. | the temporal lobe. | |  | d. | the parietal lobe. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. Abigail was in an automobile accident and suffered brain damage. As a result, she has lost some of her speaking abilities. Research has demonstrated that electrical stimulation of which brain area may help restore her speaking abilities?   |  |  |  | | --- | --- | --- | |  | a. | Broca’s area | |  | b. | Wernicke’s area | |  | c. | the parietal lobe | |  | d. | the right hemisphere |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 193. After Shawn’s skiing accident, an MRI showed that he had brain damage in Broca’s area. Shawn is most likely to have difficulty   |  |  |  | | --- | --- | --- | |  | a. | remembering past events. | |  | b. | speaking fluently. | |  | c. | reading. | |  | d. | understanding other people when they speak. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 194. Wernicke's area is a region of the brain involved in   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | muscle coordination. | |  | c. | language comprehension. | |  | d. | face recognition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. Wernicke's area is typically located in the left \_\_\_\_\_\_\_\_ lobe.   |  |  |  | | --- | --- | --- | |  | a. | parietal | |  | b. | occipital | |  | c. | temporal | |  | d. | frontal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 196. After Trevor fell down a long flight of stairs, his doctor detected brain damage to Wernicke’s area. Because of the damage, Trevor is most likely to experience difficulty in   |  |  |  | | --- | --- | --- | |  | a. | remembering past events. | |  | b. | pronouncing words correctly. | |  | c. | understanding what others are saying. | |  | d. | recognizing familiar faces. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 197. A stroke may impair the ability to understand stories of visual experiences without harming the ability to understand stories of motor experiences because different language functions depend on different   |  |  |  | | --- | --- | --- | |  | a. | mental images. | |  | b. | perceptual sets. | |  | c. | neural networks. | |  | d. | critical periods. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 198. Emanuel, a basketball center, simultaneously calculates receiver distances, player movements, and location of the basket. This best illustrates the activity of multiple   |  |  |  | | --- | --- | --- | |  | a. | critical periods. | |  | b. | morphemes. | |  | c. | neural networks. | |  | d. | phonemes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 199. Maria is natively fluent in two languages. Interestingly, her brain processes   |  |  |  | | --- | --- | --- | |  | a. | one language in the right hemisphere and the other language in the left hemisphere. | |  | b. | both languages in similar areas of the brain. | |  | c. | the first language she learned in the right hemisphere. | |  | d. | her second language in her right hemisphere. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 200. Whorf's linguistic determinism hypothesis emphasizes that   |  |  |  | | --- | --- | --- | |  | a. | infancy is a critical period for language development. | |  | b. | all languages share a similar grammar. | |  | c. | our linguistic proficiencies influence our social status. | |  | d. | words shape the way people think. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 201. Who hypothesized that language determines the way we think?   |  |  |  | | --- | --- | --- | |  | a. | Steven Pinker | |  | b. | Daniel Gilbert | |  | c. | Noam Chomsky | |  | d. | Benjamin Whorf |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Three-year-old Alice’s ability to form concepts of different means of transportation such as cars, motorcycles, and buses improved dramatically once she learned to name cars, motorcycles, and buses. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | a process simulation. | |  | b. | a universal grammar. | |  | c. | telegraphic speech. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 203. Five-month-old Theo recognizes the difference between rectangles and squares just as accurately as his 4-year-old brother, who can correctly name the different shapes. This fact would most directly challenge   |  |  |  | | --- | --- | --- | |  | a. | Chomsky’s language acquisition theory. | |  | b. | Pinker’s sign language theory. | |  | c. | Whorf’s linguistic determinism hypothesis. | |  | d. | Lambert’s bilingual advantage hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 204. A less extreme version of linguistic determinism that recognizes that our words influence our thinking is referred to as   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | linguistic relativism. | |  | c. | telegraphic speech. | |  | d. | productive language. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 205. Linguistic relativism refers to the idea that   |  |  |  | | --- | --- | --- | |  | a. | language has no effect on our thinking. | |  | b. | language influences the way we think. | |  | c. | people who speak two languages have a bilingual advantage. | |  | d. | language determines the way we think. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 206. Many people who are bilingual experience a different sense of self depending on which language they are using. This most clearly illustrates the implications of   |  |  |  | | --- | --- | --- | |  | a. | Gentner’s linguistic relativism theory. | |  | b. | Wernicke's speech comprehension theory. | |  | c. | Broca's speech production theory. | |  | d. | Chomsky's language acquisition theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 207. English has a rich vocabulary for\_\_\_\_\_\_\_\_\_ emotions such as anger. Japanese has more words for \_\_\_\_\_\_\_\_ emotions such as sympathy.   |  |  |  | | --- | --- | --- | |  | a. | receptive; productive | |  | b. | interpersonal; self-focused | |  | c. | productive; receptive | |  | d. | self-focused; interpersonal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 208. Kinsley is bilingual and speaks both English and Japanese. Depending on whether she wants to express self-focused emotions or interpersonal emotions, she often switches languages when speaking. This is partly because of   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | a critical period. | |  | c. | linguistic relativism. | |  | d. | telegraphic speech. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. Bilingual individuals may reveal \_\_\_\_\_\_\_\_\_ when taking the same test in two languages.   |  |  |  | | --- | --- | --- | |  | a. | less interpersonal emotion | |  | b. | less self-focused emotion | |  | c. | an increased productive language | |  | d. | different personality profiles |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 210. Papua New Guinea’s Berinmo people have words for two different shades of yellow and so are able to perceive various shades of yellow that would otherwise go unnoticed. This suggestion most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | a critical period. | |  | c. | linguistic determinism. | |  | d. | telegraphic speech. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. Renita is bilingual. She is likely to have enhanced social skills because she is   |  |  |  | | --- | --- | --- | |  | a. | fluent in a single language. | |  | b. | better able to understand the perspective of others. | |  | c. | more intuitive when it comes to social interactions. | |  | d. | likely to have a larger-than-average Broca’s area. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 212. Contemporary psychologists are most likely to criticize Whorf's linguistic determinism hypothesis for   |  |  |  | | --- | --- | --- | |  | a. | overestimating the impact of thinking on language. | |  | b. | overestimating the extent to which thinking occurs without language. | |  | c. | underestimating the impact of language on thinking. | |  | d. | underestimating the extent to which thinking occurs without language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 213. A person’s procedural memory of how to turn on the lights in their apartment is most likely to consist of   |  |  |  | | --- | --- | --- | |  | a. | a neural network. | |  | b. | a mental image. | |  | c. | telegraphic speech. | |  | d. | universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 214. While driving to your local grocery store, your ability to safely make a right turn into the parking lot is most likely to involve   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | a mental image. | |  | c. | telegraphic speech. | |  | d. | a universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 215. Imagining an experience activates \_\_\_\_\_\_\_\_ that are active during the actual experience.   |  |  |  | | --- | --- | --- | |  | a. | the outcome simulations | |  | b. | some of the same neural networks | |  | c. | areas of the left temporal lobe | |  | d. | productive languages |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 216. Althea is an accomplished ice skater. When she watches someone else performing an intricate routine   |  |  |  | | --- | --- | --- | |  | a. | Wernicke’s area becomes active. | |  | b. | linguistic determinism influences her future performances. | |  | c. | her brain’s internal simulation of it is activated. | |  | d. | she develops a universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 217. Introductory psychology students facing a midterm exam 1 week later spent 5 minutes each day visualizing themselves scanning the posted grade list, seeing their A grade, and feeling proud. This daily \_\_\_\_\_\_\_\_ simulation had \_\_\_\_\_\_\_\_ effect on their exam scores.   |  |  |  | | --- | --- | --- | |  | a. | process; little | |  | b. | outcome; little | |  | c. | process; a large | |  | d. | outcome; a large |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 218. Introductory psychology students performed best on a midterm psychology test if they had previously spent 5 minutes a day visualizing themselves   |  |  |  | | --- | --- | --- | |  | a. | studying effectively. | |  | b. | physically relaxing. | |  | c. | receiving a high midterm test grade. | |  | d. | feeling proud about receiving a high midterm test grade. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 219. Gestures are especially likely to be associated with speech that has   |  |  |  | | --- | --- | --- | |  | a. | a bilingual advantage. | |  | b. | a social context. | |  | c. | perceptual meaning. | |  | d. | a familiar ring. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 220. Human language appears to have evolved from   |  |  |  | | --- | --- | --- | |  | a. | a perceptual set. | |  | b. | gestured communication. | |  | c. | a process simulation. | |  | d. | a critical period. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 221. Research on the language capabilities of apes clearly demonstrates that they have the capacity to   |  |  |  | | --- | --- | --- | |  | a. | vocalize the most common vowel sounds. | |  | b. | acquire language vocabulary as rapidly as most children. | |  | c. | communicate through the use of symbols. | |  | d. | do all of these things. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 222. Beatrice and Allen Gardner taught the chimpanzee Washoe to communicate by means of   |  |  |  | | --- | --- | --- | |  | a. | pictures. | |  | b. | Morse code. | |  | c. | sign language. | |  | d. | English letters. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 223. Which of the following demonstrates that other species have the ability to communicate and comprehend?   |  |  |  | | --- | --- | --- | |  | a. | Various monkey species sound different alarm cries for different predators. | |  | b. | Chimpanzees are able to learn sign language. | |  | c. | A bonobo is able to understand syntax in spoken English. | |  | d. | All of these actions demonstrate that other species are able to communicate and comprehend. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 224. Animal trainers' expectations may have led them to interpret some chimpanzees' signs as indicative of greater linguistic ability than is warranted. This best illustrates the shortcoming of   |  |  |  | | --- | --- | --- | |  | a. | a universal grammar. | |  | b. | a critical period. | |  | c. | a perceptual set. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 225. To a child, “You help me” and “Me help you” communicate different ideas. A chimpanzee well trained in sign language might use the same sequence of signs for both phrases because it is incapable of   |  |  |  | | --- | --- | --- | |  | a. | receptive language. | |  | b. | appropriate syntax. | |  | c. | outcome simulations. | |  | d. | concept formation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 226. When communicating, chimps often consider what others know. This demonstrates that some animals   |  |  |  | | --- | --- | --- | |  | a. | can exhibit care for one another. | |  | b. | can display insight. | |  | c. | show loyalty to other animals. | |  | d. | display basic language processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 227. Experts would most likely agree that intelligence is a(n)   |  |  |  | | --- | --- | --- | |  | a. | inborn ability to perform well on standard intelligence tests. | |  | b. | mental ability to learn from experience. | |  | c. | general trait that underlies success on nearly any task. | |  | d. | multiple array of completely independent adaptive traits. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. Which of the following is NOT an aspect of what is commonly called *intelligence*?   |  |  |  | | --- | --- | --- | |  | a. | artistic ability | |  | b. | problem solving | |  | c. | the ability to adapt to new situations | |  | d. | the ability to learn from experience |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 229. Ahmed is taking his first physics course and is attempting to learn Newton’s three laws of motion. To accomplish his goal, Ahmed is using what is commonly called   |  |  |  | | --- | --- | --- | |  | a. | achievement. | |  | b. | aptitude. | |  | c. | intelligence. | |  | d. | savant syndrome. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 230. Spearman's *g* factor refers to   |  |  |  | | --- | --- | --- | |  | a. | the genetic contribution to intelligence. | |  | b. | a general intelligence that underlies successful performance on a wide variety of tasks. | |  | c. | a highly developed skill or talent possessed by a person with an otherwise limited mental ability. | |  | d. | the ability to understand and regulate emotions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 231. Ivy went online and found an intelligence test that required answering only 20 questions to get a single score 5 minutes later. According to Spearman, her score on this test would represent her   |  |  |  | | --- | --- | --- | |  | a. | creative intelligence. | |  | b. | practical intelligence. | |  | c. | analytical intelligence. | |  | d. | *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 232. Who would have been most enthusiastic about the value of a single intelligence test score as an index of an individual's mental capacities?   |  |  |  | | --- | --- | --- | |  | a. | David Wechsler | |  | b. | Charles Spearman | |  | c. | Howard Gardner | |  | d. | Robert Sternberg |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. Factor analysis is a statistical procedure that can be used to   |  |  |  | | --- | --- | --- | |  | a. | derive IQ scores by comparing mental age with chronological age. | |  | b. | develop test norms from a standardization sample. | |  | c. | identify clusters of closely related test items. | |  | d. | provide a numerical estimate of a test's reliability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. To assess whether intelligence is a single trait or a collection of several distinct abilities, psychologists have made extensive use of   |  |  |  | | --- | --- | --- | |  | a. | the normal curve. | |  | b. | standardization. | |  | c. | predictive validity. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 235. We have many distinct brain networks that enable many specific intellectual abilities. The brain’s coordination of all these networks results in   |  |  |  | | --- | --- | --- | |  | a. | triarchic intelligence. | |  | b. | savant syndrome. | |  | c. | factor analysis. | |  | d. | general intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. Who formulated a theory of general ability based on two factors?   |  |  |  | | --- | --- | --- | |  | a. | Raymond Cattell and John Horn | |  | b. | Howard Gardner | |  | c. | Charles Spearman | |  | d. | Robert Sternberg |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 237. Professor Denton believes that a person’s general mental ability is based on two factors, fluid and crystallized intelligence. Professor Denton’s view of intelligence most closely resembles that of   |  |  |  | | --- | --- | --- | |  | a. | Charles Spearman. | |  | b. | Raymond Cattell. | |  | c. | Howard Gardner. | |  | d. | Robert Sternberg. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 238. Fluid intelligence refers most directly to a person’s   |  |  |  | | --- | --- | --- | |  | a. | accumulated knowledge. | |  | b. | ability to reason speedily and abstractly. | |  | c. | ability to engage in factor analysis. | |  | d. | ability to use different brain regions for storing memories.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 239. Fluid intelligence is also known as   |  |  |  | | --- | --- | --- | |  | a. | *g.* | |  | b. | *Gf*. | |  | c. | *CHC.* | |  | d. | *Gc.* |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 240. Annette is very good at analyzing and solving complex math problems quickly. Her ability to reason speedily is known as   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | general intelligence. | |  | c. | crystallized intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 241. Cattell and Horn’s term for our accumulated knowledge as reflected in vocabulary and applied skills is abbreviated as   |  |  |  | | --- | --- | --- | |  | a. | *g.* | |  | b. | *Gf*. | |  | c. | *CHC*. | |  | d. | *Gc*. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 242. Marlo has excellent “street smarts” in that he is great at solving everyday problems quickly. This ability is known as   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | general intelligence. | |  | c. | crystallized intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 243. Professor Johnson is attending a conference in his discipline where he will present his research. This utilizes his   |  |  |  | | --- | --- | --- | |  | a. | crystallized intelligence. | |  | b. | emotional intelligence. | |  | c. | spatial intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 244. Knowledge of United States history is to \_\_\_\_\_\_\_\_ as understanding algebra is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence; analytical intelligence | |  | b. | crystallized intelligence; fluid intelligence | |  | c. | interpersonal intelligence; intrapersonal intelligence | |  | d. | creative intelligence; practical intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. The ability to learn how to navigate a new internet communication program is to \_\_\_\_\_\_\_\_ as knowledge of European countries is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | longitudinal intelligence; cross-sectional intelligence | |  | b. | cross-sectional intelligence; longitudinal intelligence | |  | c. | crystallized intelligence; fluid intelligence | |  | d. | fluid intelligence; crystallized intelligence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 246. Which of the following bridges the gap from general intelligence to specific abilities?   |  |  |  | | --- | --- | --- | |  | a. | a *g* factor | |  | b. | practical intelligence | |  | c. | the Cattell-Horn-Carroll theory | |  | d. | emotional intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 247. Hundreds of studies on intelligence support the idea that   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence exists. | |  | b. | there are nine types of intelligence, including existential intelligence. | |  | c. | Sternberg’s analytical, creative, and practical intelligences are accurate. | |  | d. | *g* exists, as do more specific abilities, with *Gf* and *Gc* bridging the gap between them. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 248. Which theory affirmed the existence of both *Gf* and *Gc*?   |  |  |  | | --- | --- | --- | |  | a. | Sternberg’s triarchic theory | |  | b. | Gardner’s theory of multiple intelligences | |  | c. | Spearman’s theory of general intelligence | |  | d. | Cattell-Horn-Carroll theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 249. Professor Carlson believes that many abilities comprise intelligence but that these specific abilities exist under a broader umbrella of general intelligence. This is consistent with   |  |  |  | | --- | --- | --- | |  | a. | triarchic theory. | |  | b. | Gardner’s theory of multiple intelligences. | |  | c. | Spearman’s theory of general intelligence. | |  | d. | CHC theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. Which statement best characterizes Howard Gardner's view of intelligence?   |  |  |  | | --- | --- | --- | |  | a. | “There is a single factor that can explain the pattern of specific mental abilities called intelligence.” | |  | b. | “There are multiple independent intelligences, and each must be defined within the context of a particular culture.” | |  | c. | “There are three mental abilities that together make up what is called successful intelligence.” | |  | d. | “There are three types of intelligence: analytical, creative, and practical.” |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 251. Howard Gardner initially identified a total of \_\_\_\_\_\_\_\_ relatively independent intelligences.   |  |  |  | | --- | --- | --- | |  | a. | three | |  | b. | five | |  | c. | eight | |  | d. | twelve |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 252. Those who define *intelligence* as academic aptitude are most likely to criticize   |  |  |  | | --- | --- | --- | |  | a. | Spearman’s concept of general intelligence. | |  | b. | Cattell and Horn’s concept of crystallized intelligence. | |  | c. | Gardner’s concept of multiple intelligences. | |  | d. | Sternberg’s concept of analytical intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 253. Werner spends most of his time outdoors and works tirelessly to protect the environment. Sanja is a psychotherapist and is very successful at helping people to deal with their relationship problems. Gardner would say that Werner is high in \_\_\_\_\_\_\_\_ intelligence and Sanja is high in \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | linguistic; spatial | |  | b. | spatial; interpersonal | |  | c. | naturalist; intrapersonal | |  | d. | spatial; interpersonal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 254. Tina has been dancing since she was 4 years old and is extremely good at it. In fact, she is so good that she far surpasses other students who have been taking dance classes for the same amount of time. Gardner would say that Tina demonstrates \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | linguistic | |  | b. | bodily-kinesthetic | |  | c. | spatial | |  | d. | musical |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 255. As an artist, Stefan creates unique and beautiful paintings. Gardner would say that Stefan demonstrates \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | linguistic | |  | b. | bodily-kinesthetic | |  | c. | spatial | |  | d. | musical |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 256. Which of the following people best illustrates Gardner’s spatial intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Joaquin, who is an excellent public speaker | |  | b. | Bella, who plays the piano | |  | c. | Clara, who loves to dance | |  | d. | Felipe, who enjoys painting |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 257. Howard Gardner has proposed \_\_\_\_\_\_\_\_ as a ninth type of intelligence.   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence | |  | b. | existential intelligence | |  | c. | fluid intelligence | |  | d. | crystallized intelligence  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 258. Which of Gardner's types of intelligence involves thinking about large questions related to life, death, and existence?   |  |  |  | | --- | --- | --- | |  | a. | linguistic | |  | b. | bodily-kinesthetic | |  | c. | spatial | |  | d. | existential |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 259. Dwayne is a published philosopher. He regularly spends time in a monastery to ponder large questions about life, death, and human existence. According to Gardner, Dwayne is demonstrating \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | emotional | |  | b. | interpersonal | |  | c. | existential | |  | d. | analytical |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. Sheila often philosophizes about the meaning of life and whether there is an afterlife. She is demonstrating Gardner’s \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | linguistic | |  | b. | bodily-kinesthetic | |  | c. | spatial | |  | d. | existential |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 261. Recent research has disagreed with the notion that   |  |  |  | | --- | --- | --- | |  | a. | our intelligence may be broken down into seven distinct factors. | |  | b. | basic intelligence predicts our abilities in varied academic areas. | |  | c. | students will learn better when taught in their preferred learning style. | |  | d. | social intelligence is an important indicator of life success. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 262. People with savant syndrome are best described as those who demonstrate   |  |  |  | | --- | --- | --- | |  | a. | high levels of emotional intelligence. | |  | b. | difficulty remembering past experiences. | |  | c. | an exceptional specific skill. | |  | d. | a lack of numerical ability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 263. Which of the following people is most likely to be diagnosed with savant syndrome?   |  |  |  | | --- | --- | --- | |  | a. | Samantha, who scores high on intelligence tests but has no aptitude for creating unique artwork | |  | b. | Margo, who scores high on intelligence tests but has no creative instincts | |  | c. | Hernando, who can compute complicated calculations almost instantly but scores low on intelligence tests | |  | d. | Shawna, who is unable to recognize people by looking at their faces |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 264. Thirty-year-old Miles is limited in mental ability and has very little language ability. However, after briefly seeing an animal on TV or in a movie, he can create a perfect sculpture of that animal. It is likely that Miles is   |  |  |  | | --- | --- | --- | |  | a. | gifted with a superior level of Spearman’s *g* factor. | |  | b. | demonstrating a high level of emotional intelligence. | |  | c. | above average in analytical intelligence. | |  | d. | someone with savant syndrome. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. The characteristics of savant syndrome most directly suggest that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | a diverse set of distinct abilities. | |  | b. | largely unpredictable and unmeasurable. | |  | c. | a culturally constructed concept. | |  | d. | dependent upon the speed of cognitive processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 266. In 8 to 10 seconds, the late memory whiz Kim Peek could read and remember the contents of a book page. Yet, he had little capacity for understanding abstract concepts. Kim's mental capacities best illustrate   |  |  |  | | --- | --- | --- | |  | a. | a high mental age. | |  | b. | creative intelligence. | |  | c. | emotional intelligence. | |  | d. | savant syndrome. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. Robert Sternberg distinguished among analytical, practical, and \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | intrapersonal | |  | b. | creative | |  | c. | spatial | |  | d. | musical |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 268. The triarchic theory of intelligence was advanced by   |  |  |  | | --- | --- | --- | |  | a. | Alfred Binet. | |  | b. | Howard Gardner. | |  | c. | Charles Spearman. | |  | d. | Robert Sternberg. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 269. Patricia is the president of her town’s city council. When a hurricane hit the town, she allocated people, financial resources, and temporary housing to help those whose homes were damaged by the hurricane. According to Sternberg, Patricia is demonstrating \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | practical | |  | b. | creative | |  | c. | emotional | |  | d. | analytical |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 270. Jan and her friends went camping. However, they forgot a lighter for the fire. Jan’s friend, Huang, provides a number of different ideas to solve the issue. Huang is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | practical intelligence. | |  | b. | general intelligence. | |  | c. | emotional intelligence. | |  | d. | creative intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 271. Frank has just been told that he earned an A on his geology exam. Which of Sternberg’s intelligences did Frank demonstrate with his A?   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence | |  | b. | creative intelligence | |  | c. | analytical intelligence | |  | d. | practical intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 272. Which of the following people best illustrates Sternberg's concept of practical intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Jamal, a student who quickly recognizes the correct answers to multiple-choice test questions | |  | b. | Gareth, a graduate student who generates many creative ideas | |  | c. | Shelley, a newspaper reporter who has established a large network of information sources | |  | d. | Cindy, a taxi driver who is writing a novel in the evenings |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 273. The U.S. National Longitudinal Survey of Youth showed \_\_\_\_\_\_\_\_ correlation between youths' intelligence test scores and their subsequent income.   |  |  |  | | --- | --- | --- | |  | a. | a large negative | |  | b. | a moderate positive | |  | c. | a moderate negative | |  | d. | a large positive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 274. Participants in the U.S. National Longitudinal Survey of Youth were tracked across 25 years. The researcher found that their intelligence test scores predicted their   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence. | |  | b. | income. | |  | c. | emotional intelligence. | |  | d. | spatial intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 275. Energetic persistence in pursuit of challenging goals is most clearly an indication of   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | street smarts. | |  | c. | the *g* factor. | |  | d. | grit. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. By demonstrating both intelligence and grit, highly successful people demonstrate the importance of both ability and   |  |  |  | | --- | --- | --- | |  | a. | creativity. | |  | b. | problem solving. | |  | c. | motivation. | |  | d. | aptitude. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 277. Tony is not as smart as some of his college classmates, but his conscientiousness and tendency to study every day for at least 5 hours resulted in a high grade-point average. Tony’s unusual level of success best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | grit. | |  | b. | the *g* factor. | |  | c. | street smarts. | |  | d. | analytical intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 278. The role of intense, daily practice in developing expert performance skills is known as   |  |  |  | | --- | --- | --- | |  | a. | longitudinal study. | |  | b. | the *g* factor. | |  | c. | practical intelligence. | |  | d. | the 10-year rule. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 279. If you love to play the drums and want to become an expert drummer, researchers recommend that you devote about \_\_\_\_\_\_\_\_ years to intense, daily practice.     |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 5 | |  | c. | 10 | |  | d. | 15 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 280. The know-how involved in understanding social situations and managing yourself successfully is called   |  |  |  | | --- | --- | --- | |  | a. | social intelligence. | |  | b. | creative intelligence. | |  | c. | practical intelligence. | |  | d. | analytical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. The concept of social intelligence was proposed by   |  |  |  | | --- | --- | --- | |  | a. | Charles Spearman. | |  | b. | Alfred Binet. | |  | c. | Edward Thorndike. | |  | d. | Howard Gardner. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 282. An important aspect of social intelligence is called   |  |  |  | | --- | --- | --- | |  | a. | the *g* factor. | |  | b. | analytical intelligence. | |  | c. | grit. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 283. The ability to perceive, understand, manage, and use emotions is called   |  |  |  | | --- | --- | --- | |  | a. | street smarts. | |  | b. | existential intelligence. | |  | c. | emotional intelligence. | |  | d. | the *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. Which of the following is NOT an ability associated with emotional intelligence?   |  |  |  | | --- | --- | --- | |  | a. | perceiving emotions | |  | b. | understanding emotions | |  | c. | controlling emotions | |  | d. | using emotions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 285. Charmaine is great at using people’s facial expressions to recognize their emotions. She would score   |  |  |  | | --- | --- | --- | |  | a. | high on perceiving emotions. | |  | b. | low on understanding emotions. | |  | c. | moderately on managing emotions. | |  | d. | high on using emotions.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 286. When Sam asks his son Anton whether Anton's homework is done, he can quickly tell from Anton's facial expressions whether he is telling the truth. Sam’s perceptual skill best illustrates   |  |  |  | | --- | --- | --- | |  | a. | analytical intelligence. | |  | b. | practical intelligence. | |  | c. | emotional intelligence. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. Those who are socially aware and know what to say to soothe a grieving friend or to encourage a struggling workmate most clearly demonstrate   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence. | |  | b. | fluid intelligence. | |  | c. | creative intelligence. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 288. Deedra is very socially aware and self-aware. She is likely to   |  |  |  | | --- | --- | --- | |  | a. | have moderate fluid intelligence. | |  | b. | be low in analytical intelligence. | |  | c. | be high in emotional intelligence. | |  | d. | have average general intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 289. The ability to delay immediate pleasures in pursuit of long-range rewards is most clearly a characteristic of   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | the *g* factor. | |  | c. | savant syndrome. | |  | d. | practical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 290. Although Wanda is academically very smart, she frequently has temper tantrums and needlessly alienates even her closest friends. Her behavior best illustrates a low level of   |  |  |  | | --- | --- | --- | |  | a. | analytical intelligence. | |  | b. | the *g* factor. | |  | c. | creative intelligence. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 291. The concept of emotional intelligence is most likely to be criticized for   |  |  |  | | --- | --- | --- | |  | a. | lacking definitional clarity. | |  | b. | being indistinguishable from analytical intelligence. | |  | c. | being difficult to measure reliably. | |  | d. | extending the definition of intelligence to an overly broad range of skills. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 292. Which theory views a basic intelligence as predicting our abilities in varied academic areas?   |  |  |  | | --- | --- | --- | |  | a. | Spearman’s general intelligence | |  | b. | CHC theory | |  | c. | Gardner’s multiple intelligences | |  | d. | Sternberg’s triarchic theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 293. Which theory proposes that intelligence is composed of broad and narrow abilities?   |  |  |  | | --- | --- | --- | |  | a. | Spearman’s general intelligence | |  | b. | Cattell-Horn-Carroll theory | |  | c. | Gardner’s multiple intelligences | |  | d. | Sternberg’s triarchic theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 294. Compared with Gardner, Sternberg has identified \_\_\_\_\_\_\_\_ independent dimensions of intelligence, and his forms of intelligence have been \_\_\_\_\_\_\_\_ reliably measured.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | fewer; less | |  | c. | more; less | |  | d. | fewer; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. Psychologists use \_\_\_\_\_\_\_\_ to assess individuals' mental aptitudes and compare them with those of others, using numerical scores.   |  |  |  | | --- | --- | --- | |  | a. | eugenics | |  | b. | reliability coefficients | |  | c. | intelligence tests | |  | d. | the *g* factor |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 296. Kyle is in the sixth grade and is taking a test to measure his mental aptitudes as compared with those of others. Kyle is taking a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | standardization | |  | b. | reliability | |  | c. | intelligence | |  | d. | eugenics |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 297. Achievement tests are designed to   |  |  |  | | --- | --- | --- | |  | a. | measure the desire and potential capacity to successfully meet challenges. | |  | b. | assess a person’s ability to produce novel ideas. | |  | c. | compare an individual's personality with those of highly successful people. | |  | d. | assess what a person has learned. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. The written exam for you to obtain a driver's license would most likely be considered a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | achievement | |  | b. | reliability | |  | c. | aptitude | |  | d. | eugenics |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 299. Carlos is preparing to take a comprehensive final exam in his chemistry course. This exam is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | measure of fluid intelligence. | |  | b. | measure of crystallized intelligence. | |  | c. | achievement test. | |  | d. | aptitude test. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 300. Aptitude tests are to \_\_\_\_\_\_\_\_ as achievement tests are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | current interests; past competence | |  | b. | past competence; current interests | |  | c. | current competence; future performance | |  | d. | future performance; current competence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 301. Tests designed to predict the ability to learn new skills are called   |  |  |  | | --- | --- | --- | |  | a. | interest inventories. | |  | b. | factor analyses. | |  | c. | standardized assessments. | |  | d. | aptitude tests. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 302. Rafael is taking a test to determine whether he is able to become a mechanical engineer. Rafael is taking a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | reliability | |  | b. | achievement | |  | c. | aptitude | |  | d. | standardization |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 303. To avoid teacher bias, France’s minister of public education gave \_\_\_\_\_\_\_\_ the task of designing fair tests.   |  |  |  | | --- | --- | --- | |  | a. | Lewis Terman | |  | b. | Alfred Binet | |  | c. | David Wechsler | |  | d. | Ian Deary |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 304. Binet and Simon designed a test of intellectual abilities in order to   |  |  |  | | --- | --- | --- | |  | a. | provide a quantitative estimate of inherited intellectual potential. | |  | b. | distinguish between academic and practical intelligence. | |  | c. | identify children likely to have difficulty learning in regular school classes. | |  | d. | assess general capacity for goal-directed adaptive behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 305. To determine whether a child's intellectual development was fast or slow, Binet and Simon assessed the child's   |  |  |  | | --- | --- | --- | |  | a. | natural ability. | |  | b. | emotional intelligence. | |  | c. | mental age. | |  | d. | cultural background. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 306. To assess mental age, Binet and Simon measured children's   |  |  |  | | --- | --- | --- | |  | a. | head size. | |  | b. | reasoning skills. | |  | c. | muscular power. | |  | d. | neural processing speed. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 307. The level of performance typically associated with a certain chronological age is known as   |  |  |  | | --- | --- | --- | |  | a. | mental age. | |  | b. | intelligence. | |  | c. | achievement. | |  | d. | IQ. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 308. Six-year-old David performs on an intelligence test at a level characteristic of an average 5-year-old. David’s mental age is   |  |  |  | | --- | --- | --- | |  | a. | 4. | |  | b. | 4.5. | |  | c. | 5. | |  | d. | 8. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 309. The Stanford-Binet was first developed by   |  |  |  | | --- | --- | --- | |  | a. | Robert Sternberg. | |  | b. | David Wechsler. | |  | c. | Lewis Terman. | |  | d. | Charles Spearman. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. For the original version of the Stanford-Binet, IQ was defined as   |  |  |  | | --- | --- | --- | |  | a. | mental age multiplied by 100. | |  | b. | chronological age subtracted from mental age and multiplied by 100. | |  | c. | chronological age divided by mental age and multiplied by 100. | |  | d. | mental age divided by chronological age and multiplied by 100. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 311. Marlene is a 11-year-old who responded to the original Stanford-Binet with the proficiency typical of an average 13-year-old. She can be said to have an IQ of   |  |  |  | | --- | --- | --- | |  | a. | 75. | |  | b. | 85. | |  | c. | 118. | |  | d. | 133.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 312. William Stern was the first to introduce the term   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | mental age. | |  | c. | validity. | |  | d. | intelligence quotient.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 313. Victor is 12 years old and has a mental age of 12. What is his IQ?   |  |  |  | | --- | --- | --- | |  | a. | 80 | |  | b. | 90 | |  | c. | 100 | |  | d. | 125 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. The average performance for any given age is assigned a score of \_\_\_\_\_\_\_\_ on contemporary intelligence tests.   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 75 | |  | c. | 80 | |  | d. | 100 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 315. A 12-year-old who responded to the original Stanford-Binet with the proficiency typical of an average 9-year-old was said to have an IQ of   |  |  |  | | --- | --- | --- | |  | a. | 75. | |  | b. | 85. | |  | c. | 115. | |  | d. | 133. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 316. Five-year-old Benjy has an IQ of 120 on the original version of the Stanford-Binet. His mental age is   |  |  |  | | --- | --- | --- | |  | a. | 4. | |  | b. | 6. | |  | c. | 8. | |  | d. | 9. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 317. Instead of calculating an intelligence quotient, most current intelligence tests represent the test-taker's performance relative to the   |  |  |  | | --- | --- | --- | |  | a. | test-taker's own previous intelligence test performance. | |  | b. | best possible performance of others the same age as the test-taker. | |  | c. | best possible performance of others of any age. | |  | d. | average performance of others the same age as the test-taker. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 318. Who was most enthusiastic about relying on eugenics for the improvement of human intellectual functioning?   |  |  |  | | --- | --- | --- | |  | a. | Robert Sternberg | |  | b. | Alfred Binet | |  | c. | Lewis Terman | |  | d. | David Wechsler |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 319. Which nineteenth- and twentieth-century movement proposed using intelligence test results to encourage only smart and fit people to reproduce?   |  |  |  | | --- | --- | --- | |  | a. | fluid intelligence | |  | b. | crystallized intelligence | |  | c. | factor analysis | |  | d. | eugenics |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 320. The eugenics movement would have been most likely to encourage   |  |  |  | | --- | --- | --- | |  | a. | selective breeding of highly intelligent people. | |  | b. | creation of special education programs for intellectually inferior children. | |  | c. | construction of tests to measure a variety of intelligences. | |  | d. | use of factor analysis for identification of various types of intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 321. Speaking at his local community center, Henry insists that “the government should use people’s IQ to identify those who should and should not be allowed to have children as a benefit to humanity.” Henry is advocating   |  |  |  | | --- | --- | --- | |  | a. | eugenics. | |  | b. | factor analysis. | |  | c. | test standardization. | |  | d. | crystallized intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 322. In the early twentieth century, the U.S. government developed intelligence tests to evaluate newly arriving immigrants and World War I army recruits. Poor test scores among immigrants who were not of Anglo-Saxon heritage were attributed by some psychologists of that day to   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat. | |  | b. | innate mental inferiority. | |  | c. | savant syndrome. | |  | d. | differences in cultural experiences. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 323. Binet and Terman would have been most likely to disagree about the   |  |  |  | | --- | --- | --- | |  | a. | extent to which intelligence is determined by heredity. | |  | b. | need to standardize intelligence tests. | |  | c. | possibility of predicting people's academic success from intelligence test scores. | |  | d. | definition of mental age. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 324. Terman’s support of the eugenics movement demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | research findings drove his ideas. | |  | b. | science can be value laden. | |  | c. | his research lacked reliability and validity. | |  | d. | much emphasis he placed on environmental forces. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 325. Who would have been the LEAST enthusiastic about relying on eugenics for the improvement of human intellectual functioning?   |  |  |  | | --- | --- | --- | |  | a. | Francis Galton | |  | b. | Alfred Binet | |  | c. | Lewis Terman | |  | d. | Charles Darwin |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 326. Parker is taking an intelligence test that has separate scores for four different categories of questions, whereas Thomas is taking a test that provides a single score. Parker’s test is the \_\_\_\_\_\_\_\_, and Thomas’ is the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | WAIS; Stanford-Binet | |  | b. | Stanford-Binet; WAIS | |  | c. | WAIS; WISC | |  | d. | WISC; WAIS |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 327. The WAIS was initially created by   |  |  |  | | --- | --- | --- | |  | a. | William Stern. | |  | b. | Alfred Binet. | |  | c. | Robert Sternberg. | |  | d. | David Wechsler. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 328. The intelligence test that contains 15 verbal and performance subtests is the   |  |  |  | | --- | --- | --- | |  | a. | Wechsler Adult Intelligence Scale. | |  | b. | Scholastic Aptitude Test. | |  | c. | Stanford-Binet. | |  | d. | Binet-Simon intelligence test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 329. Block design puzzles are used in one of the subtests of the   |  |  |  | | --- | --- | --- | |  | a. | WAIS. | |  | b. | SAT. | |  | c. | Stanford-Binet. | |  | d. | SAT Math Test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 330. The test Lee is taking includes questions such as “In what way are bronze and pewter alike?” Lee is taking the   |  |  |  | | --- | --- | --- | |  | a. | WAIS. | |  | b. | SAT. | |  | c. | Stanford-Binet. | |  | d. | GRE. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 331. The WAIS contains \_\_\_\_\_\_\_\_ subtests.   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 5 | |  | c. | 15 | |  | d. | 25 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 332. Janet is taking the WAIS and is completing the section in which she is tested on vocabulary, similarities between words, and reading comprehension. Which area of the test is she currently working on?   |  |  |  | | --- | --- | --- | |  | a. | working memory | |  | b. | perceptual reasoning | |  | c. | processing speed | |  | d. | verbal comprehension |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 333. The WAIS yields an overall intelligence score, as well as separate scores for more specific abilities such as   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | creative thinking. | |  | c. | perceptual reasoning. | |  | d. | vocational intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 334. In addition to an overall intelligence score, the WAIS provides separate scores for specific skills, including the use of   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | creative thinking. | |  | c. | working memory. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 335. An increase in average intelligence test performance during the past decade would best illustrate why intelligence testing requires up-to-date   |  |  |  | | --- | --- | --- | |  | a. | validity tests. | |  | b. | standardization. | |  | c. | reliability indices. | |  | d. | processing speed estimates. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 336. If a test is standardized, this means that   |  |  |  | | --- | --- | --- | |  | a. | it accurately measures what it is intended to measure. | |  | b. | a person's test performance can be compared with that of a representative pretested group. | |  | c. | most test scores will cluster near the average. | |  | d. | the test will yield consistent results when administered on different occasions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 337. When Aaron was told that he correctly answered 75 percent of the items on a verbal achievement test, he asked how his performance compared with that of the average test-taker. Aaron’s concern was directly related to the issue of   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | predictive validity. | |  | c. | reliability. | |  | d. | stability. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 338. The distribution of intelligence test scores in the general population forms a bell-shaped pattern. This pattern is called   |  |  |  | | --- | --- | --- | |  | a. | a standardization sample. | |  | b. | a reliability coefficient. | |  | c. | factor analysis. | |  | d. | a normal curve. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 339. About \_\_\_\_\_\_\_\_ percent of WAIS scores fall between 85 and 115.   |  |  |  | | --- | --- | --- | |  | a. | 30 | |  | b. | 50 | |  | c. | 68 | |  | d. | 96 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 340. The normal curve would represent the distribution of   |  |  |  | | --- | --- | --- | |  | a. | the American population in terms of gender. | |  | b. | American schoolchildren in terms of their ages. | |  | c. | American women in terms of their physical heights. | |  | d. | all of these groups. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 341. If a test yields consistent results every time it is used, it has a high degree of   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | predictive validity. | |  | c. | reliability. | |  | d. | correlation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 342. Michelle completed the Software Engineering Aptitude Test when she applied for a job with Omega Civil Engineering. A year later, she took the same test when she applied for a job with Alpha Engineering. The fact that her scores were almost identical on the two occasions suggests that the test has a high degree of   |  |  |  | | --- | --- | --- | |  | a. | stability. | |  | b. | reliability. | |  | c. | predictive validity. | |  | d. | standardization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 343. Researchers assess the correlation between scores obtained on two halves of a single test in order to measure the \_\_\_\_\_\_\_\_ of the test.   |  |  |  | | --- | --- | --- | |  | a. | validity | |  | b. | reliability | |  | c. | standardization | |  | d. | normal distribution |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 344. Dr. Guash correlates the scores obtained on two halves of his test measuring a person’s tendency to engage in risky behavior. He is checking the \_\_\_\_\_\_\_\_ of his test.   |  |  |  | | --- | --- | --- | |  | a. | reliability | |  | b. | predictive validity | |  | c. | standardization | |  | d. | stability  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 345. A measure of intelligence based on head size is likely to have a \_\_\_\_\_\_\_\_ level of reliability and a \_\_\_\_\_\_\_\_ level of validity.   |  |  |  | | --- | --- | --- | |  | a. | low; low | |  | b. | low; high | |  | c. | high; low | |  | d. | high; high |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 346. A test that measures or predicts what it is supposed to is said to have a high degree of   |  |  |  | | --- | --- | --- | |  | a. | validity. | |  | b. | standardization. | |  | c. | reliability. | |  | d. | the *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 347. Psychologists would calculate the relationship between intelligence test scores and school grades in order to assess the \_\_\_\_\_\_\_\_ of the intelligence test.   |  |  |  | | --- | --- | --- | |  | a. | reliability | |  | b. | standardization | |  | c. | normal distribution | |  | d. | predictive validity |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 348. Dr. Jwa wants to know if her new verbal comprehension test measures what it is supposed to measure, so she compares the test scores with the grades of university students enrolled in courses that involve verbal comprehension. In this instance, Dr. Jwa is in the process of   |  |  |  | | --- | --- | --- | |  | a. | establishing the test’s reliability. | |  | b. | establishing the test’s validity. | |  | c. | standardizing the test. | |  | d. | conducting a factor analysis of the test. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 349. Mandi Lynn is studying in preparation for the GRE exam. Generally, she can expect to perform   |  |  |  | | --- | --- | --- | |  | a. | higher than she did on the WISC. | |  | b. | as well as she did on the WISC. | |  | c. | higher than she did on the SAT. | |  | d. | as well as she did on the SAT. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 350. Intellectual disability is considered a(n)   |  |  |  | | --- | --- | --- | |  | a. | achievement score. | |  | b. | neurodevelopmental disorder. | |  | c. | mental age. | |  | d. | innate intelligence ability. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 351. To be diagnosed with an intellectual disability, one’s score on an intelligence test must be   |  |  |  | | --- | --- | --- | |  | a. | 100. | |  | b. | 120. | |  | c. | 50 or below. | |  | d. | 70 or below. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 352. Amanda’s score on an intelligence test is less than 70. This means that   |  |  |  | | --- | --- | --- | |  | a. | she will be diagnosed as having an intellectual disability. | |  | b. | her mental age matches her chronological age. | |  | c. | she has inherited lower-than-average intelligence. | |  | d. | the test she took was flawed and biased. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 353. Because of the imprecision and arbitrariness of a fixed cutoff score for intellectual disability, the U.S. Supreme Court   |  |  |  | | --- | --- | --- | |  | a. | no longer rules on the death penalty. | |  | b. | has abolished the death penalty. | |  | c. | requires other evidence to be considered in relation to the death penalty. | |  | d. | considers intelligence tests inadmissible. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 354. Terman’s studies of 1500 California children with IQ scores over 135 indicated that these high-scoring children   |  |  |  | | --- | --- | --- | |  | a. | were well-adjusted. | |  | b. | suffered poor eyesight. | |  | c. | scored below average on tests of creativity. | |  | d. | tended to be socially withdrawn. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 355. Among Americans scoring in the top 1 in 10,000 on the \_\_\_\_\_\_\_\_ at age 12 or 13, about 40 percent had earned doctorates.   |  |  |  | | --- | --- | --- | |  | a. | WAIS | |  | b. | Stanford-Binet | |  | c. | SAT | |  | d. | WISC |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 356. The intelligence test scores of precocious youths may predict \_\_\_\_\_\_\_\_ in adulthood.   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence | |  | b. | earning a doctorate degree | |  | c. | emotional intelligence | |  | d. | political views |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 357. Catalina has secured several patents in her chosen field of engineering. Which of the following statements is most likely true of Catalina as a 13-year-old?   |  |  |  | | --- | --- | --- | |  | a. | She was part of a standardization group for the SAT. | |  | b. | Her SAT score was in line with the rest of her classmates. | |  | c. | She scored higher on the WISC than on the SAT. | |  | d. | She aced the math SAT. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 358. A cross-sectional study is one in which   |  |  |  | | --- | --- | --- | |  | a. | the same people are tested and retested over time. | |  | b. | people of different ages are tested at the same time. | |  | c. | different characteristics of a given individual are assessed at the same time. | |  | d. | the behavior of a group is assessed by different researchers. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 359. Researchers at one point in time assess and compare the performance of different age groups on the SAT. The procedure used in this research best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a cross-sectional study. | |  | b. | a factor analysis. | |  | c. | a longitudinal study. | |  | d. | predictive validity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 360. Professor Hernandez is interested in measuring the difference in vocabulary and word power among people of different ages. He intends to give these individuals a vocabulary and word-power test during the next year. Professor Hernandez will be conducting a   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | longitudinal study. | |  | c. | cross-sectional study. | |  | d. | test standardization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 361. Which of the following best explains why early cross-sectional research found that intelligence declines with age?   |  |  |  | | --- | --- | --- | |  | a. | Cross-sectional studies compare groups of people over an extended length of time. | |  | b. | Early cross-sectional studies were limited because a large number of participants withdrew from the studies. | |  | c. | Cross-sectional studies compare groups of people who are the same age. | |  | d. | Early cross-sectional studies compared people of different eras who had varying levels of education and different family experiences. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 362. Cross-sectional research indicated that during early and middle adulthood, aging is associated with \_\_\_\_\_\_\_\_ levels of intelligence. Longitudinal research indicated that during this period of life, aging is associated with \_\_\_\_\_\_\_\_ levels of intelligence.   |  |  |  | | --- | --- | --- | |  | a. | increasing; declining | |  | b. | declining; stable | |  | c. | increasing; increasing | |  | d. | stable; declining |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 363. The same people are tested and retested over a period of years in a   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | longitudinal study. | |  | c. | standardization sample. | |  | d. | cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 364. Repeatedly assessing the intelligence of the same group of people at different times across their life span best illustrates a   |  |  |  | | --- | --- | --- | |  | a. | predictive study. | |  | b. | cross-sectional study. | |  | c. | cohort study. | |  | d. | longitudinal study. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 365. Professor Wayne has spent the last 25 years studying the development of logical thinking in a group of people. The participants were all 6 years old when she began the study. Professor Wayne, who plans to have a younger researcher in the department continue the study after she retires next year, is conducting a   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | longitudinal study. | |  | c. | cross-sectional study. | |  | d. | test standardization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 366. At what age does children’s performance on intelligence tests begin to predict their adolescent and adult scores?   |  |  |  | | --- | --- | --- | |  | a. | 2 years | |  | b. | 3 years | |  | c. | 4 years | |  | d. | 6 years |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 367. By \_\_\_\_\_\_\_\_, intelligence scores are likely to remain stable.   |  |  |  | | --- | --- | --- | |  | a. | 7 years | |  | b. | 11 years | |  | c. | 15 years | |  | d. | 22 years |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 368. Jada began to read when she was 4 years old. Based on this information, what can we predict about her performance on the college aptitude test she will take as an eighth-grader?   |  |  |  | | --- | --- | --- | |  | a. | She will score about the same as average female high school seniors. | |  | b. | She will score considerably lower than most eighth-graders. | |  | c. | She will score considerably higher than most eighth-graders. | |  | d. | We cannot predict college aptitude test performance using reading ability at age 4. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 369. Facundo is 11 years old and is taking his second intelligence test. Which of the following statements is most likely true of Facundo’s score?   |  |  |  | | --- | --- | --- | |  | a. | It is likely to be much lower than it will eventually be. | |  | b. | It will be similar to the scores of his cohort. | |  | c. | His score will be much higher than it will eventually be. | |  | d. | His score will be impressively stable. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 370. A group of people of very similar age who are participants in a longitudinal study are called a   |  |  |  | | --- | --- | --- | |  | a. | developmental factor. | |  | b. | cross-sectional group. | |  | c. | cohort. | |  | d. | phase group. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 371. Ian Deary and his colleagues retested 80-year-old Scots, using an intelligence test the Scots had taken as 11-year-olds. The procedure used in this research best illustrates a   |  |  |  | | --- | --- | --- | |  | a. | crystallized study. | |  | b. | longitudinal study. | |  | c. | factor analysis. | |  | d. | cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 372. People scoring higher on the Scottish national intelligence test at age 11 tended to \_\_\_\_\_\_\_\_ than those who scored lower.   |  |  |  | | --- | --- | --- | |  | a. | live longer | |  | b. | be less creative | |  | c. | talk at an earlier age | |  | d. | experience more intellectual disabilities |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 373. Which of the following does NOT explain why those with higher intelligence tend to be healthier and live longer?   |  |  |  | | --- | --- | --- | |  | a. | Intelligence facilitates more education, better jobs, and a healthier environment. | |  | b. | Intelligence encourages healthy living. | |  | c. | Illnesses in adolescence and early adulthood might have influenced both intelligence and health. | |  | d. | A well-wired body fosters intelligence and longevity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 374. According to Deary, which of the following explains why those with higher intelligence tend to be healthier and live longer?   |  |  |  | | --- | --- | --- | |  | a. | Intelligence facilitates more education, better jobs, and a healthier environment. | |  | b. | Intelligence encourages healthy living. | |  | c. | Prenatal events or early childhood illnesses can influence both intelligence and health. | |  | d. | Deary proposed all of these as explanations for why those with higher intelligence tend to be healthier and live longer. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 375. Intelligence scores are most likely to be stable over a one-year period for a   |  |  |  | | --- | --- | --- | |  | a. | preschool student whose intelligence test score is 80. | |  | b. | first-grade student whose intelligence test score is 125. | |  | c. | third-grade student whose intelligence test score is 115. | |  | d. | fifth-grade student whose intelligence test score is 95. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 376. \_\_\_\_\_\_\_\_ refers to a person’s accumulated knowledge as reflected in vocabulary and analogies tests.   |  |  |  | | --- | --- | --- | |  | a. | Fluid intelligence | |  | b. | The *g* factor | |  | c. | Aptitude | |  | d. | Crystallized intelligence  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 377. Unlike their ability to reason speedily, people’s capacity to understand the meaning of words increases up to old age. This best illustrates the stability of   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | crystallized intelligence. | |  | c. | cross-sectional intelligence. | |  | d. | fluid intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 378. \_\_\_\_\_\_\_\_ refers to a person’s ability to reason speedily and abstractly.   |  |  |  | | --- | --- | --- | |  | a. | Fluid intelligence | |  | b. | The *g* factor | |  | c. | Aptitude | |  | d. | Crystallized intelligence  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 379. Jacquelyne just turned 25 years old. Which of the following best explains how her intelligence is likely to change?   |  |  |  | | --- | --- | --- | |  | a. | Her crystallized intelligence will begin to decrease. | |  | b. | Her crystallized intelligence will begin to increase. | |  | c. | Her fluid intelligence will begin to decrease. | |  | d. | Her fluid intelligence will begin to increase. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 380. In terms of intelligence, getting older often leads to   |  |  |  | | --- | --- | --- | |  | a. | gains in solving novel logic problems. | |  | b. | losses in taking multiple perspectives. | |  | c. | gains in social reasoning skills. | |  | d. | losses in appreciating knowledge limits. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 381. It can be expected that social reasoning skills will increase during   |  |  |  | | --- | --- | --- | |  | a. | early childhood. | |  | b. | middle childhood. | |  | c. | late adolescence. | |  | d. | older adulthood. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 382. To qualify for the plant supervisor’s job, 50-year-old Donna must take a series of psychological tests. Her performance on the test of \_\_\_\_\_\_\_\_ is likely to be poorer than if she had taken it as a 25-year-old.   |  |  |  | | --- | --- | --- | |  | a. | general knowledge | |  | b. | spelling | |  | c. | abstract reasoning | |  | d. | vocabulary |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 383. Explaining why the best work of scientists is often produced in early adulthood while that of novelists often originates during middle adulthood requires a distinction between   |  |  |  | | --- | --- | --- | |  | a. | analytical and practical intelligence. | |  | b. | interpersonal and intrapersonal intelligence. | |  | c. | fluid and crystallized intelligence. | |  | d. | aptitude and grit. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 384. The heritability of intelligence refers to   |  |  |  | | --- | --- | --- | |  | a. | the extent to which an individual’s intelligence is attributable to genetic factors. | |  | b. | the portion of the variation in intelligence among a group of people that is attributable to genetic factors. | |  | c. | the extent to which the intelligence test scores of a large group indicate an average IQ of 100. | |  | d. | a general underlying intelligence factor that is measured by every task on an intelligence test. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 385. Professor Carrozzella’s study of students at a local university indicates that 30 percent of person-to-person differences in conscientiousness among the group members can be attributed to their differing genes. The 30-percent figure represents an estimate of   |  |  |  | | --- | --- | --- | |  | a. | crystallized intelligence. | |  | b. | predictive validity. | |  | c. | heritability. | |  | d. | the *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 386. The heritability of intelligence is estimated to range from \_\_\_\_\_\_\_\_ percent.   |  |  |  | | --- | --- | --- | |  | a. | 30 to 50 | |  | b. | 20 to 60 | |  | c. | 40 to 70 | |  | d. | 50 to 80 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 387. To estimate trait heritability, behavior geneticists are most likely to make use of   |  |  |  | | --- | --- | --- | |  | a. | protein molecules. | |  | b. | stress hormones. | |  | c. | epigenetic marks. | |  | d. | twin studies.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 388. The heritability of intelligence is lowest among   |  |  |  | | --- | --- | --- | |  | a. | genetically similar individuals who have been raised in similar environments. | |  | b. | genetically different individuals who have been raised in similar environments. | |  | c. | genetically similar individuals who have been raised in different environments. | |  | d. | genetically different individuals who have been raised in different environments. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 389. The similarity between the intelligence test scores of identical twins raised apart is   |  |  |  | | --- | --- | --- | |  | a. | less than that between children and their biological parents. | |  | b. | equal to that between identical twins raised together. | |  | c. | equal to that between fraternal twins raised together. | |  | d. | greater than that between ordinary siblings raised together. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 390. Which of the following observations provides the best evidence that intelligence test scores are influenced by heredity?   |  |  |  | | --- | --- | --- | |  | a. | Japanese children have higher average intelligence scores than do American children. | |  | b. | Identical twins raised together are more similar in their intelligence scores than identical twins raised separately. | |  | c. | The intelligence scores of children are positively correlated with the intelligence scores of their parents. | |  | d. | Identical twins raised separately are more similar in their intelligence scores than fraternal twins raised together. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 391. When 100 researchers pooled their data on 269,867 people, all the gene variations analyzed accounted for a very \_\_\_\_\_\_\_\_ percentage of the differences in educational achievement among individuals in this group. This suggests that there are \_\_\_\_\_\_\_\_ genes that contribute to intelligence.   |  |  |  | | --- | --- | --- | |  | a. | small; many | |  | b. | small; very few | |  | c. | large; many | |  | d. | large; very few |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 392. An analysis of genes from more than 1 million people found a heritability of about \_\_\_\_\_\_\_\_ related to differences in educational attainment.   |  |  |  | | --- | --- | --- | |  | a. | 1 percent | |  | b. | 5 percent | |  | c. | 12 percent | |  | d. | 25 percent |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 393. Today's researchers have identified many different DNA segments that contribute to intelligence. This indicates that intelligence   |  |  |  | | --- | --- | --- | |  | a. | is adaptive. | |  | b. | is completely genetic. | |  | c. | is polygenetic. | |  | d. | depends on the family-environment effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 394. Professor Haj Ali contends that intelligence involves many interacting genes. Professor Haj Ali believes that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | polygenetic. | |  | b. | not a heritable trait. | |  | c. | a product of experience. | |  | d. | determined solely by the family-environment effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 395. Because he was mistreated as a toddler, Jeremy was placed in a foster home. Fortunately, by the time he reached kindergarten age, he was adopted by a middle-class family. What can be expected?   |  |  |  | | --- | --- | --- | |  | a. | His intelligence test score will increase after adoption. | |  | b. | His intelligence test score will decrease after adoption. | |  | c. | There will be no change in his intelligence test score. | |  | d. | It is not possible to determine what will happen to Jeremy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 396. With increasing age, adopted children's verbal ability scores become \_\_\_\_\_\_\_\_ positively correlated with their adoptive parents' scores and \_\_\_\_\_\_\_\_ positively correlated with their biological parents' scores.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; less | |  | c. | more; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 397. Professor Pacia is conducting a study of intelligence in identical twins. Specifically, he is studying Emily and Emma, identical twins who were born to Madison and Murray and were adopted by Avery and Joshua, who already had two children, Tyler and Aria. In this example, who are the identical twins' biological parents?   |  |  |  | | --- | --- | --- | |  | a. | Emily and Emma | |  | b. | Madison and Murray | |  | c. | Avery and Joshua | |  | d. | Tyler and Aria |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 398. Which of the following is FALSE regarding adoption and intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Adoption from poverty into middle-class homes increases intelligence test scores. | |  | b. | The intelligence scores of fraternal twins who have been adopted do not correlate with one another. | |  | c. | Adoption of neglected children can increase their intelligence test scores. | |  | d. | During childhood, adoptive siblings test scores correlate modestly. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 399. In one massive study of 11,000 twin pairs in four countries, the heritability of general intelligence was found to be greatest during   |  |  |  | | --- | --- | --- | |  | a. | early childhood. | |  | b. | middle childhood. | |  | c. | adolescence. | |  | d. | young adulthood. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 400. The study of how genes and environment interact to influence intelligence and other human characteristics is called   |  |  |  | | --- | --- | --- | |  | a. | polygenetics. | |  | b. | heritability. | |  | c. | epigenetics. | |  | d. | growth mindset. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 401. As a result of gene–environment interactions, even small genetic advantages can   |  |  |  | | --- | --- | --- | |  | a. | reduce social interactions. | |  | b. | hinder the development of emotional intelligence. | |  | c. | trigger social experiences that increase our original skills. | |  | d. | lead to enhanced specific abilities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 402. The notion that our genes shape the experiences that shape us is consistent with   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | a growth mindset. | |  | c. | stereotype threat. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 403. Victoria believes intelligence is a product of an interaction between genes and environmental influences. Victoria’s position is consistent with   |  |  |  | | --- | --- | --- | |  | a. | epigenetics. | |  | b. | polygenetics. | |  | c. | the family-environment effect. | |  | d. | growth mindset. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 404. Babies in an Iranian orphanage suffered delayed intellectual development as a result of   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat. | |  | b. | low heritability estimates. | |  | c. | a deprived environment. | |  | d. | a genetic disorder.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 405. J. McVicker Hunt observed children in an Iranian orphanage being raised in an extremely deprived environment. These children were passive and cognitively immature. Hunt's successful training program for Iranian caregivers encouraged them to engage in \_\_\_\_\_\_\_\_ with these infants.   |  |  |  | | --- | --- | --- | |  | a. | DNA profiling | |  | b. | adoption studies | |  | c. | language-fostering games | |  | d. | heritability estimates |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 406. The importance of environmental influences on intelligence is provided by evidence that   |  |  |  | | --- | --- | --- | |  | a. | general intelligence scores predict performance on a variety of complex tasks. | |  | b. | the cognitive development of neglected children is often depressed. | |  | c. | identical twins raised together have more similar intelligence scores than fraternal twins raised together. | |  | d. | mental similarities between adopted children and their adoptive families increase with age. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 407. Intensive preschool programs \_\_\_\_\_\_\_\_ children's intelligence test performance. Both schooling and intelligence \_\_\_\_\_\_\_\_ children’s later income.   |  |  |  | | --- | --- | --- | |  | a. | enhances; enhances | |  | b. | has no effect on; enhances | |  | c. | enhances; has no effect on | |  | d. | has no effect on; has no effect on |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 408. One analysis of 72,431 undergraduates found that \_\_\_\_\_\_\_\_ rivaled \_\_\_\_\_\_\_\_ as predictor(s) of academic achievement.   |  |  |  | | --- | --- | --- | |  | a. | study motivation and study skills; aptitude and previous grades | |  | b. | innate intelligence; stereotype threat | |  | c. | environment; a growth mindset | |  | d. | aptitude and previous grades; motivation and study skills |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 409. When promised money for doing well on an intelligence test, adolescents in four dozen studies scored higher. This best illustrates that intelligence test performance is influenced by   |  |  |  | | --- | --- | --- | |  | a. | motivation. | |  | b. | stereotype threat. | |  | c. | a growth mindset. | |  | d. | heritability estimates. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 410. A focus on learning and growing fosters   |  |  |  | | --- | --- | --- | |  | a. | predictive validity. | |  | b. | trait heritability. | |  | c. | stereotype threat. | |  | d. | a growth mindset. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 411. The psychologist who has shown the benefits of a growth mindset is   |  |  |  | | --- | --- | --- | |  | a. | J. McVicker Hunt. | |  | b. | Steven Pinker. | |  | c. | Donna Strickland. | |  | d. | Carol Dweck. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 412. Psychologist Carol Dweck believes that training students to believe that intelligence is changeable, not fixed, can help them develop \_\_\_\_\_\_\_\_, in which students attribute their successes to hard work, not to fixed intelligence.   |  |  |  | | --- | --- | --- | |  | a. | their general intelligence | |  | b. | their epigenetics | |  | c. | their polygenetics | |  | d. | a growth mindset |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 413. Carol Dweck teaches young teens that the brain is like a muscle that becomes stronger with use. Dweck’s belief is intended to encourage teens to view intelligence as   |  |  |  | | --- | --- | --- | |  | a. | a reflection of the *g* factor. | |  | b. | a biologically determined capacity. | |  | c. | changeable over time. | |  | d. | distributed in a bell-shaped curve. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 414. Stan teaches tenth-grade biology classes in the high school located in one of the poorer areas of the city. He stresses to his students that the brain is like a muscle; it grows stronger with use. He praises effort rather than ability. Stan is trying to help his students through encouraging   |  |  |  | | --- | --- | --- | |  | a. | trait heritability. | |  | b. | stereotype threat. | |  | c. | a growth mindset. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 415. Professor Vincent stresses to his students that they can always learn new things and grow as individuals. It is clear that Professor Vincent has   |  |  |  | | --- | --- | --- | |  | a. | an advanced mental age. | |  | b. | high intelligence. | |  | c. | low emotional intelligence. | |  | d. | a growth mindset. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 416. Bryson did not do well on his most recent math test and is complaining about his professor to his mother. His mother stresses to Bryson that he can learn anything he puts his mind to. It is likely that his mother has   |  |  |  | | --- | --- | --- | |  | a. | an advanced mental age. | |  | b. | high intelligence. | |  | c. | low emotional intelligence. | |  | d. | a growth mindset. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 417. Malcolm believes that men are smarter than women. Why might this be the case?   |  |  |  | | --- | --- | --- | |  | a. | Men tend to self-estimate their level of intelligence higher than women do. | |  | b. | Women tend to self-estimate their level of intelligence higher than men do. | |  | c. | Malcolm is intentionally biased against women. | |  | d. | Malcolm has reviewed scientific evidence that has compared the intelligence level of men and women. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 418. Girls are \_\_\_\_\_\_\_\_ likely to outpace boys in spelling and verbal fluency, and they are \_\_\_\_\_\_\_\_ likely than boys to detect whether their grandmother is upset.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 419. Males' mental ability scores show greater \_\_\_\_\_\_\_\_ than females' mental ability scores.   |  |  |  | | --- | --- | --- | |  | a. | stability | |  | b. | heritability | |  | c. | variability | |  | d. | growth mindset |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 420. Brenda notices that men tend to take more risks than women do. Based on what she has learned about Steven Pinker's argument from an evolutionary perspective, she is likely to attribute this observed difference to   |  |  |  | | --- | --- | --- | |  | a. | biology. | |  | b. | environment. | |  | c. | nurture. | |  | d. | experience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 421. Boys outnumber girls at extremely \_\_\_\_\_\_\_\_ levels of detecting emotions and at extremely \_\_\_\_\_\_\_\_ levels of solving complex math problems.   |  |  |  | | --- | --- | --- | |  | a. | high; low | |  | b. | low; low | |  | c. | high; high | |  | d. | low; high |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 422. Males are most likely to outperform females in a   |  |  |  | | --- | --- | --- | |  | a. | spatial abilities test. | |  | b. | speed-reading tournament. | |  | c. | spelling bee. | |  | d. | speech-giving contest.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 423. Sweden and Iceland exhibit little of the gender gap in mathematical abilities found in Turkey and Korea. This best illustrates that mental abilities are   |  |  |  | | --- | --- | --- | |  | a. | polygenetic. | |  | b. | genetic. | |  | c. | socially influenced. | |  | d. | stable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 424. Many social scientists think race is no longer a meaningful term because they view race primarily as a(n) \_\_\_\_\_\_\_\_ without well-defined physical boundaries.   |  |  |  | | --- | --- | --- | |  | a. | aptitude | |  | b. | concept | |  | c. | social construction | |  | d. | biological component |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 425. The intelligence test scores of today’s better-fed, better-educated, and more test-prepared population \_\_\_\_\_\_\_\_ the scores of the 1930s population.   |  |  |  | | --- | --- | --- | |  | a. | are higher than | |  | b. | are lower than | |  | c. | are equal to | |  | d. | can’t be compared with |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 426. A large intelligence test score gap between those who are wealthy and those who are poor can be found in countries with   |  |  |  | | --- | --- | --- | |  | a. | a small wealth gap between the rich and the poor. | |  | b. | no wealth gap between the rich and the poor. | |  | c. | a modest wealth gap between the rich and the poor. | |  | d. | a large wealth gap between the rich and the poor. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 427. On average, the intelligence test scores of the Dingbats are much higher than those of the Dodos. The difference in the average test scores of the two groups might be a product of   |  |  |  | | --- | --- | --- | |  | a. | genetic differences between two groups with similar environments. | |  | b. | environmental differences between two groups with similar genetics. | |  | c. | genetic and environmental differences between the two groups. | |  | d. | any of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 428. Research on racial and ethnic differences in intelligence indicates that   |  |  |  | | --- | --- | --- | |  | a. | school desegregation has actually decreased the academic achievement of Black American children. | |  | b. | the average mathematics achievement test scores of students in Asia are higher than those of North American students. | |  | c. | among American Blacks, those with the most African ancestry receive the highest intelligence test scores. | |  | d. | the Black-White difference in intelligence test scores has increased in recent years. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 429. Intelligence tests are “biased” in the sense that   |  |  |  | | --- | --- | --- | |  | a. | test performance is influenced by cultural experiences. | |  | b. | the validity of intelligence tests is close to zero. | |  | c. | the heritability of intelligence is very high. | |  | d. | numerical intelligence test scores serve to dehumanize individuals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 430. Dr. Victor is an intelligence researcher who suggests that tests should assess people’s ability to learn novel words, sayings, and analogies. This is consistent with   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat. | |  | b. | culture-fair aptitude tests. | |  | c. | the growth mindset. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 431. Experts who defend intelligence tests against the charge of being culturally biased and discriminatory would be most likely to highlight the \_\_\_\_\_\_\_\_ of intelligence tests.   |  |  |  | | --- | --- | --- | |  | a. | stability | |  | b. | split-half reliability | |  | c. | predictive validity | |  | d. | heritability |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 432. Stereotype threat involves a concern about confirming   |  |  |  | | --- | --- | --- | |  | a. | low heritability estimates. | |  | b. | a multiracial self-identity. | |  | c. | low performance expectations. | |  | d. | the poor predictive validity of intelligence tests. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 433. When completing a verbal aptitude test, members of an ethnic minority group are particularly likely to perform below their true ability levels if they believe that the test   |  |  |  | | --- | --- | --- | |  | a. | is a measure of academic intelligence. | |  | b. | assesses their interests as well as their abilities. | |  | c. | is biased against members of their own ethnic group. | |  | d. | is not biased toward any group. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 434. Performance-impairing anxiety is most closely associated with   |  |  |  | | --- | --- | --- | |  | a. | a growth mindset. | |  | b. | stereotype threat. | |  | c. | heritable traits. | |  | d. | the Obama effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 435. James, age 55, plays tennis with a much younger partner and is concerned that his partner might consider his age to hinder their outcome. His concern actually undermines his athletic performance. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | a growth mindset. | |  | b. | self-expressed intelligence. | |  | c. | test bias. | |  | d. | stereotype threat. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 436. Mr. Stott is a primary school teacher and tends to perform his job better when women primary school teachers are not present. Why might this be the case?   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat | |  | b. | growth mindset | |  | c. | test bias | |  | d. | self-expressed intelligence |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 437. Recently, some researchers have speculated that the effects of \_\_\_\_\_\_\_\_ are weaker than originally thought because situational factors can reduce or eliminate them.   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence | |  | b. | self-affirmation exercise | |  | c. | stereotype threat | |  | d. | crystallized intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 438. Which of the following individuals is most likely to experience the stereotype threat?   |  |  |  | | --- | --- | --- | |  | a. | John, who is taking the SAT with fellow classmates | |  | b. | Miguel, who is Mexican American and is taking the SAT with his classmates, of whom 90 percent are Mexican American | |  | c. | Jackie, who attends an all-girl prep school and is taking the SAT with her classmates | |  | d. | Malik, who is the only Black taking the SAT with White students |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 439. Intelligence tests have effectively reduced discrimination in the sense that they have   |  |  |  | | --- | --- | --- | |  | a. | avoided questions that require familiarity with any specific culture. | |  | b. | helped limit reliance on educators' subjectively biased judgments of students' academic potential. | |  | c. | provided an objective measure of teaching effectiveness in different public school systems. | |  | d. | demonstrated that a general intelligence underlies a variety of intellectual skills. |  |  |  | | --- | --- | | *ANSWER:* | b | |