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| 1. Cognition is all the mental activities associated with thinking, knowing, remembering, and   |  |  |  | | --- | --- | --- | |  | a. | talking. | |  | b. | insight. | |  | c. | creativity. | |  | d. | communicating. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 2. Cognition includes mental activities associated with all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | thinking. | |  | b. | anxiety. | |  | c. | remembering. | |  | d. | communicating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 3. Professor Thompson's research focuses on the impact of prototypes on the speed of object recognition and identification. He is most interested in   |  |  |  | | --- | --- | --- | |  | a. | personality. | |  | b. | cognition. | |  | c. | biology. | |  | d. | development. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Professor Ford studies cognition. Which of the following mental activities is he NOT likely to be interested in?   |  |  |  | | --- | --- | --- | |  | a. | thinking | |  | b. | remembering | |  | c. | communicating information | |  | d. | anxiety |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 5. Cognition about cognition is referred to as   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | insight. | |  | c. | a heuristic. | |  | d. | metacognition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. Researchers have determined that students who use \_\_\_\_\_\_\_\_, who monitor and evaluate their learning, perform better academically.   |  |  |  | | --- | --- | --- | |  | a. | algorithms | |  | b. | insight | |  | c. | heuristics | |  | d. | metacognition |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 7. Jeremy didn’t do so well on his last quiz. He wants to do better next time, so he has been closely monitoring his time and how he studies. He has also been evaluating his learning of the material. Jeremy is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | insight. | |  | b. | metacognition. | |  | c. | a prototype. | |  | d. | an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 8. A concept is a   |  |  |  | | --- | --- | --- | |  | a. | mental grouping of similar objects, events, ideas, or people. | |  | b. | method of hypothesis testing involving trial and error. | |  | c. | best example of a particular category. | |  | d. | simple thinking strategy for solving problems efficiently.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 9. When we use the term *Norwegian* to refer to a category of people from a certain region, we are using this word as a(n)   |  |  |  | | --- | --- | --- | |  | a. | concept. | |  | b. | heuristic. | |  | c. | algorithm. | |  | d. | prototype. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 10. Melinda is 4 years old and is learning that there are several types of trees—for example, oak, elm, dogwood—that together form a(n)   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | heuristic. | |  | c. | concept. | |  | d. | metacognition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 11. Best example is to \_\_\_\_\_\_\_\_ as combining into groups is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | prototype; concept | |  | b. | concept; prototype | |  | c. | heuristics; algorithms | |  | d. | algorithms; heuristics |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. Thanksgiving is to holiday as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | category; prototype | |  | b. | heuristic; algorithm | |  | c. | algorithm; heuristic | |  | d. | prototype; concept |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. A best example of a category of objects, events, ideas, or people is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | concept. | |  | c. | prototype. | |  | d. | heuristic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. When a friend talks about eating chicken, Isla immediately thinks of Kentucky Fried Chicken (KFC). In this instance, KFC is a(n)   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | heuristic. | |  | c. | prototype. | |  | d. | fixation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Most people take less time to identify a horse as a mammal than a whale as a mammal because a horse more closely resembles their mammal   |  |  |  | | --- | --- | --- | |  | a. | prototype. | |  | b. | fixation. | |  | c. | heuristic. | |  | d. | algorithm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. Once we have categorized an object, our memory of the object increasingly resembles the category   |  |  |  | | --- | --- | --- | |  | a. | algorithm. | |  | b. | prototype. | |  | c. | heuristic. | |  | d. | cognition. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. People are slower to recognize that exhaustion and a dull weight in the chest are symptoms of a heart attack than that sharp chest pain is a symptom of a heart attack. This is because sharp pain more closely matches their heart attack   |  |  |  | | --- | --- | --- | |  | a. | heuristic. | |  | b. | algorithm. | |  | c. | prototype. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 18. People more easily detect male prejudice against females than female against male because the former more closely resembles their prejudice   |  |  |  | | --- | --- | --- | |  | a. | heuristic. | |  | b. | algorithm. | |  | c. | prototype. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 19. In testing thousands of different materials for use as light bulb filaments, Thomas Edison best illustrated a problem-solving approach known as   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | trial and error. | |  | c. | belief perseverance. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. Kinsley got lost trying to get back home from her friend’s house. When her GPS quit working, she guessed and decided to take a left instead of a right at the next intersection. Her strategy to get home best illustrates   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the framing effect. | |  | c. | trial and error. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 21. Logical, methodical step-by-step procedures for solving problems are called   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | fixations. | |  | c. | prototypes. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 22. Iona systematically followed all the detailed instructions for setting up an online bank account. This best illustrates problem solving by means of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | an algorithm. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 23. John is putting together a new toy robot with his son and is following the step-by-step instructions that came with the toy. John is engaged in which problem-solving strategy?   |  |  |  | | --- | --- | --- | |  | a. | trial and error | |  | b. | algorithm | |  | c. | heuristic | |  | d. | insight |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. Heuristics are   |  |  |  | | --- | --- | --- | |  | a. | methodical step-by-step procedures for solving problems. | |  | b. | mental groupings of similar objects, events, ideas, or people. | |  | c. | problem-solving strategies involving the use of trial and error. | |  | d. | simple thinking strategies for solving problems quickly and efficiently. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 25. In trying to solve potentially complicated problems quickly, we are most likely to rely on   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | heuristics. | |  | c. | insight. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 26. Nancy decided not to change her multiple-choice answer after she remembered the saying “you should always stick with your first answer.” Nancy’s decision best illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | insight. | |  | b. | an algorithm. | |  | c. | trial and error. | |  | d. | a heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. Sometimes, when trying to solve a problem we use \_\_\_\_\_\_\_\_ and then apply \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | trial and error; insight | |  | b. | heuristics; trial and error | |  | c. | an algorithm; heuristics | |  | d. | framing; an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 28. A sudden realization of the solution to a problem is called   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | insight. | |  | c. | a heuristic. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Suddenly understanding the double meaning of a joke best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the representativeness heuristic. | |  | b. | the availability heuristic. | |  | c. | the framing effect. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. An Aha! moment is best described as   |  |  |  | | --- | --- | --- | |  | a. | a heuristic. | |  | b. | an algorithm. | |  | c. | insight. | |  | d. | a prototype. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 31. When we puzzle over a problem and suddenly find a solution, we have experienced   |  |  |  | | --- | --- | --- | |  | a. | insight. | |  | b. | metacognition. | |  | c. | a prototype. | |  | d. | an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. Olivia has been working on a research project but has struggled with which variables would theoretically be associated with the outcome she is examining. After taking a break and thinking about something else, the answer suddenly popped into her head. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | insight. | |  | b. | metacognition. | |  | c. | a prototype. | |  | d. | an algorithm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. The brain involved in focusing attention is the   |  |  |  | | --- | --- | --- | |  | a. | hindbrain. | |  | b. | brainstem. | |  | c. | frontal lobes. | |  | d. | hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 34. Which area of the brain is active when a person experiences the Aha! moment?   |  |  |  | | --- | --- | --- | |  | a. | hindbrain | |  | b. | brainstem | |  | c. | hypothalamus | |  | d. | temporal lobe |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. The tendency to search for information that supports our preconceptions is called   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 36. John cites his cousin Lemmi’s lack of coordination as evidence that women are less athletic than men. He overlooks the fact that all of his three daughters are on the girls’ basketball team, whereas he and his two sons belong only to the computer club. John’s prejudicial conclusion about women’s athletic ability best illustrates the effects of   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 37. Paisley has been criticized by her mother so often that she expects other people to be critical of her weight and looks. Paisley’s behavior best illustrates the dangers of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the framing effect. | |  | c. | trial and error. | |  | d. | algorithms.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. Students were asked to figure out the rule used to devise the three-number sequence 2-4-6. After generating sets of three numbers to learn whether their sets met the rule, they typically convinced themselves of the wrong rule. Their errors best illustrate the impact of   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | the availability heuristic. | |  | c. | framing. | |  | d. | confirmation bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 39. Suppose researchers wanted to create an Aha! moment in participants. They should stimulate the left temporal lobe to \_\_\_\_\_\_\_\_ its activity and the right temporal lobe to \_\_\_\_\_\_\_\_ its activity.   |  |  |  | | --- | --- | --- | |  | a. | increase; decrease | |  | b. | decrease; increase | |  | c. | increase; increase | |  | d. | decrease; decrease  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 40. A fixation refers to an inability to   |  |  |  | | --- | --- | --- | |  | a. | sort items into categories. | |  | b. | estimate the likelihood of events. | |  | c. | view a problem from a fresh perspective. | |  | d. | search for evidence that supports our ideas. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. The inability to solve the matchstick problem may be associated with   |  |  |  | | --- | --- | --- | |  | a. | the tendency to approach a problem with the mindset of what has worked before. | |  | b. | an inability to see a problem from a fresh perspective. | |  | c. | the tendency to seek evidence for our ideas more eagerly than we seek evidence against them. | |  | d. | a tendency to use mental shortcuts such as the representativeness heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 42. Brielle is cooking, and the recipe calls for parchment paper to line the pan she is using. She doesn’t have any parchment paper but doesn’t realize that she could use aluminum foil for the same function. She is suffering from   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | overconfidence. | |  | c. | belief perseverance. | |  | d. | a fixation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 43. Brainstorming sessions that encourage people to spontaneously suggest new and unusual solutions to a problem are designed to avoid   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | prototypes. | |  | c. | divergent thinking. | |  | d. | fixations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 44. Ezra usually uses the highway to get to school. He does not realize that he can reach the college faster by taking several side streets. Ezra is suffering from   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | overconfidence. | |  | c. | belief perseverance. | |  | d. | a fixation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. Kevin succeeds in getting his children to complete their homework by using threats. He fails to recognize that kindness would be even more effective in gaining their cooperation. Kevin’s shortsightedness best illustrates a consequence of   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | the availability heuristic. | |  | c. | confirmation bias. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 46. Our intuitions are feelings and thoughts that are best described as   |  |  |  | | --- | --- | --- | |  | a. | automatic. | |  | b. | explicit. | |  | c. | conscious. | |  | d. | systematic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. While visiting a college he was interested in attending, Derick was momentarily irritated when a student he met suggested he might not be smart enough to attend this school. Without consciously realizing it, Derick’s gut-level reaction to this single incident led him to form an unduly negative judgment of the college. His gut-level reaction illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | divergent thinking. | |  | c. | extrinsic motivation. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 48. Estimating the likelihood of events in terms of how well they seem to represent, or match, particular prototypes is referred to as   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | the representativeness heuristic. | |  | c. | belief perseverance. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 49. Mark is a stockbroker and assumes that good companies always make good investments. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | the representativeness heuristic. | |  | c. | overconfidence. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. When people have a stereotype of a particular group of people, they may unconsciously use \_\_\_\_\_\_\_\_ when judging individuals.   |  |  |  | | --- | --- | --- | |  | a. | overconfidence | |  | b. | the representativeness heuristic | |  | c. | belief perseverance | |  | d. | the availability heuristic  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. The availability heuristic refers to our tendency to   |  |  |  | | --- | --- | --- | |  | a. | overestimate the accuracy of our judgments. | |  | b. | estimate the likelihood of an event based on how easily we remember instances of its occurrence. | |  | c. | search for information that is consistent with our preconceptions. | |  | d. | cling to our initial conceptions, even though they have been discredited. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. Which of the following is based on information that is mentally accessible?   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic | |  | b. | the representativeness heuristic | |  | c. | intuition | |  | d. | a growth mindset |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. After one celebrity’s vaccinated child later developed autism, thousands of consumers found her story more persuasive than scientific data disproving any vaccine-autism link. This demonstrates that \_\_\_\_\_\_\_\_ can distort our judgments related to risk.   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic | |  | b. | metacognition | |  | c. | prototypes | |  | d. | the representative heuristic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. In suggesting that our ancestral history has prepared us to fear snakes, psychologists are emphasizing that what we fear is influenced by   |  |  |  | | --- | --- | --- | |  | a. | genetic factors. | |  | b. | belief perseverance. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. Fear of flying is to \_\_\_\_\_\_\_\_ as fear of spiders is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic; the representativeness heuristic | |  | b. | confirmation bias; belief perseverance | |  | c. | fear of not being able to control something; our ancestral history | |  | d. | framing; fixation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 56. Our fear of flying is often exaggerated in part because the greatest dangers of flying are concentrated in the moments of takeoff and landing. This best illustrates that we tend to fear dangers   |  |  |  | | --- | --- | --- | |  | a. | that we cannot control. | |  | b. | that are immediate. | |  | c. | that kill large numbers of people at a time. | |  | d. | that our ancestral history has prepared us to fear. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 57. Vivid and memorable images of shark attacks that lead people to develop exaggerated fears best illustrate the impact of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the availability heuristic. | |  | c. | belief perseverance. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 58. Many people perceive carjackings as more serious threats to their lives than failing to use seatbelts because carjackings are so much more memorable. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | intrinsic motivation. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. It has been reported that homicidal, suicidal, and accidental deaths by guns take 92 American lives on an average day. Yet renewed calls for U.S. gun control tend to follow the well-publicized, mass shootings. This can be explained by the   |  |  |  | | --- | --- | --- | |  | a. | availability heuristic. | |  | b. | representative heuristic. | |  | c. | formation of concepts. | |  | d. | use of incorrect prototypes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. Recently experienced local weather conditions often have a greater impact on people's perceived threat of global climate change than less memorable scientific data regarding long-term planetary weather trends. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the framing effect. | |  | c. | the availability heuristic. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 61. In one study, Red Cross donations to Syrian refugees \_\_\_\_\_\_\_\_ in response to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | increased slightly; statistics describing the hundreds of thousands of refugee deaths | |  | b. | decreased dramatically; stories about the hundreds of thousands of refugee deaths | |  | c. | decreased slightly; tales of the hundreds of thousands of other refugee deaths | |  | d. | increased dramatically; a picture of a dead child |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 62. In response to a viral picture of a Syrian child lying dead on a beach, donations to the Red Cross were 55 times greater than statistics describing the hundreds of thousands of other refugee deaths. The picture harnessed the positive power of   |  |  |  | | --- | --- | --- | |  | a. | the representativeness heuristic. | |  | b. | belief perseverance. | |  | c. | framing. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. Many people overestimate how long they actually remain awake during restless nights because their moments of wakefulness are easier to recall than their moments of sleep. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | framing. | |  | b. | confirmation bias. | |  | c. | the availability heuristic. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 64. Travel agencies send residents a facsimile of a contest-winning check to cover a free cruise to encourage them to imagine themselves as possible winners. The agencies are most clearly exploiting the influence of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | belief perseverance. | |  | c. | an algorithm. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 65. Emotion-laden images of unusual but vivid cases of abducted children may lead many parents to experience exaggerated fears of letting their children walk to school. The exaggerated fears best illustrate the impact of   |  |  |  | | --- | --- | --- | |  | a. | a fixation. | |  | b. | belief perseverance. | |  | c. | confirmation bias. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Marsha has just found out that her neighbors have been laid off from their jobs. As a result, she is overestimating the national unemployment rate. Marsha’s reaction best illustrates the consequences of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the availability heuristic. | |  | c. | fixation. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. Many people underestimate the proportion of strokes that are not fatal because they are not as memorable as strokes that result in death. This illustrates the shortcoming of relying on   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | trial and error. | |  | c. | the availability heuristic. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. Sven was sure he answered at least 80 questions correctly on his history test. In fact, he was right on only 60 items. Sven’s misjudgment of his test performance illustrates   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | confirmation bias. | |  | c. | belief perseverance. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 69. Failing to recognize our potential for error is best demonstrated by   |  |  |  | | --- | --- | --- | |  | a. | convergent thinking. | |  | b. | the representativeness heuristic. | |  | c. | overconfidence. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. After taking a year of marketing and finance courses, Drew thinks he has gained enough knowledge to start a business and become a millionaire. Drew should become more aware of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | algorithms. | |  | c. | belief perseverance. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 71. Students routinely underestimate how much time it will take them to complete assignments. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | the availability heuristic. | |  | c. | an algorithm. | |  | d. | the planning fallacy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. People who err on the side of overconfidence are especially likely to   |  |  |  | | --- | --- | --- | |  | a. | use algorithms to solve problems. | |  | b. | appear less credible to others. | |  | c. | avoid confirmation bias. | |  | d. | make tough decisions more easily.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 73. Financial consultants who market their services with confidence that they can provide the best advice for saving for retirement are especially likely to   |  |  |  | | --- | --- | --- | |  | a. | appear competent to their potential customers. | |  | b. | find it difficult to decide which stocks to purchase. | |  | c. | avoid the dangers of belief perseverance. | |  | d. | use algorithms to generate stock choices. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 74. Weather forecasters typically avoid overconfidence when making weather predictions because they   |  |  |  | | --- | --- | --- | |  | a. | work with computer-generated algorithms. | |  | b. | rely on prototypes for making category judgments. | |  | c. | use heuristics to avoid premature conclusions. | |  | d. | promptly receive clear feedback on their accuracy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 75. Belief perseverance refers to   |  |  |  | | --- | --- | --- | |  | a. | a tendency to search for information that supports our preconceptions. | |  | b. | approaching a problem in a particular way that has been successful in the past. | |  | c. | a methodical procedure that guarantees the eventual solution of a problem. | |  | d. | clinging to one's initial conceptions after the basis on which they were formed has been discredited. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. Using already existing conclusions to assess evidence is known as   |  |  |  | | --- | --- | --- | |  | a. | motivated reasoning. | |  | b. | overconfidence. | |  | c. | intuition. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 77. Even after reviewing scientific evidence demonstrating that the Earth is round, Shane maintains his belief that the Earth is flat. Shane’s behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | overconfidence. | |  | c. | belief preservation. | |  | d. | the representative heuristic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 78. Although she has read many articles citing evidence of climate change, Penny remains skeptical, viewing the articles as inaccurate. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | belief perseverance. | |  | c. | the availability heuristic. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. Despite verified evidence that Representative Clarke was guilty of embezzling money from her campaign fund, many who had supported her in past elections remained convinced of her political integrity. Their reaction best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | divergent thinking. | |  | c. | belief perseverance. | |  | d. | the representative heuristic.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Erum believes that he is ugly and that he has a boring personality, and no one seems able to change his mind. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | framing. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. Encouraging people to elaborate on why their own personal views on an issue are correct is most likely to promote   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | the framing effect. | |  | c. | insight. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 82. Dr. Kosim believes that people who play violent video games are less likely to be aggressive than those who do not play such games. When presented with research showing a link between playing violent video games and aggression, Dr. Kosim ignores the evidence by claiming the research is flawed. Dr. Kosim has engaged in   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | motivated reasoning. | |  | c. | belief perseverance. | |  | d. | the availability heuristic.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Experimental participants reviewed two research studies, one supporting and the other refuting the crime-deterring effectiveness of capital punishment. Afterward, the opinions of those who initially favored the use of capital punishment became \_\_\_\_\_\_\_\_ favorable toward its use. The opinions of those who initially opposed the use of capital punishment became \_\_\_\_\_\_\_\_ favorable toward its use.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; more | |  | c. | less; less | |  | d. | more; less |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 84. An effort to “consider the opposite” would be most likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | divergent thinking. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 85. People are often positively impressed by research that supports their own point of view. Asking them whether they would have been equally impressed by the same research if it had provided results that disputed their point of view is likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | concept formation. | |  | c. | belief perseverance. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 86. In a classic study of belief perseverance, participants experienced less bias if they   |  |  |  | | --- | --- | --- | |  | a. | were told to be unbiased by the researchers. | |  | b. | considered opposite findings. | |  | c. | did not want to participate in the study. | |  | d. | experienced overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. As an assignment for her psychology class, Janet has been asked to interview at least one person who is different from her. Her instructor likely hopes that this experience will   |  |  |  | | --- | --- | --- | |  | a. | reduce bias Janet may have of those who are different from her. | |  | b. | show Janet that most people are different from her. | |  | c. | have no effect on Janet. | |  | d. | convince Janet that those who are different from her are better than she is. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 88. Framing refers to   |  |  |  | | --- | --- | --- | |  | a. | a methodical step-by-step procedure for solving problems. | |  | b. | the way in which a problem or issue is phrased or worded. | |  | c. | the grouping of similar objects, events, ideas, or people into a category. | |  | d. | a simple thinking strategy for solving problems efficiently. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. People feel more frightened if told that radiation from the nuclear power plant is projected to kill 20 of every 20,000 people than if told the fatality risk is one-tenth of 1 percent. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | functional fixedness. | |  | b. | overconfidence. | |  | c. | confirmation bias. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. The Florida Lottery sold many more scratch-offs when they advertised that people had a 15 percent chance of winning a prize than when they identified the enormous odds against their winning. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | confirmation bias. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 91. In writing survey questions, political pollsters who want to gather evidence of people's support for particular viewpoints are especially likely to understand the impact of   |  |  |  | | --- | --- | --- | |  | a. | belief perseverance. | |  | b. | confirmation bias. | |  | c. | a fixation. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 92. Ms. Martinez is less likely to agree that teachers should have weapons on campus and more likely to agree that teachers should be able to protect themselves on campus. This illustrates the effect of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | overconfidence. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 93. Students in a psychology course were upset when they received average scores of 70 on a 100-point exam. However, they were delighted when they received average scores of 95 on a 125-point exam. Their differing reactions to their two exam scores best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | confirmation bias. | |  | b. | the availability heuristic. | |  | c. | belief perseverance. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. Professor Thomas has found that many people are less supportive of paying a “carbon tax” than of paying an equivalent cost in the form of a “carbon offset” fee. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | confirmation bias. | |  | c. | overconfidence. | |  | d. | framing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 95. Presentation is to influence as   |  |  |  | | --- | --- | --- | |  | a. | concept is to prototype. | |  | b. | insight is to problem solving. | |  | c. | confirmation bias is to prejudice. | |  | d. | framing is to nudge. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 96. A *nudge* is defined by psychologists as   |  |  |  | | --- | --- | --- | |  | a. | the tendency to be more confident than correct. | |  | b. | the tendency to approach a problem in one particular way. | |  | c. | the ability to produce new and valuable ideas. | |  | d. | a framing of choices in a way that encourages people to make decisions that support their personal well-being. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 97. Richard Thaler and his colleagues have shown how the \_\_\_\_\_\_\_\_ of options can nudge people toward beneficial decisions.   |  |  |  | | --- | --- | --- | |  | a. | overconfidence | |  | b. | belief perseverance | |  | c. | the availability heuristic | |  | d. | framing |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. The text provides several examples of successful nudging. These include encouraging people to make choices in all of the following areas EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | becoming an organ donor. | |  | b. | retirement savings. | |  | c. | making healthy food choices. | |  | d. | birth control. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 99. U.S. employees who formerly wanted to contribute to a retirement plan typically had to choose a lower take-home pay. Now companies are being encouraged to enroll their employees in the plan automatically while allowing them to choose to raise their take-home pay by opting out of the plan. Under the opt-out system, enrollments in retirement plans soared. This is an example of the effects of   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | confirmation bias. | |  | c. | framing. | |  | d. | belief perseverance.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Without being aware of it, we often use highly adaptive heuristics. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | belief perseverance. | |  | c. | fixation. | |  | d. | algorithms. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. An effortless, immediate, automatic feeling or thought is known as   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | divergent thinking. | |  | c. | extrinsic motivation. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 102. Deedra is considering purchasing a house and has looked at several possibilities. Although she really liked the most recent home she visited, Deedra told the real estate agent that she needed some time to think about it before making a decision. After sleeping on it, Deedra decided not to purchase the home, considering the financial investment needed to make the slight renovations she wanted. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | how our active, unconscious thinking processes, are useful for making important decisions. | |  | b. | that nudging is ineffective in convincing people to make certain decisions. | |  | c. | how the overconfidence of the realtor backfired and cost her a potential sale. | |  | d. | the importance of availability heuristics in decision making. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 103. Sven is browsing his social media when he sees various news headlines pop up on his social media feed. For Sven to be able to determine whether the headlines are real or false he should   |  |  |  | | --- | --- | --- | |  | a. | take a moral mindset. | |  | b. | base his decision on intuition. | |  | c. | take time to think. | |  | d. | focus on the framing of the news story. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 104. Professional football players throw the football so quickly to the right receiver that their acquired expertise feels like   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | divergent thinking. | |  | c. | extrinsic motivation. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 105. People's automatic, unconscious associations with a political position can predict their future decisions before they consciously make up their minds. This best illustrates the power of   |  |  |  | | --- | --- | --- | |  | a. | prototypes. | |  | b. | intuition. | |  | c. | algorithms. | |  | d. | overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 106. Newlyweds’ implicit, gut-level attitudes toward their new spouse predict their future marital happiness. This best illustrates the informative value of   |  |  |  | | --- | --- | --- | |  | a. | algorithms. | |  | b. | intuition. | |  | c. | fixations. | |  | d. | divergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 107. Our speedy intuitions best illustrate our capacity for   |  |  |  | | --- | --- | --- | |  | a. | using algorithms. | |  | b. | processing information unconsciously. | |  | c. | convergent thinking. | |  | d. | trial-and-error problem solving. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 108. Katherine has been working with a realtor to find the perfect house for her family. Before making a decision, Katherine let her brain work on the decision without consciously thinking about it for several days. This provided time for her decision to be potentially enhanced by   |  |  |  | | --- | --- | --- | |  | a. | the framing effect. | |  | b. | confirmation bias. | |  | c. | an algorithm. | |  | d. | intuition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 109. Agus is an experienced chicken sexer, meaning that he can tell you a chick's sex at a glance, yet cannot tell you how he does it. His acquired expertise is such an automatic habit that it feels like   |  |  |  | | --- | --- | --- | |  | a. | an algorithm. | |  | b. | a fixation. | |  | c. | intuition. | |  | d. | divergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. Creativity is the ability to   |  |  |  | | --- | --- | --- | |  | a. | experience insight. | |  | b. | develop prototypes. | |  | c. | solve problems quickly. | |  | d. | produce novel and valuable ideas. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 111. Those who score exceptionally high in quantitative aptitude at the age of 13 are later more likely to   |  |  |  | | --- | --- | --- | |  | a. | have enhanced intuition. | |  | b. | develop a moral mindset. | |  | c. | be unaffected by framing. | |  | d. | demonstrate creativity as an adult. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 112. Aurora is 13 years old and has just scored exceptionally high on a quantitative aptitude test. This means that she is more likely to   |  |  |  | | --- | --- | --- | |  | a. | have relationship problems as an adult. | |  | b. | focus on science-related professions. | |  | c. | create published or patented work as an adult. | |  | d. | be unable to tolerate ambiguity and risk. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 113. Narrowing available problem solutions to the single best solution illustrates   |  |  |  | | --- | --- | --- | |  | a. | divergent thinking. | |  | b. | confirmation bias. | |  | c. | the availability heuristic. | |  | d. | convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 114. Leanne can effectively identify the best possible answers to multiple-choice test questions. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a fixation. | |  | b. | convergent thinking. | |  | c. | the availability heuristic. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 115. Divergent thinking involves   |  |  |  | | --- | --- | --- | |  | a. | expanding the number of possible solutions to a problem. | |  | b. | estimating the likelihood of events based on their availability in memory. | |  | c. | a methodical procedure that guarantees solving a particular problem. | |  | d. | overestimating the accuracy of one's beliefs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 116. People who make outstanding creative contributions to the arts or sciences are most likely to   |  |  |  | | --- | --- | --- | |  | a. | be unusually sensitive to criticism of their ideas. | |  | b. | receive above-average scores on tests of divergent thinking. | |  | c. | avoid the use of heuristics. | |  | d. | be strongly motivated to attain fame and fortune. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 117. Injury to certain areas of the \_\_\_\_\_\_\_\_ lobes can destroy imagination while leaving reading, writing, and arithmetic skills intact.   |  |  |  | | --- | --- | --- | |  | a. | frontal | |  | b. | parietal | |  | c. | occipital | |  | d. | temporal |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 118. Robert Sternberg and his colleagues   |  |  |  | | --- | --- | --- | |  | a. | highlighted the importance of belief perseverance. | |  | b. | identified five components of creativity. | |  | c. | demonstrated the effects of overconfidence. | |  | d. | led to changes in perspective regarding insight. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 119. The components that Sternberg associated with creativity include   |  |  |  | | --- | --- | --- | |  | a. | impulsivity and empathy. | |  | b. | expertise and a venturesome personality. | |  | c. | a need for control and belief perseverance. | |  | d. | intuition and overconfidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 120. Lee is an excellent artist and is well-known for his creative works. Which of the following is NOT likely to be a component related to his creativity?   |  |  |  | | --- | --- | --- | |  | a. | Lee is an expert artist. | |  | b. | Lee is extrinsically motivated to draw. | |  | c. | Lee has imaginative thinking skills. | |  | d. | Lee has a venturesome personality. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 121. Dr. Scholl is a well-known researcher in her field and is known for her creative and unique research approaches. Which of the following is NOT likely to be related to her creativity?   |  |  |  | | --- | --- | --- | |  | a. | She works in an environment that promotes creativity. | |  | b. | She is intrinsically motivated to conduct her research. | |  | c. | She cannot tolerate risk. | |  | d. | She has imaginative thinking skills. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. Whenever Mack reminded himself that his artistic skills could earn him fame and fortune, he became less creative in his paintings. This best illustrates that creativity may be inhibited by   |  |  |  | | --- | --- | --- | |  | a. | intuition. | |  | b. | a venturesome personality. | |  | c. | divergent thinking. | |  | d. | extrinsic motivation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 123. Professor Milkal has been trying to determine how to best measure media content for weeks now but still cannot figure out a reliable method. However, after she sets this project aside for a few days, the answer seems to come to her out of nowhere. This demonstrates how   |  |  |  | | --- | --- | --- | |  | a. | intrinsic motivation is effective at aiding problem solving. | |  | b. | automatic processing can help form associations. | |  | c. | expertise aids problem solving. | |  | d. | effortful processing can help form associations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 124. Those who have had the opportunity to live abroad and experience other cultures are more adept at   |  |  |  | | --- | --- | --- | |  | a. | creative problem solving. | |  | b. | generating algorithms. | |  | c. | convergent thinking. | |  | d. | forming concepts. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 125. Barbara has just finished her sophomore year at Yale University and is planning to spend her junior year at the Sorbonne while living with a French family. Barbara’s plan is most likely to help   |  |  |  | | --- | --- | --- | |  | a. | increase her fear of taking risks. | |  | b. | increase her creativity. | |  | c. | improve her extrinsic motivation. | |  | d. | improve her convergent thinking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Focused thinking that hinders creative problem solving is related to   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | insight. | |  | c. | algorithms. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 127. Thinking based on our experience that can lead us to overfeel and underthink is related to   |  |  |  | | --- | --- | --- | |  | a. | heuristics. | |  | b. | insight. | |  | c. | intuition. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 128. Jackie is scheduled to take the written part of her driving test. She has read the booklet and taken driving lessons, so she thinks she knows enough to pass. When she takes the test, however, she realizes that she does not know all of the answers. Jackie fell victim to   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | framing. | |  | c. | insight. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 129. Jill’s 25-year-old son has repeatedly told her that UFOs have landed on Earth and we’ve been invaded by extraterrestrial beings (ETs). He provides her with various forms of evidence to support his belief in ETs. Jill refuses to look at her son’s so-called evidence. This may be related to   |  |  |  | | --- | --- | --- | |  | a. | overconfidence. | |  | b. | framing. | |  | c. | insight. | |  | d. | belief perseverance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 130. Alex was an African Grey parrot who could   |  |  |  | | --- | --- | --- | |  | a. | indicate which of two numbers was greater. | |  | b. | use a flexible stick for fishing for termites. | |  | c. | demonstrate self-awareness by recognizing himself in a mirror. | |  | d. | display insight as well as most 3-year-old children. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 131. A chimpanzee was presented with several pictures of different types of tables interspersed with pictures of various types of birds. The chimpanzee’s ability to separate all the table pictures into one pile and all the bird pictures into separate pile would best illustrate the chimpanzee’s capacity for   |  |  |  | | --- | --- | --- | |  | a. | receptive language. | |  | b. | concept formation. | |  | c. | bilingual communication. | |  | d. | learning rules of syntax. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. Psychologist Wolfgang Köhler placed a piece of fruit and a long stick outside chimpanzee Sultan's cage. Inside the cage he placed a short stick. After gaining insight into the solution of the problem, Sultan used the   |  |  |  | | --- | --- | --- | |  | a. | short stick to try reaching the long stick. | |  | b. | fruit to try retrieving the long stick. | |  | c. | long stick to try retrieving the fruit. | |  | d. | short stick to try retrieving the fruit. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 133. Crows have been observed to raise the water level in a tube by dropping stones into the tube, so that they can then nab a floating worm. It has been suggested that this feat is a display of   |  |  |  | | --- | --- | --- | |  | a. | the availability heuristic. | |  | b. | belief perseverance. | |  | c. | the framing effect. | |  | d. | insight. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 134. Researchers found that when one chimpanzee discovered that tree moss could absorb water for drinking from a waterhole, within six days   |  |  |  | | --- | --- | --- | |  | a. | all the water was gone. | |  | b. | other chimpanzees attacked the first one for his tree moss. | |  | c. | the chimpanzee began to feel sick from drinking too much water. | |  | d. | seven other chimpanzees began to use moss to absorb water for drinking, too. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 135. Hannah believes that chimpanzees possess higher-order cognitive skills. Based on research findings, which of the following skills would NOT be included if Hannah were asked to be specific?   |  |  |  | | --- | --- | --- | |  | a. | altruism | |  | b. | cooperation | |  | c. | group aggression | |  | d. | discriminate smells |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 136. Elephants have displayed an ability to   |  |  |  | | --- | --- | --- | |  | a. | use algorithms. | |  | b. | be altruistic. | |  | c. | learn and remember. | |  | d. | use numbers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 137. Spoken, written, or signed words and the ways they are combined to communicate meaning constitute   |  |  |  | | --- | --- | --- | |  | a. | semantics. | |  | b. | syntax. | |  | c. | heuristics. | |  | d. | language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 138. You are typing a message to your friend. The electronic binary numbers created by your typing create words that your friend understands. Information is moving from your mind to your friend’s thanks to   |  |  |  | | --- | --- | --- | |  | a. | language. | |  | b. | concept formation. | |  | c. | bilingual communication. | |  | d. | learning rules of syntax. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 139. Phonemes are   |  |  |  | | --- | --- | --- | |  | a. | the prelingual sounds emitted by all infants. | |  | b. | the smallest distinctive sound units of a language. | |  | c. | rules for combining words into grammatically correct sentences. | |  | d. | the smallest speech units that carry meaning. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 140. When Leo read the words *them* and *their*, he noticed that they share a common   |  |  |  | | --- | --- | --- | |  | a. | syntax. | |  | b. | morpheme. | |  | c. | grammar. | |  | d. | phoneme.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 141. The English language has \_\_\_\_\_\_\_\_ letters than phonemes, and the consonant phonemes generally carry \_\_\_\_\_\_\_\_ information than the vowel phonemes.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | fewer; more | |  | c. | more; less | |  | d. | fewer; less |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 142. The smallest speech units that carry meaning are called   |  |  |  | | --- | --- | --- | |  | a. | phonemes. | |  | b. | morphemes. | |  | c. | syllables. | |  | d. | concepts. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 143. In the words *coming*, *going*, and *doing*, the *ing* ending is a(n)   |  |  |  | | --- | --- | --- | |  | a. | concept. | |  | b. | phoneme. | |  | c. | morpheme. | |  | d. | aphasia.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 144. The word *thanks* contains \_\_\_\_\_\_\_\_ phoneme(s) and \_\_\_\_\_\_\_\_ morpheme(s).   |  |  |  | | --- | --- | --- | |  | a. | 1; 6 | |  | b. | 6; 1 | |  | c. | 2; 5 | |  | d. | 5; 2 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 145. A system of rules for deriving meaning from sounds and for ordering words into sentences is called   |  |  |  | | --- | --- | --- | |  | a. | grammar. | |  | b. | aphasia. | |  | c. | receptive language. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 146. *Grammar* can be defined as   |  |  |  | | --- | --- | --- | |  | a. | our spoken, written, or signed words and the ways we combine them to communicate meaning. | |  | b. | the correct way to string words together to form sentences. | |  | c. | the early speech stage in which a child speaks in compressed sentences. | |  | d. | the system of rules in a language that enables us to communicate with and understand others. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 147. Learning the rules of syntax for a specific language best illustrates the acquisition of   |  |  |  | | --- | --- | --- | |  | a. | phonemes. | |  | b. | perceptual set. | |  | c. | sign language. | |  | d. | grammar. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. In the English language, one way to form the future tense of the word *drive* is to add the word *will* before *drive*. This best illustrates an element of   |  |  |  | | --- | --- | --- | |  | a. | the one-word stage. | |  | b. | babbling. | |  | c. | receptive language. | |  | d. | grammar.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. Semantics refers to deriving meaning from   |  |  |  | | --- | --- | --- | |  | a. | words. | |  | b. | sentences. | |  | c. | sounds. | |  | d. | signs.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 150. When Melina's mother mentioned that the pitcher had been replaced, Melina understood that the word “pitcher” referred to a baseball player and not to a water container. Melina’s correct interpretation best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | semantics. | |  | b. | syntax. | |  | c. | morphemes. | |  | d. | phonemes.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 151. Word meaning is to word order as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | grammar; morpheme | |  | b. | phoneme; grammar | |  | c. | morpheme; phoneme | |  | d. | semantics; syntax |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 152. Syntax refers to   |  |  |  | | --- | --- | --- | |  | a. | the correct arrangement of words into sensible sentences. | |  | b. | the specific meanings associated with specific speech sounds. | |  | c. | the range of distinctive sounds in an infant’s babbling. | |  | d. | a form of sign language. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 153. When playing with her stuffed dog, 18-month-old Lila cries "I puppy tickle!" Lila has not yet mastered \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | vocabulary | |  | b. | syntax | |  | c. | semantics | |  | d. | phonemes |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 154. The linguist who argued that all humans share a built-in predisposition to learn grammar rules was   |  |  |  | | --- | --- | --- | |  | a. | Paul Broca. | |  | b. | Steven Pinker. | |  | c. | Noam Chomsky. | |  | d. | Carl Wernicke. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. Noam Chomsky has argued that children's readiness to learn grammar rules is a(n)   |  |  |  | | --- | --- | --- | |  | a. | aphasia. | |  | b. | process simulation. | |  | c. | bilingual advantage. | |  | d. | biological predisposition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 156. The fact that all human languages have nouns, verbs, and adjectives has been used to support the idea of a   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism. | |  | b. | universal grammar. | |  | c. | telegraphic speech. | |  | d. | critical period. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. Not all researchers agree with Noam Chomsky. In fact, some researchers have speculated that children learn grammar as they   |  |  |  | | --- | --- | --- | |  | a. | discern patterns in the language that they hear. | |  | b. | learn to write in complete sentences during the elementary school years. | |  | c. | watch television shows that are designed to teach reading readiness skills. | |  | d. | learn to read in their native language. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. By \_\_\_\_\_\_\_\_ months of age, babies can recognize differences in speech sounds.   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 4 | |  | c. | 6 | |  | d. | 8 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 159. The ability to comprehend the meaning of speech is called   |  |  |  | | --- | --- | --- | |  | a. | outcome simulation. | |  | b. | productive language. | |  | c. | receptive language. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Ami is learning how to speak and can’t always communicate what she wants. However, she clearly understands almost everything her mother says to her. What she understands is her   |  |  |  | | --- | --- | --- | |  | a. | receptive language. | |  | b. | productive language. | |  | c. | linguistic determinism. | |  | d. | linguistic relativism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 161. Vera, who is 5 months old, is able to recognize differences in speech sounds and can even read lips. This ability represents the development of her   |  |  |  | | --- | --- | --- | |  | a. | productive language. | |  | b. | telegraphic speech. | |  | c. | aphasia. | |  | d. | receptive language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 162. The beginning of babies' receptive language development is best illustrated by their capacity to   |  |  |  | | --- | --- | --- | |  | a. | recognize the distinctive sound of their own voice. | |  | b. | match another person's distinctive mouth movements with the appropriate sounds. | |  | c. | babble only sounds that are part of the household language. | |  | d. | comprehend the meaning of languages they have never experienced. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 163. The spontaneous utterance of a variety of sounds by infants is called   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | babbling. | |  | c. | telegraphic speech. | |  | d. | syntax. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 164. Luciana’s infant has just entered the babbling stage. Luciana’s infant is likely to be \_\_\_\_\_\_\_\_ months of age.   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 4 | |  | c. | 6 | |  | d. | 8 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Sarah is 5 months old and enjoys being in her crib looking at the mobile above. Her mother knows that Sarah is currently pleased because Sarah is making sounds such as “ah-goo.” Sarah is currently in the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | one-word | |  | b. | two-word | |  | c. | babbling | |  | d. | telegraphic speech |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. During the earliest stage of speech development, infants   |  |  |  | | --- | --- | --- | |  | a. | speak in single words that may be barely recognizable. | |  | b. | imitate adult syntax. | |  | c. | make some speech sounds that do not occur in their parents' native language. | |  | d. | alternate equally between verbal and manual babbling. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 167. By about \_\_\_\_\_\_\_\_ months, infant’s babbling has changed so that a trained ear can identify the household language.   |  |  |  | | --- | --- | --- | |  | a. | 4 | |  | b. | 6 | |  | c. | 10 | |  | d. | 12 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. Which of the following best illustrates productive language?   |  |  |  | | --- | --- | --- | |  | a. | word comprehension | |  | b. | telegraphic speech | |  | c. | linguistic determinism | |  | d. | babbling |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 169. Maya is 1 year old and is able to produce words. This ability represents the development of her   |  |  |  | | --- | --- | --- | |  | a. | productive language. | |  | b. | telegraphic speech. | |  | c. | aphasia. | |  | d. | receptive language. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 170. Babies' first demonstration of productive language occurs   |  |  |  | | --- | --- | --- | |  | a. | prior to the babbling stage. | |  | b. | during the babbling stage. | |  | c. | during the one-word stage. | |  | d. | during the two-word stage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 171. At 14 months of age, Luna says “milk” whenever she wants a glass of milk. Luna is most likely in the \_\_\_\_\_\_\_\_ stage of language development.   |  |  |  | | --- | --- | --- | |  | a. | syntactic | |  | b. | babbling | |  | c. | one-word | |  | d. | telegraphic speech |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 172. Children begin to demonstrate that they know how to put words in a sensible order during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | babbling | |  | b. | syntactic | |  | c. | two-word | |  | d. | universal grammar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 173. Two-year-old Damon’s sentences—“Mom carry,” “Dad look,” and “Toy drop”—are examples of   |  |  |  | | --- | --- | --- | |  | a. | babbling. | |  | b. | receptive language. | |  | c. | telegraphic speech. | |  | d. | universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 174. Childhood seems to represent a critical period for   |  |  |  | | --- | --- | --- | |  | a. | establishing a universal grammar. | |  | b. | developing aphasia. | |  | c. | the beginning of receptive language. | |  | d. | mastering certain aspects of language. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 175. Research suggests that humans can most easily master the grammar of a second language during   |  |  |  | | --- | --- | --- | |  | a. | childhood. | |  | b. | adolescence. | |  | c. | early adulthood. | |  | d. | late adulthood. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 176. Those who have not been exposed to language by age \_\_\_\_\_\_\_\_ lose their ability to master any language.   |  |  |  | | --- | --- | --- | |  | a. | 3 | |  | b. | 4 | |  | c. | 5 | |  | d. | 7 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 177. Stella has to work, so she brings her 3-year-old son, Ethan, to a day-care center. Because the center is short-staffed, Ethan has been placed in the same room as the 2-year-olds. What can be expected in terms of Ethan’s language development?   |  |  |  | | --- | --- | --- | |  | a. | He will exhibit language skills similar to a 2-year-old. | |  | b. | He will stop talking. | |  | c. | Compared with other children his age, he will display reduced language skills. | |  | d. | Compared with other children his age, he will display improved language skills.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 178. Our language learning ability is \_\_\_\_\_\_\_\_, but it is easiest when we are children.   |  |  |  | | --- | --- | --- | |  | a. | limited | |  | b. | specialized | |  | c. | narrow | |  | d. | universal |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 179. Those who learn sign language as teens never become as fluent as children exposed to sign language from birth. This best illustrates the importance of \_\_\_\_\_\_\_\_ for mastering language.   |  |  |  | | --- | --- | --- | |  | a. | an outcome simulation | |  | b. | telegraphic speech | |  | c. | a critical period | |  | d. | universal grammar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 180. Aphasia refers to a condition involving   |  |  |  | | --- | --- | --- | |  | a. | memory loss. | |  | b. | the impairment of language. | |  | c. | hearing loss. | |  | d. | the impairment of vision. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 181. Broca's area is a region of the   |  |  |  | | --- | --- | --- | |  | a. | parietal lobe that regulates gestured communication. | |  | b. | temporal lobe that enables language comprehension. | |  | c. | occipital lobe that links language with visual information. | |  | d. | frontal lobe that directs the muscle movements involved in speech. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 182. Luella suffers from aphasia. Electrical stimulation to which area of the brain can help restore her ability to speak?   |  |  |  | | --- | --- | --- | |  | a. | Wernicke's area | |  | b. | temporal lobes | |  | c. | parietal lobes | |  | d. | Broca's area |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 183. Broca's area is typically located in the left \_\_\_\_\_\_\_\_ lobe.   |  |  |  | | --- | --- | --- | |  | a. | frontal | |  | b. | occipital | |  | c. | temporal | |  | d. | parietal |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 184. Martina can sing familiar songs but struggles to speak words. Electrical stimulation to which area of the brain can help restore her ability to speak?   |  |  |  | | --- | --- | --- | |  | a. | Wernicke’s area | |  | b. | temporal lobes | |  | c. | parietal lobes | |  | d. | Broca’s area |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. Mrs. Miranda was in a car accident in which she suffered brain damage. As a result, she is unable to speak and has to communicate by writing. This suggests that her brain damage occurred in   |  |  |  | | --- | --- | --- | |  | a. | the occipital lobe. | |  | b. | Broca’s area. | |  | c. | the temporal lobe. | |  | d. | Wernicke’s area. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 186. The part of the left temporal lobe that is involved in understanding language is known as   |  |  |  | | --- | --- | --- | |  | a. | Broca's area. | |  | b. | the motor cortex. | |  | c. | Wernicke's area. | |  | d. | the somatosensory cortex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. Left hemisphere damage to Wernicke's area is most likely to contribute to   |  |  |  | | --- | --- | --- | |  | a. | aphasia. | |  | b. | a loss of a critical period. | |  | c. | linguistic determinism. | |  | d. | telegraphic speech. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 188. After a skateboarding accident, Janice was unable to make sense of what her friends were saying. It is likely that she suffered brain damage to   |  |  |  | | --- | --- | --- | |  | a. | the motor cortex. | |  | b. | Broca’s area. | |  | c. | the occipital lobe. | |  | d. | Wernicke’s area. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 189. Abigail has a larger-than-average Broca’s area, which means that   |  |  |  | | --- | --- | --- | |  | a. | learning grammar will likely be easy. | |  | b. | learning a second language will be easy. | |  | c. | developing a moral mindset will be difficult. | |  | d. | developing intuition will be difficult. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 190. Damage to different areas of the brain’s cortex results in different types of language impairments. This best illustrates that language processing involves multiple   |  |  |  | | --- | --- | --- | |  | a. | grammatical rules. | |  | b. | aphasias. | |  | c. | critical periods. | |  | d. | neural networks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 191. People can simultaneously process many aspects of sensory information such as color, depth, movement, and form. This best illustrates the functioning of multiple   |  |  |  | | --- | --- | --- | |  | a. | phonemes. | |  | b. | neural networks. | |  | c. | critical periods. | |  | d. | morphemes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. If our capacity to form concepts depends on our verbal memory, this would best illustrate   |  |  |  | | --- | --- | --- | |  | a. | process simulation. | |  | b. | universal grammar. | |  | c. | telegraphic speech. | |  | d. | linguistic determinism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. Whorf’s linguistic determinism theory emphasizes that   |  |  |  | | --- | --- | --- | |  | a. | different neural networks work together to create language. | |  | b. | language influences our thinking. | |  | c. | language determines our thinking. | |  | d. | all humans exhibit universal grammar. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 194. Which of the following was cited by Whorf as evidence in support of the linguistic determinism hypothesis?   |  |  |  | | --- | --- | --- | |  | a. | The generic pronoun “he” is just as likely to trigger images of women as of men. | |  | b. | People with no words for colors can still perceive color differences. | |  | c. | The Hopi cannot readily think about the past because their language has no past tense for verbs. | |  | d. | Chimpanzees can use signs and gestures to communicate with other members of their own species. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. Five-year-old Michelle has no problem perceiving the colors of the rainbow even though she does not have a name for all of them. This suggests that Whorf's \_\_\_\_\_\_\_\_ may be too extreme.   |  |  |  | | --- | --- | --- | |  | a. | process simulation | |  | b. | universal grammar | |  | c. | linguistic relativism | |  | d. | linguistic determinism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 196. *Linguistic relativism* is defined as   |  |  |  | | --- | --- | --- | |  | a. | the idea that language has an influence on the way we think. | |  | b. | an early speech stage in which a child speaks like a telegram using mostly nouns and verbs. | |  | c. | an impairment of language. | |  | d. | a system of rules in a language, which enables us to communicate with and understand others. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 197. Ariana believes that language influences the way we think. Her belief is referred to as   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism. | |  | b. | linguistic relativism. | |  | c. | telegraphic speech. | |  | d. | grammar.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 198. When China-born, bilingual University of Waterloo students described themselves in English, their responses fit typical Canadian profiles, expressing mostly positive self-statements. When responding in Chinese, they gave typically Chinese self-descriptions, using roughly equal positive and negative self-statements. This is partly because of   |  |  |  | | --- | --- | --- | |  | a. | universal grammar. | |  | b. | a critical period. | |  | c. | linguistic relativism. | |  | d. | telegraphic speech. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 199. China-born bilingual University of Waterloo students described themselves in either English or Chinese. Their English-language self-descriptions were characterized by \_\_\_\_\_\_\_\_ self-statements and their Chinese-language self-descriptions were characterized by \_\_\_\_\_\_\_\_ self-statements.   |  |  |  | | --- | --- | --- | |  | a. | mostly positive; equally positive and negative | |  | b. | mostly negative; equally positive and negative | |  | c. | equally positive and negative; mostly positive | |  | d. | equally positive and negative; mostly negative |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. Perceived differences between various shades of color are greater if people assign a different name to each hue. This best illustrates the influence of   |  |  |  | | --- | --- | --- | |  | a. | universal grammar on language acquisition. | |  | b. | heuristics on receptive language. | |  | c. | critical periods on language acquisition. | |  | d. | language on thinking. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 201. Delphine’s Greek language has distinct names for various shades of blue but only one name for yellow. As a result, Delphine recalls the yellow items she sees as more similar than the blue items she sees. Which of the following is most relevant to Delphine’s difficulty?   |  |  |  | | --- | --- | --- | |  | a. | critical periods | |  | b. | telegraphic speech | |  | c. | universal grammar | |  | d. | linguistic relativism  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Jake is a transgender male. He is most likely to feel respected and included when   |  |  |  | | --- | --- | --- | |  | a. | gender-specific pronouns are used. | |  | b. | the pronouns consistent with his birth-assigned sex are used. | |  | c. | his preferred pronouns are used. | |  | d. | dual pronouns are used. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 203. Jerry learned a second language at a very young age. This has been shown to   |  |  |  | | --- | --- | --- | |  | a. | enhance social skill development. | |  | b. | expand the development of determinism. | |  | c. | discourage the development of a moral mindset. | |  | d. | decrease his ability to focus attention. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 204. Bilingual children are \_\_\_\_\_\_\_\_ at social interactions than those who speak only one language. This best illustrates what is known as \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | better; telegraphic speech | |  | b. | less; linguistic determinism | |  | c. | better; the bilingual advantage | |  | d. | less; aphasia |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 205. When English-speaking Canadian children were taught only in French during their early school years, researchers found that they experienced a(n)   |  |  |  | | --- | --- | --- | |  | a. | confused sense of cultural identity. | |  | b. | improvement in creativity. | |  | c. | slight loss of verbal fluency in English. | |  | d. | less-than-average improvement in mathematical ability. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 206. As young children learn how to tie their shoes they are most likely to think using images while practicing the skill. They are using   |  |  |  | | --- | --- | --- | |  | a. | their explicit memory. | |  | b. | their universal grammar. | |  | c. | aphasia. | |  | d. | their implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. The pianist Liu Chi Kung and the women’s basketball team at the University of Tennessee both demonstrated how   |  |  |  | | --- | --- | --- | |  | a. | mental imagery hinders actual physical performance. | |  | b. | physical performance experiences can alter mental imagery. | |  | c. | physical performance can be enhanced by mental imagery. | |  | d. | using mental imagery is not an effective method in improving physical performance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. For someone who has learned a skill such as ballet dancing, watching someone using that skill activates \_\_\_\_\_\_\_\_ that is(are) active during the actual performance of that skill.   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism | |  | b. | receptive language | |  | c. | neural networks | |  | d. | a universal grammar  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. Agatha learned to play chess as a young child and is now a chess master. When she goes to a tournament and watches others playing chess, her brain activates \_\_\_\_\_\_\_\_ that is(are) active when she actually plays chess.   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism | |  | b. | receptive language | |  | c. | neural networks | |  | d. | a universal grammar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 210. Imagining a physical experience activates some of the same \_\_\_\_\_\_\_\_ that is(are) also active during the actual experience.   |  |  |  | | --- | --- | --- | |  | a. | algorithms | |  | b. | receptive language | |  | c. | neural networks | |  | d. | universal grammar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. Mark’s partner is undergoing a painful medical procedure. Imagining the pain his partner is experiencing activates the same \_\_\_\_\_\_\_\_ that would be active if Mark were experiencing the pain.   |  |  |  | | --- | --- | --- | |  | a. | linguistic determinism | |  | b. | receptive language | |  | c. | neural networks | |  | d. | a universal grammar |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 212. The women's basketball team at the University of Tennessee improved in free-throw shooting after practicing   |  |  |  | | --- | --- | --- | |  | a. | productive language. | |  | b. | mental imagery. | |  | c. | telegraphic speech. | |  | d. | sign language. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. Introductory psychology students were more likely to achieve a good midterm exam grade if prior to the exam they repeatedly practiced visual imagery that involved   |  |  |  | | --- | --- | --- | |  | a. | receptive language. | |  | b. | an outcome simulation. | |  | c. | productive language. | |  | d. | a process simulation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 214. Unlike other animals, humans have the ability to   |  |  |  | | --- | --- | --- | |  | a. | care for themselves. | |  | b. | communicate with each other. | |  | c. | take the perspective of others. | |  | d. | consider what others know.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 215. Gestures are especially likely to be associated with   |  |  |  | | --- | --- | --- | |  | a. | bilingualism. | |  | b. | spontaneous speech. | |  | c. | perceptual development. | |  | d. | familiar objects. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 216. Chimpanzees are capable of learning to   |  |  |  | | --- | --- | --- | |  | a. | understand syntax in spoken English. | |  | b. | communicate with gestures. | |  | c. | string signs together into a meaningful sequence. | |  | d. | do all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 217. Various monkey species sound different alarm cries for different predators. This suggests that they are capable of   |  |  |  | | --- | --- | --- | |  | a. | verbal expression of complex grammar. | |  | b. | basic language processing. | |  | c. | regulating themselves with a moral sense | |  | d. | taking others’ perspectives. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 218. Allen and Beatrix Gardner taught Washoe, a young chimpanzee, how to sign. By the end of Washoe’s life, she had learned   |  |  |  | | --- | --- | --- | |  | a. | 75 signs. | |  | b. | 132 signs. | |  | c. | 250 signs. | |  | d. | 350 signs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 219. Apes that have learned language have developed vocabularies and sentences similar to those of a(n)   |  |  |  | | --- | --- | --- | |  | a. | 2-year-old child. | |  | b. | 5-year-old child. | |  | c. | adolescent. | |  | d. | adult. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 220. Research on the language capabilities of chimpanzees indicates that they   |  |  |  | | --- | --- | --- | |  | a. | can acquire a vocabulary of more than two dozen signs. | |  | b. | can use signs to communicate with other members of their species. | |  | c. | gain limited vocabularies only with great difficulty. | |  | d. | can learn to sign simply by observing the signing of other language-trained chimps. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 221. Kanzi, a bonobo with a 384-word vocabulary, has responded appropriately to each of the following questions: “Can you show me the light?” and “Can you bring me the [flash] light?” and “Can you turn the light on?” Kanzi’s appropriate responses indicated that he could understand   |  |  |  | | --- | --- | --- | |  | a. | critical periods. | |  | b. | syntax. | |  | c. | algorithms. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. The ability to learn from experience, solve problems, and use knowledge to adapt to new situations is known as   |  |  |  | | --- | --- | --- | |  | a. | savant syndrome. | |  | b. | triarchic thinking. | |  | c. | intelligence. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 223. The sort of problem solving that demonstrates “school smarts” is what researchers have historically assessed in their tests of   |  |  |  | | --- | --- | --- | |  | a. | street smarts. | |  | b. | intelligence. | |  | c. | emotional intelligence. | |  | d. | social intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 224. Collin’s combined score on both the evidence-based reading and writing and mathematics sections of the SAT was above 1500. He is good at reading maps and his reasoning abilities are terrific. According to Spearman, what factor is likely underlying these abilities?   |  |  |  | | --- | --- | --- | |  | a. | savant syndrome | |  | b. | factor analysis | |  | c. | general intelligence | |  | d. | creative intelligence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 225. Which psychologist most strongly emphasized that those who score above average on tests of spatial ability typically also score above average on tests of verbal or reasoning ability?   |  |  |  | | --- | --- | --- | |  | a. | William Stern | |  | b. | Howard Gardner | |  | c. | Robert Sternberg | |  | d. | Charles Spearman |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. Spearman referred to the general capacity that may underlie all of a person’s mental abilities as   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | general intelligence. | |  | c. | factor analysis. | |  | d. | emotional intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. According to Spearman’s view, the relationship among the distinct abilities of intelligence would be analogous to   |  |  |  | | --- | --- | --- | |  | a. | the ability to learn from experience and solve problems. | |  | b. | advances in the prefrontal cortex. | |  | c. | physical abilities that correlate with one another. | |  | d. | native abilities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 228. Those who score above average on tests of mathematical aptitude are also likely to score above average on tests of verbal aptitude. According to Spearman, this best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence. | |  | b. | multiple intelligence. | |  | c. | the *g* factor. | |  | d. | test reliability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. Nyra scored high on both the vocabulary and math SAT tests. For Spearman, her high scores are evidence of   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | general intelligence. | |  | c. | crystallized intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 230. Those who emphasize the importance of the *g* factor would be most likely to encourage   |  |  |  | | --- | --- | --- | |  | a. | discontinuing special programs for intellectually advantaged children. | |  | b. | deriving adult intelligence test scores from the ratio of mental age to chronological age. | |  | c. | using a small standardization sample in the process of intelligence test construction. | |  | d. | quantifying intelligence with a single numerical score. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 231. A statistical procedure that identifies clusters of related test items that seem to tap a common ability is called   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | reliability assessment. | |  | c. | predictive validity. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 232. Factor analysis was used by Spearman to assess whether   |  |  |  | | --- | --- | --- | |  | a. | intelligence is determined primarily by heredity or by experience. | |  | b. | intelligence is a single trait or a collection of distinct abilities. | |  | c. | intelligence scores remain stable over the life span. | |  | d. | differences in intellectual ability exist between groups of individuals.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. Professor Glaser is using a statistical procedure to identify clusters of related variables. Professor Glaser is working with   |  |  |  | | --- | --- | --- | |  | a. | an achievement test. | |  | b. | the 10-year rule. | |  | c. | factor analysis. | |  | d. | predictive validity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 234. Cattell and Horn formulated a theory of general ability based on two factors:   |  |  |  | | --- | --- | --- | |  | a. | fluid intelligence and crystallized intelligence. | |  | b. | analytical intelligence and practical intelligence. | |  | c. | interpersonal intelligence and intrapersonal intelligence. | |  | d. | linguistic intelligence and spatial intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 235. One prominent theory affirmed a general intellectual ability factor, but also identified more specific abilities. This theory was based on the work of   |  |  |  | | --- | --- | --- | |  | a. | Charles Spearman, Kim Peek, and K. Anders Ericsson. | |  | b. | Raymond Cattell, John Horn, and John Carroll. | |  | c. | Howard Gardner, Robert Sternberg, and Charles Spearman. | |  | d. | Robert Sternberg, John Horn, and Kim Peek. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 236. Abraham struggles with algebra, which is associated with   |  |  |  | | --- | --- | --- | |  | a. | crystallized intelligence. | |  | b. | emotional intelligence. | |  | c. | spatial intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. When you left the grocery store to go home, you realized that you locked your keys in the car. As you try different options to open your car door, you are demonstrating   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | general intelligence. | |  | c. | crystallized intelligence. | |  | d. | fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 238. Vocabulary is to \_\_\_\_\_\_\_\_ as logic 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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| 239. Which of the following was NOT included in John Carroll’s findings after he analyzed hundreds of previous intelligence studies?   |  |  |  | | --- | --- | --- | |  | a. | *g* exists. | |  | b. | Humans have specific abilities. | |  | c. | Humans use *Gc* to learn new skills. | |  | d. | *Gf* and *Gc* can close the gap between *g* and specific abilities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 240. Which theory assumes that there are many different abilities that exist within a person’s general intelligence?   |  |  |  | | --- | --- | --- | |  | a. | 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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| 241. Dr. Stevenson is giving a class lecture on intelligence. He states that intelligence is made up of many different abilities that exist as part of a person’s general intelligence. This statement 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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| 242. Some believe that the abilities outlined by \_\_\_\_\_\_\_\_ are too narrow and should extend the definition of intelligence beyond the idea of academic smarts.   |  |  |  | | --- | --- | --- | |  | 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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| 243. Howard Gardner argued for the existence of \_\_\_\_\_\_\_\_intelligences, which he believed are \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | three; closely related | |  | b. | nine; relatively independent | |  | c. | three; relatively independent | |  | d. | nine; closely related |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 244. Grace is very athletic and participates in all her high school gymnastic events. Howard Gardner would be most likely to suggest that Grace demonstrates a high level of   |  |  |  | | --- | --- | --- | |  | a. | social intelligence. | |  | b. | spatial intelligence. | |  | c. | emotional intelligence. | |  | d. | bodily-kinesthetic intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 245. Amelia has many friends and intuitively knows how to respond to their moods. Howard Gardner would be most likely to suggest that Amelia demonstrates a high level of   |  |  |  | | --- | --- | --- | |  | a. | social intelligence. | |  | b. | spatial intelligence. | |  | c. | emotional intelligence. | |  | d. | interpersonal intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 246. Howard Gardner is most likely to agree that the concept of intelligence includes   |  |  |  | | --- | --- | --- | |  | a. | minimizing one’s negative emotions. | |  | b. | spatially analyzing visual input. | |  | c. | behaving morally. | |  | d. | a single ability that can only be measured by standardized testing.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 247. Jill is great with animals. She cares for them deeply and seems to have a knack for interacting with them. Howard Gardner would most likely suggest that she is high in \_\_\_\_\_\_\_\_intelligence.   |  |  |  | | --- | --- | --- | |  | a. | linguistic | |  | b. | bodily-kinesthetic | |  | c. | naturalist | |  | d. | existential |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 248. When a person ponders large questions about life, death, and existence, they are demonstrating   |  |  |  | | --- | --- | --- | |  | a. | naturalistic intelligence. | |  | b. | existential intelligence. | |  | c. | spatial intelligence. | |  | d. | musical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 249. Miguel teaches philosophy at the local university. He spends many hours explaining to his students why it is important to consider the large questions about life, death, and existence. According to Gardner, Miguel is demonstrating \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | emotional | |  | b. | interpersonal | |  | c. | existential | |  | d. | analytical |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 250. The characteristics of savant syndrome have been used to support   |  |  |  | | --- | --- | --- | |  | a. | Spearman’s belief in a general intelligence, or *g* factor. | |  | b. | Cattell’s concept of a general ability. | |  | c. | Gardner’s argument for multiple intelligences. | |  | d. | Thorndike’s concept of social intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 251. Gardner's argument for multiple intelligences receives support from the   |  |  |  | | --- | --- | --- | |  | a. | existence of creative intelligence. | |  | b. | 10-year rule. | |  | c. | characteristics of savant syndrome. | |  | d. | existence of a *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 252. A person who demonstrates an exceptional specific mental skill while otherwise often remaining very limited in intellectual capacity is said to show signs of   |  |  |  | | --- | --- | --- | |  | a. | emotional intelligence. | |  | b. | savant syndrome. | |  | c. | existential intelligence. | |  | d. | analytical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 253. Psychological tests show that 20-year-old Jerome has an intelligence score of 60. However, Jerome can, within seconds, accurately name the date on which Easter falls for any year in this century. It would be fair to conclude that   |  |  |  | | --- | --- | --- | |  | a. | the intelligence test Jerome was given has no validity. | |  | b. | intelligence tests are generally good measures of verbal but not of mathematical intelligence. | |  | c. | Jerome is a person with savant syndrome. | |  | d. | Jerome excels in existential intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 254. With whom do you associate the theory of intelligence that includes analytical, creative, and practical intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Raymond Cattell | |  | b. | Howard Gardner | |  | c. | Charles Spearman | |  | d. | Robert Sternberg |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 255. Robert Sternberg distinguished among analytical, creative, and \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | spatial | |  | b. | musical | |  | c. | practical | |  | d. | interpersonal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 256. Academic problem solving is an example of which type of intelligence, according to Sternberg?   |  |  |  | | --- | --- | --- | |  | a. | analytical | |  | b. | creative | |  | c. | practical | |  | d. | spatial |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 257. Of the following, who best illustrates Sternberg’s concept of analytical intelligence?   |  |  |  | | --- | --- | --- | |  | a. | Freda, a student who receives lower grades in physical education than in any other course | |  | b. | Trudy, a business executive who effectively motivates her sales staff | |  | c. | Nicole, a 10-year-old whose vocabulary is equal to that of a college student | |  | d. | Selma, a teenager who completes the road test for her driver’s license without a single error |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 258. Lee tends to score above average on verbal ability. \_\_\_\_\_\_\_\_ is most likely to say that Lee would be likely to also score above average in spatial or reasoning ability.   |  |  |  | | --- | --- | --- | |  | a. | John Horn | |  | b. | Howard Gardner | |  | c. | Robert Sternberg | |  | d. | K. Anders Ericsson |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 259. Maximillian is an architect and is known for his ability to develop novel solutions to building problems. Sternberg would propose that Maximillian is high in   |  |  |  | | --- | --- | --- | |  | a. | analytical intelligence. | |  | b. | fluid intelligence. | |  | c. | creative intelligence. | |  | d. | practical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. Research confirms that there is a general intelligence factor. It predicts   |  |  |  | | --- | --- | --- | |  | a. | performance on various complex tasks. | |  | b. | a creative mind. | |  | c. | street smarts. | |  | d. | spatial abilities. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 261. The doggedly persistent drive that is often necessary for successful accomplishments is known as   |  |  |  | | --- | --- | --- | |  | a. | the *g* factor. | |  | b. | factor analysis. | |  | c. | existential intelligence. | |  | d. | grit.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 262. Which of the following is NOT predicted by *g*?   |  |  |  | | --- | --- | --- | |  | a. | performance on complex tasks | |  | b. | decreased emotional intelligence | |  | c. | higher income | |  | d. | exceptional achievements |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 263. Maggie tends to be conscientious, well-connected, and energetic. She is also highly successful. She is demonstrating qualities associated with   |  |  |  | | --- | --- | --- | |  | a. | analytical intelligence. | |  | b. | grit. | |  | c. | practical intelligence. | |  | d. | *Gf*. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 264. K. Anders Ericsson and others report a 10-year rule for expert performance that highlights the importance of   |  |  |  | | --- | --- | --- | |  | a. | a *g* factor. | |  | b. | factor analysis. | |  | c. | daily practice. | |  | d. | social intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 265. Amir is a talented chess player. How many years do you think researchers would say he has practiced in order to perfect his skill?   |  |  |  | | --- | --- | --- | |  | a. | 2 years | |  | b. | 5 years | |  | c. | 10 years | |  | d. | 15 years |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 266. For a person to develop expertise in a field, the 10-year rule requires   |  |  |  | | --- | --- | --- | |  | a. | *Gf.* | |  | b. | years of deliberate practice. | |  | c. | a primary mental ability. | |  | d. | general intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 267. If you believe that becoming a professional ballerina requires native ability as well as years of deliberate practice, you are emphasizing the importance of   |  |  |  | | --- | --- | --- | |  | a. | Sternberg’s creative intelligence. | |  | b. | Gardner’s musical intelligence. | |  | c. | nature and nurture. | |  | d. | Spearman’s *g* factor. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 268. Emotional intelligence is a critical component of   |  |  |  | | --- | --- | --- | |  | a. | creative intelligence. | |  | b. | social intelligence. | |  | c. | analytical intelligence. | |  | d. | practical intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 269. Zach knows how to express his emotions appropriately in various social situations. He would score   |  |  |  | | --- | --- | --- | |  | a. | high on perceiving emotions. | |  | b. | low on understanding emotions. | |  | c. | high on managing emotions. | |  | d. | high on using emotions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 270. Luca’s partner had a difficult day at work, and then after work he had to take their dog to the vet. If that’s not enough, he has yet to make dinner plans. When Luca comes home from work, he fails to notice his partner’s stress level and instead asks if he can go out with friends to watch a football game. Luca is demonstrating a low level of   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence. | |  | b. | analytic intelligence. | |  | c. | emotional intelligence. | |  | d. | practical intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 271. When Corbin becomes angry that his best friend is socializing with someone else, he typically fails to realize that he feels scared that he will lose this friendship. This lack of self-insight best illustrates an inadequate level of   |  |  |  | | --- | --- | --- | |  | a. | existential intelligence. | |  | b. | the *g* factor. | |  | c. | factor analysis. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 272. One component of emotional intelligence involves   |  |  |  | | --- | --- | --- | |  | a. | the ability to completely forget emotionally traumatic experiences. | |  | b. | a lack of concern about receiving social approval. | |  | c. | predicting accurately when feelings are about to change. | |  | d. | selectively focusing attention on positive thoughts and feelings. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 273. In a stressful situation, Prapti is able to maintain her cool and help her friends to get through the situation. Prapti’s ability best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | linguistic intelligence. | |  | b. | spatial intelligence. | |  | c. | practical intelligence. | |  | d. | emotional intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. Who is most likely to be criticized for extending the definition of intelligence to an overly broad range of talents?   |  |  |  | | --- | --- | --- | |  | a. | Howard Gardner | |  | b. | Lewis Terman | |  | c. | Charles Spearman | |  | d. | Alfred Binet |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 275. An intelligence test is best described as a method designed to assess   |  |  |  | | --- | --- | --- | |  | a. | academic achievement. | |  | b. | mental aptitudes. | |  | c. | inherited skills. | |  | d. | chromosomal abnormalities. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 276. Aptitude tests are specifically designed to   |  |  |  | | --- | --- | --- | |  | a. | predict ability to learn a new skill. | |  | b. | compare an individual's abilities with those of highly successful people. | |  | c. | assess learned knowledge or skills. | |  | d. | assess the ability to produce novel ideas. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 277. Kayle has just taken a test of her capacity to learn to be a software engineer. This is an example of an \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | IQ | |  | b. | achievement | |  | c. | interest | |  | d. | aptitude |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 278. Tests designed to assess what a person has learned are called \_\_\_\_\_\_\_\_ tests.   |  |  |  | | --- | --- | --- | |  | a. | mental age | |  | b. | aptitude | |  | c. | standardized | |  | d. | achievement |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 279. The midterm exam in an algebra course would be an example of a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | aptitude | |  | b. | achievement | |  | c. | standardized | |  | d. | general intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 280. Assessing current competence is to \_\_\_\_\_\_\_\_ tests as predicting future performance is to \_\_\_\_\_\_\_\_ tests.   |  |  |  | | --- | --- | --- | |  | a. | intelligence; standardized | |  | b. | aptitude; achievement | |  | c. | standardized; intelligence | |  | d. | achievement; aptitude |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 281. The French government commissioned Alfred Binet to develop an intelligence test that would   |  |  |  | | --- | --- | --- | |  | a. | distinguish between aptitude and achievement. | |  | b. | effectively distinguish between reading and language disabilities. | |  | c. | provide an objective measure of teaching effectiveness in the public school system. | |  | d. | reduce the need to rely on teachers' biased judgments of students' learning potential. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282.  Intelligence tests were initially designed by Alfred Binet and Théodore Simon to assess   |  |  |  | | --- | --- | --- | |  | a. | academic aptitude. | |  | b. | achievement. | |  | c. | general intelligence. | |  | d. | natural ability. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 283. In developing a test of intellectual ability for Parisian schoolchildren, Binet and Simon assumed that   |  |  |  | | --- | --- | --- | |  | a. | the test would measure inherited, unchangeable abilities. | |  | b. | the test would yield an intelligence quotient consisting of chronological age divided by mental age multiplied by 100. | |  | c. | a bright child would perform like a normal child of an older age. | |  | d. | measures of physical and sensory skills would be good predictors of school achievement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. Binet used the term *mental age* to refer to   |  |  |  | | --- | --- | --- | |  | a. | the average chronological age of children who completed a particular grade in school. | |  | b. | the years of formal education successfully completed by a child. | |  | c. | the total number of items correctly answered on an intelligence test divided by the child’s chronological age. | |  | d. | the level of performance typically associated with a certain chronological age.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 285. Five-year-old Laura performs on an intelligence test at the same level as an average 7-year-old. Laura’s mental age is   |  |  |  | | --- | --- | --- | |  | a. | 5. | |  | b. | 6. | |  | c. | 7. | |  | d. | 8. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. An average 13-year-old would have a mental age of   |  |  |  | | --- | --- | --- | |  | a. | 11. | |  | b. | 12. | |  | c. | 13. | |  | d. | 14. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. Who revised the original French intelligence test for use with English-speaking California schoolchildren?   |  |  |  | | --- | --- | --- | |  | a. | Lewis Terman | |  | b. | Alfred Binet | |  | c. | Robert Sternberg | |  | d. | Howard Gardner |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 288. Lewis Terman's widely used American revision of Binet's original intelligence test was the   |  |  |  | | --- | --- | --- | |  | a. | WISC. | |  | b. | WAIS. | |  | c. | Stanford-Binet. | |  | d. | SAT. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 289. Who first introduced the term *intelligence quotient*?   |  |  |  | | --- | --- | --- | |  | a. | David Wechsler | |  | b. | Alfred Binet | |  | c. | Charles Spearman | |  | d. | William Stern |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. Mental age divided by chronological age and multiplied by 100 is the formula for   |  |  |  | | --- | --- | --- | |  | a. | mental age. | |  | b. | the WAIS. | |  | c. | letter-number sequencing. | |  | d. | IQ from the original version of the Stanford-Binet. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 291. Jayden is 11 years old with a mental age of 8. What is his IQ?   |  |  |  | | --- | --- | --- | |  | a. | 72 | |  | b. | 90 | |  | c. | 100 | |  | d. | 125 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 292. Karen is a 5-year-old who responded to the original Stanford-Binet with the proficiency typical of an average 7-year-old. She can be said to have an IQ of   |  |  |  | | --- | --- | --- | |  | a. | 75. | |  | b. | 85. | |  | c. | 125. | |  | d. | 140. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 293. Irishe has a mental age of 12 and an IQ of 120 as measured by the original Stanford-Binet. Irishe’s chronological age is   |  |  |  | | --- | --- | --- | |  | a. | 6. | |  | b. | 8. | |  | c. | 9. | |  | d. | 10.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 294. The original IQ formula would be LEAST appropriate for representing the intelligence test performance of   |  |  |  | | --- | --- | --- | |  | a. | kindergartners. | |  | b. | grade school students. | |  | c. | middle school students. | |  | d. | university students. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. Binet would likely have been disturbed that his test had been adapted and used to draw conclusions, such as Terman’s suggestion that mental ability is fixed and present at birth, which highlighted the potential role of \_\_\_\_\_\_\_\_ in intellectual ability.   |  |  |  | | --- | --- | --- | |  | a. | neural processing speed | |  | b. | educational training | |  | c. | nurture | |  | d. | biological inheritance |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 296. Terman's support for \_\_\_\_\_\_\_\_ was linked to his belief in the biological inheritance of intelligence.   |  |  |  | | --- | --- | --- | |  | a. | factor analysis | |  | b. | test standardization | |  | c. | the eugenics movement | |  | d. | a 10-year rule |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 297. Daniel received an intelligence test score of 85 on a current version of the Stanford-Binet test. This indicates that relative to other adults his age his intellectual abilities   |  |  |  | | --- | --- | --- | |  | a. | are above average. | |  | b. | are average. | |  | c. | are below average. | |  | d. | cannot be measured. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 298. The world's first mass administration of intelligence tests involved tests administered   |  |  |  | | --- | --- | --- | |  | a. | by the German government to military members during World War II. | |  | b. | to newly arriving immigrants in Britain. | |  | c. | to schoolchildren in France. | |  | d. | by the U.S. government to immigrants and World War I army recruits. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 299. A survey of the history of intelligence testing reinforces the important lesson that   |  |  |  | | --- | --- | --- | |  | a. | although science strives for objectivity, scientists can be influenced by their personal biases. | |  | b. | the experiment is the most powerful tool available for examining cause-effect relationships. | |  | c. | different theoretical perspectives on behavior may be complementary rather than competing. | |  | d. | scientists are more concerned with the development of theory than with its practical application. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 300. The WAIS was designed for testing \_\_\_\_\_\_\_\_ intelligence, whereas the WISC was designed for testing \_\_\_\_\_\_\_\_ intelligence.   |  |  |  | | --- | --- | --- | |  | a. | practical; creative | |  | b. | analytical; emotional | |  | c. | adults'; children's | |  | d. | Europeans'; North Americans' |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 301. One of the 15 subtests included in the latest edition of the \_\_\_\_\_\_\_\_ involves remembering and correctly sequencing a series of numbers and letters.   |  |  |  | | --- | --- | --- | |  | a. | SAT | |  | b. | WISC | |  | c. | WAIS | |  | d. | Stanford-Binet |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 302. The test that provides separate verbal comprehension, perceptual reasoning, working memory, and processing speed scores, as well as an overall intelligence score, is the   |  |  |  | | --- | --- | --- | |  | a. | WAIS. | |  | b. | Stanford-Binet. | |  | c. | SAT Reasoning Test. | |  | d. | Emotional Intelligence Test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 303. Margaret’s doctor suspects that she may have recently had a minor stroke. So, he has arranged for her to take a test that assesses her verbal comprehension, perceptual reasoning, processing speed, and working memory. The test she is taking is the   |  |  |  | | --- | --- | --- | |  | a. | WAIS. | |  | b. | Stanford-Binet. | |  | c. | GRE. | |  | d. | SAT. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 304. The WAIS yields an overall intelligence score and separate scores for all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | scientific ability. | |  | b. | verbal comprehension. | |  | c. | perceptual reasoning. | |  | d. | working memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. Your score on the WAIS does not indicate how well you control your impulses or deal effectively with social conflict. This best illustrates that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | impossible to measure with any reliability. | |  | b. | unrelated to the speed of cognitive processing. | |  | c. | a collection of distinctly different abilities. | |  | d. | a joint function of nature and nurture. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 306. When a person's test performance can be compared with that of a representative and pretested sample of people, the test is said to be   |  |  |  | | --- | --- | --- | |  | a. | reliable. | |  | b. | standardized. | |  | c. | valid. | |  | d. | normally distributed. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 307. Dr. Laurence is designing a test to measure U.S. tenth graders’ knowledge of human biology. To ensure that the test represents U.S. tenth graders, she is standardizing the test by   |  |  |  | | --- | --- | --- | |  | a. | correlating test-takers’ scores on two halves of the test. | |  | b. | correlating test-takers scores with their current high school GPA. | |  | c. | administering the test to a representative sample of U.S. tenth graders. | |  | d. | assessing whether test-takers’ scores are distributed in a normal curve. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 308. Dr. Patel has designed a test to measure how well soccer players know their sport’s history. To ensure uniform testing, he is presently administering his test to a representative sample of all soccer players. Dr. Patel is clearly in the process of   |  |  |  | | --- | --- | --- | |  | a. | test validation. | |  | b. | factor analysis. | |  | c. | test standardization. | |  | d. | establishing the test’s reliability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 309. A bell-shaped pattern that characterizes the distribution of a large sample of intelligence test scores is a graphic representation of   |  |  |  | | --- | --- | --- | |  | a. | the Flynn effect. | |  | b. | a normal curve. | |  | c. | a factor analysis. | |  | d. | an intelligence quotient. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 310. The distribution of body weights in the general adult human population forms a   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | normal curve. | |  | c. | representative sample. | |  | d. | standardized group. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. The normal curve is often described as   |  |  |  | | --- | --- | --- | |  | a. | circular. | |  | b. | bell-shaped. | |  | c. | standardized. | |  | d. | nonsymmetrical. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 312. Dr. Watson reports that the scores of 50 male and 50 female students on his new philosophy test form a normal curve. From his statement we may conclude that   |  |  |  | | --- | --- | --- | |  | a. | the average male score was better than the average female score. | |  | b. | the students were simply guessing at the answers. | |  | c. | the average score on the test was 50 percent correct. | |  | d. | relatively few students’ scores deviated extremely from the groups’ average score. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 313. About \_\_\_\_\_\_\_\_ percent of WAIS scores fall between 70 and 130.   |  |  |  | | --- | --- | --- | |  | a. | 30 | |  | b. | 60 | |  | c. | 70 | |  | d. | 95 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 314. An increase in average intelligence test performance during the past decades would best illustrate why intelligence tests need   |  |  |  | | --- | --- | --- | |  | a. | to be revised for predictive validity. | |  | b. | periodic restandardization. | |  | c. | reliability indices. | |  | d. | a redeveloped bell curve. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 315. A test is reliable if it   |  |  |  | | --- | --- | --- | |  | a. | measures what it claims to measure or predicts what it is supposed to predict. | |  | b. | yields dependably consistent scores. | |  | c. | has been standardized on a representative sample of all those who are likely to take the test. | |  | d. | produces a normal distribution of scores. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 316. Researchers assess the correlation between scores obtained on alternative forms of the same test in order to measure the \_\_\_\_\_\_\_\_ of the test.   |  |  |  | | --- | --- | --- | |  | a. | standardization | |  | b. | predictive validity | |  | c. | normal distribution | |  | d. | reliability |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 317. Dr. Lazar has developed a test on word comprehension and is administering the 75-item test to a large sample of students. She will compare their scores on the odd-numbered questions with those on the even-numbered questions in an effort to   |  |  |  | | --- | --- | --- | |  | a. | determine the test’s validity. | |  | b. | determine the test’s reliability. | |  | c. | standardize the test. | |  | d. | provide a normal distribution of scores.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 318. Dr. Osorio is determining the effectiveness of her final exam in geography. She gives half of the students one version of the test and the other half a different version of the test. What is she testing in terms of effectiveness?   |  |  |  | | --- | --- | --- | |  | a. | correlation | |  | b. | reliability | |  | c. | validity | |  | d. | stability |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 319. Dr. Stengel is trying to determine whether her test for bipolar disorder is reliable. She divided her participants in half and gave one section the even-numbered questions and the other section the odd-numbered questions of the test. Which type of reliability is she testing?   |  |  |  | | --- | --- | --- | |  | a. | correlation | |  | b. | test-retest | |  | c. | split-half | |  | d. | criterion  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 320. Dr. Thomas has developed a new test to measure stress levels among research participants. To ensure that the test is reliable, he later retests the same participants with the test. This is called   |  |  |  | | --- | --- | --- | |  | a. | predictive validity. | |  | b. | split-half reliability. | |  | c. | test-retest reliability. | |  | d. | a correlation coefficient. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. A person’s high school intelligence test score is generally similar when the person takes another intelligence test decades later. This demonstrates the   |  |  |  | | --- | --- | --- | |  | a. | high reliability of the test. | |  | b. | low reliability of the test. | |  | c. | high validity of the test. | |  | d. | low validity of the test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 322. Alycia is conducting a study measuring the effectiveness of a new treatment for posttraumatic stress disorder (PTSD). She has to select a scale that will provide objective data about PTSD symptoms on a weekly basis. If Alycia needs the scale to provide consistent results that change only in response to the positive effects of the treatment, she needs a scale with good   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | predictive validity. | |  | c. | reliability. | |  | d. | stability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 323. Raul has taken the SAT three times and his scores varied by only 10 points each time. Raul's test scores reflect the SAT's   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | predictive validity. | |  | c. | reliability. | |  | d. | correlation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 324. Which test has been demonstrated to be a highly reliable measure?   |  |  |  | | --- | --- | --- | |  | a. | Stanford-Binet | |  | b. | WAIS | |  | c. | WISC | |  | d. | All of these tests have proven to be highly reliable. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 325. A test has a high degree of validity if it   |  |  |  | | --- | --- | --- | |  | a. | measures or predicts what it is supposed to measure or predict. | |  | b. | yields consistent results every time it is used. | |  | c. | produces a normal distribution of scores. | |  | d. | has been standardized on a representative sample of all those who are likely to take the test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 326. Trevor’s grade point average in college matches what would have been predicted by his SAT scores when he entered college. This means that the SAT has   |  |  |  | | --- | --- | --- | |  | a. | predictive validity. | |  | b. | split-half reliability. | |  | c. | test-retest reliability. | |  | d. | a correlation coefficient. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 327. James is preparing to apply to graduate school programs. He knows that he will have to take the GRE as part of his application materials, even though the correlation with graduate school performance is rather low. This means that the GRE has low   |  |  |  | | --- | --- | --- | |  | a. | predictive validity. | |  | b. | split-half reliability. | |  | c. | test-retest reliability. | |  | d. | correlation coefficients. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 328. After learning about his low score on the Stanford-Binet, Lee complained, “That test did not measure my intelligence.” Lee’s statement is equivalent to saying that the WAIS lacks   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | reliability. | |  | c. | validity. | |  | d. | a normal distribution. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 329. A college administrator is trying to assess whether an admissions test accurately predicts how well applicants will perform at their school. The administrator is most obviously concerned about whether the test is   |  |  |  | | --- | --- | --- | |  | a. | standardized. | |  | b. | valid. | |  | c. | reliable. | |  | d. | normally distributed. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 330. If people with and without depression receive similar scores on a diagnostic test for depression, it suggests that the test   |  |  |  | | --- | --- | --- | |  | a. | has not been standardized. | |  | b. | is not valid. | |  | c. | is not reliable. | |  | d. | has not been subjected to a factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 331. The success with which a test predicts the behavior it is designed to predict is called   |  |  |  | | --- | --- | --- | |  | a. | standardization. | |  | b. | predictive validity. | |  | c. | split-half reliability. | |  | d. | test-retest reliability. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 332. Guidelines for the diagnosis of an intellectual disability specify performance on an intelligence test of approximately   |  |  |  | | --- | --- | --- | |  | a. | 100 or below. | |  | b. | 90 or below. | |  | c. | 80 or below. | |  | d. | 70 or below. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 333. Because the execution of people with an intellectual disability is “cruel and unusual punishment,” in 2014, the U.S. Supreme Court ruled that states with death row penalties must consider   |  |  |  | | --- | --- | --- | |  | a. | intelligence scores as high as 80. | |  | b. | intelligence scores and other evidence. | |  | c. | only social factors related to the crime. | |  | d. | the practical skills of the person who committed the crime. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 334. Camila was recently diagnosed with autism spectrum disorder. She also has an IQ score of 70, which means that   |  |  |  | | --- | --- | --- | |  | a. | she has 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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| 335. Jasmine was recently tested at her new school and has an IQ score of 135. This means that   |  |  |  | | --- | --- | --- | |  | a. | she has an intellectual disability. | |  | b. | her mental age matches her chronological age. | |  | c. | she would be considered gifted. | |  | d. | the test she took was flawed and biased. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 336. Terman observed that children with IQ scores over 135 are likely to   |  |  |  | | --- | --- | --- | |  | a. | be athletically uncoordinated. | |  | b. | be academically successful. | |  | c. | lack motivation to study. | |  | d. | have low fluid intelligence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 337. Shawna scored in the top 1 percent of her age group on the math SAT. This means that as an adult she is likely to   |  |  |  | | --- | --- | --- | |  | a. | secure a patent. | |  | b. | have one special skill. | |  | c. | develop strong emotional intelligence. | |  | d. | help her teachers explain concepts to the class. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 338. Different age groups are tested at the same time in a   |  |  |  | | --- | --- | --- | |  | a. | longitudinal study. | |  | b. | factor analysis. | |  | c. | cross-sectional study. | |  | d. | standardized test. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 339. At a single point in time, researchers may test and compare the intelligence of members of different age groups. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a longitudinal study. | |  | b. | factor analysis. | |  | c. | a cross-sectional study. | |  | d. | a measure of fluid intelligence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 340. Children of different age groups were asked to complete the WISC so that researchers could compare the performance of younger and older children. The procedure used in this research best illustrates   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | a longitudinal study. | |  | c. | a correlational study. | |  | d. | a cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 341. Abigail is a graduate student working on her dissertation on academic performance among elementary, middle, and high school students. She collects data from each group of participants at the same time. She is conducting a   |  |  |  | | --- | --- | --- | |  | a. | cross-sectional study. | |  | b. | longitudinal study. | |  | c. | correlational study. | |  | d. | cohort study. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 342. A longitudinal study is one in which   |  |  |  | | --- | --- | --- | |  | a. | different age groups are tested at the same time. | |  | b. | different characteristics of a specific individual are assessed by a single test. | |  | c. | different characteristics of a specific individual are assessed by multiple tests. | |  | d. | the same group of people are tested and retested over a period of years. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 343. Emma is preparing her graduate thesis on academic performance through the elementary school years. She collects data from the same set of participants at the end of kindergarten, second grade, fourth grade, and fifth grade. She is conducting a   |  |  |  | | --- | --- | --- | |  | a. | cross-sectional study. | |  | b. | longitudinal study. | |  | c. | correlational study. | |  | d. | cohort study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 344. Assessing the stability of repeated intelligence test results gathered over the adult years of a college class would most clearly involve a   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | longitudinal study. | |  | c. | correlational study. | |  | d. | cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 345. Researchers assessed the stability of SAT scores by repeatedly giving the test to the same group of individuals over a 6-year period. The procedure used in this research best illustrates   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | a longitudinal study. | |  | c. | a correlational study. | |  | d. | a cross-sectional study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 346. Which of the following most directly suggested that intelligence declines throughout adulthood?   |  |  |  | | --- | --- | --- | |  | a. | cross-sectional studies | |  | b. | factor analyses | |  | c. | longitudinal studies | |  | d. | test standardization |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 347. The idea that adult intelligence declines with age has been challenged most effectively by   |  |  |  | | --- | --- | --- | |  | a. | cross-sectional research. | |  | b. | research on fluid intelligence. | |  | c. | factor analysis. | |  | d. | longitudinal research. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 348. Which of the following is a major limitation of longitudinal studies?   |  |  |  | | --- | --- | --- | |  | a. | They compare people of different ages. | |  | b. | They compare people who were born in different eras. | |  | c. | Participants may withdraw from the study or not survive until the end of the study. | |  | d. | They compare the same people over an extended length of time. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 349. The stability of children's intelligence test scores over time is most positively correlated with their   |  |  |  | | --- | --- | --- | |  | a. | chronological age. | |  | b. | mental age. | |  | c. | fluid intelligence. | |  | d. | crystallized intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 350. The group of people that move through life with you are called your   |  |  |  | | --- | --- | --- | |  | a. | cohort. | |  | b. | friends. | |  | c. | peers. | |  | d. | family members. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 351. All of the people from a specific time period make up   |  |  |  | | --- | --- | --- | |  | a. | a cohort. | |  | b. | a group. | |  | c. | acquaintances. | |  | d. | peers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 352. Dr. Tafic is studying changes in mental functioning through the life span. He has tested the same group of people every five years. In this case, his participants can be called   |  |  |  | | --- | --- | --- | |  | a. | a cohort. | |  | b. | research participants. | |  | c. | an experimental group. | |  | d. | a control group. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 353. When Ian Deary and his colleagues retested 80-year-old Scots, using an intelligence test the Scots had taken as 11-year-olds, the correlation of their scores across seven decades was   |  |  |  | | --- | --- | --- | |  | a. | –.16. | |  | b. | +.06. | |  | c. | +.16. | |  | d. | +.66. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 354. Children who are more intelligent live longer than their less intelligent peers. Ian Deary has suggested that this may be due to the fact that a high level of intelligence   |  |  |  | | --- | --- | --- | |  | a. | promotes a socially independent lifestyle. | |  | b. | inhibits early childhood infectious diseases. | |  | c. | reduces the amount of time spent working. | |  | d. | facilitates a healthy lifestyle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 355. Overall, which of the following statements is true regarding research findings on intelligence through the life span?   |  |  |  | | --- | --- | --- | |  | a. | Intelligence can easily change with education in early but not middle adulthood. | |  | b. | Intelligence is generally stable across the life span. | |  | c. | Intelligence is malleable until late adulthood. | |  | d. | Research has not been able to form a conclusion regarding intelligence through the life span. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 356. Crystallized intelligence refers most directly to a person's   |  |  |  | | --- | --- | --- | |  | a. | accumulated knowledge and verbal skills. | |  | b. | ability to reason speedily and abstractly. | |  | c. | capacity for factor analysis. | |  | d. | willingness to revise beliefs in light of new information. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 357. On which of the following tasks are 55-year-old adults most likely to perform just as effectively as they could 30 years earlier?   |  |  |  | | --- | --- | --- | |  | a. | writing a story | |  | b. | solving an abstract geometry problem | |  | c. | recalling the names of recently introduced strangers | |  | d. | repeating numbers in the opposite order they were presented |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 358. Valeria, who is 75 years old, is better than her 25-year-old granddaughter at solving *New York Times* crossword puzzles. Her superior performance best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | cohorts. | |  | b. | fluid intelligence. | |  | c. | cross-sectional studies. | |  | d. | crystallized intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 359. Margaret is now in late adulthood. Which of the following is NOT likely to happen regarding her intelligence?   |  |  |  | | --- | --- | --- | |  | a. | She is likely to lose recall memory. | |  | b. | Her processing speed will likely decrease. | |  | c. | She is likely to lose verbal abilities. | |  | d. | She is likely to gain general knowledge. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 360. Research suggests that with age crystallized intelligence \_\_\_\_\_\_\_\_ and fluid intelligence \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | increases; decreases | |  | b. | decreases; increases | |  | c. | increases; increases | |  | d. | decreases; decreases  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 361. Byong Yu just turned 60 years old. He's been an avid reader since he was a child, absorbing information about all kinds of disparate topics. He now feels ready to use his accumulated knowledge to create a book of crossword puzzles. The resulting puzzles would most likely demonstrate his   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | fluid intelligence. | |  | c. | emotional intelligence. | |  | d. | crystallized intelligence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 362. Which of the following terms refers to a person's ability to reason speedily and abstractly?   |  |  |  | | --- | --- | --- | |  | a. | crystallized intelligence | |  | b. | factor analysis | |  | c. | savant syndrome | |  | d. | fluid intelligence |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 363. One reason older adults are less likely than younger adults to embrace new computer technologies involves the decline in \_\_\_\_\_\_\_\_ that occurs during adulthood.   |  |  |  | | --- | --- | --- | |  | a. | accumulated knowledge | |  | b. | fluid intelligence | |  | c. | verbal skills | |  | d. | crystallized intelligence |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 364. Heritability refers to   |  |  |  | | --- | --- | --- | |  | a. | how much of a trait is inherited from both parents. | |  | b. | how much of a trait is inherited from the mother. | |  | c. | how much of a trait is due to heredity and the environment. | |  | d. | how much differences among people are due to genes.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 365. The proportion of variation in intelligence among individuals that is attributable to genetic variation is known as the \_\_\_\_\_\_\_\_ of intelligence.   |  |  |  | | --- | --- | --- | |  | a. | stereotyping | |  | b. | heritability | |  | c. | epigenetics | |  | d. | evolution |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 366. The heritability for general intelligence, which refers to how much \_\_\_\_\_\_\_\_ are due to genes, is estimated to be between \_\_\_\_\_\_\_\_ percent.   |  |  |  | | --- | --- | --- | |  | a. | epigenetic marks; 20 and 30 | |  | b. | similarities; 35 and 50 | |  | c. | molecular behaviors; 40 and 60 | |  | d. | differences; 50 and 80  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 367. Behavior geneticists are most likely to use twin and adoption studies to assess   |  |  |  | | --- | --- | --- | |  | a. | the validity of intelligence tests. | |  | b. | whether intelligence tests are biased. | |  | c. | the heritability of intelligence. | |  | d. | group differences in intelligence test scores. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 368. When researchers examined almost 270,000 people, they found that the heritability related to educational achievement was roughly   |  |  |  | | --- | --- | --- | |  | a. | 1 percent. | |  | b. | 5 percent. | |  | c. | 12 percent. | |  | d. | 25 percent. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 369. The heritability of intelligence is highest among   |  |  |  | | --- | --- | --- | |  | a. | genetically similar individuals who have been raised in similar environments. | |  | b. | genetically similar individuals who have been raised in different environments. | |  | c. | genetically different individuals who have been raised in similar environments. | |  | d. | genetically different individuals who have been raised in different environments. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 370. Identical twins Meta and Mimi live with their biological parents. Meta scored 130 on an intelligence test she took when she was 12 years old. Mimi took the same test at age 12. What would you predict Mimi’s score to be?   |  |  |  | | --- | --- | --- | |  | a. | very close to 130 | |  | b. | as dissimilar as the scores of siblings raised together | |  | c. | as dissimilar as the scores of siblings raised apart | |  | d. | It is impossible to compare the scores of identical twins raised together. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 371. Which of the following observations provides the best evidence that intelligence test scores are influenced by environment?   |  |  |  | | --- | --- | --- | |  | a. | Identical twins raised apart are less similar in their intelligence scores than identical twins raised together. | |  | b. | The intelligence scores of children are positively correlated with those of their parents. | |  | c. | Identical twins are more similar in their intelligence scores than are fraternal twins. | |  | d. | The intelligence scores of siblings raised together are positively correlated. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 372. The similarity between intelligence test scores of fraternal twins raised together is   |  |  |  | | --- | --- | --- | |  | a. | equal to that between identical twins raised apart. | |  | b. | less than that between children and their biological parents. | |  | c. | equal to that between ordinary siblings raised together. | |  | d. | less than that between identical twins raised apart. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 373. Intelligence test scores differ the most between   |  |  |  | | --- | --- | --- | |  | a. | identical twins raised apart. | |  | b. | fraternal twins raised together. | |  | c. | identical twins raised together. | |  | d. | nontwin siblings raised together. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 374. The variation in intelligence is determined by many genes, each of which accounts for much less than 1 percent of the variation. This suggests that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | not heritable. | |  | b. | stable across the life span. | |  | c. | determined by a growth mindset. | |  | d. | a polygenetic trait. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 375. Evidence that many different DNA segments contribute to individual differences in intelligence suggests that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | not heritable. | |  | b. | not an aptitude. | |  | c. | determined by a growth mindset. | |  | d. | a polygenetic trait. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 376. Research on the determinants of intelligence indicates that   |  |  |  | | --- | --- | --- | |  | a. | interest in the heritability of intelligence has declined significantly during the past decade. | |  | b. | both genes and environment have some influence on intelligence scores. | |  | c. | there are no scientific methods for assessing the heritability of intelligence. | |  | d. | there is no relationship between people's position on the determinants of intelligence and their social or political attitudes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 377. Professor Margo is conducting a twin study regarding intelligence. Specifically, she is studying identical twins Abigail and Brenda. They were born to Carla and Jim and were adopted by Darma and Henry, who already had two children, Terry and Veronica. In this example, who are the identical twins’ adoptive siblings?   |  |  |  | | --- | --- | --- | |  | a. | Abigail and Brenda | |  | b. | Carla and Jim | |  | c. | Darma and Henry | |  | d. | Terry and Veronica |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 378. Jason was adopted. His intelligence score is likely to   |  |  |  | | --- | --- | --- | |  | a. | be more similar to his biological parents than to his adoptive parents. | |  | b. | be more similar to his adoptive parents than to his biological parents. | |  | c. | differ from both his adoptive and biological parents. | |  | d. | decrease after he is adopted. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 379. The intelligence scores of adopted children are LEAST likely to be positively correlated with the scores of their adoptive siblings during   |  |  |  | | --- | --- | --- | |  | a. | childhood. | |  | b. | early adolescence. | |  | c. | late adolescence. | |  | d. | adulthood. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 380. With increasing age, identical twins' intelligence test scores become \_\_\_\_\_\_\_\_ positively correlated. With increasing age, adoptive siblings' scores become \_\_\_\_\_\_\_\_ positively correlated.   |  |  |  | | --- | --- | --- | |  | a. | more; more | |  | b. | less; less | |  | c. | more; less | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 381. Epigenetics is   |  |  |  | | --- | --- | --- | |  | a. | the portion of variation among individuals in a group that we can attribute to genes. | |  | b. | a self-confirming concern that one will be evaluated based on a negative stereotype. | |  | c. | the study of how genes and environment interact to influence intelligence and other human characteristics. | |  | d. | a focus on learning and growing rather than viewing abilities as fixed. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 382. The heritability of intelligence among children of less-educated parents is relatively   |  |  |  | | --- | --- | --- | |  | a. | low because of the relatively small differences in their environmental settings. | |  | b. | low because of the relatively large differences in their environmental settings. | |  | c. | high because of the relatively small differences in their environmental settings. | |  | d. | high because of the relatively large differences in their environmental settings. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 383. Zach loves to play sports and so takes part in every sport offered at his school. He is exceptionally athletic and so is very good at all those sports. The fact that he is good at sports and seeks out additional experiences highlights the importance of   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | genetics. | |  | c. | environment. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 384. Roy has always been interested in insects. When he was a young boy, his favorite toys were plastic bugs. He also enjoyed watching films about insects and having his parents read to him about them. During his school years, he enjoyed taking extra classes on insects and even went to insect camp during the summer. Now that he is in college he is majoring in entomology. His experiences highlight the role of   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | genetics. | |  | c. | environment. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 385. Because he had a natural aptitude for writing interesting and well-phrased stories Chris took as many English and writing courses as he could in high school and college. Today, his exceptional verbal intelligence best illustrates the outcome of   |  |  |  | | --- | --- | --- | |  | a. | elevated heritability estimates. | |  | b. | standardization. | |  | c. | a longitudinal study. | |  | d. | gene–environment interactions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 386. The damaging impact of early environmental influences on intelligence was most apparent among young children in an Iranian orphanage who experienced   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat. | |  | b. | low heritability. | |  | c. | a growth mindset. | |  | d. | minimal interaction with caregivers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 387. J. McVicker Hunt began a training program for caregivers in an Iranian orphanage. This program trained caregivers to   |  |  |  | | --- | --- | --- | |  | a. | ignore babies' crying. | |  | b. | imitate babies' babbling. | |  | c. | calculate babies' intelligence quotients. | |  | d. | do all of these things. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 388. Poverty, sensory deprivation, and social isolation are most likely to   |  |  |  | | --- | --- | --- | |  | a. | reduce heritability estimates. | |  | b. | hinder brain development. | |  | c. | foster stereotype threat. | |  | d. | reduce the predictive validity of intelligence tests. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 389. Carla and Nathan want to enhance their infant's cognitive development through early exposure to a variety of special educational lessons. Research has demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | there is no environmental recipe for fast-forwarding a normal infant into a genius. | |  | b. | these efforts will actually inhibit the development of their child's intelligence. | |  | c. | the more these parents spend on special educational programs, the greater the advancements in the child's intelligence. | |  | d. | these educational programs will work, but the parents need to find the right program with the right instructors. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 390. Across a number of experiments, intelligence scores have been found to rise with   |  |  |  | | --- | --- | --- | |  | a. | nutritional supplements to pregnant mothers and newborns. | |  | b. | quality preschool experiences. | |  | c. | interactive reading programs. | |  | d. | all of these interventions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 391. A number of experiments have shown that intelligence scores \_\_\_\_\_\_\_\_ after nutritional supplements are given to pregnant mothers and newborns, and these scores have been found to \_\_\_\_\_\_\_\_ following interactive childhood reading programs.   |  |  |  | | --- | --- | --- | |  | a. | show no improvement; show no improvement | |  | b. | rise; show no improvement | |  | c. | show no improvement; rise | |  | d. | rise; rise |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 392. Students are most likely to develop a growth mindset that results in a focus on learning when they believe that intelligence is   |  |  |  | | --- | --- | --- | |  | a. | changeable. | |  | b. | polygenetic. | |  | c. | inherited. | |  | d. | predictable. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 393. Damaris, who teaches tenth-grade math, explains to his students that the brain is like a muscle; it grows stronger with use as neuron connections grow. Praising his students for their efforts rather than for being smart encourages their \_\_\_\_\_\_\_\_, which causes them to attribute success to hard work.   |  |  |  | | --- | --- | --- | |  | a. | growth mindset | |  | b. | heritability | |  | c. | polygenetic development | |  | d. | genetic predisposition |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 394. Which of the following is the best predictor of academic achievement among college students?   |  |  |  | | --- | --- | --- | |  | a. | aptitude | |  | b. | grades earned during high school | |  | c. | motivation | |  | d. | SAT scores |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 395. Having a growth mindset can aid \_\_\_\_\_\_\_\_ when confronted with having to learn difficult material.   |  |  |  | | --- | --- | --- | |  | a. | epigenetics | |  | b. | stereotype threat | |  | c. | resilience | |  | d. | heredity |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 396. Which of the following is NOT a key ingredient to success?   |  |  |  | | --- | --- | --- | |  | a. | anxiety | |  | b. | grit | |  | c. | opportunity | |  | d. | motivation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 397. On which of the following tasks are women most likely to perform as well as or better than men?   |  |  |  | | --- | --- | --- | |  | a. | playing checkers | |  | b. | reciting poetry | |  | c. | playing video games | |  | d. | copying geometric designs |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 398. In cultures where both boys and girls are educated, girls tend to do better than boys in all of the following areas EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | spelling. | |  | b. | reading. | |  | c. | math. | |  | d. | locating objects. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 399. Compared with men, women are \_\_\_\_\_\_\_\_ capable of remembering objects' spatial locations and they are \_\_\_\_\_\_\_\_ sensitive to taste and color.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 400. Males' reading ability scores vary \_\_\_\_\_\_\_\_ than females' scores, and males' math test performance scores vary \_\_\_\_\_\_\_\_ than females' scores.   |  |  |  | | --- | --- | --- | |  | a. | less; more | |  | b. | more; less | |  | c. | less; less | |  | d. | more; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 401. On which of the following tasks are men most likely to outperform women?   |  |  |  | | --- | --- | --- | |  | a. | speed reading | |  | b. | interpreting literature | |  | c. | learning a foreign language | |  | d. | mentally rotating three-dimensional objects |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 402. Erika has noticed that men seem to be more focused on finances than women are. Based on the ideas of evolutionary psychologist Steven Pinker, this difference can be attributed to   |  |  |  | | --- | --- | --- | |  | a. | biology. | |  | b. | environment. | |  | c. | nurture. | |  | d. | experience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 403. In Asia and Russia, teenage girls have scored \_\_\_\_\_\_\_\_ than boys in an international science exam; in North America and Britain, teenage girls have scored \_\_\_\_\_\_\_\_ than boys.   |  |  |  | | --- | --- | --- | |  | a. | higher; higher | |  | b. | lower; lower | |  | c. | higher; lower | |  | d. | lower; higher |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 404. The distribution of intelligence test scores among \_\_\_\_\_\_\_\_ Americans is represented by the normal curve.   |  |  |  | | --- | --- | --- | |  | a. | White | |  | b. | Hispanic | |  | c. | Black | |  | d. | White, Hispanic, and Black |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 405. Because group differences in a heritable trait may be entirely environmental, they   |  |  |  | | --- | --- | --- | |  | a. | tell us nothing about individual differences in intelligence. | |  | b. | inform us about what to expect regarding individual IQ test scores. | |  | c. | can directly identify causes for individual differences in intelligence. | |  | d. | leave a gap in understanding causes of group differences in intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 406. The fact that each race of people seems to blend into the race of its geographical neighbors highlights that race is a(n)   |  |  |  | | --- | --- | --- | |  | a. | social construction. | |  | b. | biological category. | |  | c. | individual difference. | |  | d. | group category. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 407. When John entered college, he had an IQ of 110. Six years of school later, he might expect that his IQ would be   |  |  |  | | --- | --- | --- | |  | a. | 100. | |  | b. | 104–120. | |  | c. | 125. | |  | d. | 116–140. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 408. Compared with North American students, students in Asia score \_\_\_\_\_\_\_\_ on math achievement tests and spend \_\_\_\_\_\_\_\_ time studying math in school.   |  |  |  | | --- | --- | --- | |  | a. | lower; less | |  | b. | higher; less | |  | c. | lower; more | |  | d. | higher; more |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 409. Students in Asia tend to outperform North American students on aptitude tests because   |  |  |  | | --- | --- | --- | |  | a. | they spend more time in school and more time studying in and out of school. | |  | b. | they are genetically superior. | |  | c. | their culture stresses individual achievement and success. | |  | d. | of their genetically high level of intelligence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 410. If the heritability of intelligence within both group A and group B is 100 percent, differences in average intelligence between these groups might result from   |  |  |  | | --- | --- | --- | |  | a. | environmental differences if the two groups are genetically similar. | |  | b. | genetic differences if the two groups have similar environments. | |  | c. | both genetic and environmental differences between the two groups. | |  | d. | any of these situations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 411. Psychologists generally agree that intelligence test scores are \_\_\_\_\_\_\_\_ in terms of being sensitive to differences caused by cultural experiences and are \_\_\_\_\_\_\_\_ in terms of their predictive validity for different groups.   |  |  |  | | --- | --- | --- | |  | a. | biased; biased | |  | b. | biased; not biased | |  | c. | not biased; biased | |  | d. | not biased; not biased |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 412. Professor Wayne aims to include neutral questions on the intelligence test he is developing. This goal would be consistent with   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat. | |  | b. | culture-fair aptitude tests. | |  | c. | the growth mindset. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 413. A self-confirming concern that one will be evaluated based on an unwarranted negative impression is characteristic of   |  |  |  | | --- | --- | --- | |  | a. | a growth mindset. | |  | b. | a heritability estimate. | |  | c. | predictive validity. | |  | d. | stereotype threat. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 414. Self-fulfilling expectations are most likely to be triggered by   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | epigenetics. | |  | c. | polygenetics. | |  | d. | stereotype threat. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 415. Seventeen-year-old Selwyn sometimes experiences stereotype threat when taking exams. To ensure his best performance, which of the following would be most helpful?   |  |  |  | | --- | --- | --- | |  | a. | taking the test in an empty room | |  | b. | self-affirmation exercises that engage him in writing about his most important values | |  | c. | creating a list of all the reasons he may do poorly on the exam | |  | d. | taking remedial classes in the exam subject  ​  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 416. Which of the following has helped disadvantaged university students earn higher grades and have a lower dropout rate?   |  |  |  | | --- | --- | --- | |  | a. | stereotype threat | |  | b. | high emotional intelligence | |  | c. | improved fluid intelligence | |  | d. | self-affirmation exercises |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 417. Psychologists would be likely to agree that the major U.S. aptitude tests   |  |  |  | | --- | --- | --- | |  | a. | have greater predictive validity for men than for women. | |  | b. | have comparable predictive validity for people of different races. | |  | c. | have different predictive validity for people at various socioeconomic levels. | |  | d. | all of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 418. When diagnosing intellectual disability, which of the following is NOT one of the three skill areas related to normal demands of independent living?   |  |  |  | | --- | --- | --- | |  | a. | conceptual | |  | b. | social | |  | c. | verbal | |  | d. | practical |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 419. Mark has an intellectual disability and experiences difficulties when it comes to finances and time management. Which area of independent living is he having difficulties with?   |  |  |  | | --- | --- | --- | |  | a. | conceptual skills | |  | b. | social skills | |  | c. | verbal skills | |  | d. | practical skills |  |  |  | | --- | --- | | *ANSWER:* | a | |