

Academic Games Propaganda Section F Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. In a murder trial, asking "Why did you kill your wife?" exemplifies which type of questioning?**
 - A. Leading Question**
 - B. Ad Hominem**
 - C. Appeal to Ignorance**
 - D. Inconsequent Argument**

- 2. What fallacy is demonstrated when Professor Quaysar's proposals are rejected based on a minor point about physics education?**
 - A. Ad Hominem**
 - B. Attacking a Straw Man**
 - C. Diversion**
 - D. Disproving a Minor Point**

- 3. What is the essence of the government official's statement regarding young radicals?**
 - A. They are essential for progress**
 - B. They hinder decision-making**
 - C. They have a legitimate viewpoint**
 - D. They are supported by the public**

- 4. Which fallacy is demonstrated when a council member misrepresents another's argument about police brutality records?**
 - A. Straw Man**
 - B. Ad Hominem**
 - C. Leading Question**
 - D. Begging the Question**

- 5. In a discussion about university governance, what fallacy is present in the claim that students should choose the Board of Trustees solely by themselves?**
 - A. Leading Question**
 - B. Disproving a Minor Point**
 - C. Straw Man**
 - D. Ad Hominem**

6. What does the statement talking about teenagers added to insurance coverage primarily attempt to convey?

- A. The increasing costs of insurance
- B. The necessity of insurance
- C. Comparative pricing
- D. Quality of coverage

7. What argumentative technique is used when someone insists that one cannot prove the negative statement about social welfare programs?

- A. Appeal to Ignorance
- B. Diversion
- C. Inconsequent Argument
- D. Disproving a Minor Point

8. Which of the following best describes a "complex question" fallacy?

- A. Embedding a presumption in a question that limits the response
- B. Only allowing limited options in an argument
- C. Focusing solely on the issue of trust without discussing the main point
- D. Asking multiple questions that lead to a specific response

9. What is the main characteristic of a leading question?

- A. It allows a respondent to answer freely.
- B. It prompts a specific response.
- C. It provides clear evidence.
- D. It encourages critical thinking.

10. What logical fallacy may arise when someone claims that absence of evidence equates to evidence of absence?

- A. Inconsequent Argument
- B. Appeal to Ignorance
- C. Attacking a Straw Man
- D. Victory by Definition

Answers

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1. A
2. D
3. B
4. A
5. C
6. A
7. A
8. A
9. B
10. B

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Explanations

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1. In a murder trial, asking "Why did you kill your wife?" exemplifies which type of questioning?

- A. Leading Question**
- B. Ad Hominem**
- C. Appeal to Ignorance**
- D. Inconsequent Argument**

Asking "Why did you kill your wife?" exemplifies a leading question because it suggests a specific answer and directs the respondent toward a particular conclusion. This type of question assumes that the act of killing took place, thus putting pressure on the person being questioned to respond within that framework. Leading questions are often used in cross-examinations in legal settings to elicit incriminating information or to guide the witness's testimony in a way that supports a specific narrative. By framing the question this way, it can influence the perception of guilt before the evidence has been fully evaluated. This differentiates it from other types of questions that do not assume the veracity of the statement being contested.

2. What fallacy is demonstrated when Professor Quaysar's proposals are rejected based on a minor point about physics education?

- A. Ad Hominem**
- B. Attacking a Straw Man**
- C. Diversion**
- D. Disproving a Minor Point**

The fallacy illustrated in the scenario is known as "Disproving a Minor Point." This occurs when an argument or proposal is dismissed based on a trivial or insignificant aspect, rather than addressing the main argument or its core ideas. In this instance, Professor Quaysar's proposals are potentially valid and deserve thorough consideration, but the rejection based on a minor point about physics education suggests that the critics may not be engaging with the substance of his work. Instead, they focus on a negligible detail, which diverts attention from the overall merits of his proposals. This practice undermines constructive discourse and can stifle progress if serious ideas are brushed aside merely due to minor flaws or objections.

3. What is the essence of the government official's statement regarding young radicals?

- A. They are essential for progress**
- B. They hinder decision-making**
- C. They have a legitimate viewpoint**
- D. They are supported by the public**

The government's official statement about young radicals highlighting their role in hindering decision-making suggests that such individuals may disrupt or complicate the political process. This interpretation emphasizes the belief that young radicals, potentially characterized by their intense idealism and willingness to challenge the status quo, could create obstacles for policymakers trying to achieve consensus or enact laws. This perception can arise from a belief that their demands are often extreme or unrealistic, which may not align with the more moderate or pragmatic approaches of establishment figures. In this context, the statement reflects a common tension in politics where new ideas and younger voices, while possibly being important for innovation, are also viewed as challenges to existing systems and processes. It captures a skeptical view of young radicals in political discourse, portraying them as agents of disruption rather than of facilitative progress. The context for this choice makes it clear why it can be seen as a typical governmental stance; it acknowledges the complexities and the reservations that officials might have about the influence and impact of more youthful and radical viewpoints on traditional decision-making pathways.

4. Which fallacy is demonstrated when a council member misrepresents another's argument about police brutality records?

- A. Straw Man**
- B. Ad Hominem**
- C. Leading Question**
- D. Begging the Question**

The straw man fallacy occurs when someone misrepresents or oversimplifies another person's argument to make it easier to attack or refute. In the context described, when a council member misrepresents another's argument about police brutality records, they are effectively creating a "straw man" version of that argument. This allows them to argue against this distorted version rather than engaging with the actual, more nuanced argument presented by the other member. By attacking this misrepresented argument, the council member avoids addressing the original topic intelligently, which could potentially lead to a more productive discussion on police brutality. This manipulation of the argument undermines a fair examination of the issue at hand, exemplifying how the straw man fallacy is used in debates or discussions.

5. In a discussion about university governance, what fallacy is present in the claim that students should choose the Board of Trustees solely by themselves?

- A. Leading Question**
- B. Disproving a Minor Point**
- C. Straw Man**
- D. Ad Hominem**

The assertion that students should choose the Board of Trustees solely by themselves exemplifies the Straw Man fallacy. This fallacy occurs when someone's argument is misrepresented or oversimplified to make it easier to attack or refute. In this case, the complexity of university governance, which ideally involves diverse stakeholders such as faculty, administration, alumni, and students, is reduced to a simplistic notion that only students should have a say. This misrepresentation ignores the valid arguments surrounding representation and shared governance, suggesting that a nuanced discussion about the roles of various stakeholders is unnecessary. By oversimplifying the issue, the argument diverts attention from the more substantial considerations required for effective governance, thus creating a distorted version of the original discussion about who should have input in Board selections.

6. What does the statement talking about teenagers added to insurance coverage primarily attempt to convey?

- A. The increasing costs of insurance**
- B. The necessity of insurance**
- C. Comparative pricing**
- D. Quality of coverage**

The statement regarding teenagers added to insurance coverage primarily emphasizes the increasing costs of insurance. This is because including teenagers, who are statistically more prone to accidents and claims, typically drives up overall insurance premiums. Insurers often consider the risk associated with this age group when calculating rates, resulting in higher costs for families that include teen drivers. Therefore, the emphasis in the statement likely illustrates how the addition of a teenage driver can affect the financial aspect of an insurance policy, which aligns with the concept of increasing insurance costs. In contrast, discussions about the necessity of insurance focus on the reasons for having coverage, whether it's for financial protection or legal requirements. Comparative pricing would imply a focus on different rates across companies or plans, rather than just the cost increase related to a specific demographic like teenagers. Quality of coverage generally pertains to the extent and reliability of the services provided rather than the monetary implications of adding a higher-risk driver.

7. What argumentative technique is used when someone insists that one cannot prove the negative statement about social welfare programs?

- A. Appeal to Ignorance**
- B. Diversion**
- C. Inconsequent Argument**
- D. Disproving a Minor Point**

The technique identified as the correct answer is the Appeal to Ignorance. This argumentative strategy asserts that a claim is true simply because it has not yet been proven false, or vice versa. In the context of insisting that one cannot prove a negative statement regarding social welfare programs, the speaker relies on the lack of evidence to support their position. This reflects a misunderstanding of the burden of proof, wherein it is implied that because no evidence exists to disprove a particular assertion, it must be accepted as true. The Appeal to Ignorance effectively shifts the responsibility of proof away from the person making the claim, creating a logical fallacy. It does not consider the necessity for evidence to substantiate a positive claim rather than focusing solely on the inability to disprove a negative. This technique can often mislead an audience into taking a stance based on a lack of evidence rather than sound reasoning.

8. Which of the following best describes a "complex question" fallacy?

- A. Embedding a presumption in a question that limits the response**
- B. Only allowing limited options in an argument**
- C. Focusing solely on the issue of trust without discussing the main point**
- D. Asking multiple questions that lead to a specific response**

A "complex question" fallacy occurs when a question is framed in such a way that it contains an unjustified presumption or assumption that restricts the range of possible responses. When a question is designed this way, it can manipulate the response by embedding certain beliefs or ideas within it, which the respondent must accept in order to answer. This type of questioning can lead to misleading conclusions or force individuals into a position they may not actually agree with. For instance, if someone were to ask, "Have you stopped cheating on your exams?" the question presupposes that the person did cheat before, putting them in a difficult position where they must acknowledge a situation they may not have engaged in. This makes it an effective example of the complex question fallacy, as it limits the possible responses of the person being questioned and can illicit a defensive or inconclusive reply. The other answer choices, while they represent different types of logical fallacies or rhetorical techniques, do not capture the essence of what makes a complex question fallacy unique. Focusing solely on trust, for instance, modifies the discussion but does not impose unwarranted presuppositions. Likewise, presenting limited options and asking multiple questions can shape a dialogue, but they do not necessarily entail

9. What is the main characteristic of a leading question?

- A. It allows a respondent to answer freely.
- B. It prompts a specific response.**
- C. It provides clear evidence.
- D. It encourages critical thinking.

A leading question is defined by its ability to guide the respondent towards a specific answer or suggest a certain outcome within the context of a conversation or survey. This feature often involves phrasing that implies a preferred response, thereby influencing the respondent's answer instead of allowing them to express their thoughts freely. For example, a question like "Don't you think that the new policy is beneficial?" nudges the respondent towards agreeing with the positive sentiment expressed, rather than inviting an unbiased opinion. This contrasts with other types of questions that encourage open-ended or reflective responses, which do not aim to steer the respondent in any particular direction. As a result, leading questions are particularly useful in certain scenarios, like advocacy or persuasive communications, where the goal is to elicit a particular viewpoint.

10. What logical fallacy may arise when someone claims that absence of evidence equates to evidence of absence?

- A. Inconsequent Argument
- B. Appeal to Ignorance**
- C. Attacking a Straw Man
- D. Victory by Definition

The assertion that absence of evidence equates to evidence of absence is an illustration of the Appeal to Ignorance fallacy. This fallacy occurs when one argues that a lack of evidence for a claim is taken as proof that the claim is false. It shifts the burden of proof unfairly, suggesting that because we do not have evidence to support a claim, we can conclude that the claim is invalid. For example, in a debate about the existence of extraterrestrial life, one might say, "Since there's no evidence that aliens exist, we can conclude that they do not exist." This reasoning is flawed because it ignores the possibility that evidence could still exist but simply hasn't been discovered yet. The absence of proof does not inherently prove a negative statement. Understanding this fallacy is essential as it emphasizes the need for thorough investigation and evidence before drawing conclusions about the validity of a claim.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://academicgamespropagandasecf.examzify.com>

We wish you the very best on your exam journey. You've got this!

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