

Arizona State University (ASU) PSY101 Introduction to Psychology Exam 3 Practice (Sample)

Study Guide



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SAMPLE

Questions

SAMPLE

1. Your consciously activated but limited-capacity memory is called ____ memory.
 - A. A) short-term
 - B. B) implicit
 - C. C) mood-congruent
 - D. D) explicit
2. In 1924, IQ test data was used as "scientific evidence" allowing the US Government to limit immigration and justify segregation. This statement is:
 - A. True
 - B. False
 - C. Ambiguous
 - D. Not applicable
3. How is "personality" defined in psychology?
 - A. The combination of traits and patterns influencing thoughts and behaviors
 - B. The ability to empathize with others
 - C. Only genetic factors shaping behavior
 - D. The impact of culture on behavior
4. How is conservation defined in the context of child development?
 - A. Understanding that numbers can be increased or decreased
 - B. Recognizing that quantity remains the same despite changes in shape
 - C. Ability to simplify complex problems
 - D. Ability to differentiate between physical properties
5. What is a common misconception about IQ tests?
 - A. They measure comprehension
 - B. They are culturally unbiased
 - C. They provide a full measure of intelligence
 - D. They are not reliable

6. According to Erikson, achieving a sense of identity is the special task of the:
- A. A) toddler.
 - B. B) preschooler.
 - C. C) elementary school child.
 - D. D) adolescent.
7. What distinguishes intrinsic motivation from extrinsic motivation?
- A. Intrinsic motivation is driven by external rewards
 - B. Intrinsic motivation comes from internal personal satisfaction
 - C. Extrinsic motivation leads to longer-lasting behavior change
 - D. Extrinsic motivation is more beneficial in the long run
8. Babies allowed to feel but not see one of two different textured pacifiers, then allowed to view both pacifiers will likely:
- A. A) classic facial expressions of surprise, suggesting they are concerned.
 - B. B) stare longer at the one felt, suggesting they think.
 - C. C) start crying, suggesting they are confused.
 - D. D) do not react at all, suggesting there is no thinking taking place.
9. What type of thinking is primarily associated with convergent thinking?
- A. Creative problem-solving
 - B. Developing multiple solutions
 - C. Finding a single correct answer
 - D. Generating innovative ideas
10. Generalized Anxiety Disorder (GAD) is characterized by what?
- A. Excessive, uncontrollable worry about different life aspects
 - B. Intense mood swings and emotional highs and lows
 - C. Distorted perceptions of reality
 - D. Inability to experience pleasure in life

Answers

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

SAMPLE

Explanations

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1. Your consciously activated but limited-capacity memory is called _____ memory.

- A. A) short-term
- B. B) implicit
- C. C) mood-congruent
- D. D) explicit

Short-term memory refers to the system that temporarily holds and processes information that we are consciously aware of. It has a limited capacity, typically able to hold about seven items at once, as proposed by psychologist George A. Miller. This memory system is essential for activities such as problem-solving and decision-making, allowing us to manipulate information for brief periods. In contrast, implicit memory involves memories that influence our behavior without us being consciously aware of them, such as riding a bicycle or typing. Mood-congruent memory relates to how a person's mood can affect their recall of information, where they are more likely to remember information that matches their current emotional state. Explicit memory refers to the conscious retrieval of information, such as facts or events, but it is broader than just the limited capacity aspect described in the original question. Thus, short-term memory is the specifically defined type of memory that aligns with the description provided.

2. In 1924, IQ test data was used as "scientific evidence" allowing the US Government to limit immigration and justify segregation. This statement is:

- A. True
- B. False
- C. Ambiguous
- D. Not applicable

The statement regarding the use of IQ test data in 1924 as "scientific evidence" to justify limiting immigration and segregation is accurate. During this time, intelligence tests were being developed and applied, often reflecting the biases of the researchers. The applications of these tests were used to support eugenics policies, which advocated for selective breeding and reinforced ideas of racial superiority. The use of IQ tests as a tool for determining the worthiness of immigrants was rooted in a misguided belief that intelligence was hereditary and could be quantified in a way that directly influenced one's value to society. Such practices reinforced segregationist policies and were used to justify discriminatory immigration laws, particularly against groups deemed to have "lower" IQ scores based on the tests. This context helps highlight how data can be misinterpreted or misused in society to justify harmful policies, reflecting societal biases at the time. Understanding this historical misuse of psychological testing sheds light on important ethical considerations in psychology today.

3. How is "personality" defined in psychology?

- A. The combination of traits and patterns influencing thoughts and behaviors
- B. The ability to empathize with others
- C. Only genetic factors shaping behavior
- D. The impact of culture on behavior

In psychology, "personality" is understood as the combination of traits and patterns that influence an individual's thoughts, feelings, and behaviors. This definition encompasses a range of characteristics that are relatively stable over time and across different situations, allowing us to predict how a person might behave in various scenarios. Traits include aspects such as introversion or extraversion, agreeableness, conscientiousness, and emotional stability, among others. Patterns refer to the consistent ways in which these traits manifest, providing a comprehensive view of an individual's unique personality. This definition acknowledges that personality is an interplay of various factors, including biological, psychological, and social influences. By focusing on traits and behavioral patterns, it fosters a deeper understanding of how individuals interact with their environment and relate to others. This multidimensional perspective distinguishes personality from other concepts that might focus on narrower aspects, such as empathy alone or genetic determinants.

4. How is conservation defined in the context of child development?

- A. Understanding that numbers can be increased or decreased
- B. Recognizing that quantity remains the same despite changes in shape
- C. Ability to simplify complex problems
- D. Ability to differentiate between physical properties

In the context of child development, conservation refers specifically to the understanding that certain properties of objects, such as quantity, volume, or mass, remain the same despite changes in their shape or arrangement. This cognitive skill demonstrates a child's ability to recognize that the inherent properties of an object do not alter even when the appearance changes, such as when water is poured from a tall, narrow glass into a short, wide one. The child understands that the amount of water remains constant, illustrating a key developmental milestone that typically emerges during the concrete operational stage of cognitive development, as proposed by Jean Piaget. The other choices touch on various aspects of cognitive development but do not accurately capture the concept of conservation. For instance, while understanding numbers is important, it does not relate directly to the conservation of quantity under different conditions. Simplifying complex problems is a fundamental cognitive skill but does not specifically pertain to conservation. Lastly, the ability to differentiate between physical properties is a different cognitive skill that involves understanding distinct characteristics of objects rather than recognizing the constancy of those properties under change. Thus, the essence of conservation lies in this fundamental understanding of stability in quantity despite visible changes.

5. What is a common misconception about IQ tests?

- A. They measure comprehension
- B. They are culturally unbiased
- C. They provide a full measure of intelligence
- D. They are not reliable

The idea that IQ tests provide a full measure of intelligence is a common misconception. While IQ tests are designed to assess certain cognitive abilities, such as logical reasoning, mathematical skills, and verbal comprehension, intelligence is a much broader concept. It encompasses a range of abilities, including emotional intelligence, creativity, practical problem-solving, and social skills, which are not captured by traditional IQ testing. Moreover, different cultures may emphasize various types of intelligence that are not adequately assessed by IQ tests, leading to the conclusion that these tests do not account for the full complexity of human intelligence. The narrow focus of these tests often results in an incomplete understanding of an individual's capabilities and potential. By clarifying this misconception, we can appreciate the limitations of IQ tests and recognize that intelligence is multifaceted, extending far beyond what can be quantified in a single score.

6. According to Erikson, achieving a sense of identity is the special task of the:

- A. A) toddler.
- B. B) preschooler.
- C. C) elementary school child.
- D. D) adolescent.

Erik Erikson's psychosocial development theory emphasizes the importance of identity formation during adolescence. During this stage, which he termed "identity vs. role confusion," adolescents are tasked with exploring their personal values, beliefs, and goals. This exploration is critical for establishing a strong sense of self, as they begin to define who they are outside the context of their family and childhood roles. As teenagers navigate social relationships, role expectations, and self-perceptions, they deal with questions about their future, including career choices and personal identity. Successfully resolving these challenges leads to a coherent and stable sense of identity, while failure may result in confusion about one's role in society. In contrast, toddlers, preschoolers, and elementary school children are focused on different psychosocial tasks. For example, toddlers are generally engaged in developing autonomy, while preschoolers work on initiative, and elementary school children deal with industry versus inferiority. Each of these stages carries its own developmental challenges that differ significantly from the identity exploration typical in adolescence.

7. What distinguishes intrinsic motivation from extrinsic motivation?

- A. Intrinsic motivation is driven by external rewards
- B. Intrinsic motivation comes from internal personal satisfaction
- C. Extrinsic motivation leads to longer-lasting behavior change
- D. Extrinsic motivation is more beneficial in the long run

Intrinsic motivation is characterized by the drive to engage in an activity for its own sake, stemming from personal satisfaction or internal rewards. This type of motivation arises when individuals find joy, interest, or fulfillment in the activity itself, leading to a greater sense of accomplishment and engagement. For example, a student who studies a subject out of pure curiosity or passion for learning is motivated intrinsically. In contrast, extrinsic motivation is driven by external factors, such as rewards, recognition, or the avoidance of negative outcomes. While both types of motivation can lead to behavior change, intrinsic motivation is often considered more effective for fostering long-term engagement and satisfaction because it aligns with the individual's values and interests. When people are intrinsically motivated, they are more likely to persist in the activity and find it meaningful, which can contribute to more profound and enduring behavioral changes over time.

8. Babies allowed to feel but not see one of two different textured pacifiers, then allowed to view both pacifiers will likely:

- A. A) classic facial expressions of surprise, suggesting they are concerned.
- B. B) stare longer at the one felt, suggesting they think.
- C. C) start crying, suggesting they are confused.
- D. D) do not react at all, suggesting there is no thinking taking place.

The reasoning behind choosing the option that babies will likely stare longer at the pacifier they felt is grounded in the concept of cognitive recognition and the relationship between tactile and visual stimuli. When babies are exposed to different textures through touch but are unable to see them initially, they develop a mental association between the tactile experience and the visual representation of those objects. After being allowed to see both pacifiers, their prolonged gaze at the one they previously felt indicates that they are recognizing it as the object they experienced, demonstrating their ability to form connections between their sensory experiences. This behavioral response is an indicator of their cognitive processing and interest in the item they have a history with, and it reflects the fundamental psychological principle that supports the development of memory and learning in infants. By observing a stronger visual interest in the pacifier they had previously touched, it suggests that infants are actively thinking, comparing, and making associations, which is a remarkable aspect of early cognitive development. This highlights the fundamental processes of learning that occur in response to sensory experiences.

9. What type of thinking is primarily associated with convergent thinking?

- A. Creative problem-solving
- B. Developing multiple solutions
- C. Finding a single correct answer
- D. Generating innovative ideas

Convergent thinking is primarily associated with finding a single correct answer to a problem. This type of thinking involves bringing together various pieces of information and applying established rules or logical reasoning to arrive at a specific solution. In many contexts, convergent thinking is essential for solving problems where an optimal answer is sought, such as in standardized tests or mathematical equations. In this framework, the focus is on narrowing down multiple possibilities to arrive at one logical conclusion. This is in contrast to divergent thinking, which emphasizes the generation of multiple ideas or solutions, allowing for a creative exploration of possibilities without the immediate need to choose just one. Therefore, recognizing convergent thinking as the process that leads to a singular answer highlights its importance in structured problem-solving scenarios.

10. Generalized Anxiety Disorder (GAD) is characterized by what?

- A. Excessive, uncontrollable worry about different life aspects
- B. Intense mood swings and emotional highs and lows
- C. Distorted perceptions of reality
- D. Inability to experience pleasure in life

Generalized Anxiety Disorder (GAD) is characterized primarily by excessive and uncontrollable worry about various aspects of life, such as work, health, and social relationships. Individuals with GAD often find it challenging to manage their anxiety, leading to persistent feelings of apprehension and tension that can significantly interfere with daily functioning. This worry is not confined to specific events or situations, but rather, it is a constant background noise that pervades one's thoughts and emotions. The focus on uncontrollable worry as a hallmark of GAD distinguishes it from other psychological conditions. For instance, intense mood swings are more representative of mood disorders, such as bipolar disorder. Distorted perceptions of reality might relate to psychotic disorders, while inability to experience pleasure is central to conditions like depression. Understanding these characteristics allows for better identification and treatment of GAD, emphasizing the importance of tailoring therapeutic approaches to address the specific symptoms of this disorder.