

ARIZONA STATE UNIVERSITY (ASU) PSY101 INTRODUCTION TO PSYCHOLOGY EXAM 3 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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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. The process of encoding refers to:**
 - A. A) the persistence of learning over time.
 - B. B) the recall of information previously learned.
 - C. C) getting information into memory.
 - D. D) a clear memory of an emotionally significant event.
- 2. What term best describes the decline in memory performance seen as people age?**
 - A. A) cognitive decline
 - B. B) elaborative rehearsal
 - C. C) mnemonic devices
 - D. D) encoding failure
- 3. What is the main difference between short-term and long-term memory?**
 - A. Short-term memory is slower than long-term memory
 - B. Short-term memory has a limited capacity, while long-term memory can store vast amounts
 - C. Short-term memory is only auditory, while long-term memory is visual
 - D. Short-term memory lasts indefinitely, while long-term memory is temporary
- 4. The bell-shaped pattern representing intelligence test scores in the general population is known as what?**
 - A. standardization sample
 - B. reliability coefficient
 - C. factor analysis
 - D. normal curve
- 5. What technique is Samantha using when she spells "rhinoceros" aloud 30 times?**
 - A. rehearsal
 - B. the peg-word system
 - C. chunking
 - D. method of loci

6. What is meant by object permanence in child development?

- A. Understanding that objects continue to exist even when out of sight
- B. The ability to manipulate objects safely
- C. Awareness of one's surroundings
- D. Identifying different objects by shape

7. How are scores from the SAT standardized?

- A. Using a grading curve
- B. By setting a static score
- C. Through peer comparison
- D. With regional demographics

8. Which area did Lewis Terman contribute to in psychology?

- A. Behaviorism
- B. Intelligence testing
- C. Developmental psychology
- D. Cognitive therapy

9. Prof Parker suggested that heterosexual adults are genetically predisposed to form monogamous bonds to facilitate co-parenting. This suggestion best illustrates a _____ perspective.

- A. A) social intuitionist
- B. B) cognitive
- C. C) psychosocial
- D. D) evolutionary

10. Semantic encoding refers to the processing of:

- A. A) sounds.
- B. B) meanings.
- C. C) visual images.
- D. D) unfamiliar units.

Answers

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

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Explanations

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1. The process of encoding refers to:

- A. A) the persistence of learning over time.
- B. B) the recall of information previously learned.
- C. C) getting information into memory.**
- D. D) a clear memory of an emotionally significant event.

The process of encoding is specifically about getting information into memory, which is why the correct answer is focused on this aspect. Encoding plays a crucial role in how we initially process and store information for future retrieval. It involves converting sensory input into a form that can be stored in the brain, making it an essential first step in the memory process. To further clarify, persistence of learning over time relates to memory retention and how long information is maintained, which is not what encoding describes. Similarly, recall refers to retrieving previously learned information, indicating that it has already been encoded and stored in memory. Finally, a clear memory of an emotionally significant event, known as a flashbulb memory, focuses on the vividness and emotional impact of specific memories but does not encompass the broader process of taking in new information, which is encoding.

2. What term best describes the decline in memory performance seen as people age?

- A. A) cognitive decline**
- B. B) elaborative rehearsal
- C. C) mnemonic devices
- D. D) encoding failure

The term "cognitive decline" best describes the decline in memory performance as people age. Cognitive decline refers to the gradual decrease in cognitive abilities, including memory, attention, and problem-solving skills, which can occur as part of the aging process. Research in psychology and neuroscience indicates that while some cognitive functions may remain stable or even improve with age, memory performance, particularly in the context of episodic memory (the ability to recall specific events), often diminishes. Understanding cognitive decline is significant as it encompasses a range of changes that can affect how older adults process information and retrieve memories. This concept aligns with empirical studies that demonstrate differences in memory performance between older and younger individuals, showing that age-related changes in brain structure and function can lead to declines in memory capabilities. The other terms, such as elaborative rehearsal, mnemonic devices, and encoding failure, represent different aspects of memory processing but do not specifically address the overall trend of decreasing memory performance with age. Elaborative rehearsal is a technique used to enhance memory retention, while mnemonic devices are strategies to aid in memory recall; both are methods to improve memory rather than describe its decline. Encoding failure refers to the inability to sufficiently process information for storage, which can happen at any age and is not specifically tied to

3. What is the main difference between short-term and long-term memory?

- A. Short-term memory is slower than long-term memory
- B. Short-term memory has a limited capacity, while long-term memory can store vast amounts**
- C. Short-term memory is only auditory, while long-term memory is visual
- D. Short-term memory lasts indefinitely, while long-term memory is temporary

The distinction between short-term memory and long-term memory is primarily based on capacity and duration. Short-term memory is characterized by its limited capacity, typically able to hold about seven items (plus or minus two) for a brief period, generally around 15 to 30 seconds. In contrast, long-term memory is capable of storing vastly greater amounts of information for extended periods, potentially lasting a lifetime. This fundamental difference highlights how information is processed and retained in the brain. While short-term memory may serve immediate, temporary needs, long-term memory functions as a more permanent repository for knowledge and experiences.

4. The bell-shaped pattern representing intelligence test scores in the general population is known as what?

- A. standardization sample
- B. reliability coefficient
- C. factor analysis
- D. normal curve**

The correct answer is the normal curve. This statistical concept is essential in psychology and is frequently encountered in discussions of various psychological assessments, including intelligence tests. The normal curve, also known as the bell-shaped curve, illustrates how data points are distributed in a population. Most scores cluster around the mean, with fewer scores appearing as you move away from the mean in either direction. In the context of intelligence test scores, this indicates that most individuals score near the average level of intelligence, while very few score exceptionally low or high. This distribution allows psychologists to determine how an individual's score compares to the broader population, facilitating the interpretation of test results in a meaningful way. Understanding the normal curve is crucial for assessing and interpreting intelligence, as it informs us about the expected range of scores and helps identify outliers or those with exceptional abilities. By recognizing the characteristics of the normal curve, one can appreciate the design and objective of standardized tests, which are calibrated to fit this distribution pattern for accurate evaluation of cognitive abilities.

5. What technique is Samantha using when she spells "rhinoceros" aloud 30 times?

- A. rehearsal**
- B. the peg-word system
- C. chunking
- D. method of loci

Samantha is using rehearsal, which is a cognitive technique that involves repeatedly practicing or reviewing information to enhance memory retention. By spelling "rhinoceros" aloud 30 times, she is actively engaged in verbal repetition, which helps reinforce the neural pathways associated with that word. This technique is particularly effective for information that needs to be memorized in the short term, helping to keep it active in her working memory. The other options involve different strategies for memory enhancement. The peg-word system is a mnemonic device that pairs numbers with words to facilitate memorization through associations. Chunking involves breaking down long strings of information into smaller, manageable units for easier processing. The method of loci is a visualization strategy that uses spatial memory to organize and recall information. While each of these techniques can be effective for learning, rehearsal is specifically characterized by repetitive practice, making it the correct answer in this scenario.

6. What is meant by object permanence in child development?

- A. Understanding that objects continue to exist even when out of sight**
- B. The ability to manipulate objects safely
- C. Awareness of one's surroundings
- D. Identifying different objects by shape

Object permanence refers to a fundamental cognitive development milestone in infants, typically emerging around 8 to 12 months of age. It is the understanding that objects continue to exist even when they are no longer visible. This concept is crucial for a child's understanding of the world and is a critical part of cognitive development as theorized by psychologist Jean Piaget. When a child develops object permanence, they begin to comprehend that even if they cannot see an object, it still exists somewhere. This realization lays the groundwork for later cognitive skills, including memory, problem-solving, and spatial reasoning. Children who have not yet developed this understanding may become distressed when an object, like a toy, is hidden, demonstrating their lack of awareness that the toy has not disappeared entirely. This understanding significantly enhances a child's ability to engage in more complex play and exploration, as they have a reliable grasp of the continuity of their environment.

7. How are scores from the SAT standardized?

- A. Using a grading curve**
- B. By setting a static score
- C. Through peer comparison
- D. With regional demographics

The correct method for standardizing SAT scores involves using a grading curve. This means that the scores are adjusted based on the overall performance of students who took the test during a specific administration to ensure that scores reflect a consistent measure of student performance across different test editions and years. The process of using a grading curve allows for the establishment of a common scale, creating a fairer comparison between test-takers. This normalization process helps to account for variability in test difficulty and ensures that scores are comparable, regardless of when or where the test was taken. It provides a more accurate representation of a student's capabilities relative to their peers. Other methods mentioned, such as setting a static score or using regional demographics, do not effectively address the variability inherent in different test administrations or the distribution of student performance. Peer comparison is useful but not directly a method for standardizing the scores in the context of the SAT. Overall, the primary goal of standardization is to maintain consistency and fairness across the testing population.

8. Which area did Lewis Terman contribute to in psychology?

- A. Behaviorism
- B. Intelligence testing**
- C. Developmental psychology
- D. Cognitive therapy

Lewis Terman was a significant figure in the field of psychology, particularly known for his contributions to intelligence testing. He is best recognized for his work in adapting and standardizing the Stanford-Binet Intelligence Scales, which became one of the most widely used intelligence tests in the world. Terman's research expanded the understanding of intelligence, including its measurement and implications for educational and psychological assessments. His focus on intelligence testing also involved the study of giftedness, as he was among the first psychologists to explore the characteristics and needs of individuals with high IQs. By defining and classifying different levels of intelligence, Terman's work laid the groundwork for future research in the area of intelligence and its impact on learning and development. This emphasis on empirical measurement and the desire to understand cognitive abilities distinguishes Terman's contributions from other psychological areas such as behaviorism, developmental psychology, or cognitive therapy, which focus on different aspects of human behavior and mental processes. Thus, Terman's primary legacy is firmly rooted in the field of intelligence testing.

9. Prof Parker suggested that heterosexual adults are genetically predisposed to form monogamous bonds to facilitate co-parenting. This suggestion best illustrates a _____ perspective.

- A. A) social intuitionist
- B. B) cognitive
- C. C) psychosocial
- D. D) evolutionary**

The suggestion that heterosexual adults are genetically predisposed to form monogamous bonds to facilitate co-parenting aligns with the evolutionary perspective in psychology. This perspective posits that certain behaviors and traits, including relationship formations, have developed over time through the process of natural selection because they enhance reproductive success and survival of offspring. The emphasis on genetic predisposition suggests that these behaviors are not just social constructs but are rooted in biological imperatives that have evolved to maximize the chances of effective parenting and ensure the continuation of species. Other perspectives, such as cognitive, focus more on mental processes and how they influence behavior, without delving into genetic predispositions. The psychosocial perspective emphasizes the interactions between social and psychological factors but does not specifically address the evolutionary basis of behaviors. The social intuitionist perspective highlights moral reasoning and intuitions rather than genetic influences. Thus, the evolutionary stance provides the most comprehensive explanation for the formation of monogamous bonds in the context of co-parenting.

10. Semantic encoding refers to the processing of:

- A. A) sounds.
- B. B) meanings.**
- C. C) visual images.
- D. D) unfamiliar units.

Semantic encoding is the cognitive process that involves the interpretation and understanding of information based on its meanings. This type of encoding focuses on attaching significance and context to the information being processed, which facilitates better retention and retrieval from memory. For example, when learning a new word, understanding its meaning and how it relates to concepts you already know helps to embed that information into long-term memory. In contrast, processing sounds relates more to auditory encoding, capturing the phonetic aspect of information rather than its significance. Visual imagery pertains to visual encoding, which involves creating mental images of stimuli, focusing on how they appear rather than what they mean. Processing unfamiliar units refers to various forms of encoding that may not specifically focus on semantic understanding, such as rote memorization of facts without grasping their meanings. Thus, the essence of semantic encoding is its emphasis on meaning, making it the most relevant choice in this context.

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://asu-psy101exam3.examzify.com>

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

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