Command and General Staff College (CGSC) 1001 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

1. Is the physical level considered a good level of description for learning?

A. Yes

B. No

C. Uncertain

D. Depends on context

2. Which statement about brain usage is supported by the material?

A. We use all of our brains

B. Only a small portion is used

C. The brain uses 20% of energy and 2% of body mass

D. The brain uses half of the body's energy

3. Dennett's Multiple Drafts Model asserts that there is no single moment at which something becomes conscious; rather,...

A. There is a central observer that decides consciousness.

B. There is a fixed threshold for consciousness.

C. There are multiple competing drafts of interpretation in parallel.

D. Consciousness arises from language processing.

4. According to TST support, animal dreams are most frequent in which group?

A. Kids

B. Adults

C. Elderly

D. Infants

5. Evolution occurs when these three things exist:

A. Generation of diversity, selective reproduction, and transmitted change

B. Mutation, natural selection, and adaptation

C. Genetic drift and migration

D. Variation, inheritance, and speciation

6. Seeing shoes in a house is an example of which cognitive concept?

A. Representation

B. Manipulation

C. Memory

D. Environment

7. Which statement is NOT supported by the material?

A. Time dilation is easily grasped because we move quickly

B. We perceive solids as solid due to interaction

C. The nucleus is like a fly in a stadium

D. We live in a social world and see social entities where there are none

8. What is the proposed effect of music as an external rhythmic framework?

A. It facilitates synchrony and synchronized movements and can release endorphins.

B. It primarily increases heart rate variability only.

C. It disrupts coordination in groups.

D. It has no social function.

9. What percentage of people react appropriately to dream threats?

A. 94%

B. 50%

C. 25%

D. 70%

10. What predicts the kinds of hallucinations you will have in the visual system?

A. The part of the visual system that is impaired

B. The time of day

C. The person’s height

D. The color of eyes

Answers

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

Explanations

1. Is the physical level considered a good level of description for learning?

A. Yes

B. No

C. Uncertain

D. Depends on context

Describing learning at the physical level alone falls short because learning is about how people think, what they know, and how they apply that knowledge in real tasks. The physical level focuses on brain structures, neurons, and chemistry, which explain mechanisms but don't directly capture mental representations, strategies, motivation, or how knowledge is organized and transferred. For a complete understanding, you need multiple levels: cognitive (how information is processed and stored), behavioral (observable changes in performance), and often contextual or social (how environment and collaboration influence learning). The physical level can illuminate mechanisms, but by itself it doesn't provide a practical or sufficient description of learning, so it's not a good standalone level of description.

2. Which statement about brain usage is supported by the material?

A. We use all of our brains

B. Only a small portion is used

C. The brain uses 20% of energy and 2% of body mass

D. The brain uses half of the body's energy

The main idea is that brain activity is distributed across many regions, not confined to a single small area. The material shows that different tasks recruit different networks, and even at rest the brain remains active across broad regions. Over time, this means essentially all parts of the brain participate in functioning, so the statement that we use all of our brains is the best-supported view. The notion that we use only a small portion is a common myth, and fixed percentages of energy or body mass oversimplify how the brain operates.

3. Dennett's Multiple Drafts Model asserts that there is no single moment at which something becomes conscious; rather,...

A. There is a central observer that decides consciousness.

B. There is a fixed threshold for consciousness.

C. There are multiple competing drafts of interpretation in parallel.

D. Consciousness arises from language processing.

Conscious experience, in Dennett's Multiple Drafts Model, comes from many interpretations of information being produced in parallel across different brain processes. These drafts race, get revised, and compete for influence, with no single, definitive moment where consciousness suddenly arrives. The content we experience is the draft that currently holds sway within the brain's ongoing narrative, rather than a moment of a central reveal. This framework rejects the idea of a central observer and also rejects the notion of a fixed threshold that marks consciousness. It also doesn't claim that consciousness requires language processing; language may shape how we describe experiences, but the mechanism is the simultaneous, competing drafts themselves.

4. According to TST support, animal dreams are most frequent in which group?

A. Kids

B. Adults

C. Elderly

D. Infants

Animal dreams are most frequent in kids because dream content often mirrors a child's vivid imagination and the imagery they encounter most in daily life. Young children are surrounded by animals in stories, toys, cartoons, and play, and they naturally explore symbolic ideas through imaginative scenarios. This environment makes animal figures a common and prominent element in their dreams, especially as memory and linguistic abilities are still developing, so dream content tends to be rich in recognizable symbols like animals. As people age, dream content typically shifts toward themes tied to social interactions, responsibilities, and personal concerns, which can reduce the relative frequency of animal-centered dreams. Infants have limited dream recall due to immature memory systems, and the elderly often experience changes in sleep and dream patterns that can alter content away from animal imagery. Taken together, the pattern is that kids show the highest incidence of animal dreams.

5. Evolution occurs when these three things exist:

A. Generation of diversity, selective reproduction, and transmitted change

B. Mutation, natural selection, and adaptation

C. Genetic drift and migration

D. Variation, inheritance, and speciation

Evolution requires three ingredients: heritable variation, and differential reproduction over generations. Variation provides the material that selection acts on; heredity ensures those traits are passed to offspring; differential reproduction means some variants leave more descendants, shifting allele frequencies in the population over time. The option that describes generation of diversity (variation), transmitted change (heredity), and selective reproduction (differential reproductive success) matches these essential elements. Without all three, evolution as a change in a population over generations doesn't occur. The other choices mix mechanisms or outcomes or omit one of the necessary components.

6. Seeing shoes in a house is an example of which cognitive concept?

A. Representation

B. Manipulation

C. Memory

D. Environment

Seeing shoes in a house demonstrates how perception relies on mental representations of objects and contexts. When you notice footwear in an indoor setting, your brain activates an internal representation of what shoes are and what a house interior typically contains, allowing rapid recognition and interpretation of the scene. This internal symbol helps you categorize the scene and anticipate related knowledge (that shoes are worn on feet, that houses contain familiar items, etc.). It isn't primarily about physically manipulating objects, recalling a past memory, or the external environment itself; it's about the internal representation the mind uses to understand what you're perceiving.

7. Which statement is NOT supported by the material?

A. Time dilation is easily grasped because we move quickly

B. We perceive solids as solid due to interaction

C. The nucleus is like a fly in a stadium

D. We live in a social world and see social entities where there are none

Time dilation isn't something we grasp easily from everyday experience. Relativistic effects only become meaningful at speeds close to the speed of light, and the math shows how the dilation grows with velocity. At everyday speeds, the change is minuscule, so the idea that it's easy to understand because we move quickly isn't supported by how these concepts are typically explained. The material would emphasize that intuition fails here and the effect requires careful study to internalize. The other statements align with standard explanations: solids are felt as solid due to electromagnetic interactions between charged particles; the nucleus–atom analogy (a tiny nucleus in a large stadium) helps illustrate the vast scale difference; and recognizing how we think in a social world—seeing social entities where there may be none—reflects how social context shapes perception.

8. What is the proposed effect of music as an external rhythmic framework?

A. It facilitates synchrony and synchronized movements and can release endorphins.

B. It primarily increases heart rate variability only.

C. It disrupts coordination in groups.

D. It has no social function.

Music provides a predictable beat that people can synchronize to, enabling entrainment of movement. When a group tempo is shared, individuals align timing and pace, leading to coordinated actions and smoother collective performance, whether in marching, dancing, or team activities. This synchronized movement also reinforces social bonds, because moving in time with others signals unity and cooperation, creating a sense of belonging and coordinated purpose. The pleasant, rewarding feel of the rhythm can trigger endorphin release, which enhances mood and can increase tolerance for effort, making the coordinated activity feel easier and more enjoyable. So the proposed effect is that music acts as an external rhythmic framework that facilitates group synchrony, coordinated movement, and social bonding through rewarding rhythmic engagement. The other ideas—focusing only on heart rate variability, claiming it disrupts coordination, or saying it has no social function—do not capture the broad role rhythm plays in aligning action and enhancing social connection.

9. What percentage of people react appropriately to dream threats?

A. 94%

B. 50%

C. 25%

D. 70%

Dreams often place us in threatening situations, and our brains tend to respond as if the danger is real, rehearsing protective actions or prompting awakening to escape danger. The best answer reflects that the vast majority of people react in an adaptive way to dream threats—nearly everyone engages with the threat through some form of action, such as fleeing, defending, or waking up to safety. This high figure shows that dream threats reliably trigger responses rather than being ignored, which fits how dream content often mirrors real-life threat processing and the brain's tendency to rehearse protective behavior during sleep. The other percentages would imply a much smaller prevalence of reactive responses, which doesn't align with how consistently people tend to respond to dream threats.

10. What predicts the kinds of hallucinations you will have in the visual system?

A. The part of the visual system that is impaired

B. The time of day

C. The person's height

D. The color of eyes

The content of visual hallucinations is determined by which part of the visual system is impaired. The visual system processes information in a hierarchically organized, modular way: early stages encode basic features like edges and flashes, while higher stages encode shapes, objects, and faces. When neural activity becomes internally generated due to impairment, the hallucinations tend to reflect the functions of the affected circuits. For example, disruption or loss in early visual areas can produce simple geometric patterns or flashes, whereas involvement of higher-level areas can yield more complex scenes, people, or familiar objects. This is seen in conditions like Charles Bonnet syndrome, where vision loss leads to vivid images that mirror the representations stored in the visual cortex. Time of day, a person's height, or eye color do not determine the content of visual hallucinations; they may influence other aspects like frequency or vividness, but not what you see.

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://cgsc1001.examzify.com

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