STUDY 3: HW3\_S19

Start of Block: Identifier

first What is your FIRST name?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

last What is your LAST name?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

instructor What is your PSY100 instructor's name?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

meet\_days What DAYS does your PSY100 class meet?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

meet\_time What TIME does your PSY100 class meet?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

End of Block: Identifier

Start of Block: Exam3\_PracQs

Q89   
**Practice Questions for Exam 3**  
  
In this section you will be presented with some questions from last year's PSY100 Exam 3. Use this opportunity to test yourself to find out how well you are learning the material. You will not be graded on whether your response is correct. The goal of this section is for you to practice, so you know what chapters you need to review further.   
  
  
The correct answer will be displayed after you enter your response. The questions are organized by chapter.

End of Block: Exam3\_PracQs

Start of Block: Exam 3: Intelligence

Q90 Here are some questions from Intelligence (Chapter 9).

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int1 When a test has accuracy in forecasting future behaviors or outcomes, it might be described as having high \_\_\_\_\_\_\_\_\_\_ validity.

* predictive (1)
* concurrent (0)
* face (0)
* construct (0)

|  |  |
| --- | --- |
| Page Break |  |

Int1A **CHECK YOUR ANSWER:**  
When a test has accuracy in forecasting future behaviors or outcomes, it might be described as having high \_\_\_\_\_\_\_\_\_\_ validity.  
 **a. predictive** b. concurrent                      c. face d. construct

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int2 On a newly developed intelligence test, an individual obtains a score indicative of an IQ of 110 on the first half of the test, and a score indicative of an IQ of 150 on the second half of the test. What does this test appear to lack?

* predictive validity (0)
* appropriate norms (0)
* standardization (0)
* reliability (1)

|  |  |
| --- | --- |
| Page Break |  |

Int2A **CHECK YOUR ANSWER:**  
  
On a newly developed intelligence test, an individual obtains a score indicative of an IQ of 110 on the first half of the test, and a score indicative of an IQ of 150 on the second half of the test. What does this test appear to lack?  
 a. predictive validity b. appropriate norms c. standardization **d. reliability**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int3 According to Robert Sternberg, this aspect of intelligence is the ability to adapt to situations in everyday life, also known as “street smarts.”

* general (0)
* analytical (0)
* creative (0)
* practical (1)

|  |  |
| --- | --- |
| Page Break |  |

Int3A **CHECK YOUR ANSWER:**  
According to Robert Sternberg, this aspect of intelligence is the ability to adapt to situations in everyday life, also known as “street smarts.”  
 a. general b. analytical c. creative **d. practical**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int4 This type of intelligence reflects information, such as vocabulary, knowledge of mathematics, and other school subjects, that you have accumulated over time.

* abstract (0)
* fluid (0)
* crystallized (1)
* emotional (0)

|  |  |
| --- | --- |
| Page Break |  |

Int4A **CHECK YOUR ANSWER:**  
This type of intelligence reflects information, such as vocabulary, knowledge of mathematics, and other school subjects, that you have accumulated over time.  
 a. abstract b. fluid **c. crystallized** d. emotional

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int5 Kenneth is especially skilled when it comes to reading and interpreting charts, maps, and graphs, and mentally rotating objects. According to Howard Gardner’s model, Kenneth's skills reflect this type of intelligence.

* general (0)
* linguistic (0)
* naturalistic (0)
* spatial (1)

|  |  |
| --- | --- |
| Page Break |  |

Int5A **CHECK YOUR ANSWER:**  
Kenneth is especially skilled when it comes to reading and interpreting charts, maps, and graphs, and mentally rotating objects. According to Howard Gardner’s model, Kenneth's skills reflect this type of intelligence.  
 a. general b. linguistic c. naturalistic **d. spatial**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int6 In Charles Spearman's two-factor theory, intelligence test scores reflected \_\_\_\_\_\_\_ in addition to specific intellectual abilities, or *s* factors.

* crystallized intelligence, or c factor (0)
* general ability, or g factor (1)
* fluid intelligence, or f factor (0)
* multiple intelligences (0)

|  |  |
| --- | --- |
| Page Break |  |

Int6A **CHECK YOUR ANSWER:**  
In Charles Spearman's two-factor theory, intelligence test scores reflected \_\_\_\_\_\_\_ in addition to specific intellectual abilities, or s factors.    
a. crystallized intelligence, or c factor **b. general ability, or g factor** c. fluid intelligence, or f factor d. multiple intelligences

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

Int7 Which of the following types of test questions would be found on a culture-fair IQ test?

* world history questions (0)
* vocabulary recognition (0)
* sentence completion (0)
* abstract pattern completion (1)

|  |  |
| --- | --- |
| Page Break |  |

Int7A **CHECK YOUR ANSWER:**  
Which of the following types of test questions would be found on a culture-fair IQ test?  
 a. world history questions b. vocabulary recognition c. sentence completion **d. abstract pattern completion**

End of Block: Exam 3: Intelligence

Start of Block: Exam 3: Biological Psychology

Q153 Here are some questions from Biological Psychology (Chapter 3).

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP1 Which part of the limbic system is responsible for memory consolidation, learning of factual information, and acquisition of cognitive maps?

* Hippocampus (1)
* Temporal lobe (0)
* Thalamus (0)
* Amygdala (0)

|  |  |
| --- | --- |
| Page Break |  |

BP1A **CHECK YOUR ANSWER:**  
Which part of the limbic system is responsible for memory consolidation, learning of factual information, and acquisition of cognitive maps?  
 **a. Hippocampus** b. Temporal lobe c. Thalamus d. Amygdala

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP2 Marta was in an automobile accident and suffered an injury to her brain, resulting in paralysis of her left arm. What part of Marta's brain was injured?

* Broca's area (0)
* auditory association area (0)
* motor cortex (1)
* somatosensory cortext (0)

|  |  |
| --- | --- |
| Page Break |  |

BP2A **CHECK YOUR ANSWER:**  
Marta was in an automobile accident and suffered an injury to her brain, resulting in paralysis of her left arm. What part of Marta's brain was injured?  
 a. Broca's area b. auditory association area **c. motor cortex** d. somatosensory cortex

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP3 After Zack fell from a ladder and suffered a brain injury, Zack's wife noticed that his personality had changed. Zack used to be fun loving and carefree, but now he is critical and yells at his children for seemingly little reason. Zack is likely to have suffered damage to the \_\_\_\_\_\_\_\_\_\_ lobe of his cortex.

* occipital (0)
* parietal (0)
* temporal (0)
* frontal (1)

|  |  |
| --- | --- |
| Page Break |  |

BP3A **CHECK YOUR ANSWER:**  
After Zack fell from a ladder and suffered a brain injury, Zack's wife noticed that his personality had changed. Zack used to be fun loving and carefree, but now he is critical and yells at his children for seemingly little reason. Zack is likely to have suffered damage to the \_\_\_\_\_\_\_\_\_\_ lobe of his cortex.   
a. occipital b. parietal c. temporal **d. frontal**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP4 After losing her fingers in an accident, Jeri experiences phantom sensations (including pain) emanating from her missing finger when her arm is touched. These sensations are evidence of

* diagnosis of mental illness (0)
* Freud's theory of the unconscious mind (0)
* brain injury due to the accident (0)
* plasticity of sensory pathways (1)

|  |  |
| --- | --- |
| Page Break |  |

BP4A **CHECK YOUR ANSWER:**  
After losing her fingers in an accident, Jeri experiences phantom sensations (including pain) emanating from her missing finger when her arm is touched. These sensations are evidence of  
 a. diagnosis of mental illness b. Freud's theory of the unconscious mind c. brain injury due to the accident **d. plasticity of sensory pathways**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP5 When a cognitive function relies on one cerebral hemisphere more than the other, this is known as

* right-brained or left-brained people (0)
* long-term potentiation (0)
* lateralization (1)
* self-awareness (0)

|  |  |
| --- | --- |
| Page Break |  |

BP5A **CHECK YOUR ANSWER:**  
When a cognitive function relies on one cerebral hemisphere more than the other, this is known as  
 a. right-brained or left-brained people b. long-term potentiation **c. lateralization** d. self-awareness

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP6 Opiates and other drugs like cocaine affect the brain by what mechanism?

* altering the resting potential (0)
* depleting neurons of glucose (0)
* decreasing the magnitude of the action potential (0)
* overstimulating the brain's reward system (1)

|  |  |
| --- | --- |
| Page Break |  |

BP6A **CHECK YOUR ANSWER:**  
Opiates and other drugs like cocaine affect the brain by what mechanism?    
a. altering the resting potential b. depleting neurons of glucose c. decreasing the magnitude of the action potential **d. overstimulating the brain's reward system**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP7 Of the following functions, which is NOT controlled by the temporal lobe of the cerebral cortex?

* initial processing of auditory information (0)
* semantic memory (0)
* understanding of language (0)
* initial processing of visual information (1)

|  |  |
| --- | --- |
| Page Break |  |

BP7A **CHECK YOUR ANSWER:**  
Of the following functions, which is NOT controlled by the temporal lobe of the cerebral cortex?  
 a. initial processing of auditory information b. semantic memory c. understanding of language **d. initial processing of visual information**

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP8 Studies of epigenetics emphasize which of the following?

* Environmental factors have greater effect on development than genetics. (0)
* Nature has a greater effect on development than nurture. (0)
* Environmental factors cause genes to become active or inactive over the lifespan. (1)
* Individual differences in behavior are often due to genetic mutations. (0)

|  |  |
| --- | --- |
| Page Break |  |

BP8A **CHECK YOUR ANSWER:**  
Studies of epigenetics emphasize which of the following?  
 a. Environmental factors have greater effect on development than genetics. b. Nature has a greater effect on development than nurture. **c. Environmental factors cause genes to become active or inactive over the lifespan.** d. Individual differences in behavior are often due to genetic mutations.

|  |  |
| --- | --- |
| Page Break |  |

|  |
| --- |
|  |

BP9 Which part of the neuron is like a locked door that only certain neurotransmitter keys can unlock?

* synapses (0)
* axon terminals (0)
* myelin sheaths (0)
* receptor sites (1)

|  |  |
| --- | --- |
| Page Break |  |

BP9A **CHECK YOUR ANSWER:** Which part of the neuron is like a locked door that only certain neurotransmitter keys can unlock?  
 a. synapses b. axon terminals c. myelin sheath **d. receptor sites**

End of Block: Exam 3: Biological Psychology