

HONORS PSYCHOLOGY | REVIEW QUESTIONS

The purpose of these review questions is to help you assess your grasp of the facts and definitions covered in your textbook. Knowing facts and definitions is necessary (but not sufficient) for success on formal exams, which assess your ability to conceptualize and analyze the material covered in textbook and lecture. An answer key is provided at the end of these review questions so you can check your answers.

1. Theorists who approach cognitive development from the information-processing perspective attempt to link specific changes in children's intellectual abilities to:
 - A) global changes in the mind.
 - B) physiological changes in the brain.
 - C) learning opportunities in the child's environment.
 - D) changes in one or another of the mind's components or the acquisition of specific knowledge.

2. All of the following statements about infants' examining of objects in the world around them are true EXCEPT:
 - A) infants hold objects in front of their eyes, turn them from side to side, pass them from hand to hand, squeeze them, and mouth them.
 - B) regardless of a particular object's properties, infants will examine it with the same stereotyped set of exploratory behaviors with which they approach all other objects.
 - C) infants engage in less examining as they become familiar with an object and will examine more actively when presented with a new object.
 - D) infants presented with a new object are harder to distract with bright visual stimuli than are infants presented with a familiar object.

3. Two-month-old infants were tested with a mechanical mobile that responded to their own movements and with an electrical one that did not. The infants showed more interest in the:
 - A) electrical mobile, indicating a preference for consistent stimuli that require no personal control.
 - B) mechanical mobile, indicating a preference for personal control.
 - C) electrical mobile if their intelligence was low and the mechanical mobile if their intelligence was high.
 - D) mechanical mobile if their intelligence was low and the electrical mobile if their intelligence was high.

4. Which of Piaget's stages of development is characterized by a child exploring an object's physical properties and developing classes of schemes specific for different categories of objects?
- A) concrete-operational stage
 - B) preoperational stage
 - C) sensorimotor stage
 - D) formal-operational stage
5. Assimilation and accommodation are the processes that Piaget proposed as responsible for:
- A) the abandonment of schemes and the adoption of operations.
 - B) the speed of processing.
 - C) the growth of schemes.
 - D) all of these things.
6. A series of premises that must be related to one another in order to evaluate a specific conclusion is called a _____ and is solved through _____ reasoning.
- A) syllogism; deductive
 - B) syllogism; inductive
 - C) series problem; deductive
 - D) series problem; inductive
7. The idea that language affects many of the ways that people perceive, remember, and think about the world is referred to as:
- A) an egocentric frame of reference.
 - B) the language-acquisition support system.
 - C) linguistic relativity.
 - D) the arbitrariness of language.
8. Piaget suggests that a child who encounters an experience that does not quite fit an existing scheme will have to modify that scheme somewhat. He called this process:
- A) accommodation.
 - B) internalization.
 - C) assimilation.
 - D) operationalizing.

9. _____ memories are memories for facts, beliefs, and word meanings, and _____ memories are memories for events in one's life.
- A) Explicit; implicit
 - B) Implicit; explicit
 - C) Episodic; semantic
 - D) Semantic; episodic
10. Consider the following syllogism:
All intelligence tests are composed of questions.
The WAIS-R is an intelligence test.
Is the WAIS-R composed of questions?
Solving syllogisms by formal logic requires the use of:
- A) analogy.
 - B) induction.
 - C) deduction.
 - D) none of these.
11. Piaget used the term *operations* for:
- A) mental blueprints for actions.
 - B) those actions that involve objects with moving parts.
 - C) those actions whose effects can be undone by other actions.
 - D) those actions that can be consciously thought about and reported to others.
12. Piaget emphasized the child's interaction with the _____ environment. Vygotsky, on the other hand, emphasized the child's interaction with the _____ environment.
- A) social; physical
 - B) physical; social
 - C) grammatical; physical
 - D) physical; grammatical
13. Babies will look at an adult's eyes and then direct their own gaze toward whatever the adult is looking at. This behavior is known as:
- A) gaze following.
 - B) joint visual attention.
 - C) selective-looking.
 - D) social referencing.

14. Which quality of operational schemes, according to Piaget, permits a child to understand the principle of conservation?
- A) accommodation
 - B) availability
 - C) reversibility
 - D) collaboration
15. John Locke (1690) and George Berkeley (1710) were _____ philosophers who believed that each person gradually acquires an understanding of core physical principles through the use of the senses and general learning abilities.
- A) behaviorist
 - B) existential
 - C) nativist
 - D) empiricist
16. Which of the following is an actual finding from research on infants' use of social cues to guide environmental manipulation and exploration?
- A) Six-month-olds will roll a ball if they have recently seen their mother roll it but will not perform another action with the ball even if they have recently seen their mother do so.
 - B) Babies will look at an adult's eyes and then toward whatever object the adult is looking at.
 - C) Infants from individualistic cultures will engage in self-initiated play without being taught to do so by adults, but children from more collectivist cultures will not.
 - D) Twelve-month-olds are more likely to avoid a new toy if their mother shows facial expressions of approval and to approach the toy if the mother appears to disapprove.
17. In the two major classical theories of cognitive development, _____ emphasized the child's interaction with the physical environment, whereas _____ emphasized the child's interaction with the social environment.
- A) Vygotsky; Piaget
 - B) Piaget; Vygotsky
 - C) Piaget; Premack
 - D) Premack; Vygotsky
18. Piaget labeled infancy (from birth to 2 years) the _____ stage of development, in which thought takes the form of _____.
- A) preoperational; abstract symbols
 - B) preoperational; action
 - C) sensorimotor; abstract symbols
 - D) sensorimotor; action

19. In Piaget's theory, developing classes of schemes for different categories of objects is the major task of the _____ stage.
- A) sensorimotor
 - B) preoperational
 - C) formal-operational
 - D) concrete-operational
20. How do people from non-Western cultures, who are unschooled in Western-style reasoning typically differ from people raised in Western cultures in the way they sort objects into categories?
- A) They often prefer to sort objects by immediate function rather than by abstract taxonomy.
 - B) They typically fail to understand abstract taxonomies and sort by immediate function instead.
 - C) They tend to make finer distinctions and sort objects into more categories.
 - D) They sort objects into more categories.
21. Reasoning from a set of premises to a conclusion that logically follows involves:
- A) deductive reasoning.
 - B) inductive reasoning.
 - C) analogical reasoning.
 - D) both deductive and inductive reasoning.
22. When a child understands that reversible changes in the appearance of familiar objects such as clay do not change the fundamental properties of those objects, the child has developed:
- A) sensorimotor intelligence.
 - B) concrete-operational schemes.
 - C) implicit knowledge.
 - D) formal-operational thinking.
23. According to Piaget, a characteristic that distinguishes formal-operational thinking is the ability to:
- A) assimilate and accommodate experiences.
 - B) reason about hypothetical situations.
 - C) symbolize absent objects.
 - D) coordinate motor movements to explore the environment.

24. Once infants begin to crawl, they frequently look at their caregivers for indications of how to act. This infant behavior is known as:
- A) social referencing.
 - B) habituation.
 - C) joint visual attention.
 - D) selective-looking.
25. The sensorimotor stage of development is characterized by:
- A) exploring an object's physical properties and developing classes of schemes specific for different categories of objects.
 - B) emerging from sensorimotor schemes and thinking beyond the here and now.
 - C) thinking about the reversible consequences of actions.
 - D) abstract principles that apply to a wide variety of objects, substances, or situations.
26. _____ and _____ are essential concepts in Piaget's theory.
- A) Overextension; underextension
 - B) Assimilation; accommodation
 - C) Explicit memory; semantic memory
 - D) Phonemes; morphemes
27. _____ is the attempt to derive logically the consequences that must be true if certain premises are accepted as true.
- A) Inductive reasoning
 - B) Confirmation bias
 - C) Deductive reasoning
 - D) Insight
28. The concrete-operational stage is characterized by:
- A) the emergence from sensorimotor schemes and thinking beyond the here and now.
 - B) a child exploring an object's physical properties and developing classes of schemes specific for different categories of objects.
 - C) thinking about the reversible consequences of actions.
 - D) abstract principles that apply to a wide variety of objects, substances, or situations.
29. The phenomenon in which infants look toward their caregivers' emotional expression for clues about the potential danger of their own actions is known as:
- A) habituation.
 - B) social referencing.
 - C) examining.
 - D) object permanence.

30. Peter Wason gave subjects a set of three numbers and asked them to guess his rule for generating the sequence. He found that most subjects tested their hypotheses by generating sequences _____ with their current hypothesis, which led to _____ at the task.
- A) inconsistent; success
 - B) inconsistent; failure
 - C) consistent; success
 - D) consistent; failure
31. Critics of Piaget's theory claim that:
- A) it underestimates the mental abilities of infants.
 - B) it overestimates the mental abilities of adults and adolescents.
 - C) people do not always think in different ways at different stages.
 - D) all three statements are true.
32. Those who speak English and other European languages are said to have a(n) _____ frame of reference, which is a frame of reference that puts oneself at the center and uses terms like "left" and "right" to explain locations.
- A) absolute
 - B) egocentric
 - C) general
 - D) obsolete
33. According to Vygotsky's theory, the term _____ refers to the realm of activities that a child cannot do alone but can do in collaboration with a more competent other.
- A) social referencing
 - B) habituation
 - C) zone of proximal development
 - D) information-processing perspective
34. According to Piaget, the child is first able to reason logically about operations that are only theoretically and not actually reversible in the _____ stage.
- A) formal-operational
 - B) concrete-operational
 - C) sensorimotor
 - D) preoperational

35. Lewis and others conducted an experiment in which infants were allowed to control the playing of a Sesame Street song by means of a string attached to their wrists. When the string was disconnected so that the infants no longer had this control, their facial expressions indicated that they felt:
- A) anger.
 - B) confusion.
 - C) sadness.
 - D) indifference.
36. Complete the following sentence to describe how assimilation and accommodation produce mental development: Assimilation occurs when _____, and accommodation occurs when _____.
- A) new experiences are incorporated into existing schemes; new experiences are reinterpreted so that they can be incorporated into existing schemes
 - B) existing schemes are modified to include new experiences; new experiences are incorporated into existing schemes
 - C) new experiences are reinterpreted so that they can be incorporated into existing schemes; existing schemes are modified to include new experiences
 - D) new experiences are incorporated into existing schemes; existing schemes are modified to include new experiences
37. Research has shown that the candle problem becomes easier to solve if:
- A) one uses an egocentric frame of reference, putting oneself at the center while trying to solve the problem.
 - B) participants paid more attention to the “bread” and “butter” patterns than to the black and red patterns on the board.
 - C) the tacks are placed next to the box rather than in it.
 - D) one was raised in an East Asian culture where people reason more holistically and less analytically than Westerners do.
38. A syllogism is a problem in this form:
All psychology students are smart.
John is not smart.
Is John a psychology student?
According to your textbook, which of the following is the most critical determinant of whether or not a person can solve a syllogism?
- A) skill in taxonomic sorting
 - B) visuospatial ability
 - C) verbal ability
 - D) mathematical ability

39. Tom, a 10-month-old infant, often looks toward his mother for cues about the possible danger of his actions while exploring both new and old environments. Psychologists refer to this as:
- A) social referencing.
 - B) joint visual attention.
 - C) language-acquisition support system.
 - D) information-processing perspective.
40. The ability to solve insight problems (not syllogisms) is strongly correlated with a person's:
- A) creativity.
 - B) visuospatial ability.
 - C) verbal ability.
 - D) mathematical ability.
41. Which of the following is TRUE of infant pattern recognition?
- A) Infants prefer novel stimuli over familiar ones.
 - B) Infants prefer familiar patterns over new ones.
 - C) Infants prefer checkerboards over any other patterns.
 - D) Infants exhibit no preference for any particular visual stimuli, because they cannot discriminate between them reliably.
42. Beginning within a few weeks after birth, infants manifest a special interest in aspects of their environment that they:
- A) can control themselves.
 - B) have been shown before.
 - C) have actively examined.
 - D) can see but not touch.
43. In Piagetian theory, the process by which experiences are incorporated into existing schemes is called:
- A) habituation.
 - B) assimilation.
 - C) schematization.
 - D) accommodation.

44. _____ memories (those that people can consciously think about and report to others) develop _____ memories (those that can affect behavior, even though the person is unable to report them directly).
- A) Explicit; before implicit
 - B) Explicit; after implicit
 - C) Implicit; before explicit
 - D) Implicit; after explicit
45. Research on the ability of very young infants to distinguish between, remember, and categorize visual stimuli relies on the discovery that infants:
- A) have a normal reflexive pupillary response to light.
 - B) have a normal blink reflex to objects placed near them.
 - C) look longer at novel objects than at familiar objects.
 - D) cry when they see a novel object.
46. Piaget viewed children as _____, whereas Vygotsky's saw them as _____.
- A) little scientists; apprentices
 - B) apprentices; little scientists
 - C) explorers; miniature adults
 - D) miniature adults; explorers
47. Some languages do not describe location in terms such as “left” or “right” and instead use cardinal directions, such as “north” and “west” to describe location. People who speak these types of languages are said to have a(n) _____ frame of reference, which does not depend on point of view.
- A) obsolete
 - B) egocentric
 - C) general
 - D) absolute
48. Research with newborn human infants on pattern recognition suggests that they:
- A) cannot discern visual patterns.
 - B) prefer solid colors to patterned stimuli.
 - C) become habituated to a stimulus after awhile.
 - D) become generally fatigued after a few minutes of looking at a stimulus.

49. The candle problem was used in your text to demonstrate the power of a mental set. The problem's difficulty arises from subjects':
- A) inability to visualize the elements of the problem.
 - B) assumption that all given information is correct.
 - C) lack of single-minded attention.
 - D) failure to imagine unusual uses for a given object.
50. Developmental psychology is the study of:
- A) the processes underlying behavior and cognition.
 - B) internal mental processes of thought such as visual processing, memory, problem solving, or language.
 - C) the application of psychology aimed at promoting personal development.
 - D) the changes that occur in people's abilities and dispositions as they grow older.
51. According to Piaget, a preoperational child should be able to ____ but should not be able to ____.
- A) understand object permanence that is absent; symbolize events and objects
 - B) symbolize events and objects; understand object permanence
 - C) understand cause-and-effect relationships; understand conservation principles
 - D) symbolize events and objects that are absent; understand the reversible consequences of actions
52. According to Barbara Fredrickson's broaden-and-build theory, _____ tend to narrow one's focus of perception and thought. _____, on the other hand, broaden one's scope of perception and increase creativity.
- A) series problems; Insight problems
 - B) positive emotions; Negative emotions
 - C) insight problems; Series problems
 - D) negative emotions; Positive emotions
53. In Piaget's theory, the mind and its schemes are most like
- A) a brick wall, which grows bigger as each new brick is added.
 - B) a spider's web, which changes its entire shape somewhat as each new threat is added.
 - C) a plant growing as it absorbs water from the soil.
 - D) the nucleus of a cell because they are the "control centers."

54. If a person has difficulty solving a problem because previous habits of thought have set up barriers to finding a solution, we would say that the person is being obstructed by:
- A) a fixation.
 - B) a broaden-and-build approach.
 - C) a mental set.
 - D) a confirmation bias.
55. Renée Baillargeon showed 3-month-olds a possible event (a solid screen obscuring a solid object) and an impossible event (a solid screen passing through a solid object). In contrast to Piaget's conclusion regarding the age at which physical principles are understood, Baillargeon's infants looked:
- A) longer at the impossible than at the possible event.
 - B) longer at the possible than at the impossible event.
 - C) about equally long at both events.
 - D) for the ball and tried to retrieve it in both conditions.
56. Researchers living among the !Kung San, a hunting-and-gathering group of people in Botswana, discovered that:
- A) every language has a vocabulary consisting of a set of symbols, entities that represent other entities.
 - B) the concept of “apprenticeship” applies only to hunter-gatherer cultures who have been relatively uninfluenced by industrialized cultures.
 - C) !Kung babies examine objects that happen to be within their reach regardless of whether or not they are encouraged to do so.
 - D) social referencing is nonexistent in hunter-gatherer cultures where great emphasis is put upon infants to explore the environment themselves.
57. It was inferred that infants as young as 1 day old can perceive and remember a checkerboard pattern because, when shown this pattern after being habituated to it, the infants:
- A) looked at this stimulus for a shorter amount of time.
 - B) looked at this stimulus for a longer amount of time.
 - C) smiled when shown the stimulus.
 - D) cried when shown the stimulus.
58. Piaget contended that the initial forms of mental representation in infants are:
- A) early action schemes.
 - B) verbal symbols.
 - C) visual symbols.
 - D) auditory schemes.

59. The term *zone of proximal development* refers to the:
- A) most fundamental Vygotskian idea that development occurs first at the social level and then at the individual level.
 - B) progression in cognitive development from simple tasks to more logically complex ones.
 - C) difference between what a child can do alone and what the same child can do in collaboration with a more competent other.
 - D) characterization of Piaget's child as a little scientist performing experiments on the world to discover its nature.
60. According to Piaget, children who can think symbolically about absent objects but cannot think logically about reversible actions are at the _____ stage.
- A) formal-operational
 - B) concrete-operational
 - C) preoperational
 - D) sensorimotor
61. Piaget's concept of a scheme is a(n):
- A) mental representation of objects in the external world based on their physical similarity.
 - B) set of related experiences.
 - C) mental blueprint for a class of actions.
 - D) early component of language.
62. Insight problems are:
- A) standard tests of reasoning given to people in non-Western cultures, even though such tests were prepared originally for Westerners.
 - B) problems that are specially designed to be difficult to solve until one looks at them in a way that is different from the usual way.
 - C) mathematical problems developed by the Piraha tribe of Brazil that contain only three number words—one, two, and more than two.
 - D) problems that seek to answer the nature-nurture debate by presenting participants with analogies and real-life examples.
63. According to Piaget, the process in which new experiences are incorporated into existing schemes is called:
- A) habituation.
 - B) accommodation.
 - C) assimilation.
 - D) social referencing.

64. According to studies of infant perception and exploration, babies:
- A) generally show a preference for nonpatterned stimuli over patterned stimuli.
 - B) prefer to feel objects that have the same, as opposed to varied, textures.
 - C) manifest a special interest in aspects of the environment that are out of their immediate control.
 - D) prefer new patterns to ones they have seen before.
65. Before playing with a new toy, Dallas looks to his mother for cues on whether or not he should play with it. According to what you know about social referencing, under which condition would Dallas most likely play with the new toy?
- A) when his mother shows a facial expression of fear
 - B) when his mother shows a facial expression of disgust
 - C) when his mother shows a facial expression of joy or interest
 - D) when his mother shows no particular interest or disinterest in the situation
66. Research suggests that people have a natural tendency to try to _____ their current hypothesis.
- A) confirm
 - B) disconfirm
 - C) modify
 - D) verbalize
67. Nine-month-olds explored toys that had nonobvious effects when manipulated in certain ways (such as a can that wailed when tilted). The infants soon learned to produce each toy's unique effect. When given a new toy, they:
- A) explored it as they would any other new toy, even if it looked very similar to the toy they had just explored.
 - B) attempted to obtain the same effect they had learned to produce with the previous toy even if the new toy looked totally different.
 - C) ignored or actively rejected it in favor of the toy they could already control.
 - D) immediately tried to produce the previously experienced effect only if the new toy was similar to the previous one.
68. Researchers first see evidence of explicit episodic memory at _____ of age.
- A) 10 to 12 months
 - B) 20 to 24 months
 - C) 3 to 4 years
 - D) 5 to 6 years

69. Which of Piaget's stages of development is characterized by a child being able to think about the reversible consequences of actions and understand physical principles such as cause and effect and conservation of substance?
- A) formal-operational stage
 - B) sensorimotor stage
 - C) preoperational stage
 - D) concrete-operational stage
70. Insight problems such as the candle problem require the problem solver to:
- A) use a mental model or diagram.
 - B) make additional, risky assumptions.
 - C) break out of a mental set.
 - D) use verbal reasoning rather than visualization.
71. Russian psychologist Alexander Luria presented this problem to Uzbekh peasants: Which of the following objects does not belong with the others: ax, log, shovel, saw? What did results show?
- A) They consistently chose the shovel.
 - B) They consistently chose the log.
 - C) They consistently chose the ax.
 - D) They consistently chose the saw.
72. Which of the following statements reflects the relationship between self-produced locomotion and infants' ability to search for objects?
- A) Infants' search abilities decline shortly after they learn to self-locomote, probably because they then have too much information to cope with at any given time.
 - B) Infants' search abilities improve slightly just after they learn to self-locomote, probably because a brain that has matured sufficiently for that task is necessarily mature enough for searching behaviors.
 - C) Infants' search abilities improve markedly after they learn to self-locomote, probably because self-locomotion requires them to better coordinate vision and movement.
 - D) There's no relationship between infants' ability to search for objects and self-produced locomotion.
73. Reasoning from specific facts or observations to a more general proposition is the task in:
- A) deductive reasoning.
 - B) inductive reasoning.
 - C) syllogistic reasoning.
 - D) analogical reasoning.

74. By the time that they can crawl or walk freely on their own, infants look to their caregivers' emotional expressions for clues about the safety or danger of their own actions. This behavior is known as:
- A) joint visual attention.
 - B) examining.
 - C) selective-looking.
 - D) social referencing.
75. According to Piaget, the process in which existing schemes expand or change somewhat to accommodate a new object or event is known as:
- A) accommodation.
 - B) assimilation.
 - C) habituation.
 - D) social referencing.
76. _____ theory is most like a spider's web, which changes its entire shape somewhat as each new thread is added.
- A) Chomsky's
 - B) Vygotsky's
 - C) Piaget's
 - D) Information processing
77. According to the textbook, which of these is NOT one of the major modern criticisms of Piaget's development theory?
- A) It is too specific on what occurs in each stage.
 - B) It overestimates the mental abilities of adolescents and adults.
 - C) It is vague about the process of change.
 - D) It overestimates the mental abilities of infants and young children.
78. Consider a classification problem: "Which of the following does not belong with the others: ladle, bowl, spoon, knife?" Intelligent people in Western societies would likely decide on the basis of:
- A) taxonomy.
 - B) function.
 - C) availability bias.
 - D) linguistic relativity.

79. According to Piaget, schemes:
- A) are mental representations for actions.
 - B) become increasingly abstract and sophisticated with development.
 - C) grow as a result of both assimilation and accommodation.
 - D) are all of these things.
80. In order to understand that a ball of clay can take a different shape without either losing or gaining substance, which of Piaget's stages must the child have reached?
- A) sensorimotor
 - B) preoperational
 - C) concrete-operational
 - D) formal-operational
81. In the test phase of a selective-looking experiment on early knowledge of physical principles, it is expected that an infant will _____ the impossible event if it _____ a core physical principle.
- A) habituate to; conforms to
 - B) look longer at; violates
 - C) habituate to; violates
 - D) look longer at; conforms to
82. Overestimating the mental abilities of adolescents and adults is a criticism of _____ theory.
- A) Piaget's
 - B) Vygotsky's
 - C) Chomsky's
 - D) information processing
83. _____, like the mutilated checkerboard problem and the candle problem, is/are specifically designed to be difficult to solve until one looks at them in a way that is different from the usual way.
- A) Deductive reasoning
 - B) Mental problems
 - C) Inductive reasoning
 - D) Insight problems

Answer Key - ConceptsReasoning

1. D
2. B
3. B
4. B
5. C
6. A
7. C
8. A
9. D
10. C
11. C
12. B
13. A
14. C
15. D
16. B
17. B
18. D
19. A
20. A
21. A
22. B
23. B
24. A
25. A
26. B
27. C
28. B
29. B
30. D
31. D
32. B
33. C
34. A
35. A
36. D
37. C
38. B
39. A
40. A
41. A
42. A
43. B
44. B
45. C
46. A
47. D
48. C
49. D
50. D
51. D
52. D

- 53. B
- 54. C
- 55. A
- 56. C
- 57. A
- 58. A
- 59. C
- 60. C
- 61. C
- 62. B
- 63. C
- 64. D
- 65. C
- 66. A
- 67. D
- 68. C
- 69. D
- 70. C
- 71. A
- 72. C
- 73. B
- 74. D
- 75. A
- 76. C
- 77. A
- 78. A
- 79. D
- 80. C
- 81. B
- 82. A
- 83. D