**NOTE:** This exam has been provided to you so that you can see what types of questions will be on the exam and how they might be worded. These are NOT the same questions that will be on the exam that you will take in class.

**Please read each question carefully and then choose the response that BEST answers the question. Each question is worth 2 points.**

1. Sound localization is based on _______________ differences between what is received by the two ears.
   a. intensity
   b. time
   c. both a and b
   d. none of the above

2. An experimenter conducts a study and finds that pitch is encoded by how rapidly hair cells are producing action potentials. This data supports the ______________ theory of pitch perception.
   a. frequency
   b. place
   c. both a and b
   d. none of the above

Questions 3 – 4 relate to the following scenario:

I have a cat. The cat likes to be petted and purrs when I do so. The cat has learned that when the alarm clock goes off in the morning, I will pet it. So, the cat will start purring when it hears the alarm clock go off. So, the cat has been classically conditioned.

3. AFTER conditioning, the alarm clock ringing is the ____________ and purring is the ____________.
   a. unconditioned stimulus, unconditioned response.
   b. conditioned stimulus, unconditioned response.
   c. conditioned stimulus, conditioned response.
   d. unconditioned stimulus, conditioned response.

4. BEFORE conditioning, the alarm clock is the ______________ and petting is the ______________.
   A. conditioned stimulus, unconditioned response.
   B. neutral stimulus, conditioned stimulus.
   C. neutral stimulus, unconditioned stimulus.
   D. unconditioned stimulus, unconditioned response.
5. If I quit petting my cat when the alarm goes off, and continue to not pet it when the alarm goes off over a number of mornings, then my cat might quit purring when the alarm goes off. However, it is likely that at some later date my cat would begin to purr again when the alarm goes off. This characterizes:

a. generalization
b. extinction
c. operant conditioning
d. spontaneous recovery

6. Coaches will often give praise when a player does something well in the hopes that the praise will encourage the player to do well in the future. The coach is applying:

a. classical conditioning
b. extinction
c. generalization
d. the law of effect

7. For optimal learning to take place, the neutral stimulus should be presented ________________.

a. immediately after the unconditioned stimulus
b. a long time after the unconditioned stimulus
c. immediately before the unconditioned stimulus
d. a long time before the unconditioned stimulus

8. If I conditioned you to be fearful of a white cat, you might also fear a white rabbit. This would exemplify:

a. extinction
b. shaping
c. operant conditioning
d. generalization

9. Operant conditioning associates behavior with ________________.

a. unconditioned responses
b. consequences
c. conditioned responses
d. none of the above

10. If I were helping a little kid learn to do a trick. Early on, when they are trying to learn to do the trick, I praise them when they come remotely close to accomplishing the trick. Later, as they get better, I only praise them when they get closer to actually accomplishing the trick. Even later, I praise them when they actually accomplish the trick. This is an example of:

a. extinction
b. modeling
c. shaping
d. coercion
11. If your parents say that you don’t have to do your chores because you did so well on your exam, then they are providing:

   a. positive reinforcement  
   b. negative reinforcement  
   c. punishment  
   d. none of the above

12. “Token economies” can be set up where people are given tokens when they do what they are supposed to (these are often used in prisons, mental hospitals, etc.). The token can then be used to buy privileges, special snacks, etc. The tokens themselves would be considered ____________.

   a. primary reinforcers  
   b. secondary reinforcers  
   c. negative reinforcers  
   d. none of the above

13. Suppose I decide to reward the class if everyone showed up for class. Specifically, suppose that I gave candy out if everyone showed up for class for three days in a row. Then later I gave candy out if everyone showed up for class for six days in a row. Still later I gave candy out if everyone showed up for class for 2 days in a row. This is an example of a ____________ reinforcement schedule.

   A. fixed-interval  
   B. fixed-ratio  
   C. variable-interval  
   D. variable-ratio

14. “Super-parents” rewards their child every time it does something good (without fail). This person is applying a ____________ reinforcement schedule.

   A. partial.  
   B. fixed interval.  
   C. fixed ratio.  
   D. continuous.

15. If, unlike “super-parents”, “average-parents” rewards their child after ever fifth time that it does something good. “Average-parent” is applying a ____________ reinforcement schedule.

   A. continuous  
   B. fixed interval  
   C. fixed ratio  
   D. variable ratio

16. Which reinforcement schedule produces the longest lasting behaviors after reinforcement has been removed?

   a. fixed-interval  
   b. fixed-ratio  
   c. variable-interval  
   d. variable-ratio
17. Intrinsically motivated behaviors can be made less intrinsically motivating by applying an external reinforcer.

   A. true
   B. false

18. I described an experiment where a little kid saw someone get mad and beat up a doll. Afterwards, the same little kid was “angered” and put in a room with a doll. The kid __________ because of _____________.

   a. cried, operant conditioning
   b. hit the doll, operant conditioning
   c. cried, classical conditioning
   d. hit the doll, observational learning

19. The first component of the memory model is the sensory store (i.e., sensory memory). Sperling’s experiment, which we recreated in class, demonstrated that:

   A. we store a modified representation of the stimulus in memory for a brief period of time.
   B. we store an exact representation of the stimulus in memory for a brief period of time.
   C. we store an exact representation of the stimulus in memory as long as we rehearse.
   D. we store a modified representation of the stimulus in memory for a brief period of time.

20. Short-term memory is DURATION limited. This refers to the fact that if NOT rehearsed:

   A. information goes into long-term memory
   B. we cannot hold more than 30 items in short-term memory at a time
   C. information stored in short-term memory decays
   D. information from the sensory store has a particular duration within which it can get into short-term memory

21. Short-term memory is CAPACITY limited. I demonstrated this by asking everyone to remember a list of 20 words (including “pickle”, “hamster”, etc). The demonstration replicated the existing research because most people remembered:

   A. 7 items
   B. 7 – 9 items
   C. 5 – 9 items
   D. 5 – 11 items

22. As information moves through the memory model, a very short-lived exact copy of perceptual information exists in:

   A. short-term memory
   B. long-term memory
   C. the sensory store
   D. none of the above
23. When asked to remember a list of things, it is likely that you will forget things in the middle of the list and remember those things at the beginning and the end of the list. This demonstrates ___________________.

A. priming  
B. rehearsal  
C. the serial position effect  
D. none of the above

24. If one rehearses information in short-term memory the information:

A. may be passed on to long-term memory  
B. is retained in short-term memory as long as one rehearses  
C. both a & b  
D. none of the above

25. Due to the fact that we are very visually dominant creatures, the most effective rehearsal strategy is to visualize the concept that you are trying to remember.

A. true  
B. false

26. If one combines pieces of information together, then one can increase the amount of information that can be held in short-term memory, which is known as:

A. rehearsal  
B. overlearning  
C. chunking  
D. the serial position effect

27. Popular culture always talks about physical things called “memories” that are stored in our heads. Where does the current research suggest that these memories are stored.

A. the hippocampus  
B. the temporal lobe  
C. the association areas  
D. none of the above

28. You have been involved in a car accident. Afterwards, you know all of the facts and personal information that you did before the accident. However, you have forgotten how to do all the things that you knew how to do before the accident (like ride a bike, write, etc.). In this case, you have lost your ______________ memory, while keeping your ____________ memory.

A. short-term  |  long-term  
B. semantic  |  procedural  
C. procedural  |  semantic  
D. long-term  |  short-term
29. I described a situation where a musician had brain damage and no longer could store information about his daily life in long-term memory. For example, every time his wife left and then came back into the room, he reacted as if he had not seen her since the accident. However, he could still play musical instruments and learn to do other physical activities. In this case, his _______________ was disrupted but his _______________ was intact.

A. procedural | semantic
B. semantic | procedural
C. episodic | procedural
D. procedural | episodic

30. The other day, I was trying to remember my 4th grade teacher’s name. Since I couldn’t remember her name, I tried to think about all the other stuff I could remember from that time in my life. Suddenly, I could remember her name. My sudden ability to remember her name was likely the result of:

A. rehearsal
B. priming
C. over-learning
D. delusions

31. If I changed my name, then people who knew me as Keith Jones would likely have a hard time learning my new name because of:

A. retroactive interference
B. proactive interference
C. priming
D. none of the above

32. Going to sleep right after studying and taking the test first thing in the morning is beneficial because you are avoiding:

A. proactive interference
B. retroactive interference
C. priming
D. overlearning

33. Forgetting can happen because the information:

A. never got into short-term or long-term memory
B. decays
C. is unavailable (either through interference or lack of cues).
D. all of the above
E. none of the above

34. As you take notes, you might replay exactly what your professor just said in your head. You are consciously aware of this information because it resides in your:

A. short-term memory
B. long-term memory
C. sensory store
D. all of the above
35. Studying for 5 hours continuously, as opposed to studying for 5 hours total over a few days, allows for deeper processing of the to-be-learned information and will result in greater long-term retention of the information.

A. true  
B. false

36. Your memory of your grandmother is located in your hippocampus.

a. true  
b. false

37. Myra has such a high level of self-esteem that she is typically on the lookout for positive comments about her appearance and behavior. In addition, she frequently ignores people who say that she isn’t as good as she thinks she is. Myra best illustrates the:

a. confirmation bias  
b. false consensus effect  
c. naturalistic observation  
d. hindsight bias

38. You have a pair of pliers and a bag of nuts in the shell. You are lamenting the fact that you can't shell the nuts because you do not have a nutcracker. Your inability to perceive the pliers as a makeshift nutcracker demonstrates __________ on your part.

a. functional fixedness  
b. mental set  
c. insight insufficiency  
d. heuristic reasoning

39. Salvador hates to work through the problems on his calculus assignments step-by-step and he often tries shortcuts that might save him some time. It appears that Salvador prefers to use

a. algorithms rather than heuristics in solving calculus problems  
b. functional fixedness in solving calculus problems  
c. heuristics rather than algorithms in solving calculus problems  
d. analogies in solving calculus problems

40. You can't think of a single instance when Cathy helped you out, and so you decide that Cathy must be an ungenerous person. Your judgment is based on

a. subjective utility  
b. the representativeness heuristic  
c. the availability heuristic  
d. expected value
41. Duncker’s “candle problem” is an example of a situation where you need to avoid:

   A. the set effect
   B. functional fixedness
   C. the representativeness heuristic
   D. none of the above

42. A racist person might actively ignore available information that suggests that all people of a certain racial group are not bad. At the same time, that individual would likely seek out information that suggests that people of that racial group are bad, such as focusing on one person he/she knows who is both of that racial group and bad. This racist person would be exhibiting the:

   A. availability heuristic
   B. representativeness heuristic
   C. confirmation bias
   D. framing effects

43. Human Factors psychology is concerned with improving the relationship between:

   A. husbands and wives
   B. people and technology
   C. employees and employers
   D. none of the above

44. At its heart, Human Factors is about improving ______________, while maintaining ______________.

   A. self-esteem / self-worth
   B. effectiveness / safety
   C. sensation / perceptual capability
   D. safety / effectiveness

45. Automation (i.e., taking control away from the operator and giving it to a machine) has created a whole new set of difficult human factors problems.

   a. true
   b. false

46. We watched a video that talked about human factors issues associated with flying aircraft. Which of the following issues was the primary problem discussed in that video?

   a. mode confusion
   b. pilot automaticity
   c. pilot to co-pilot communication
   d. all of the above

**NOTE:** Several questions were removed from this exam because they did not relate to the material covered in this class. The actual exam will have 50 questions as usual.
## Answer Key

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