**KSS Psych 12AP Unit 1 and 2 Practice Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

\_\_\_\_ 1. Which of the following best describes the view of the mind held by Plato and Socrates?

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| --- | --- |
| a. | The mind should be studied through careful, empirical observations. |
| b. | The mind is an illusion produced by the brain. |
| c. | The mind is separate from the body and continues after the body dies. |
| d. | The mind is made up of knowledge that is a result of our experiences. |
| e. | The mind results from biological processes produced by neural transmissions. |

\_\_\_\_ 2. The ideas that most directly helped form modern empiricism were proposed by

|  |  |
| --- | --- |
| a. | Plato and Socrates. |
| b. | John Locke and Francis Bacon. |
| c. | Plato and René Descartes. |
| d. | Socrates and Confucius. |
| e. | Aristotle and Socrates. |

\_\_\_\_ 3. Which philosopher would have been most enthusiastic about modern empiricism?

|  |  |
| --- | --- |
| a. | Plato |
| b. | Socrates |
| c. | Aristotle |
| d. | René Descartes |
| e. | Immanuel Kant |

\_\_\_\_ 4. Wilhelm Wundt's laboratory work involved experimental studies of

|  |  |
| --- | --- |
| a. | animal intelligence. |
| b. | personality development. |
| c. | learning and memory. |
| d. | reactions to sensory stimulation. |
| e. | association and generalization. |

\_\_\_\_ 5. In Wilhelm Wundt's experiments, participants were asked to press a key as soon as they were consciously aware of perceiving a sound. By asking participants to examine and report their conscious experiences, Wundt was making use of which of the following?

|  |  |
| --- | --- |
| a. | structuralism |
| b. | empiricism |
| c. | tabula rasa |
| d. | introspection |
| e. | functionalism |

\_\_\_\_ 6. Functionalism was a school of psychology that focused attention on the

|  |  |
| --- | --- |
| a. | adaptive value of conscious thoughts and emotions. |
| b. | component elements of sensory experience. |
| c. | disruptive effects of unconscious motives. |
| d. | treatment of psychological disorders. |
| e. | inward immediate sensations, feelings, and impulses. |

\_\_\_\_ 7. Who was a student of William James and the first female president of the American Psychological Association?

|  |  |
| --- | --- |
| a. | Jean Piaget |
| b. | Francis Bacon |
| c. | Rosalie Rayner |
| d. | Mary Calkins |
| e. | Margaret Washburn |

\_\_\_\_ 8. Who was the American philosopher who authored a textbook in 1890 for the emerging discipline of psychology?

|  |  |
| --- | --- |
| a. | Wilhelm Wundt |
| b. | John B. Watson |
| c. | Sigmund Freud |
| d. | William James |
| e. | Mary Calkins |

\_\_\_\_ 9. In explaining human behavior, psychoanalysts are likely to focus on \_\_\_\_\_\_\_\_, whereas humanistic psychologists concentrate on \_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| a. | evolved functions of our thoughts and feelings; self-reports of immediate physical sensations |
| b. | observable behavior; the way we perceive, process, and remember information |
| c. | childhood experiences and unconscious thought processes; current environmental influences on potential |
| d. | introspective reports of immediate sensations; empirical research relying on observation and experimentation |
| e. | the study of brain activity linked with mental activity; the examination of the stream of consciousness and emotion |

\_\_\_\_ 10. In the 1960s, humanistic psychologists considered the approach advanced by behaviorists to be excessively

|  |  |
| --- | --- |
| a. | illogical. |
| b. | biological. |
| c. | introspective. |
| d. | limited. |
| e. | cognitive. |

\_\_\_\_ 11. Charles Darwin believed that behaviors, such as the emotional expressions associated with human rage, could be explained by natural selection. Which early psychologist would be most likely to agree with Darwin's assessment?

|  |  |
| --- | --- |
| a. | William James |
| b. | Edward B. Titchener |
| c. | Wilhelm Wundt |
| d. | John B. Watson |
| e. | Ivan Pavlov |

\_\_\_\_ 12. Which statement best exemplifies contemporary psychology's understanding of the nature-nurture issue?

|  |  |
| --- | --- |
| a. | Children learn grammar mostly from experience. |
| b. | Sexual behaviors are more “pushed” by inner biology. |
| c. | Depression is a disorder of the brain and of thought. |
| d. | Humans are alike because of our evolutionary history. |
| e. | Intelligence is purely an inborn trait. |

\_\_\_\_ 13. Janna has low self-esteem because she is often teased for being overweight. Appreciating the complexity of Janna's difficulties requires

|  |  |
| --- | --- |
| a. | introspection. |
| b. | psychoanalysis. |
| c. | massed practice. |
| d. | a biopsychosocial approach. |
| e. | structuralism. |

\_\_\_\_ 14. Mr. Lopez believes that severe depression results primarily from an imbalanced diet and abnormal brain chemistry. Mr. Lopez favors a \_\_\_\_\_\_\_\_ perspective on depression.

|  |  |
| --- | --- |
| a. | biological |
| b. | psychodynamic |
| c. | behavioral |
| d. | cognitive |
| e. | psychoanalytic |

\_\_\_\_ 15. The behavioral perspective is most likely to emphasize the importance of

|  |  |
| --- | --- |
| a. | cognition. |
| b. | observable responses. |
| c. | introspection. |
| d. | natural selection. |
| e. | self-esteem. |

\_\_\_\_ 16. Dr. MacPherson believes that the way students organize and think about the information in their textbooks will strongly influence their ability to later remember and use what they have studied. Dr. MacPherson's ideas most directly exemplify the \_\_\_\_\_\_\_\_ perspective.

|  |  |
| --- | --- |
| a. | social-cultural |
| b. | cognitive |
| c. | psychodynamic |
| d. | humanistic |
| e. | biological |

\_\_\_\_ 17. Dr. Wilson attributes the delinquent behaviors of many teens to the pressures associated with being members of street gangs. Her account best illustrates a(n) \_\_\_\_\_\_\_\_ perspective.

|  |  |
| --- | --- |
| a. | psychodynamic |
| b. | behavioral |
| c. | social-cultural |
| d. | biological |
| e. | evolutionary |

\_\_\_\_ 18. Dr. Wilcox conducts basic research on the behavioral differences between shy and outgoing people. Dr. Wilcox is most likely a(n) \_\_\_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | clinical |
| b. | biological |
| c. | cognitive |
| d. | industrial-organizational |
| e. | personality |

\_\_\_\_ 19. Dr. Ochoa develops tests to accurately identify the most qualified job applicants in a large manufacturing firm. Which psychological specialty does Dr. Ochoa's work best represent?

|  |  |
| --- | --- |
| a. | developmental psychology |
| b. | industrial-organizational psychology |
| c. | biological psychology |
| d. | clinical psychology |
| e. | psychiatry |

\_\_\_\_ 20. For no apparent reason, Adam has recently begun to feel so tense and anxious that he frequently stays home from work. It would be most beneficial for Adam to contact a(n) \_\_\_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | industrial-organizational |
| b. | clinical |
| c. | personality |
| d. | biological |
| e. | social |

\_\_\_\_ 21. Mr. Kay is interested in whether individual differences affect learning. Mr. Kay is most likely a(n) \_\_\_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | human factors |
| b. | developmental |
| c. | educational |
| d. | social |
| e. | clinical |

\_\_\_\_ 22. Dr. Anderson spends much of his time studying the behavior of rats who are learning to run mazes in his lab on campus, as well as teaching courses at the university. Because of his focus on the basic behaviors of animals, Dr. Anderson is considered to be a(n) \_\_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | social |
| b. | community |
| c. | experimental |
| d. | psychometric |
| e. | clinical |

\_\_\_\_ 23. Dr. Preston is a specialist who goes to areas that have been hit by natural disasters and works with teams there to manage the resulting crises among the members of the public who have been affected. Dr. Preston is most likely a(n) \_\_\_\_\_\_ psychologist.

|  |  |
| --- | --- |
| a. | community |
| b. | clinical |
| c. | social |
| d. | counseling |
| e. | forensic |

\_\_\_\_ 24. Alexandra is told that research supports the value of cosmetic surgery for boosting self-esteem. Belinda is told that the esteem-enhancing value of cosmetic surgery has been refuted by research. Both women would consider the findings to be common sense. This best illustrates the power of

|  |  |
| --- | --- |
| a. | random sampling. |
| b. | overconfidence. |
| c. | the hindsight bias. |
| d. | illusory correlation. |
| e. | the double-blind procedure. |

\_\_\_\_ 25. Thinking that she had outperformed most of her classmates, Glenda was surprised to receive just an average grade on her psychology test. Glenda's experience best illustrates

|  |  |
| --- | --- |
| a. | overconfidence. |
| b. | the hindsight bias. |
| c. | the placebo effect. |
| d. | negative correlation. |
| e. | illusory correlation. |

\_\_\_\_ 26. Which of the following questions most likely could be answered using an empirical approach?

|  |  |
| --- | --- |
| a. | Is human nature basically good or evil? |
| b. | What causes aggression? |
| c. | What happens after we die? |
| d. | How will style choices change in the future? |
| e. | What is the basis of faith? |

\_\_\_\_ 27. Which two questions exemplify the scientific attitude?

|  |  |
| --- | --- |
| a. | What do you mean? How do you know? |
| b. | Who believes you? What are their qualifications? |
| c. | How common is this answer? How many people agree? |
| d. | Is this an established truth? How long has it been considered fact? |
| e. | Which truths does this agree with? Which truths does it contradict? |

\_\_\_\_ 28. The news media reported that a new pesticide was not harmful to humans. Which of the following statements best exemplifies critical thinking in response to this report?

|  |  |
| --- | --- |
| a. | “I think I will try this pesticide on my own garden to kill pests.” |
| b. | “I don't like to use pesticides, but this one is safe.” |
| c. | “I think I'll use this product, but I think I'll wear gloves.” |
| d. | “I wonder who funded this study?” |
| e. | “I don't believe this study because I got a rash after using this poison on my garden.” |

\_\_\_\_ 29. Professor Delano suggests that because people are especially attracted to those who are good-looking, handsome men will be more successful than average-looking men in getting a job. The professor's prediction regarding employment success is an example of

|  |  |
| --- | --- |
| a. | the hindsight bias. |
| b. | the placebo effect. |
| c. | a hypothesis. |
| d. | illusory correlation. |
| e. | an operational definition. |

\_\_\_\_ 30. To understand the unusual behavior of an adult client, a clinical psychologist carefully investigates the client's current life situation and his physical, social-cultural, and educational history. Which research method has the psychologist used?

|  |  |
| --- | --- |
| a. | the survey |
| b. | the case study |
| c. | experimentation |
| d. | naturalistic observation |
| e. | correlation |

\_\_\_\_ 31. What is the primary limitation of the case study research method?

|  |  |
| --- | --- |
| a. | It is not an empirical method. |
| b. | The case study is not part of the scientific method. |
| c. | Random sampling must be used to ensure representative findings. |
| d. | Individual cases can be misleading and result in false generalizations. |
| e. | Correlational findings from case studies cannot be interpreted as causal. |

\_\_\_\_ 32. Which research method would be most appropriate for investigating the relationship between the religious beliefs of Americans and their attitudes toward abortion?

|  |  |
| --- | --- |
| a. | the survey |
| b. | naturalistic observation |
| c. | the case study |
| d. | experimentation |
| e. | random assignment |

\_\_\_\_ 33. To learn about the TV viewing habits of all the children attending Oakbridge School, Professor DeVries randomly selected and interviewed 50 of the school's students. In this instance, all the children attending the school are considered to be a(n)

|  |  |
| --- | --- |
| a. | population. |
| b. | representative sample. |
| c. | independent variable. |
| d. | control condition. |
| e. | dependent variable. |

\_\_\_\_ 34. George was worried about his bakery's new cupcakes after two customers disliked them on the first day, but when he surveyed his customers over the next week, more than 90% of the customers said they loved them. By giving too much weight to those two customers before the survey, George almost committed an error known as

|  |  |
| --- | --- |
| a. | a sampling bias. |
| b. | wording effects. |
| c. | a replication error. |
| d. | confusing correlation with causation. |
| e. | not following ethical guidelines. |

\_\_\_\_ 35. A correlation coefficient is a measure of the

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| --- | --- |
| a. | difference between the highest and lowest scores in a distribution. |
| b. | average squared deviation of scores from a sample mean. |
| c. | direction and strength of the relationship between two variables. |
| d. | statistical significance of a difference between two sample means. |
| e. | frequency of scores at each level of some measure. |

\_\_\_\_ 36. If the correlation between the physical weight and reading ability of children is +0.85, this would indicate that

|  |  |
| --- | --- |
| a. | there is very little statistical relationship between weight and reading ability among children. |
| b. | low body weight has a negative effect on the reading abilities of children. |
| c. | better reading ability is associated with greater physical weight among children. |
| d. | body weight has no causal influence on the reading abilities of children. |
| e. | weight is a causal variabledependent on reading ability. |

\_\_\_\_ 37. Which of the following correlation coefficients expresses the weakest degree of relationship between two variables?

|  |  |
| --- | --- |
| a. | –0.12 |
| b. | +1.00 |
| c. | –0.99 |
| d. | +0.25 |
| e. | –0.50 |

\_\_\_\_ 38. The belief that weather conditions signal the onset of arthritis pain best illustrates

|  |  |
| --- | --- |
| a. | an illusory correlation. |
| b. | operational definition. |
| c. | the hindsight bias. |
| d. | overconfidence. |
| e. | random sampling. |

\_\_\_\_ 39. Researchers are interested in studying the impact of drugs on human fetuses. In this case, why would a correlational study be more appropriate than an experiment?

|  |  |
| --- | --- |
| a. | because cause and effect can only be determined by a correlational study |
| b. | because correlational studies allow you to observe behavior in nonartificial environments |
| c. | because researchers using correlational studies may generalize to the population from an atypical case |
| d. | because participants could not be ethically assigned to an experimental or control condition |
| e. | because correlational studies permit researchers to estimate the reported behaviors of a whole population |

\_\_\_\_ 40. To accurately infer cause and effect, experimenters should use

|  |  |
| --- | --- |
| a. | random assignment. |
| b. | naturalistic observation. |
| c. | standard deviations. |
| d. | correlation coefficients. |
| e. | scatterplots. |

\_\_\_\_ 41. To minimize the extent to which outcome differences between experimental and control conditions can be attributed to placebo effects, researchers make use of

|  |  |
| --- | --- |
| a. | random sampling. |
| b. | the double-blind procedure. |
| c. | random assignment. |
| d. | operational definitions. |
| e. | replication. |

\_\_\_\_ 42. To provide a baseline against which they can evaluate the effects of a specific treatment, experimenters make use of a(n)

|  |  |
| --- | --- |
| a. | dependent variable. |
| b. | random sample. |
| c. | independent variable. |
| d. | control condition. |
| e. | experimental condition. |

\_\_\_\_ 43. In the hypothesis “Students who study a list of terms in the morning, just after waking up, will recall more terms than students who study the list just before falling asleep,” what is the independent variable?

|  |  |
| --- | --- |
| a. | list of terms |
| b. | memorization |
| c. | time of day |
| d. | number of terms remembered |
| e. | students |

\_\_\_\_ 44. During the past year, Zara and Ivan each read 2 books, but George read 9, Ali read 12, and Marsha read 25. The median number of books read by these individuals was

|  |  |
| --- | --- |
| a. | 2. |
| b. | 50. |
| c. | 10. |
| d. | 12. |
| e. | 9. |

\_\_\_\_ 45. The most commonly reported measure of central tendency is the

|  |  |
| --- | --- |
| a. | mode. |
| b. | mean. |
| c. | normal distribution. |
| d. | median. |
| e. | standard deviation. |

\_\_\_\_ 46. Why would the median, rather than the mean, be the appropriate measure of central tendency in determining housing values in a particular community?

|  |  |
| --- | --- |
| a. | The median is useful for measuring how much values deviate from one another. |
| b. | The median is minimally affected by extreme scores. |
| c. | The median is best used to sort values into groups. |
| d. | The median allows you to examine the gap between the lowest and highest value. |
| e. | The median allows you to generalize from representative samples to the general population. |

\_\_\_\_ 47. Evelyn wants to know how consistent her bowling scores have been during the past season. Which of the following measures would be most relevant to this specific concern?

|  |  |
| --- | --- |
| a. | mean |
| b. | median |
| c. | scatterplot |
| d. | standard deviation |
| e. | correlation coefficient |

\_\_\_\_ 48. If scores on the Wechsler Adult Intelligence Scale (WAIS) are normally distributed, with a mean of 100 and a standard deviation of 15, what percentage of scores will fall between 85 and 115?

|  |  |
| --- | --- |
| a. | 34 |
| b. | 47 |
| c. | 68 |
| d. | 80 |
| e. | 95 |

\_\_\_\_ 49. Why are researchers so careful about drawing conclusions regarding statistical significance?

|  |  |
| --- | --- |
| a. | Statistical significance determines which research method should be used for a hypothesis. |
| b. | They want to make sure an observed difference isn't due to chance. |
| c. | Statistical significance is primarily a subjective decision, so researchers need to be more careful. |
| d. | They need to make sure the results are important. |
| e. | Statistical significance is used in case studies, not experiments, so researchers do not have a control group to rely on. |

\_\_\_\_ 50. What do researchers call a difference between the means of experimental and control groups when they know the averages are reliable and the difference between the groups is unlikely due to random chance or extraneous variables?

|  |  |
| --- | --- |
| a. | operationally defined |
| b. | statistically significant |
| c. | normal curve |
| d. | standard deviation |
| e. | experimental group |

\_\_\_\_ 51. The enduring traditions, attitudes, and behaviors shared by a large group of people constitutes their

|  |  |
| --- | --- |
| a. | culture. |
| b. | normal curve. |
| c. | wording effects. |
| d. | statistical significance. |
| e. | operational definition. |

\_\_\_\_ 52. A researcher who gathers and analyzes data from student essay test responses without talking with the students about the study violates which ethical principle of human experimentation?

|  |  |
| --- | --- |
| a. | informed consent |
| b. | protection from harm |
| c. | confidentiality |
| d. | debriefing |
| e. | coercion |

**KSS Psych 12AP Unit 1 and 2 Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

 1. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 1-1

TOP: Psychology's roots SKL: Conceptual

 2. ANS: B PTS: 1 DIF: Medium OBJ: Unit I | 1-1

TOP: Psychology's roots SKL: Conceptual

 3. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 1-1

TOP: Psychology's roots SKL: Conceptual

 4. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Psychological science is born SKL: Factual/Definitional

 5. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Psychological science is born SKL: Conceptual/Application

 6. ANS: A PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Thinking about the mind's functions SKL: Factual/Definitional

 7. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Thinking about the mind's functions SKL: Factual/Definitional

 8. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 1-2

TOP: Thinking about the mind's functions SKL: Factual/Definitional

 9. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 1-3

TOP: Psychological science develops SKL: Conceptual/Application

 10. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 1-3

TOP: Psychological science develops SKL: Factual/Definitional

 11. ANS: A PTS: 1 DIF: Medium OBJ: Unit I | 2-1

TOP: Psychology's biggest question SKL: Conceptual/Application

 12. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 2-1

TOP: Psychology's biggest question SKL: Conceptual/Application

 13. ANS: D PTS: 1 DIF: Medium OBJ: Unit I | 2-2

TOP: Psychology's three main levels of analysis SKL: Conceptual/Application

 14. ANS: A PTS: 1 DIF: Medium OBJ: Unit I | 2-2

TOP: Psychology's three main levels of analysis SKL: Conceptual/Application

 15. ANS: B PTS: 1 DIF: Medium OBJ: Unit I | 2-2

TOP: Psychology's three main levels of analysis SKL: Factual/Definitional

 16. ANS: B PTS: 1 DIF: Medium OBJ: Unit I | 2-2

TOP: Psychology's three main levels of analysis SKL: Conceptual/Application

 17. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 2-2

TOP: Psychology's three main levels of analysis SKL: Conceptual/Application

 18. ANS: E PTS: 1 DIF: Medium OBJ: Unit I | 2-3

TOP: Psychology's subfields SKL: Conceptual/Application

 19. ANS: B PTS: 1 DIF: Medium OBJ: Unit I | 2-3

TOP: Psychology's subfields SKL: Conceptual/Application

 20. ANS: B PTS: 1 DIF: Medium OBJ: Unit I | 2-3

TOP: Psychology's subfields SKL: Conceptual/Application

 21. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 2-3

TOP: Psychology's subfields SKL: Conceptual/Application

 22. ANS: C PTS: 1 DIF: Medium OBJ: Unit I | 3-1

TOP: Careers in Psychology SKL: Conceptual/Application

 23. ANS: A PTS: 1 DIF: Medium OBJ: Unit I | 3-1

TOP: Careers in Psychology SKL: Conceptual/Application

 24. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 4-1

TOP: Hindsight bias SKL: Conceptual/Application

 25. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 4-1

TOP: Overconfidence SKL: Conceptual

 26. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 4-2

TOP: The scientific attitude SKL: Conceptual

 27. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 4-2

TOP: The scientific attitude SKL: Conceptual

 28. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 4-2

TOP: Critical thinking SKL: Conceptual/Application

 29. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 5-1

TOP: The scientific method SKL: Conceptual/Application

 30. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The case study SKL: Conceptual/Application

 31. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The case study SKL: Conceptual/Application

 32. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The survey SKL: Conceptual/Application

 33. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The survey SKL: Conceptual/Application

 34. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 5-2

TOP: The survey SKL: Conceptual/Application

 35. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1

TOP: Correlation SKL: Factual/Definitional

 36. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1

TOP: Correlation SKL: Conceptual/Application

 37. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-1

TOP: Correlation SKL: Conceptual

 38. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-2

TOP: Illusory correlations SKL: Factual/Definitional

 39. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3

TOP: Experimentation SKL: Conceptual

 40. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-3

TOP: Experimentation SKL: Factual/Definitional

 41. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 6-3

TOP: Experimentation SKL: Factual/Definitional

 42. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3

TOP: Experimentation SKL: Factual/Definitional

 43. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-3

TOP: Independent and dependent variables SKL: Conceptual

 44. ANS: E PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Measures of central tendency SKL: Conceptual/Application

 45. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Measures of central tendency SKL: Factual/Definitional

 46. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Describing data/Measures of central tendency SKL: Factual/Definitional

 47. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Measures of variation SKL: Conceptual/Application

 48. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 7-1

TOP: Measures of variation SKL: Factual/Definitional

 49. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 7-2

TOP: Making inferences/When is a difference significant? SKL: Conceptual/Application

 50. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 7-2

TOP: Making inferences/When is a difference significant? SKL: Factual/Definitional

 51. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 8-1

TOP: Psychology applied/culture and gender SKL: Factual/Definitional

 52. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 8-4

TOP: Ethics in research/studying people SKL: Conceptual/Application