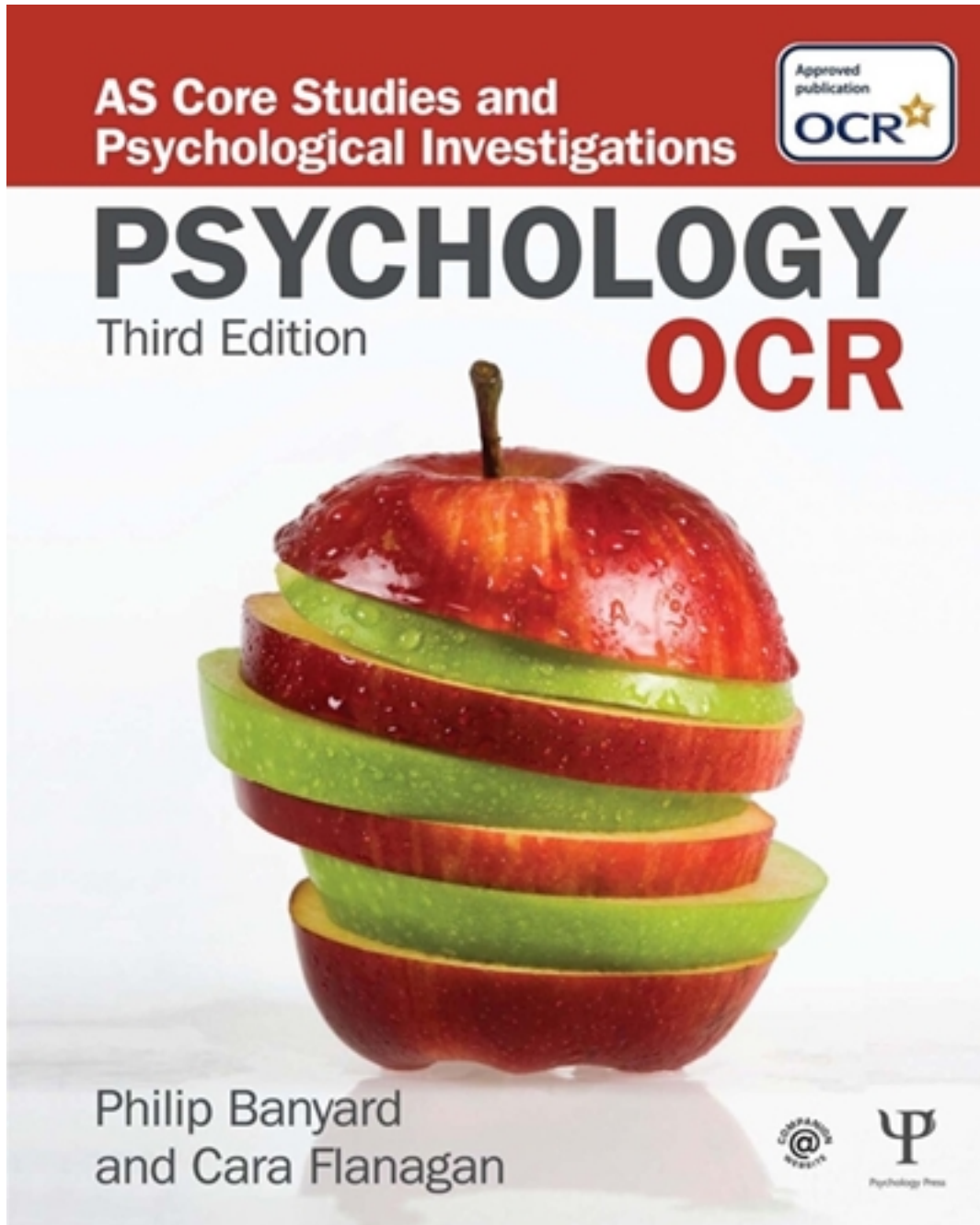


# Test Bank for OCR Psychology 3rd Edition by Banyard

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# Test Bank

**1 Why could Baron-Cohen's research be described as a quasi-experiment?**

- (A) Because each group of participants contained different people
- (B) Because the same people were used for each task
- (C) Because the independent variable was manipulated by the researchers
- (D) Because the dependent variable was measured quantitatively
- (E) Because the groups of participants already existed in the real world

**Answer:** (E) Because the groups of participants already existed in the real world

**2 Loftus and Palmer's research suggests that:**

- (A) Memory is very reliable
- (B) Memory can be affected by information you hear after something has happened
- (C) Memory is like a video tape running in your mind
- (D) Memory is a two-stage process
- (E) People find it easy to recall everything about an event they have seen

**Answer:** (B) Memory can be affected by information you hear after something has happened

**3 In Experiment 2, the question about broken glass was asked to:**

- (A) Test participants' observation skills
- (B) Distract them from thinking about car speed
- (C) See if their memory had been altered by the wording of the question in the first part of the study
- (D) See if they were paying attention to the film clip
- (E) See how much they knew about car crashes

**Answer:** (C) See if their memory had been altered by the wording of the question in the first part of the study

**4 In Experiment 1, the lowest mean speed estimate was how much lower than the highest mean speed estimate?**

- (A) 6 mph
- (B) 7 mph
- (C) 8 mph
- (D) 9 mph
- (E) 10 mph

**Answer:** (D) 9 mph

**5 In Loftus and Palmer's Experiment 1, the five verbs used in the question were:**

- (A) Collided, smashed, hit, contacted, bumped

- (B) Collided, contacted, bumped, touched, hit
- (C) Collided, hit, banged, contacted, struck
- (D) Hit, struck, bumped, thumped, touched
- (E) Collided, smashed, contacted, bumped, struck

**Answer:** (A) Collided, smashed, hit, contacted, bumped

**6 A 'critical question' in research is:**

- (A) One that sounds negative to the participants
- (B) One that sounds negative to the researchers
- (C) One that specifically addresses the subject of the research
- (D) One that could be understood in two ways
- (E) One that leads participants into answering in a particular way

**Answer:** (C) One that specifically addresses the subject of the research

**7 In Loftus and Palmer's research, the participants were:**

- (A) American Air Force personnel
- (B) British students
- (C) American university staff
- (D) British sixth formers
- (E) American students

**Answer:** (E) American students

**8 Over the 17 months, Kanzi produced how many nonimitative combinations of symbols?**

- (A) None
- (B) 1500
- (C) 2200
- (D) 2520
- (E) 2540

**Answer:** (E) 2540

**9 Matata did not learn to use symbols on her own. She required plenty of training. This may mean:**

- (A) Matata had lower levels of intelligence than Kanzi or Mulika
- (B) There is a critical window for a chimpanzee to learn language
- (C) She wasn't very interested in learning to communicate with the symbols
- (D) She wasn't given enough opportunities to learn the symbols

- (E) The symbols were too confusing for her

**Answer:** (B) There is a critical window for a chimpanzee to learn language

**10 At 14 months, Mulika learned some new words. These included:**

- (A) Peanut, mushroom, jam, went
- (B) Mushroom, cherry, banana, steak
- (C) Peanut, mushroom, jelly, go
- (D) Peanut, cherry, burger, go
- (E) Table, chair, melon, milk

**Answer:** (C) Peanut, mushroom, jelly, go

**11 Kanzi's communication system:**

- (A) Contained geometric symbols
- (B) Could not be used outside
- (C) Was called a 'hexagram'
- (D) Had no sound features
- (E) Was called a 'word board'

**Answer:** (A) Contained geometric symbols

**12 Bonobo chimpanzees:**

- (A) Are rare but very sociable and possibly highly intelligent
- (B) Are very common but sociable and intelligent
- (C) Are very common but antisocial although intelligent
- (D) Are rare but intelligent although social skills are poor
- (E) Are rare in captivity but increasing in numbers in the wild

**Answer:** (A) Are rare but very sociable and possibly highly intelligent

**13 Which of the following is false?**

- (A) Chimpanzees can imitate human sign language
- (B) Chimpanzees can learn to use symbols to mean particular objects
- (C) Chimpanzees can learn by being rewarded with playtime
- (D) Chimpanzees can reliably learn to say single words vocally
- (E) Chimpanzees communicate with each other in the wild

**Answer:** (D) Chimpanzees can reliably learn to say single words vocally

**14 The fact that the Eyes Task pictures were static when real life situations contain movement could be said to affect:**

- (A) How easy the task was to set up
- (B) Whether the participants enjoyed the task
- (C) How interesting the task was
- (D) The reliability of the study
- (E) The ecological validity of the study

**Answer:** (E) The ecological validity of the study

**15 Which of these is not a conclusion from Baron-Cohen's research?**

- (A) Females without autism do better on the Eyes Task than males without autism
- (B) There is some evidence of a lack of Theory of Mind in autistic people
- (C) There is a link between Theory of Mind and frontal brain abnormalities
- (D) Adults with autism are impaired on the Eyes Task
- (E) Theory of Mind is independent of general intelligence

**Answer:** (C) There is a link between Theory of Mind and frontal brain abnormalities

**16 The validity of the Eyes Task was checked by the use of:**

- (A) Happe's Odd Tales
- (B) Happe's Strange Stories
- (C) Happe's Understanding Task
- (D) Hoppie's Strange Stories
- (E) A story-writing task

**Answer:** (B) Happe's Strange Stories

**17 Why were the participants with Tourette syndrome used?**

- (A) Because they have IQs in the normal range but there are similarities in their developmental disorder
- (B) They were an easy group to access for the research
- (C) Because Tourette syndrome is unusual
- (D) Because Tourette syndrome is little understood
- (E) Because they were keen to be included

**Answer:** (A) Because they have IQs in the normal range but there are similarities in their developmental disorder

**18 Autistic people find the classic Sally–Anne test difficult because:**

- (A) They don't like playing with dolls

- (B) They don't understand the task
- (C) They find it hard to articulate the answer
- (D) They can't concentrate on what Sally and Anne are doing
- (E) They don't realise that Sally doesn't know something they have seen happen

**Answer:** (E) They don't realise that Sally doesn't know something they have seen happen

**19 The ability to infer other people's state of mind or intentions is known as:**

- (A) Mind theory
- (B) Mind reading
- (C) Empathy
- (D) Theory of Mind
- (E) Theory of understanding

**Answer:** (D) Theory of Mind

**1 In Loftus and Palmer's first experiment, which of the following is the correct order of the participants' speed estimates for the target verbs (highest first)?**

- (A) Smashed, contacted, bumped, hit, collided
- (B) Smashed, collided, bumped, hit, contacted
- (C) Hit, collided, smashed, bumped, contacted
- (D) Hit, collided, smashed, contacted, bumped
- (E) Smashed, hit, collided, bumped, contacted

**Answer:** (B) Smashed, collided, bumped, hit, contacted

**2 The IV in Loftus and Palmer's first experiment was:**

- (A) The question about the broken glass
- (B) The estimate of the speed
- (C) The verbs in the question
- (D) The film
- (E) The gender of the participants

**Answer:** (C) The verbs in the question

**3 The DV in Loftus and Palmer's second experiment was:**

- (A) The gender of the participants
- (B) The verbs in the question
- (C) The film
- (D) The age of the participants
- (E) Response to the question about the broken glass

**Answer:** (E) Response to the question about the broken glass

**4 The participants in the Loftus and Palmer study were all students. Which of the following are two disadvantages of using students for this study?**

- (A) Students have less experience of driving and estimating speed; students are better than average at remembering things and using their memory
- (B) Students are better than average at remembering things and using their memory; it is possible to generalise to the whole population
- (C) It is not possible to generalise to the whole population; it is possible that students are more likely to take the experiment seriously
- (D) It is possible that students are more likely to take the experiment seriously; students are not used to being eyewitnesses
- (E) Students are used to being eyewitnesses; students have less experience of driving and estimating speed

**Answer:** (A) Students have less experience of driving and estimating speed; students are better than average at remembering things and using their memory

**5 Loftus and Palmer conducted two experiments. Why did they conduct the second one?**

- (A) They weren't sure whether the findings in experiment 1 were because of genuine changes in memory or just because of response bias
- (B) They needed more participants
- (C) They needed participants to come back one week later to collect the results
- (D) They needed to create another control group
- (E) They weren't sure whether the findings in experiment 1 were ecologically valid

**Answer:** (A) They weren't sure whether the findings in experiment 1 were because of genuine changes in memory or just because of response bias

**6 Loftus and Palmer's study can best be described as a:**

- (A) Field experiment
- (B) Participant observation
- (C) Laboratory experiment
- (D) Controlled observation
- (E) Correlation

**Answer:** (C) Laboratory experiment

**7 Which of the following is an example of a leading question?**

- (A) Did you see a man?
- (B) What time did you leave the pub?
- (C) Where did you park your car?
- (D) Who did you talk to?
- (E) What time did you see that man leave the pub?

**Answer:** (E) What time did you see that man leave the pub?

**8 The best description of first-order theory of mind tests involves the subject:**

- (A) Reasoning about what one person thinks about another person's thoughts
- (B) Inferring the thoughts of one other person
- (C) Reasoning about events in a story
- (D) Inferring the emotion of a person from looking at their eyes
- (E) Inferring the thoughts of a person from looking at their eyes

**Answer:** (B) Inferring the thoughts of one other person

**9 The best description of second-order theory of mind tests involves the subject:**



- (A) Inferring the emotion of a person from looking at their eyes
- (B) Inferring the thoughts of one other person
- (C) Reasoning about events in a story
- (D) Reasoning about what one person thinks about another person's thoughts
- (E) Inferring the thoughts of a person from looking at their eyes

**Answer:** (D) Reasoning about what one person thinks about another person's thoughts

**10 Which of the following was not a result from Baron-Cohen et al. study?**

- (A) Only eight of the autism/AS group performed better than chance
- (B) The normal and Tourette syndrome group performed identically
- (C) There was a ceiling effect for the normal and Tourette syndrome group
- (D) The autism/AS group were significantly less able to cope with the Eyes Task
- (E) In the normal group, males performed significantly better than females

**Answer:** (E) In the normal group, males performed significantly better than females

**11 Which of the following is the best explanation of why Baron-Cohen et al. wanted to develop the Eyes Task?**

- (A) Other research has discredited the Sally-Anne task
- (B) There is a need to develop a test to see if high-functioning adults with autism/AS do have a Theory of Mind
- (C) Other tasks that have been used to identify autism are too complex for autistic spectrum adults
- (D) There is a need to develop a test of intelligence for autistic spectrum adults
- (E) No one has used the Eyes Task before now

**Answer:** (A) Other research has discredited the Sally-Anne task

**12 Why did Baron-Cohen et al. ask participants to identify the gender of the eyes?**

- (A) To see if there was any gender differences in the task
- (B) To be sure that a poor score on the Eyes Task was because of lack of Theory of Mind and not basic emotional recognition more generally
- (C) To be sure that a poor score on the Eyes Task was because of lack of Theory of Mind and not face perception more generally
- (D) To find out if there were any differences between the three groups of participants
- (E) To see if the participants could interpret the context

**Answer:** (C) To be sure that a poor score on the Eyes Task was because of lack of Theory of Mind and not face perception more generally

**13 Which of the following is not true about Theory of Mind?**

- (A) It is the ability to infer, in other people, a range of mental states

- (B) Research has shown that chimpanzees have a Theory of Mind
- (C) According to Baron-Cohen et al., lack of Theory of Mind is the core feature of autism
- (D) There are different degrees of Theory of Mind
- (E) It was a term first coined by animal psychologists

**Answer:** (B) Research has shown that chimpanzees have a Theory of Mind

**14 Why did Baron-Cohen et al. also use Happe's Strange Stories Task?**

- (A) Because the Strange Stories are a second-order Theory of Mind task
- (B) To make sure the results were not related to intelligence
- (C) To see if there was a relationship between age and performance on the Eyes Task
- (D) To check the validity of the Eyes Task
- (E) To make sure the results were not related to Tourette syndrome

**Answer:** (D) To check the validity of the Eyes Task

**15 Which of the following is not true of autism?**

- (A) There is a rising rate of autism in the UK
- (B) Autistic children like change and variety in their routines
- (C) Autistic children often have obsessive interests
- (D) Autistic children often have difficulty with social relationships
- (E) Autism is more common among males than females

**Answer:** (B) Autistic children like change and variety in their routines

**16 In Savage-Rumbaugh et al.'s study what is the probable reason for Kanzi's faster rate of word acquisition compared with Mulika?**

- (A) Kanzi is a pygmy chimp, while Mulika is a common chimp
- (B) Kanzi was older than Mulika
- (C) Kanzi had probably acquired some words from watching his mother
- (D) Mulika preferred gestures
- (E) Mulika did not like using the lexigram

**Answer:** (C) Kanzi had probably acquired some words from watching his mother

**17 In total Mulika learned how many words during the period of the report in Savage-Rumbaugh et al.'s study?**

- (A) 37
- (B) 25
- (C) 29
- (D) 32

(E) 46

**Answer:** (A) 37

**18 Why did Kanzi and Mulika have formal tests in Savage-Rumbaugh et al.'s study?**

- (A) To provide clear, objective evidence of their vocabulary
- (B) None of these
- (C) To make sure their use of words was not just contextual cues
- (D) To make sure their use of words was not just inadvertent glances
- (E) All of these

**Answer:** (E) All of these

**19 How many months old was Kanzi at the beginning of Savage-Rumbaugh et al.'s study?**

- (A) 30
- (B) 11
- (C) 21
- (D) 16
- (E) 37

**Answer:** (A) 30

**20 Which of the following methods was not used to collect data in Savage-Rumbaugh et al.'s study?**

- (A) Informal observations
- (B) Formal tests
- (C) Behaviour verification
- (D) Structured questions
- (E) Directing a 'blind' visitor around the wooded area

**Answer:** (A) Informal observations

**1 In Loftus and Palmer's first experiment, which of the following is the correct order of the participants' speed estimates for the target verbs (highest first)?**

- (A) Hit, collided, smashed, bumped, contacted
- (B) Smashed, hit, collided, bumped, contacted
- (C) Smashed, collided, bumped, hit, contacted
- (D) Hit, collided, smashed, contacted, bumped
- (E) Smashed, contacted, bumped, hit, collided

**Answer:** (C) Smashed, collided, bumped, hit, contacted

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- (A) The film
- (B) The gender of the participants
- (C) The verbs in the question
- (D) The estimate of the speed
- (E) The question about the broken glass

**Answer:** (C) The verbs in the question

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- (A) The film
- (B) The gender of the participants
- (C) The question about the broken glass
- (D) The verbs in the question
- (E) The age of the participants

**Answer:** (C) The question about the broken glass

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- (A) Students are better than average at remembering things and using their memory; It is possible to generalise to the whole population
- (B) It is not possible to generalise to the whole population; It is possible that students are more likely to take the experiment seriously
- (C) Students have less experience of driving and estimating speed; Students are better than average at remembering things and using their memory
- (D) It is possible that students are more likely to take the experiment seriously; Students are not used to being eyewitnesses
- (E) Students are used to being eyewitnesses; Students have less experience of driving and estimating speed

**Answer:** (C) Students have less experience of driving and estimating speed; Students are better than average at remembering things and using their memory

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- (B) They needed participants to come back one week later to collect the results
- (C) They needed to create another control group
- (D) They weren't sure whether the findings in experiment 1 were ecologically valid
- (E) They needed more participants

**Answer:** (A) They weren't sure whether the findings in experiment 1 were because of genuine changes in memory or just because of response bias

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- (A) Laboratory experiment
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- (C) Correlation
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**7 Which of the following is an example of a leading question?**

- (A) Where did you park your car?
- (B) What time did you see that man leave the pub?
- (C) Who did you talk to?
- (D) What time did you leave the pub?
- (E) Did you see a man?

**Answer:** (B) What time did you see that man leave the pub?

**8 The best description of first-order theory of mind tests involves the subject:**

- (A) Inferring the thoughts of one other person
- (B) Reasoning about events in a story
- (C) Inferring the thoughts of a person from looking at their eyes
- (D) Inferring the emotion of a person from looking at their eyes
- (E) Reasoning about what one person thinks about another person's thoughts

**Answer:** (A) Inferring the thoughts of one other person

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- (C) There is a need to develop a test of intelligence for autistic spectrum adults
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- (E) No one has used the Eyes Task before now

**Answer:** (A) There is a need to develop a test for identifying autism in adults

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- (D) To see if there was a relationship between age and performance on the Eyes Task
- (E) To make sure the results were not related to Tourette syndrome

**Answer:** (A) To check the validity of the Eyes Task

**15 Edit**

**Marks: 0/1**

**Which of the following is not true of autism?**

- (A) Autistic children like change and variety in their routines
- (B) Autistic children often have obsessive interests
- (C) Autism is more common amongst males than females.
- (D) Autistic children often have difficulty with social relationships
- (E) There is a rising rate of autism in the UK

**Answer:** (A) Autistic children like change and variety in their routines

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- (D) To make sure their use of words was not just inadvertant glances
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**Answer:** (A) All of these

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- (E) 30

**Answer:** (E) 30

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**Answer:** (A) Informal observations