PSYCHOLOGY ENTRANCE EXAMINATIONS

Useful for CUET-PG Psychology, GATE & Other M.A/ M.Sc Psychology Entrances

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HEALTH – EDUCATION – RESEARCH

Practice Set-II

1. c) basilar membrane
Explanation: The cochlea, the spiral-shaped organ in the inner ear responsible for hearing, is divided lengthwise by the basilar membrane. This membrane plays a crucial role in the process of hearing by vibrating in response to sound waves, which then stimulates the hair cells of the organ of Corti, leading to the generation of nerve impulses that are transmitted to the brain for interpretation as sound.

2. b) how high or low a sound is
Explanation: Pitch refers to how high or low a sound is perceived, and it is determined by the frequency of the sound wave. A higher frequency corresponds to a higher pitch, while a lower frequency corresponds to a lower pitch. Pitch is a fundamental attribute of auditory perception and is distinct from factors such as timbre (a sound's quality or tone colour), overtones (additional frequencies present in a sound), and amplitude (the strength or intensity of a sound wave).

3. c) binocular cues
Explanation: Binocular cues are visual distance and depth cues that require the use of both eyes. These cues include convergence (the inward movement of the eyes as an object gets closer), binocular disparity (the slight difference in the images seen by each eye), and stereopsis (the brain's ability to merge the slightly different images from each eye into a single, three-dimensional perception). These cues provide important information about depth and distance in the visual field.

4. d) hippocampus
Explanation: An injury to the hippocampus can result in difficulty with memory. The hippocampus is a region of the brain located within the cerebral cortex, specifically in the medial temporal lobe. It plays a crucial role in the formation, consolidation, and retrieval of memories, particularly declarative memories, which are memories of facts and events. Damage to the hippocampus can lead to impairments in the ability to form new memories and retrieve existing ones.

5. a) controlling learning and emotional behavior

Explanation: The limbic system is a complex network of brain structures primarily responsible for regulating emotions, behaviors, motivation, and memory. It includes several key structures such as the amygdala, hippocampus, and hypothalamus. While it also interacts with other brain regions and plays a role in various functions, its primary responsibility lies in controlling learning and emotional behavior.

6. d) difference threshold
Explanation: The difference threshold, also known as the "Just Noticeable Difference" (JND), is indeed the smallest amount of change in a stimulus that can be detected 50% of the time. It's a key concept in psychology and psychophysics, helping to understand how sensitive humans are to changes in stimuli.

7. c) systematic desensitization.
Explanation: Systematic desensitization is a therapeutic technique commonly used to treat specific phobias, such as the fear of pigeons (ornithophobia) in this case. It involves gradually exposing the individual to the feared object or situation in a controlled and systematic manner, while teaching relaxation techniques to manage anxiety. By gradually increasing exposure to pigeons in a safe and supportive environment, the woman can learn to replace her fear response with feelings of relaxation and control, thus reducing her phobia over time. This approach is often effective in helping individuals overcome irrational fears and phobias.

8. a) the basic units of experience and their combinations
Explanation: Structuralism, a psychological theory developed by Edward B. Titchener, emphasizes the analysis of conscious experience into its basic elements and the study of how these elements are combined to form more complex mental experiences. It focuses on identifying the fundamental components of consciousness, such as sensations, feelings, and images, and understanding how they are organized and interconnected. Therefore, structuralism highlights the exploration of the basic units of experience and their combinations as a means of understanding human consciousness.

9. d) experimental
Explanation: The experimental method is the only research method that can establish a cause-and-effect relationship between variables. In an experiment, researchers manipulate one or more independent variables to observe the effect on one or more dependent variables while controlling for extraneous variables. By randomly assigning participants to different experimental conditions and controlling for confounding variables, researchers

can infer causality

10. b) structuralism
Explanation: Structuralism was the psychological school of thought that emphasized the analysis of conscious experience into its basic elements and the study of how these elements are combined to form more complex mental experiences. Therefore, it focused on identifying the fundamental components of consciousness, such as sensations, feelings, and images, and understanding how they are organized and interconnected. This emphasis on the basic units of experience and their combinations was the foundation of structuralism.

11. d) corpus callosum
Explanation: The corpus callosum is the structure that connects the two hemispheres of the brain and coordinates their activities. It is a thick band of nerve fibers located beneath the cerebral cortex and facilitates communication between the left and right cerebral hemispheres. This communication allows for the integration of information and coordination of functions between the two hemispheres, contributing to various cognitive processes such as language, perception, and motor coordination.

12. d) polygenic inheritance
Explanation: Polygenic inheritance refers to the process where multiple genes work together to influence the expression of a single trait. Traits controlled by polygenic inheritance often exhibit a continuous range of variation and are influenced by the additive effects of multiple genes, along with environmental factors. This mechanism is common for many complex traits in humans, such as height, skin colour, and intelligence, where multiple genes contribute to the observed phenotype.

13. d) the electrical charge inside is negative relative to the outside
Explanation: When a neuron is polarized, it means that there is a difference in electrical charge between the inside and the outside of the cell. Specifically, the inside of the neuron is negatively charged relative to the outside. This polarization is maintained by the selective permeability of the cell membrane to ions, with more negatively charged ions (such as proteins and chloride ions) inside the neuron compared to the outside.

14. c) reinforcer
Explanation: In operant conditioning, any stimulus that follows a behavior and increases the likelihood that the behavior will be repeated is called a reinforcer. Reinforcers can be

positive (presenting a pleasant stimulus) or negative (removing an aversive stimulus), and they strengthen the association between the behavior and its consequences. Reinforcement is a fundamental concept in behaviorism and plays a key role in shaping and maintaining behavior.

15. d) variable-interval
Explanation: Unannounced quizzes fall under the variable-interval schedule of reinforcement. In this schedule, reinforcements (in this case, quizzes) are delivered unpredictably, but on average, after a certain amount of time has passed. This unpredictability tends to produce steady, consistent rates of responding because individuals do not know exactly when the reinforcement will occur, but they know it will happen eventually.

16. d) desensitization
Explanation: Desensitization therapy, also known as systematic desensitization, is a therapeutic technique used to treat anxiety disorders, particularly phobias. It involves pairing relaxation training with systematic exposure to the feared stimulus or situation in a controlled and gradual manner. Through repeated exposure while in a relaxed state, individuals learn to associate the feared stimulus with relaxation rather than anxiety, leading to a reduction in anxiety responses over time. This process helps individuals overcome their phobias and anxieties by gradually desensitizing them to the feared stimuli.

17. a) a learning set
Explanation: A learning set refers to becoming increasingly more effective in solving problems as one gains experience solving similar problems. It's a concept often observed in studies of problem-solving behavior, where individuals demonstrate improvement and efficiency in solving tasks over time as they become more familiar with the problem-solving process. This phenomenon highlights the role of practice, experience, and learning in enhancing problem-solving skills.

18. b) rote rehearsal
Explanation: Rote rehearsal refers to the process of repeating information over and over again to retain it in short-term memory. This strategy is often used when individuals need to memorize information quickly but may not involve deep processing or elaboration of the material. While rote rehearsal can be effective for temporarily storing information in short-term memory, it may not lead to long-term retention unless combined with other encoding strategies such as elaborative rehearsal or deeper processing.

19. a) are an important part of our ability to process information.
Explanation: According to Jerome Singer, daydreams are an important part of our ability to process information. Singer proposed that daydreaming serves various functions, including problem-solving, creative thinking, planning, and self-reflection. Instead of being viewed as a mere escape from reality, daydreams are seen as valuable mental activities that contribute to cognitive processing and emotional well-being.

20. c) 3 4 1 2
Explanation:
A - III: Social influence refers to any process whereby a person's attitudes, opinions, beliefs, or behavior are altered. This encompasses a wide range of phenomena where individuals are influenced by others in social settings.
B - IV: Social cognitive theory is an approach to social learning that incorporates findings from cognitive psychology, particularly focusing on the ways in which people learn from observing others and the cognitive processes involved in social behavior.
C - I: Social facilitation refers to the phenomenon where the presence of others enhances or facilitates performance on simple or well-learned tasks. It also encompasses audience and coaction effects, where the presence of others can affect an individual's performance.
D - II: Social identity theory posits that part of an individual's self-concept derives from their group memberships and the social categories to which they belong. It emphasizes the importance of social identity in shaping attitudes, behaviors, and intergroup relations.

21. c) dopamine
Explanation: Smoking increases dopamine levels in the pleasure centers of the brain. Dopamine is a neurotransmitter associated with the brain's reward and pleasure systems. Nicotine, the active substance in cigarettes, stimulates the release of dopamine, which creates feelings of pleasure and reinforcement, contributing to the addictive nature of smoking.

22. c) the personal fable
Explanation: The personal fable is a cognitive distortion experienced by many adolescents where they believe they are unique and invulnerable to danger. This belief can lead to risky behaviors because they think that bad things won't happen to them. The concept of the personal fable is part of adolescent egocentrism, where teenagers feel that their experiences and feelings are special and that others cannot understand them.

23. a) a sense of identity

Explanation: According to Erik Erikson, young people are not capable of truly loving someone until they have developed a sense of identity. In his theory of psychosocial development, Erikson posits that during the stage of Identity vs. Role Confusion, typically occurring during adolescence, individuals must establish a clear and stable sense of self. Successfully achieving a strong sense of identity is crucial before they can move on to the next stage, Intimacy vs. Isolation, where they can form deep, meaningful, and committed relationships with others. Without a well-developed identity, individuals may struggle to establish genuine intimacy and commitment in their relationships.

24. b) affiliation
Explanation: A need to be with other people is called an affiliation need. This term refers to the human desire to form connections and be part of social groups. Affiliation involves seeking companionship, support, and approval from others, which is fundamental for emotional well-being and social functioning.

25. b) old material interferes with remembering new material
Explanation: Proactive interference occurs when previously learned information interferes with the ability to recall new information. This happens because the old memories compete with or disrupt the retrieval of newer memories. For example, if you have previously learned one language, it might make it more difficult to learn and remember vocabulary from a new language.

26. a) transferring information from short-term to long-term memory
Explanation: The hippocampus plays a crucial role in the process of transferring information from short-term memory to long-term memory. It is essential for the consolidation of new memories, meaning it helps stabilize and store new information in the brain over time. Damage to the hippocampus can result in difficulties forming new long-term memories, a condition known as anterograde amnesia.

27. b) trial and error
Explanation: Trial and error is a problem-solving strategy that involves trying out different solutions sequentially until the correct one is found. This method involves testing various possibilities and eliminating those that do not work, continuing the process until the desired solution is achieved. This strategy is often used when there are multiple possible solutions and the correct one is not immediately obvious.

28. b) brainstorming

Explanation: Brainstorming is a technique used to encourage a group to generate a list of ideas without evaluation. The goal is to promote creative thinking and the free flow of ideas by suspending judgment and criticism during the idea generation phase. This approach helps in exploring a wide range of potential solutions or suggestions, which can later be evaluated and refined.

29. b) Frustration generates aggression only in those people who have learned aggression as a coping mechanism.
Explanation: Albert Bandura, known for his social learning theory, proposed that aggression is not an automatic response to frustration but rather a learned behavior. According to Bandura, frustration can lead to aggression primarily in individuals who have learned to use aggression as a way to cope with or respond to frustration. This learning often occurs through observation and imitation of others, particularly if the aggressive behavior has been previously reinforced or rewarded. Thus, not everyone who experiences frustration will necessarily respond with aggression.

30. d) hysterical amnesia
Explanation: Hysterical amnesia, also known as dissociative amnesia, is a type of memory loss that occurs without a known neurological cause. It is often associated with psychological factors such as trauma or stress. Individuals with hysterical amnesia may forget personal information or significant periods of time, and the memory loss is typically more related to emotional experiences than to neurological injury or disease.

31. d) reliability
Explanation: The ability of a test to produce consistent and stable scores over time and across different administrations is known as reliability. A reliable test yields similar results when administered to the same group of individuals on multiple occasions or by different examiners. Reliability is a crucial aspect of test construction and ensures that the scores obtained are accurate representations of the individuals' abilities or traits being measured.

32. b) fetal alcohol syndrome
Explanation: The described symptoms are characteristic of fetal alcohol syndrome (FAS), a condition that occurs when a mother consumes alcohol during pregnancy. FAS can result in a range of physical, cognitive, and behavioral impairments in the affected child. The facial deformities, heart defects, cognitive impairments, and growth deficiencies are commonly associated with prenatal alcohol exposure and are key diagnostic features of fetal alcohol syndrome.

33. b) 2 1 4 3
Explanation:
A - Cattell: II - Fluid and Crystallized intelligence Raymond Cattell is associated with the concept of Fluid and Crystallized intelligence. Fluid intelligence refers to the ability to think logically and solve problems in novel situations, while Crystallized intelligence refers to the accumulation of knowledge and skills acquired through experience and education.
B - Spearman: I - General and Specific factors Charles Spearman is known for his work on General and Specific factors of intelligence. He proposed the concept of a general intelligence factor (g factor) that underlies all mental abilities, as well as specific factors (s factors) that are unique to particular tasks.
C - Gardner: IV - Multiple Intelligence theory Howard Gardner is associated with the theory of Multiple Intelligences, which suggests that intelligence is not a single, unified entity but rather encompasses multiple distinct forms or "intelligences," including linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences.
D - Sternberg: III - Triarchic theory of intelligence Robert Sternberg developed the Triarchic theory of intelligence, which proposes three aspects of intelligence: analytical intelligence (the ability to analyze, evaluate, and solve problems), creative intelligence (the ability to generate novel ideas and approaches), and practical intelligence (the ability to adapt to and thrive in everyday life).

34. b) logical; abstract
Explanation: The concrete operational stage is characterized by the ability to think logically about concrete objects and events. In contrast, the formal operational stage is characterized by the ability to think abstractly and logically about hypothetical situations and ideas. Therefore, the relationship between the two stages can be described as logical (concrete operational stage) leading to abstract (formal operational stage).

35. a) anima
Explanation: Jung referred to the feminine side of the male personality as the "anima." In Jungian psychology, the anima represents the unconscious feminine qualities and aspects within the male psyche. Similarly, the animus represents the masculine aspects within the female psyche. These archetypal components play a significant role in Jung's theory of individuation and the integration of the unconscious into consciousness.

36. c) catatonic
Explanation: Severe problems of motor activity are a primary feature of catatonic

schizophrenia. Catatonia refers to a state of marked psychomotor disturbance, which can include immobility (catatonic stupor), excessive and purposeless motor activity (catatonic excitement), or extreme rigidity (catatonic rigidity). These motor disturbances are characteristic symptoms of catatonic schizophrenia, a subtype of schizophrenia characterized by prominent motor abnormalities.

37. c) Free association
Explanation: Free association is a technique used in psychoanalysis where the patient is encouraged to let their thoughts flow freely without interruption or inhibition. The goal is to explore the patient's unconscious mind and uncover repressed thoughts, feelings, and memories that may be contributing to their psychological symptoms. By allowing thoughts to arise spontaneously, the patient and therapist can gain insight into the patient's inner conflicts, desires, and motivations.

38. d) operant conditioning
Explanation: Operant conditioning is a type of learning that uses reinforcement or punishment to change behavior. In operant conditioning, behaviors are strengthened or weakened based on the consequences that follow them. Reinforcement increases the likelihood that a behavior will occur again in the future, while punishment decreases the likelihood of a behavior recurring. This approach is widely used in behavior therapy to modify maladaptive behaviors and promote more adaptive ones.

39. b) a clearer understanding of their feelings, motives, and actions
Explanation: Insight therapies focus on providing individuals with a clearer understanding of their feelings, motives, and actions. These therapies aim to help clients gain insight into their thoughts, emotions, and behaviors by exploring their past experiences, unconscious conflicts, and interpersonal relationships. By gaining insight into the underlying causes of their psychological distress, individuals can develop new perspectives, coping strategies, and ways of relating to themselves and others.

40. b) highly; severe
Explanation: Electroconvulsive therapy (ECT) is considered highly effective in treating severe cases of depression. ECT involves the induction of controlled seizures through the application of electrical currents to the brain. It is typically reserved for individuals who have not responded to other forms of treatment, such as medication or psychotherapy, or who are in urgent need of relief from severe depressive symptoms. ECT has been shown to produce rapid and significant improvements in mood and is often considered one of the most effective treatments for severe depression.

41. d) self-monitoring
Explanation: When a person observes a situation for cues about how to react, this is called self-monitoring. Self-monitoring is the ability to regulate one's behavior, including the ability to observe and adapt to situational cues in social interactions. Individuals high in self-monitoring tend to be sensitive to social cues and are skilled at adjusting their behavior to fit different situations or social contexts. This trait can influence how individuals present themselves to others and how they manage their social interactions.

42. a) low self-esteem
Explanation: People with low self-esteem are more easily influenced to change their attitudes. This is because individuals with low self-esteem may be more susceptible to social influence and more likely to seek approval or acceptance from others. They may be more willing to change their attitudes to fit in with a group or to avoid conflict or rejection, even if it means going against their own beliefs or values. In contrast, individuals with high self-esteem may be more confident in their own beliefs and less influenced by external pressures to change their attitudes.

43. d) Altruistic
Explanation: Altruistic behavior refers to helping other people with no expectation of personal gain. It involves selfless acts of kindness or assistance towards others, motivated by a genuine concern for their well-being rather than any expectation of reciprocity or personal benefit. Altruism is considered an important aspect of human social behavior and can contribute to the well-being of individuals and communities alike.

44. b) animus
Explanation: Jung referred to the male side of the female personality as the "animus." In Jungian psychology, the animus represents the unconscious masculine qualities and aspects within the female psyche. Similarly, the anima represents the feminine aspects within the male psyche. These archetypal components play a significant role in Jung's theory of individuation and the integration of the unconscious into consciousness.

45. c) 10 cards containing ink blots
Explanation: The Rorschach test relies on the interpretation of 10 cards containing ink blots to understand personality. In this test, individuals are presented with these ambiguous ink blots and asked to describe what they see or what the ink blots remind them of. The responses are then analysed to gain insights into the individual's personality characteristics, emotional functioning, and cognitive processes. The test is based on

the assumption that the interpretations reveal unconscious aspects of the individual's personality and thought patterns.

46. b) regression
Explanation: The person exhibiting yelling and name-calling in response to having a date canceled is displaying regression. Regression is a defense mechanism characterized by reverting to an earlier stage of development or a more immature behavior when faced with stress or frustration. In this scenario, the individual is reacting to the disappointment or frustration of the canceled date by resorting to immature and aggressive behavior, which is a form of regression to a less mature coping mechanism.

47. a) Both (A) and (R) are true and (R) is correct explanation of (A).
Explanation: Both statements (A) and (R) are true. Context-dependent memory and state-dependent retrieval both refer to the phenomenon where memory recall is enhanced when the context or state during retrieval matches the context or state during encoding. The encoding specificity principle states that retrieval of information is successful to the extent that the retrieval cues match the cues the learner used during the learning phase. Therefore, statement (R) provides a correct explanation for statement (A).

48. b) schizoid
Explanation: A person who seems withdrawn, unfeeling, and distant would likely be diagnosed with a schizoid personality disorder. Schizoid personality disorder is characterized by a pattern of detachment from social relationships and a limited range of emotional expression. Individuals with this disorder often prefer solitary activities and may appear indifferent to praise or criticism from others. They typically have little interest in forming close relationships or engaging in social interactions, leading to a perceived emotional coldness or detachment.

49. c) productivity improved no matter what was done to the lighting conditions
Explanation: In the Mayo study of workers at the Hawthorne plant, productivity improved no matter what was done to the lighting conditions. This phenomenon, known as the Hawthorne effect, refers to the tendency for individuals to modify or improve their behavior simply as a result of being observed or participating in an experiment. The study found that changes in lighting conditions, whether increased or decreased, were associated with increased productivity among workers. However, it was ultimately concluded that the observed improvements were likely due to the attention and interest shown by researchers rather than the specific changes in lighting.

50. c) interval
Explanation: A scale with equal distance between the points, but without a true zero, is called an interval scale. Interval scales allow for the comparison of the size of differences or intervals between values but do not have a meaningful zero point. Examples include temperature scales like Celsius or Fahrenheit, where zero does not represent the absence of temperature.

51. (a) Availability heuristic
Explanation: The availability heuristic is a cognitive bias where people judge the frequency or likelihood of an event based on how easily examples of that event come to mind. This can lead to overestimating the probability of events that are more memorable or vivid, even if they are statistically less common.

52. (b) Variability
Explanation: Standard deviation measures the variability or dispersion of a set of data points. It indicates how much the individual data points deviate from the mean (average) of the dataset. A higher standard deviation means the data points are spread out over a wider range of values, while a lower standard deviation indicates they are closer to the mean.

53. (a) Varimax rotation
Explanation: Varimax rotation is an orthogonal rotation method used in factor analysis that aims to simplify the factor structure by maximizing the variance of squared loadings of a factor (column) across variables. This results in factors that are easier to interpret because they have high loadings for a smaller number of variables, making the underlying structure clearer.

54. d) To identify underlying dimensions or factors
Explanation: The primary goal of factor analysis is to identify underlying dimensions or factors that explain the patterns of correlations within a set of observed variables. This statistical method reduces the complexity of data by grouping related variables together into factors, which represent the underlying constructs that influence the observed measurements.

55. (b) Agreeableness
Explanation: Agreeableness is one of the Big Five personality factors characterized by traits such as warmth, friendliness, cooperativeness, and compassion. Individuals high in agreeableness tend to be good-natured, empathetic, and willing to help others.

56. d) Confirmation bias
Explanation: Confirmation bias is a cognitive bias that affects decision-making and problem-solving but is not a component of the problem-solving process itself. Instead, it refers to the tendency to search for, interpret, or recall information in a way that confirms one's preconceptions or hypotheses while disregarding contradictory evidence.

57. c) Anchoring bias
Explanation: Anchoring bias refers to the tendency to rely too heavily on the first piece of information encountered (the "anchor") when making decisions. This initial piece of information can heavily influence subsequent judgments and decisions, even if it's irrelevant or arbitrary.

58. c) Means-ends analysis
Explanation: Means-ends analysis is a problem-solving strategy that involves identifying the difference between the current state and the goal state, then taking steps to reduce that difference. It involves breaking down the problem into smaller sub-problems and identifying actions (means) to move closer to the goal (ends). This strategy is commonly used in problem-solving situations where the solution is not immediately obvious.

59. c) Motor skills and procedures
Explanation: Procedural memory is a type of long-term memory that involves the storage of motor skills and procedures. It includes memories of how to perform certain actions or tasks, such as riding a bike, tying shoelaces, or playing a musical instrument. These memories are typically acquired through practice and repetition and are often performed automatically, without conscious effort or awareness.

60. c) Thalamus
Explanation: According to the Cannon-Bard theory of emotion, the thalamus is responsible for initiating emotional responses. This theory suggests that emotional experiences occur simultaneously with physiological responses and are both triggered by the thalamus in response to a stimulus.

61. c) It studies how individuals organize sensory information into meaningful wholes.
Explanation: Gestalt psychology is a theory of mind that suggests that humans naturally perceive objects as organized patterns and whole forms, rather than as separate components. This perspective emphasizes that the whole of anything is greater than its parts, which means that the attributes of the whole are not deducible from analysis of the

parts in isolation. Gestalt psychologists focus on how people interpret sensory information in a holistic manner, forming meaningful wholes rather than just a collection of individual sensations.

62. (b) Voluntary behaviors and their consequences
Explanation: Operant conditioning, proposed by B.F. Skinner, is a type of learning in which behavior is strengthened or weakened by the consequences that follow it. In operant conditioning, organisms learn to associate their own actions (voluntary behaviors) with consequences. Positive reinforcement, negative reinforcement, punishment, and extinction are key concepts within operant conditioning that shape voluntary behaviors based on their consequences.

63. c) 3,4,2,1
Explanation: The correlation coefficient indicates the strength and direction of the relationship between two variables. In ascending order of strength:
1. -0.10
2. +0.40
3. +0.50
4. -0.90
So, the correct sequence is 3, 4, 2, 1.

64. (b) The cochlea
Explanation: The cochlea is a spiral-shaped, fluid-filled structure in the inner ear responsible for converting sound waves into neural signals. Inside the cochlea, there are hair cells that respond to different frequencies of sound vibrations. When sound waves enter the cochlea, they cause these hair cells to bend, which triggers the generation of neural signals that are sent to the brain for processing. The other options listed are parts of the middle ear (incus, malleus) or associated with equalizing pressure (eustachian tube) and are not directly involved in the conversion of sound waves into neural signals.

65. c) Stage 3
Explanation: Sleepwalking, also known as somnambulism, typically occurs during stage 3 of the sleep cycle, which is a part of the non-REM (rapid eye movement) sleep. Stage 3 is characterized by deep sleep, also known as slow-wave sleep, during which it is more common for sleepwalking, night terrors, and other parasomnias to occur.

66. b) Variable ratio

Explanation: The variable ratio reinforcement schedule typically produces the highest response rate and the most resistance to extinction. In this schedule, reinforcement is delivered after an unpredictable number of responses. This unpredictability keeps the individual motivated to continue responding, as they never know exactly when they will receive reinforcement. As a result, behavior tends to be highly resistant to extinction because individuals continue to engage in the behavior in the hope of receiving reinforcement.

67. a) Parkinson's disease
Explanation: Dopamine imbalances are primarily implicated in Parkinson's disease. Parkinson's is characterized by the degeneration of dopamine-producing neurons in the brain, particularly in the substantia nigra. This leads to a decrease in dopamine levels, resulting in motor symptoms such as tremors, rigidity, bradykinesia (slowness of movement), and postural instability. The other conditions listed (Alzheimer's disease, Multiple sclerosis, and Huntington's disease) involve different neurological mechanisms and are not primarily associated with dopamine imbalances.

68. (a) Rejecting the null hypothesis when it is true
Explanation: A Type I error occurs when the null hypothesis (H0) is incorrectly rejected when it is actually true. In other words, it represents a false positive result where you conclude that there is a significant effect or difference when, in reality, there is no such effect or difference in the population being studied. This type of error is also known as a "false alarm" or a "false positive."

69. (a) Objects that are close together are perceived as a group
Explanation: The principle of proximity, also known as the law of proximity, is a Gestalt psychology principle that states that objects that are close together tend to be perceived as a group. This means that elements that are near each other are perceived as belonging together, forming a cohesive unit or pattern. This principle contributes to our perception of visual scenes and helps us organize visual information into meaningful wholes.

70. (a) Antisocial personality disorder
Explanation: Antisocial personality disorder is characterized by a pattern of disregard for and violation of the rights of others. Individuals with this disorder often engage in behaviors such as deceitfulness, impulsivity, aggression, and irresponsibility. They may also lack remorse for their actions and show a lack of empathy towards others. This disorder is often associated with a history of conduct disorder during childhood or adolescence. The

other options listed (borderline personality disorder, narcissistic personality disorder, and histrionic personality disorder) involve different patterns of behavior and are not specifically characterized by a disregard for the rights of others.

71. b) To estimate the magnitude of the relationship between variables
Explanation: Effect size measures in hypothesis testing provide an indication of the strength or magnitude of the relationship between variables or the magnitude of the treatment effect. Unlike measures of statistical significance, which indicate whether an observed effect is likely to have occurred by chance, effect size measures provide information about the practical or clinical significance of the effect. They help researchers and practitioners understand the size of the effect beyond just whether it is statistically significant. Effect size measures are particularly useful for comparing findings across studies and determining the practical relevance of research results.

72. b) Temporal lobe
Explanation: Wernicke's area, crucial for language comprehension, is located in the temporal lobe of the brain. Specifically, it is typically associated with the posterior part of the superior temporal gyrus in the left hemisphere for right-handed individuals (and often in the corresponding area of the right hemisphere for left-handed individuals). Damage to Wernicke's area can result in receptive aphasia, where individuals have difficulty understanding spoken or written language while maintaining the ability to produce speech.

73. b) Convergence
Explanation: Convergence is a binocular depth cue that provides information about depth and distance based on the slight difference in the images received by each eye. When an object is close to the observer, the eyes must converge or turn inward more to focus on the object. The brain uses this information to perceive depth and distance. This cue is particularly effective for objects that are relatively close to the observer. The other options listed (relative size, relative motion, and interposition) are monocular depth cues that rely on information from one eye.

74. b) Scaffolding
Explanation: In Vygotsky's theory of sociocultural development, scaffolding refers to the process of learning through social interaction with more knowledgeable others, such as parents, teachers, or peers. Scaffolding involves providing temporary support or assistance to help a learner accomplish a task that they would not be able to do on their own initially. As the learner becomes more competent, the support is gradually withdrawn, allowing

the learner to take on more responsibility and eventually perform the task independently. This concept emphasizes the importance of social interaction and guidance in cognitive development. The other terms listed (object permanence, conservation, and reversibility) are concepts primarily associated with Piaget's theory of cognitive development, rather than Vygotsky's sociocultural theory.

75. c) Regulating anxiety and relaxation
Explanation: GABA (gamma-aminobutyric acid) is the primary inhibitory neurotransmitter in the central nervous system. Its main function is to reduce neuronal excitability throughout the nervous system. GABAergic neurons inhibit the activity of other neurons, thereby promoting relaxation and reducing anxiety. GABA plays a crucial role in regulating anxiety levels, promoting relaxation, and counteracting the effects of stress. Dysfunction in the GABAergic system has been implicated in various anxiety disorders and mood disorders.