

IIE 366B - Summer 2008 – Practice Exam 2
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These questions are meant to be representative of the *type* of questions you can expect on the exam. There are many topics that could be on the exam but are not included in this practice exam. You are responsible for all of the material in the textbook and discussed in lecture. The exam will consist of 50 such questions. Thirty will be drawn from the textbook. Twenty will be drawn from the lectures.

1. When Roy first received a new toy, he played with it all the time. The longer he had it, the less he played with it. This change in Roy's behavior is an example of
 - a. differentiation.
 - b. habituation.
 - c. priming.
 - d. an orienting response.
2. You visit your mother and she wants to know what you have learned in school recently. Having just read the section on infant hearing in your textbook, what would you tell your mother you have learned?
 - a. Infants have better hearing than adults.
 - b. Infants can hear, but not as well as adults.
 - c. Infants' hearing is about the same as that of adults.
 - d. Infants are not able to hear at all.
3. When three-month-olds look at faces, they
 - a. scan all parts of the face equally.
 - b. focus on the interior of the face, especially the eyes and lips.
 - c. focus on the exterior of the face, particularly the ears.
 - d. focus on the hairline.
4. According to Piaget, more advanced mental structures would not develop without
 - a. reinforcement
 - b. working memory
 - c. imitation
 - d. disequilibrium
5. According to Piaget, each stage of cognitive development involves consistent thought across different tasks. Recent research has found
 - a. very consistent performance across tasks only in concrete operational children.
 - b. very consistent performance across tasks as Piaget would predict.
 - c. inconsistent performance across tasks only in formal operational adolescents.
 - d. inconsistent performance across tasks, contrary to Piaget's predictions.
6. The concepts of scaffolding, private speech, and zone of proximal development are most closely associated with
 - a. information processing.
 - b. Vygotsky.
 - c. the theory of mind.
 - d. Piaget.

7. Information-processing theorists believe that developmental change occurs
- when mental structures are massively reorganized.
 - in several different forms, rather than by a single mechanism.
 - as a result of equilibration.
 - in a social context.
8. Infants' naïve theory of physics leads them to believe that
- gravity is not important so floating objects are not unusual.
 - one object striking a second object does not affect the second object.
 - objects cannot move through other objects.
 - objects move along disconnected, discontinuous paths.
9. According to theory of mind, at 3 years of age, children do *not*
- understand that they and other people have desires
 - understand that desires can cause behavior.
 - emphasize desires when trying to explain other people's behavior.
 - understand that other people's behavior is based on beliefs.
10. When Rovee-Collier and her colleagues attached a ribbon from a mobile to 2- to 3-month-old infants' legs so infants learned to kick to make the mobile move, they found that when they returned to the babies' homes a few days later the babies
- had lost interest in the mobile.
 - would cry when they saw the mobile.
 - would still kick to make the mobile move.
 - had forgotten that kicking made the mobile move.
11. Scripts of events
- do not provide information about the sequence in which events occur.
 - force children to remember every individual activity that is part of an event.
 - can distort a child's memory for an event.
 - do not emerge until adolescence.
12. Research on the accuracy of children's testimonies found
- preschoolers rarely were misled by suggestive questioning.
 - preschoolers were more likely to be misled when stereotypes and suggestive questioning were combined.
 - preschoolers often spontaneously report events that did not happen.
 - older preschoolers (5- and 6-year-olds) were more likely to be misled by suggestive questioning than younger preschoolers (3- and 4-year-olds).
13. All of the following are factors that contribute to young children's failure to solve problems *except*
- young children may believe that they don't need an explicit plan to solve a problem
 - planning is hard work that young children may not be willing to invest in
 - young children often encode too much information about a problem, overwhelming them
 - young children may expect parents and adults to solve complex problems for them
14. Which of the following is a factor that contributes to improved reading comprehension with age?

- a. Younger readers are better able to select a reading strategy that fits the material being read.
- b. Working memory capacity decreases, which makes identifying propositions more difficult.
- c. Children's knowledge of their world increases so they understand more of what they read.
- d. Younger readers are more likely to reread passages that they find confusing or difficult.

15. Who has mastered the stable-order principle?

- a. Nate, who consistently counts five objects as "1, 2, 3, 4, 5"
- b. Jacob, who sometimes counts five objects as "1, 2, 4, 5, 6" and other times as "1, 2, 3, 5, 7"
- c. Will, who always counts five objects as "1, 2, 5, 7, 8"
- d. both Will and Nate

16. The psychometric approach to intelligence

- a. measures intelligence using standardized intelligence tests.
- b. equates intelligence with the existence of exceptional talent.
- c. suggests that many different intelligences exist.
- d. says that intelligent behavior always involves skillful adaptation to an environment.

17. Gardner's theory of multiple intelligences is based on all of the following except

- a. studies of exceptionally talented people.
- b. research in child development.
- c. intelligence test scores.
- d. studies of brain-damaged persons.

18. Sternberg defines successful intelligence as using one's abilities skillfully to achieve one's personal goals. Which of the following is *not* an ability that people use to achieve personal goals?

- a. analytic ability
- b. practical ability
- c. contextual ability
- d. creativity ability

19. Binet and Simon developed an intelligence test in order to

- a. identify children who are likely to succeed in school.
- b. determine how much of intelligence is due to heredity and how much is due to the environment.
- c. predict job success.
- d. measure intelligence across cultures.

20. Longitudinal studies of changes in IQ between the ages of 2 and 17 years have shown that the most common pattern is one in which IQ scores

- a. first increase, then decrease with age.
- b. show little change.
- c. follow no predictable pattern.
- d. first decrease, then increase with age.

21. With increasing age,

- a. IQ scores for both identical and fraternal twins become increasingly alike.
- b. the developmental profiles for IQ scores of identical twins are more similar than the developmental profiles for fraternal twins.

- c. IQ scores for identical twins become less similar, and, by age 15, they are no more alike than are scores for non-twin siblings.
- d. the developmental profiles of IQ scores for fraternal twins are more similar than the developmental profiles for identical twins.

22. Infants who are younger than 6 months of age

- a. can discriminate only the sounds found in their native language.
- b. cannot discriminate any speech sounds which explains why they can't talk.
- c. must experience speech sounds in their environment to be able to discriminate them.
- d. do not need to experience speech sounds in their environment to be able to discriminate them.

23. Youngsters with a referential style of language-learning

- a. have vocabularies that are dominated by the names of objects, persons, or actions.
- b. have a high percentage of question words (what, where) in their vocabularies.
- c. use language primarily as a social tool.
- d. have balanced vocabularies containing words used for questions, social-interactions, and names.

24. When young children are learning new words, they

- a. are more likely to learn an object's name when adults look at the object while saying its name
- b. systematically consider all possible hypotheses about the connection between the word and the correct referent.
- c. do not use sentence cues.
- d. require many presentations of the new word to learn the correct referent.

25. Children's use of grammatical morphemes is based primarily on

- a. learning individual words.
- b. telegraphic speech.
- c. inflection.
- d. the use of rules.

26. Which of the following statements about language development is *true*?

- a. Nonhumans can learn grammar as easily as humans if sufficient imitation and reinforcement is used.
- b. Foreign languages can be as easily mastered during adulthood as in childhood.
- c. All areas of the brain appear to be involved in language processing.
- d. The period from birth to about age 12 years is critical for learning language.

27. When 4-year-olds talk to 2-year-olds, they

- a. use more attention-getting devices than when they talk to adults.
- b. use grammar that is too complex for 2-year-olds.
- c. talk the same as when they talk to peers or adults.
- d. tend to talk more to the 2-year-olds than they do to adults.