

Instructions for teachers for Psychology

There are ten sessions of multiple-choice questions here, on the following topics:

1. Social Psychology (**pages 2 - 3**)
2. Social and Humanistic Psychology (**pages 4 – 5**)
3. Developmental Psychology (**page 6 - 7**)
4. Biological Psychology (**page 8 - 9**)
5. Clinical Psychology (**page 9 - 10**)
6. Learning and memory (**page10 -11**)

To run a session, you need to print **two documents per pair of students**:

- *student questions*,
- *student feedback*.

Students having to share the questions and feedback sheets is an important part of the set-up, as it should help to encourage discussion.

The questions have been written or selected/modified from resources such as examination papers, to be deliberately challenging and tricky at times, since if the questions are too easy, it often leads to little discussion. Reassure students, where applicable, that questions like this won't be used in their summative assessments. Please emphasise to students that this activity is not about knowing the answers, but an opportunity to discuss and explore ideas.

Avoid the temptation to correct students whilst they are discussing. Instead, it is a good idea to allow time following the activity to discuss the most challenging questions as a group.

Always feel free to reach out at:

h.tenenbaum@surrey.ac.uk, who designed the questions, or another member of the research team: <https://www.surrey.ac.uk/research-projects/educational-dialogue-improving-foundation-year-student-outcomes#team>.

Whilst efforts have been made to correct errors and resolve ambiguities, some likely persist – let your discussions explore and uncover them!

Social Psychology

1. “Men should be competent, and women should be friendly” is an example of which type of stereotype?
 - a. Descriptive
 - b. Accurate
 - c. Hostile
 - d. Prescriptive

2. Which theory suggests that women receive less favourable leadership evaluations because of inconsistency between gender roles and leadership?
 - a. Lack of Fit Theory
 - b. Role Congruity Theory
 - c. Social Learning
 - d. Modern Sexism

3. According to which theory, during periods of economic crisis, women are more likely to hold positions of power?
 - a. Glass cliff
 - b. Glass elevator
 - c. Glass ceiling
 - d. Glass room

4. Which of the following best describes modern prejudice?
 - a. Openly expressed negative attitudes and discrimination toward marginalized groups.
 - b. Subtle, indirect, or hidden biases that persist despite a belief in equality.
 - c. The complete absence of bias in contemporary society.
 - d. Prejudice that only existed in the past and no longer affects people today.

5. What is the central idea of Gordon Allport’s contact hypothesis?
 - a. Superficial contact reduces prejudice.
 - b. Contact between groups can reduce prejudice.
 - c. Indirect contact reduces prejudice.
 - d. Imagined contact reduces prejudice.

6. Which of the following is NOT one of the conditions identified by Gordon Allport for optimal intergroup contact?
 - a. Equal status between groups.
 - b. Positive affect toward the outgroup.
 - c. Cooperative interdependence on shared goals.
 - d. Support from authorities, laws, or customs.

7. Which of the following best describes a limitation of the contact hypothesis?
 - a. It ignores the role of social structures in shaping prejudice.
 - b. It assumes that all intergroup contact is beneficial.
 - c. It requires individuals to change their attitudes without external support.
 - d. It focuses only on positive stereotypes rather than reducing negative ones.

8. According to Social Identity Theory, what is a likely outcome when individuals strongly identify with their in-group?
- a. Preference for higher status groups.
 - b. Comfort with outgroups.
 - c. Increased favouritism toward the in-group.
 - d. Reduced importance of group-based identities.
9. How can normative social influence lead to changes in behaviour?
- a. By encouraging individuals to adopt behaviours based on evidence.
 - b. By motivating individuals to align their behaviour with group norms to gain acceptance.
 - c. By forcing individuals to change their behaviour through authority.
 - d. By increasing an individual's resistance to group pressures.
10. Which process is most likely to lead to de-individuation in a group setting?
- a. Increased personal accountability.
 - b. Individual achievement over group goals.
 - c. Reduced self-awareness.
 - d. Self-actualisation

Social Psychology and Humanistic psychology

1. What process best explains normative social influence?
 - a. Participants conform because they believed the group was correct.
 - b. Participants conformed to avoid social rejection.
 - c. Participants conform to align with their personal beliefs.
 - d. Participants conform to the instructions of a group leader.
2. According to the theory of planned behaviours, our intentions are derived from all of these except:
 - a. Attitudes
 - b. Subjective norms
 - c. Perceived behavioural control
 - d. Affect
3. Which of the following best explains the difference between obedience and conformity?
 - a. Obedience occurs when one is alone, while conformity occurs in groups.
 - b. Obedience is a response to authority figures, while conformity is a response to group pressure.
 - c. Obedience usually leads to long-term behaviour change, while conformity leads to short-term compliance.
 - d. Conformity requires the presence of a clear authority figure, while obedience occurs due to peer influence.
4. What psychological concept was most prominently demonstrated by Milgram's obedience experiment?
 - a. People are more likely to conform when in groups.
 - b. Individuals tend to obey authority figures even when it conflicts with their personal morals.
 - c. People will defy authority when given clear instructions to harm others.
 - d. The presence of others reduces the likelihood of obedience to unethical commands.
5. Which of the following best describes a limitation of both conformity (e.g., Asch's study) and obedience (e.g., Milgram's study) experiments? (select two)
 - a. The studies were conducted in natural settings, which limits the ability to control external variables.
 - b. Ethical concerns were minimal, as participants were fully aware of the psychological stress they would experience.
 - c. The findings may not generalize well to real-world situations due to the artificial lab settings and lack of cultural diversity among participants.
 - d. The participants in these studies were often drawn from relatively homogeneous groups.
6. Which of the following are common reasons why people may not intervene in bystander situations?
 - a. People are present so they assume others will help.
 - b. People in groups are less likely to notice emergencies due to distractions.

- c. People are afraid of doing the wrong thing.
 - d. People misinterpret the situation
7. Which of the following best explains how intergroup relations contribute to the development of prejudice in children?
- a. Children are naturally born with biases against out-groups due to biological factors.
 - b. Children learn to categorize people into in-groups and out-groups, which can lead to favouring their own group and developing negative stereotypes about others.
 - c. Children only develop prejudice after direct negative experiences with members of other groups.
 - d. Children are unaffected by group memberships and show equal preference for all individuals, regardless of group status.
8. Abraham Maslow's hierarchy of needs theory is about:
- a. positive mental health
 - b. the human mind
 - c. what motivates people to do the things they do
 - d. how successful someone can be
9. What is the ultimate goal that is achieved through the progression of Maslow's Hierarchy of Needs?
- a. Humanism
 - b. Psychoanalysis
 - c. Love and Belonging
 - d. Self-Actualisation
10. In his theory of motivation, Maslow assumed that
- a. there are cultural differences in needs
 - b. people are conscious of their motivation.
 - c. people are motivated by love before hunger.
 - d. people are continually motivated by one need or another.

Developmental

1. Which of the following best explains the foundation of attachment theory?
 - a. Attachment is solely based on biological drives for food, with infants forming bonds primarily with the caregiver who provides nourishment.
 - b. Attachment is a learned behaviour that occurs when infants are rewarded with attention and care from their primary caregiver.
 - c. Attachment is an innate system that ensures an infant's survival by promoting proximity to a caregiver, with emotional bonds developing over time through responsive caregiving.
 - d. Attachment forms when children are socially conditioned to prefer caregivers over strangers.
2. Which is an accurate comparison of Piaget's and Kohlberg's approach to moral development?
 - a. Kohlberg did not believe that children passed through stages sequentially, whereas Piaget believed that that children passed through stages sequentially.
 - b. Piaget's theory emphasizes children's ability to reason logically about abstract concepts, while Kohlberg's theory emphasizes the development of moral reasoning through stages of ethical understanding.
 - c. Kohlberg believed that moral reasoning is fixed after early childhood and does not develop further in adolescence or adulthood, whereas Piaget focused on adulthood.
 - d. Kohlberg's stages of moral development are closely aligned with Piaget's stages of sensorimotor and preoperational development, focusing on early childhood behaviour.
3. According to Piaget, during which stage of development is a child most likely to provide a correct response to the question, "If all birds can fly and sparrows are birds, can sparrows fly?"
 - a. Sensorimotor stage
 - b. Preoperational stage
 - c. Concrete operational stage
 - d. Formal operational stage
4. Which of the following are criticisms of Piaget's research? Select all that apply.
 - a. He believed that development is universal.
 - b. He overemphasised participant's failures rather than their successes.
 - c. He used a flexible method of interviewing that was not standardised in the traditional sense.
 - d. He failed to record his findings.
5. Which of the following is an example of assimilation?
 - a. A child begins to label a car and bus differently.
 - b. When a child sees a man, the child calls them all daddy.
 - c. A child calls a zebra an animal.
 - d. A child grasps a thumb.

6. Emerging adulthood refers to people between the ages of 18 and 29 years. During this time period, which of the following is accurate?
- It involves lot of self-focus
 - Feeling fully independent
 - More prevalent in the Global South than the Global North.
 - The same as young adulthood
7. A parent allows their teenager to stay out late with friends without imposing a curfew or other restrictions. They prioritise honouring their child's desires and refrain from establishing clear rules. Which parenting style is being demonstrated in this scenario?
- Authoritative parenting
 - Permissive parenting
 - Authoritarian parenting
 - Neglectful parenting
8. Which of the following assertions does Vygotsky's sociocultural theory of development make in relation to language and thought?
- Egocentric speech indicates a transition from social to inner speech.
 - Children think others can understand their egocentric speech.
 - Egocentric speech serves no purpose.
 - Frustration reduces egocentric speech.
9. Why do people at Stage 3 (the conventional level) of Kohlberg's stages of moral judgement conform to rules?
- To avoid punishment
 - To receive a reward
 - To gain approval from others
 - To focus on personal care
10. When reunited with their caregiver in the Strange Situation, an infant remains close to the caregiver but continues to cry and often pushes away from them. What type of attachment is this behaviour indicative of?
- Secure
 - Ambivalent
 - Avoidant
 - Disorganised

Biological Psychology

1. Which of the following best describes synaptic pruning, which occurs during emerging adolescence?
 - a. The process by which neurons generate new synapses to enhance brain connectivity.
 - b. The selective elimination of weaker synaptic connections to improve neural efficiency.
 - c. The formation of new neurons in response to learning and experience.
 - d. The degeneration of neurons due to aging or neurological disorders.
2. Why is myelination important during emerging adulthood?
 - a. It eradicates unused synapses
 - b. It increases the speed of impulse conduction
 - c. It increases the number of neurons in the brain
 - d. It decreases brain plasticity
3. Why is risky behaviour more common during emerging adulthood?
 - a. The prefrontal cortex is fully developed by age 18, leading to impulsive decision-making.
 - b. The limbic system develops before the prefrontal cortex, increasing reward-seeking behaviour.
 - c. Myelination is complete by adolescence, reducing impulse control.
 - d. Emerging adults are less influenced by peer pressure compared to adolescents.
4. Which of the following correctly describes the process of sensation, transduction, and perception?
 - a. Sensation involves interpreting stimuli, transduction converts physical stimuli into neural signals, and perception detects sensory input.
 - b. Transduction detects sensory input, sensation interprets stimuli, and perception converts physical stimuli into neural signals.
 - c. Sensation detects sensory input, transduction converts physical stimuli into neural signals, and perception interprets these signals.
 - d. Sensation and perception are the same process, while transduction amplifies sensory signals.
5. Which of the following correctly describes how sound waves are converted into perceived sound?
 - a. The outer ear directly transmits sound waves to the brain, where they are interpreted.
 - b. We directly perceive objective reality when we hear sounds.
 - c. Sound waves are converted into electrical signals by the cochlea, which are then processed by the brain to perceive sound.
 - d. The inner ear detects sound waves and interprets them as speech or music without brain involvement.

6. Which of the following is accurate about psychotropic drugs (drugs that treat psychiatric symptoms by restoring neurotransmitter balance)?
 - a. Psychotropic drugs can activate a receptor but cannot block a receptor.
 - b. Psychotropic drugs can activate a receptor but cannot dampen a receptor.
 - c. Psychotropic drugs can activate a receptor and block a receptor.
 - d. Psychotropic drugs can block a receptor but cannot dampen a receptor.
7. What does the somatic nervous system do?
 - a. It controls heart rate.
 - b. It is associated with voluntary activities (like moving).
 - c. It is involved in stress-related activities.
 - d. It is involved in digestion.
8. Which lobe is primarily responsible for higher-level functioning?
 - a. Frontal
 - b. Occipital
 - c. Parietal
 - d. Central
9. Which of the following statements about the human brain is TRUE?
 - a. The brain is composed of millions of neurons and a limited number of connections.
 - b. Neurotransmitters, whether naturally produced or introduced externally, do not affect behaviour or emotions.
 - c. The brain functions as a unified system, with different regions working together to form thought and consciousness.
 - d. The study of the brain remains limited due to the inability to observe it under different conditions.
11. During emerging adulthood, which is accurate?
 - a. Dendritic pruning is complete by age 18
 - b. Regions involved in decision making have developed by age 22
 - c. Regions involved in planning have developed by age 25
 - d. Myelination is completed by age 20

Clinical Psychology

1. Problem-focused coping involves
 - A. Changing the negative emotions associated with stress.
 - B. Distancing oneself from the problem
 - C. Reducing negative emotions associated with stress
 - D. Altering the problem that is associated with stress
2. Which of the following best describes the concept of *learned helplessness* in psychology?
 - A. A state where individuals feel overly confident in their ability to control outcomes, even when they cannot.
 - B. A cognitive bias that leads individuals to attribute their success to luck rather than personal effort.
 - C. A psychological condition in which individuals, after repeated exposure to uncontrollable negative events, believe they have no control over future outcomes and stop trying to improve their situation.
 - D. A defence mechanism that involves avoiding negative emotions by focusing on positive outcomes.
3. The evolutionary theory of phobias suggests that phobias are
 - A. Learned from trauma
 - B. Acquired by operant conditioning
 - C. Involve biological preparedness
 - D. Caused by neurochemical factors
4. Successful cognitive behavioural treatment (CBT) for fear of spiders includes:
 - A. Exposure to spiders
 - B. Drug treatment
 - C. Analysis of dreams about spiders
 - D. The cause of the underlying phobia
5. Which of the following is accurate about schizophrenia spectrum disorder?
 - A. It describes a split personality.
 - B. It is typically diagnosed in childhood
 - C. People are not genetically predisposed
 - D. It involves disturbances in thought
6. Which of the following is needed for an obsessive-compulsive disorder (OCD) diagnosis?
 - A. Presence of obsessions and compulsions
 - B. Knowledge that obsessional thoughts are not true
 - C. Having symptoms for more than 6 months
 - D. Symptoms must cause distress or impairment or be time-consuming
7. For people with OCD, compulsions are an attempt to
 - A. Reduce the stress of the obsessive thought
 - B. An internal component
 - C. The same as obsessions
 - D. They are involuntary thoughts

8. Depressive disorders can manifest in different ways depending on factors like duration, triggers, and life stages. Which of the following best illustrates a mismatch between the type of depression and its key characteristics?
- A. A person experiencing severe but short-term episodes of low mood is diagnosed with Major Depressive Disorder (MDD).
 - B. An individual who has struggled with persistent feelings of sadness for several years is diagnosed with Persistent Depressive Disorder.
 - C. A child who frequently has intense emotional outbursts is diagnosed with Disruptive Mood Dysregulation Disorder.
 - D. A person whose mood shifts unpredictably without any clear pattern is diagnosed with Premenstrual Dysphoric Disorder.
9. According to the DSM-V, to be diagnosed with major depression, an individual needs to have at least five symptoms. Which of the following is not one of the symptoms?
- A. Fatigue and/or loss of energy every day
 - B. Insomnia and/or hypersomnia
 - C. Feelings of worthlessness or excessive amounts of guilt
 - D. Excessive anxiety and worry
10. Which of the following is an example of minimisation?
- A. Believing that anyone could have completed an achievement
 - B. Making out that something is one's fault
 - C. Drawing a conclusion based on selective evidence
 - D. Thinking that one negative event sums up a whole life
11. Which of the following is accurate about phobias?
- A. People believe that the fear is rational.
 - B. People avoid the objects of their phobias.
 - C. Certain phobias like social phobia do not affect daily activities.
 - D. There is no phobia about clowns.

Learning and Memory

1. Which of the following is NOT one of the three primary memory processes?
 - A. Encoding
 - B. Storage
 - C. Retrieval
 - D. Assimilation
2. Which of the following strategies best aligns with the use of memory models to improve learning in the classroom?
 - A. Providing all material at once.
 - B. Using spaced repetition.
 - C. Presenting information without examples.
 - D. Reducing engagement.
3. Sensory memory is primarily responsible for:
 - A. Storing information indefinitely for future retrieval
 - B. Holding a brief copy from the information for processing.
 - C. Manipulating information for decision-making.
 - D. Encoding information into long-term memory.
4. Which of the following scenarios best illustrates the use of working memory?
 1. A student briefly sees a list of words and recalls them five minutes later.
 2. A child recites the alphabet song from memory without assistance.
 3. A person calculates the total cost of items in their head while shopping.
 4. A teacher shows a video to the class to introduce a new topic
5. Which statement supports that our long-term memory is reconstructive?
 - A. People often recall memories with precise and consistent details over time.
 - B. Experiments show that individuals can be influenced to remember events that never happened.
 - C. Our experiences change our brains.
 - D. People can recall information learned in the past without noticeable gaps.
6. How does chunking improve the encoding of information into memory?
 - A. By shortening the amount of time needed to memorize each piece of information.
 - B. By grouping smaller units of information into larger, meaningful units, making it easier to store and retrieve.
 - C. By increasing the emotional significance of the information being learned.
 - D. By organising information in a way that reduces cognitive load during retrieval.
7. Which of the following best describes classical conditioning?
 - a. Learning through rewards and punishments to increase or decrease a behaviour.
 - b. A form of learning where a neutral stimulus becomes associated with a meaningful stimulus, eventually triggering a similar response.
 - c. The process of reinforcing a behaviour through repetition and practice.

- d. A type of learning where behaviour is shaped by observing others.
8. Which of the following is an example of an unconditioned response?
- a. Salivating when smelling food.
 - b. Raising your hand after hearing a question.
 - c. Flinching when you see a ball flying toward you after someone yells "duck!"
 - d. Feeling nervous before giving a speech.
9. Which of the following scenarios illustrates operant conditioning? (pick 2)
- a. A dog salivates when it hears a bell because it has learned to associate the bell with food.
 - b. A child cleans their room to avoid being scolded by their parents.
 - c. A cat runs to the kitchen every time it hears the sound of a can opener.
 - d. A student studies hard to receive a reward for good grades.
10. Which of the following best describes the concept of "learning"?
- a. The ability to recall information without understanding.
 - b. A relatively permanent change in behaviour or knowledge resulting from experience.
 - c. The acquisition of skills solely through genetic inheritance.
 - d. The process of repeating information for short-term memory retention.