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QUESTION NO: 1

Which of the following is not a standing committee of the United States Congress?

A. Agriculture

B. Appropriations

C. Veterans' Affairs

D. Investigations

E. Budget

ANSWER: D

Explanation:

Investigations is correct because Congress has no permanent standing committee formally named "Investigations" in either chamber. Standing committees are continuing panels established under House and Senate rules and assigned broad areas of legislative jurisdiction. Although congressional committees regularly conduct investigations as part of their oversight function, "investigations" describes an activity rather than the name of a standing committee. For example, the House Committee on Oversight and Accountability has major investigative and oversight responsibilities, while Senate committees may hold hearings, issue subpoenas when authorized, and investigate matters within their respective jurisdictions. Congress can also create select or special committees for a particular inquiry, but those bodies are generally created for a specified purpose and are not standing committees solely called Investigations. The official Senate committee list identifies its standing committees, and the House's committee directory likewise identifies its permanent committee structure; neither includes a standing committee named Investigations. See the U.S. Senate's committees overview and the U.S. House committee directory.

QUESTION NO: 2

Which of the following is NOT part of the Executive Office of the President?

A. National Economic Council

B. Bipartisan Commission on the Future of Medicare

C. Office of Management and Budget

D. National Security Council

E. Office of National Drug Control Policy

ANSWER: B

Explanation:

The Bipartisan Commission on the Future of Medicare is the correct answer because it was not a standing component of the Executive Office of the President. Congress created this temporary, 17-member commission through the Balanced Budget Act of 1997 to study Medicare's long-term financial condition and develop recommendations for reform. Its membership included individuals appointed by congressional leaders as well as presidential appointees, and it operated as a time-limited advisory body rather than as an office that assisted the President in carrying out the continuing responsibilities of the executive branch. The commission issued its final report in 1999 and did not become a permanent presidential support agency.

The Executive Office of the President consists of offices and councils that provide ongoing policy, budgetary, management, national-security, and administrative support to the President. A congressionally established, temporary bipartisan commission with a defined study mandate therefore does not fit that institutional role. The statutory provisions establishing the commission and describing its duties appear in the Balanced Budget Act of 1997, available through GovInfo. For context on the Executive Office of the President's role and organization, see the White House Executive Office of the President page.

QUESTION NO: 3

According to Freudian theory, the Oedipus complex is resolved through the process of

A. regression

B. identification

C. modeling

D. repression

E. sublimation

ANSWER: B

Explanation:

identification is correct. In Sigmund Freud's psychosexual theory, the Oedipus complex occurs during the phallic stage of development. Freud proposed that a young boy experiences unconscious desire for his mother and rivalry toward his father. The conflict is resolved when the child relinquishes the rivalrous wish and identifies with the same-sex parent. Through identification, the child adopts the parent's characteristics, values, and gender role, rather than continuing to view that parent as a competitor.

Freud regarded this process as important to the formation of the superego, the part of personality associated with internalized moral standards and ideals. By incorporating the same-sex parent's rules and values, the child manages the anxiety connected with the conflict and develops a more stable sense of identity. Thus, identification is not merely imitation of a behavior; in this theory, it is an unconscious personality process in which the child assimilates important features of the parent. For background on Freud's structural and psychosexual theories, see OpenStax Psychology 2e and Encyclopaedia Britannica's overview of the Oedipus complex.

QUESTION NO: 4

Which of the following was NOT a factor in the success of the Spanish in conquering Native American peoples?

A. Spanish exploitation of rivalries among native peoples

B. Spanish use of firearms and horses

C. focus of other European nations on their own internal political and religious issues

D. Native Americans' lack of immunity to European diseases

E. the importation of Africans

ANSWER: E

Explanation:

The importation of Africans was not a principal factor in Spain's initial military and political conquest of Native American peoples. Spanish expeditions such as Hernán Cortés's campaign against the Aztec Empire and Francisco Pizarro's campaign against the Inca relied on relatively small forces that formed alliances with Native groups opposed to the dominant empires. In addition, epidemic diseases introduced from Europe caused catastrophic population losses among Indigenous peoples, profoundly weakening communities and political structures during the period of conquest.

The transatlantic importation of enslaved Africans became deeply connected to Spain's colonial economy after conquest, particularly as colonists sought coerced labor for plantations, mines, and other enterprises and as Indigenous populations declined. It was therefore an important feature of the colonial system Spain built in the Americas, rather than a key cause of the Spanish forces' success in subduing major Native American states. The Library of Congress discusses the central effects of disease and conquest in its American expansion resources, while Encyclopaedia Britannica summarizes the conquest of the Aztec Empire and its Indigenous alliances in its overview of the Spanish conquest of the Aztec Empire.

QUESTION NO: 5

Which of the following would NOT be an implication of the constructivist view of learning as it directs a teacher's lesson?

A. Teachers should plan instructional activities in the form of problems for students to solve.

B. As teachers plan, they should recognize that substantive learning takes place over long periods of time and often entails periods of confusion.

C. Teachers should plan lessons that allow students to interact socially as they learn.

D. Teachers should plan lessons that systematically shape the student's response.

E. Teachers should plan lessons that facilitate the student's ability to build his or her own knowledge.

ANSWER: D

Explanation:

Teachers should plan lessons that systematically shape the student's response is the correct answer because systematic shaping is a principle associated with behaviorism, particularly operant conditioning. Shaping involves reinforcing successive approximations toward a specified target behavior; the teacher identifies the desired response and uses contingent feedback or reinforcement to progressively produce it. This approach centers instruction on observable, teacher-defined responses rather than on learners' active construction and revision of meaning.

Constructivist learning theory instead treats learners as active participants who develop understanding by connecting new experiences to prior knowledge, investigating meaningful questions, discussing ideas, and reflecting on their reasoning. In a constructivist classroom, the teacher commonly designs rich tasks and provides scaffolding, but does not primarily direct learning by reinforcing a predetermined sequence of behavioral responses. The distinction matters because the question asks for the instructional implication that does *not* follow from constructivism. The systematic shaping of responses reflects a behaviorist instructional model, making it the appropriate choice. For background on constructivist teaching and learning, see Simply Psychology: Constructivism. For the operant-conditioning concept of shaping, see Encyclopaedia Britannica: Operant Conditioning.

QUESTION NO: 6

A football coach is happy to work with African-American players, but feels that white fans will accept only a certain percentage of people of color on the team, thus affecting his hiring practices.

According to sociologist Robert Merton, this coach is

A. an unprejudiced nondiscriminator

B. an unprejudiced discriminator

C. a prejudiced nondiscriminator

D. a prejudiced discriminator

E. an inclusive nondiscriminator

ANSWER: B

Explanation:

an unprejudiced discriminator is correct. Robert K. Merton distinguished personal prejudice—holding negative attitudes or beliefs about a racial or ethnic group—from discrimination—taking actions that deny equal treatment or opportunities. The coach is described as happy to work with African-American players, so the scenario does not indicate that he personally holds a negative attitude toward them. Nevertheless, he allows his expectation of white fans' reactions to shape who is hired and how many players of color are placed on the team. That hiring behavior is discriminatory because it limits opportunities on the basis of race.

Merton's category is especially useful because it recognizes that discriminatory outcomes do not always require personal hostility. A person may participate in discriminatory practices because of perceived social expectations, pressure from customers or supporters, institutional norms, or concern about consequences for an organization. In this case, the coach's willingness to accommodate anticipated racial preferences among fans produces unequal treatment even though his own stated attitude is accepting. This reflects the distinction between prejudice as an attitude and discrimination as conduct. See the discussion of Merton's prejudice-and-discrimination typology in OpenStax, Introduction to Sociology 3e and the Encyclopaedia Britannica overview of racism and discrimination.

QUESTION NO: 7

Which of the following statements about visual tracking in the neonate is TRUE?

A. Many neonates can track all objects the first day after birth.

B. Several weeks of experience are required.

C. It is dependent on prenatal stimulation.

D. It will not be observed for several months after birth.

E. Certain forms of tracking may develop before others.

ANSWER: E

Explanation:

Certain forms of tracking may develop before others. Visual tracking is the ability to maintain gaze on and follow a moving visual target. This ability begins very early in development: newborns can orient toward and follow some high-contrast, slowly moving stimuli, particularly when the target is presented at the relatively short viewing distance at which neonatal vision is most effective. Tracking is not a single, fully mature skill that appears all at once. Its quality and range vary with the target, direction of movement, speed, contrast, and the infant's state of alertness. For example, smooth horizontal tracking of an appropriate target may be seen earlier or more reliably than tracking involving other directions or more complex movement patterns. Over the following weeks and months, eye movements become more consistent, coordinated, and adaptable as visual acuity, attention, and oculomotor control develop. Thus, the accurate developmental principle is that visual tracking emerges in early forms and different forms may mature at different times. The American Academy of Pediatrics notes that newborns can focus at close range and follow objects briefly, while the National Library of Medicine describes the continuing maturation of infant vision and eye coordination. See American Academy of Pediatrics: Newborn Vision and NCBI Bookshelf: Development of the Visual System.

QUESTION NO: 8

The concept embodied in the Constitution of separating the legislative, executive, and judicial functions of government was promoted by which philosopher?

A. Baron de Montesquieu

B. David Hume

C. John Locke

D. Sir Isaac Newton

E. Sir Francis Bacon

ANSWER: A

Explanation:

Baron de Montesquieu is correct because he most famously articulated the political theory of separation of powers. In *The Spirit of the Laws* (1748), Montesquieu argued that liberty is best protected when governmental authority is divided among distinct legislative, executive, and judicial functions. Each branch should have defined powers and should not be controlled

entirely by the same person or institution. This distribution of authority reduces the likelihood that power will be concentrated and abused.

The Constitution's allocation of lawmaking authority to Congress, executive authority to the president, and judicial authority to the federal courts reflects this influential idea. The U.S. system also employs checks and balances, enabling each branch to participate in restraining the others while retaining its separate constitutional role. Although the Constitution does not mechanically reproduce Montesquieu's model, his account of divided governmental power was a major intellectual source for the American founding generation. James Madison discussed this principle directly in *The Federalist No. 47*, connecting the Constitution's structure to Montesquieu's teaching. See the Library of Congress guide to Federalist Nos. 41–50 and Montesquieu's discussion of constitutional liberty at Yale's Avalon Project.

QUESTION NO: 9

The state officer typically responsible for overseeing federal elections at the state level is the

A. Secretary of State

B. Attorney General

C. State Auditor

D. Governor

E. State Treasurer

ANSWER: A

Explanation:

The correct answer is **Secretary of State**. In most states, the secretary of state is the chief state elections official and has statewide responsibility for administering and coordinating elections, including elections for federal offices such as president, United States senator, and United States representative. This role commonly includes issuing election guidance, maintaining or supervising statewide voter-registration systems, certifying election results under state law, and ensuring that local election officials receive uniform procedures and information. Although the precise title and allocation of duties can vary by state, "Secretary of State" is the standard answer for the state-level official who typically oversees federal election administration. The federal Election Assistance Commission identifies each state's chief election official and provides a directory for voters and administrators to locate the relevant state office. The National Association of Secretaries of State also describes secretaries of state as key officials in the administration of elections and voter information. See the U.S. Election Assistance Commission's election-administration resources and the National Association of Secretaries of State's election information portal.

QUESTION NO: 11

Which of the following statements is correct about Simon de Bolivar?

A. He became Brazil's first president on December 17, 1819.

B. He supported Joseph Bonaparte's bid to become King of Spain.

C. His military conquests extended Spanish rule to South America.

D. His efforts to bring socialist government to Columbia failed.

E. He liberated Bolivia, Colombia, Ecuador, Peru, and Venezuela from Spanish rule.

ANSWER: E

Explanation:

"He liberated Bolivia, Colombia, Ecuador, Peru, and Venezuela from Spanish rule.

” is correct. Simón Bolívar, widely called *El Libertador* (“the Liberator”), was a Venezuelan military and political leader whose campaigns were central to the independence of northern and western South America from the Spanish Empire. He helped secure Venezuelan independence and led decisive campaigns that liberated New Granada, now principally Colombia, and Quito, now Ecuador. He also participated in the final phase of the Peruvian war of independence; his victories and leadership helped establish the conditions for Peru’s independence. Upper Peru subsequently became the independent republic of Bolivia in 1825, named in Bolívar’s honor. Bolívar was also the leading figure in the creation of Gran Colombia, a republic initially encompassing present-day Colombia, Venezuela, Ecuador, and Panama, reflecting his broader goal of political unity among the newly independent Spanish American states. Although independence was achieved through the efforts of many leaders, soldiers, and local movements, Bolívar’s command, political vision, and sustained military leadership made him one of the defining figures of the Spanish American independence era. The Encyclopaedia Britannica biography of Bolívar documents his leadership in these liberation campaigns, and the U.S. Library of Congress provides historical resources on Latin American independence. See Encyclopaedia Britannica: Simón Bolívar and Library of Congress: Simón Bolívar.

QUESTION NO: 12

When a child learns not to use swear words in front of his parents, but does so in front of friends, the child is exhibiting the principle of

A. stimulus discrimination

B. classical conditioning

C. stimulus generalization

D. selective extinction

E. response generalization

ANSWER: A

Explanation:

stimulus discrimination is correct because the child has learned to respond differently in the presence of different social stimuli. The parents and friends function as distinguishable cues: in the parents’ presence, the child suppresses swearing, whereas in the presence of friends, the child uses swear words. This pattern demonstrates that the learned behavior is not applied uniformly across all settings; instead, it is controlled by the particular people present. In learning theory, discrimination occurs when an organism differentiates between stimuli and makes a response in one situation but not another. Social contexts can serve as discriminative stimuli because they signal different likely consequences for a behavior, such as parental disapproval versus peer acceptance. The child’s behavior therefore shows an acquired ability to distinguish the parental setting from the peer setting and adjust responding accordingly. OpenStax describes stimulus discrimination as learning to respond to a specific stimulus rather than to similar stimuli in its discussion of conditioning: OpenStax Psychology 2e: Classical Conditioning. See also the American Psychological Association’s definition of discrimination in learning: APA Dictionary of Psychology.

QUESTION NO: 13

People with bulimia

A. are often normal weight

B. use extreme dieting

C. are more often male than female

D. are more commonly black adolescents

E. can be noticed easily by a skeletal appearance

ANSWER: A

Explanation:

“are often normal weight” is correct because bulimia nervosa is characterized by recurrent binge-eating episodes followed by compensatory behaviors intended to prevent weight gain, such as self-induced vomiting, misuse of laxatives or diuretics, fasting, or excessive exercise. Although these behaviors can cause serious medical consequences, they do not necessarily produce the marked, persistently low body weight associated with anorexia nervosa. Consequently, many people with bulimia nervosa have a body weight within the range expected for their age and height, and some may be above that range.

Weight alone therefore cannot be used to rule out bulimia nervosa. The disorder may be difficult for others to recognize because a person’s outward appearance can seem unremarkable while bingeing, purging, preoccupation with weight or shape, and physical complications are occurring. Health risks can include dehydration, electrolyte disturbances, dental enamel erosion from recurrent vomiting, and potentially dangerous heart-rhythm problems. Diagnosis depends on the pattern of eating behavior and compensatory behavior, along with clinical assessment, rather than on visibly low weight. The National Institute of Mental Health notes that people with bulimia nervosa may be slightly underweight, normal weight, or overweight. See the National Institute of Mental Health overview of eating disorders and the Merck Manual’s bulimia nervosa overview.

QUESTION NO: 14

When is the infant’s first word typically spoken?

A. By 8 months

B. By age 10 months

C. Between 11 and 13 months

D. Between 15 to 16 months

E. After 24 months

ANSWER: C

Explanation:

Between 11 and 13 months is the best answer because the first meaningful, recognizable spoken word commonly emerges around an infant’s first birthday. At this point, a child begins using a consistent sound pattern to represent a particular person, object, action, or need—for example, using a word such as “mama,” “dada,” or “ball” with stable meaning rather than simply babbling or imitating sounds. Developmental milestones describe a range rather than an exact deadline, since language growth varies with factors such as exposure to conversation, hearing, and individual developmental pace. Nevertheless, approximately 12 months is the standard benchmark for the transition from prelinguistic vocalizations and babbling into the use of single meaningful words. The Centers for Disease Control and Prevention includes trying to say one or two words besides “mama” or “dada” among its 1-year language and communication milestones. The American Speech-Language-Hearing Association likewise identifies saying one or two words by 12 months as an expected communication milestone. These established developmental references support the 11-to-13-month range as the typical timing for an infant’s first word. See the CDC 1-year developmental milestones and ASHA communication milestones from birth to 1 year.

QUESTION NO: 15

What is Charles Horton Cooley’s term for the way in which a person’s sense of self is derived from the perceptions of others?

A. Development of personality

B. The “looking-glass” self

C. The “I” and the “me”

D. The human psyche

E. The “window of life”

ANSWER: B

Explanation:

Charles Horton Cooley called this process the “looking-glass” self. Cooley’s concept holds that an individual’s self-concept develops through social interaction and through imagining how other people perceive, judge, and respond to them. The “looking-glass” metaphor does not mean that others provide a literal or perfectly accurate reflection. Rather, people form ideas about how they appear to others, imagine others’ evaluations of that appearance, and develop feelings and beliefs about themselves in response. Thus, a person’s sense of identity, worth, abilities, or social standing can be shaped by perceived reactions from family members, peers, teachers, and the broader community. The concept is central to symbolic interactionism because it emphasizes that the self is socially constructed and continually influenced by meaningful interpersonal feedback. Cooley introduced the idea in *Human Nature and the Social Order*, where he described the self as arising in relation to the imagined judgments of other minds. A useful overview appears in Encyclopaedia Britannica’s discussion of the looking-glass self; the original work is also available through the Project Gutenberg text of *Human Nature and the Social Order*.

QUESTION NO: 17

When cognitive theorists speak of “storage” they are generally referring to

A. assimilating

B. accommodating

C. encoding into memory

D. creating subfiles

E. stacking

F. retaining information in memory over time

ANSWER: F

Explanation:

“retaining information in memory over time” is correct because storage is the memory process through which encoded information is maintained or preserved for later use. Cognitive accounts commonly distinguish three related processes: encoding, which transforms incoming information into a usable memory representation; storage, which keeps that representation available across time; and retrieval, which accesses stored information when it is needed. Storage may occur for very brief periods in sensory memory, for a limited duration and capacity in working memory, or over much longer periods in long-term memory. The duration and durability of stored material can be influenced by such factors as rehearsal, meaningful organization, elaboration, and later interference, but the central idea remains retention rather than initial transformation of information. This terminology is reflected in standard psychological descriptions of memory as involving encoding, storage, and retrieval. See the American Psychological Association’s definition of storage and OpenStax Psychology’s discussion of how memory functions.

QUESTION NO: 18

Which of the following is NOT typically found in student’s IEP?

A. A statement of educational goals

B. A statement of intended strategies or activities to be used to assist the child to achieve goals

C. A timeline for goal achievement

D. The student’s present level of functioning

E. A plan for increasing the child’s

ANSWER: E

Explanation:

“A plan for increasing the child’s

” is the best answer because it is incomplete and does not identify a recognized, standard component of an Individualized Education Program (IEP). Under the Individuals with Disabilities Education Act, an IEP is a written educational program with specified elements: the student’s present levels of academic achievement and functional performance; measurable annual goals; how progress toward those goals will be measured and reported; and the special education, related services, supplementary aids, program modifications, and supports to be provided. The IEP also addresses the extent of participation with nondisabled peers and applicable assessment accommodations. These requirements focus on identifying educational needs, setting measurable outcomes, and documenting the services and supports required for the student to make progress. A vague, unfinished reference to a plan for increasing something does not describe one of those defined IEP elements. See the federal IEP-content requirements in 34 C.F.R. § 300.320 and the U.S. Department of Education’s Guide to the Individualized Education Program.

QUESTION NO: 19

Which nation ceded the oldest permanent European settlement in Asia to Chinese administration on December 20, 1999?

A. The United Kingdom

B. Spain

C. Portugal

D. France

E. Russia

ANSWER: C

Explanation:

Portugal is correct because it transferred administration of Macao to the People’s Republic of China on December 20, 1999. Portuguese merchants established a permanent settlement at Macao in the sixteenth century, and Portugal subsequently administered the territory for centuries. The handover followed the 1987 Joint Declaration on the Question of Macao, an agreement between Portugal and China that established the terms and date for the transfer. Upon the handover, Macao became the Macao Special Administrative Region of the People’s Republic of China. Under the “one country, two systems” framework, Macao retained a high degree of autonomy in many domestic matters, including its legal and economic systems, while China resumed sovereignty. The date and the identity of the transferring nation distinguish this event from Hong Kong’s 1997 handover, which involved the United Kingdom. The Government of the Macao SAR describes December 20, 1999, as the establishment date of the region, and the United Nations Treaty Collection records the Joint Declaration governing the transfer. See Macao Basic Law, Chapter I and United Nations Treaty Collection: Joint Declaration on Macao.

QUESTION NO: 20

Children who are depressed tend to interpret failures as

A. undeserved

B. external

C. specific

D. unstable

E. internal

ANSWER: E

Explanation:

internal is correct because depressive thinking is commonly associated with a negative attributional style: when an adverse event or failure occurs, the child is inclined to locate its cause within the self. In practical terms, a child may interpret a poor result as evidence such as “I failed because there is something wrong with me,” rather than viewing the outcome primarily as a product of circumstances. This self-blaming interpretation is an important cognitive feature linked to depression and is consistent with attributional and learned-helplessness models of depressive symptoms. Research on children and adolescents has found that negative inferential or attributional styles—especially those that assign negative events to personal causes—are associated with vulnerability to depression. The wording in the question asks specifically about the location of the perceived cause, and “internal” identifies that self-directed causal explanation. This concept is also clinically relevant because cognitive approaches to depression help young people examine and revise overly self-critical interpretations of setbacks. For background on cognitive vulnerability and depression in youth, see the National Library of Medicine record on cognitive vulnerability to depression in children and the National Center for Biotechnology Information review of cognitive theories of depression.

QUESTION NO: 21

The Supreme Court has exclusive jurisdiction in a dispute between

A. Two states

B. Two multinational corporations

C. A foreign and an American citizen

D. A foreign and an American corporation

E. Political parties

ANSWER: A

Explanation:

“Two states” is correct because the Constitution places controversies between states within the Supreme Court’s original jurisdiction, meaning that such cases may begin in the Supreme Court rather than first being heard by a lower federal court. Congress has made this jurisdiction exclusive: under 28 U.S.C. § 1251(a), the Supreme Court has “original and exclusive jurisdiction of all controversies between two or more States.” Thus, when one state brings a legal controversy against another—for example, involving a boundary, interstate water rights, or allocation of shared natural resources—the case is filed directly with the Supreme Court. This constitutional role reflects the need for a neutral national tribunal to resolve disputes among sovereign state governments and to avoid one state’s courts deciding a controversy involving another state as a party. Although the Supreme Court hears relatively few original-jurisdiction cases compared with its appellate docket, interstate controversies are a specifically defined category for which no lower federal court has jurisdiction. Article III identifies controversies “between two or more States,” while the federal statute expressly confirms their exclusive character. See Article III, Section 2 of the Constitution and 28 U.S.C. § 1251.

QUESTION NO: 22

Which of the following is NOT a right of due process?

A. Right to a fair and public trial conducted in a competent manner

B. Taxes may only be taken for public purposes

C. Right loan impartial jury

D. Private property cannot be taken for public use

E. Right to be present at the trial

ANSWER: D

Explanation:

“Private property cannot be taken for public use” is the statement that is not a protected due-process right. The Constitution does not create an absolute bar against governmental acquisition of private property. Instead, the Fifth Amendment’s Takings Clause recognizes that private property may be taken for a public use, provided that the owner receives just compensation. This protection applies to state and local governments through the Fourteenth Amendment as well as to the federal government.

In practice, a taking must serve a constitutionally sufficient public purpose, and the government must provide compensation that is fair in relation to the property taken. Due process also supplies procedural protections in disputes over governmental action, but it does not guarantee that an owner can always prevent a qualifying public-use taking. The key constitutional entitlement in this setting is compensation and lawful process, rather than an unconditional right to retain property whenever the government invokes eminent domain. The text of the Fifth Amendment is available through the Constitution Annotated, and the Supreme Court’s eminent-domain materials are summarized by the Legal Information Institute.

QUESTION NO: 23

Which of the following is TRUE about the relationship between frustration and aggression?

A. Frustration always causes aggression.

B. Biological factors are more important than social factors in aggressive behavior.

C. Whether or not frustration will result in aggression depends on cognitive appraisal.

D. Frustration is likely to cause aggression in children but depression in adults.

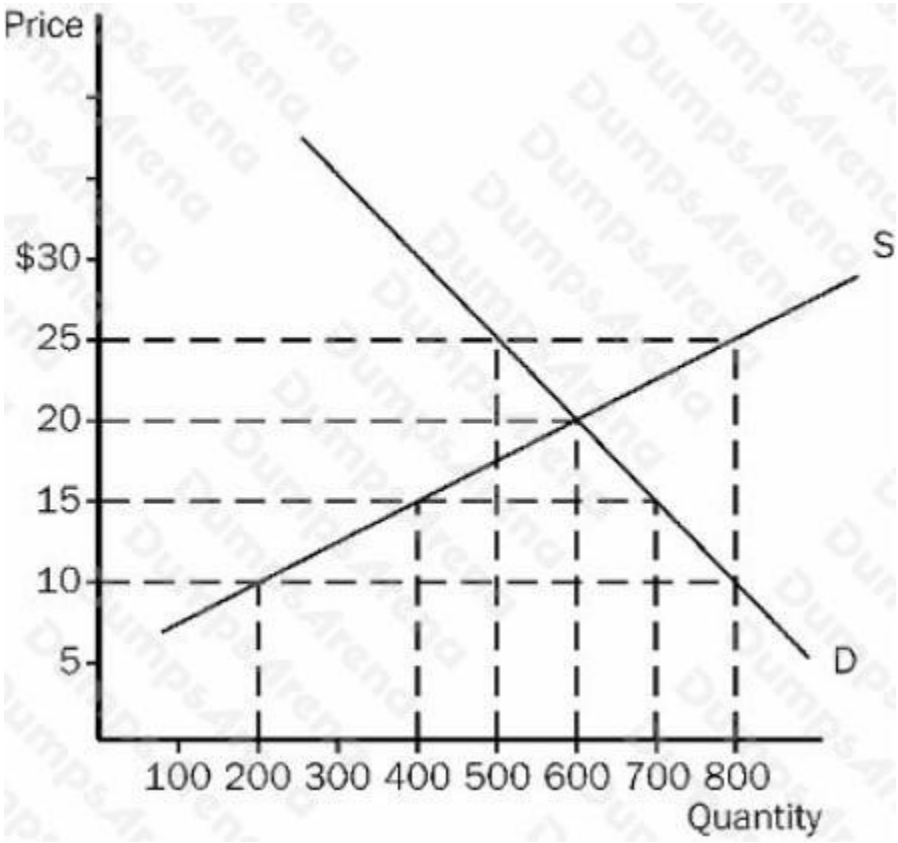
E. Aggression is always a sign that frustration and depression are present in an individual.

ANSWER: C

Explanation:

Whether or not frustration will result in aggression depends on cognitive appraisal. Frustration arises when a person’s goal-directed behavior is blocked or interfered with, and it can create an aversive emotional state. However, the person’s interpretation of the event strongly affects the behavioral response. Relevant appraisals include whether the obstruction seems intentional, unfair, avoidable, severe, or controllable, as well as whether the person believes aggression will be useful or acceptable. For example, a blocked goal may evoke anger and aggressive behavior when another person is judged to have deliberately caused the blockage. The same obstacle may instead lead to persistence, problem solving, withdrawal, or seeking support when it is viewed as accidental or outside anyone’s control. Modern social-psychological accounts therefore treat frustration as one potential input to aggression rather than an automatic, inevitable cause. Cognitive processes—including interpretations, expectations, and decisions—help determine whether frustration produces aggression in a particular situation. This reflects the broader contemporary understanding of aggression as shaped by interactions among personal, situational, emotional, and cognitive factors. See the Noba Project’s overview of aggression and violence and the American Psychological Association Dictionary definition of frustration.

QUESTION NO: 24



Refer to the graph shown above. If the price is $25, the quantity demanded would be

A. 400

B. 500

C. 600

D. 700

E. 800

ANSWER: B

Explanation:

The correct quantity demanded is **500**. To read this value from a standard supply-and-demand graph, start at the price of $25 on the vertical (price) axis and move horizontally until reaching the demand curve. From that intersection, move straight down to the horizontal (quantity) axis. The quantity associated with the demand curve at a $25 price is 500 units.

This result applies specifically to *quantity demanded*: the amount consumers are willing and able to purchase at one stated price, holding the other determinants of demand constant. The graph shows that at $25, buyers demand 500 units. Reading the demand curve rather than the supply curve is essential because the question asks about consumers' desired purchases, not producers' planned sales. This graph also illustrates the law of demand: as price rises, the quantity demanded falls, which is why the demand-curve quantity at $25 is below the quantity shown at lower prices. For background on interpreting demand schedules and demand curves, see OpenStax, "Demand, Supply, and Equilibrium in Markets for Goods and Services" and Encyclopaedia Britannica, "Law of Demand".

QUESTION NO: 25

Which of the following are always members of a person's family of orientation?

A. Spouse(s)

B. Son(s) and daughter(s)

C. Parent(s)

D. Aunt(s) and uncle(s)

E. Grandparent(s)

ANSWER: C

Explanation:

“Parent(s)” is correct because a family of orientation is the family into which an individual is born or otherwise raised during childhood. In standard sociological usage, it is contrasted with a family of procreation, which is the family a person forms through partnering and having or raising children. A person’s parents are the defining parental generation in the family of orientation, regardless of whether the household includes one parent, two parents, adoptive parents, stepparents who perform a parental role, or other caregiving arrangements. The key idea is that the family of orientation supplies the original parent-child relationship through which early socialization commonly occurs. This relationship is foundational to the concept even though actual family structures and living arrangements vary substantially. Introductory sociology sources commonly define family of orientation as the family into which one is born and identify parents as its core members. See OpenStax, What Is Marriage? What Is a Family?, and the American Sociological Association’s overview of families and family diversity.

QUESTION NO: 26

Human capital is

A. the stock of equipment and structures used to produce goods and services.

B. the knowledge and skills that workers acquire through education, training, and experience.

C. land, rivers, and mineral deposits.

D. technological knowledge.

E. the worker’s output in producing goods and services.

ANSWER: B

Explanation:

Human capital is the knowledge and skills that workers acquire through education, training, and experience. It is a productive resource embodied in people: schooling can build general knowledge, workplace training can develop job-specific abilities, and experience can improve judgment, efficiency, and expertise. Investments in human capital can raise a worker’s productivity and earnings potential, while also contributing to an economy’s capacity to produce goods and services. Human capital is not limited to degrees or formal courses; learning by doing, apprenticeships, mentoring, and other experiences may also develop valuable skills. In economic analysis, this concept helps explain why differences in education, health, skills, and experience can affect productivity across workers and countries. The Federal Reserve Bank of St. Louis describes human capital as the knowledge and skills people obtain through education, experience, and training, and the OECD similarly treats skills and knowledge as central forms of human capital that support economic and social outcomes. See the Federal Reserve Bank of St. Louis overview of human capital and the OECD’s human capital topic page.

QUESTION NO: 27

Joe is four years old. He watches as you pour out the same amount of juice into two identical glasses, one for him and one for his friend. He correctly tells you that there is the same amount of juice in each glass. However, if you pour the contents of one of the glasses into a taller, thinner glass, he says he wants that one “because there’s more juice in it.” Joe has not yet mastered the principle of

A. egocentrism

B. object permanence

C. conservation

D. correspondence

E. concreteness

ANSWER: C

Explanation:

conservation is correct because it is the ability to recognize that a quantity remains unchanged when its appearance changes in a superficial way. The amount of juice is the same before and after it is poured into the taller, thinner glass; only the glass's shape changes. Joe focuses on the increased height of the juice level and concludes that the taller glass contains more, rather than mentally reversing the pouring action or accounting for the glass's narrower width. In Piaget's theory of cognitive development, success on liquid-conservation tasks is characteristic of the concrete operational stage, which generally begins around age seven. Four-year-olds are typically in the preoperational stage and often make judgments based on the most visually noticeable feature of a situation. Conservation encompasses quantity judgments such as liquid volume, number, mass, and length when arrangements or containers are altered without adding or removing anything. The College Board's psychology material identifies Piaget's stages and related cognitive changes as foundational developmental concepts; see College Board AP Psychology, Unit 4: Developmental Psychology. A concise overview of Piaget's conservation concept is also available from Encyclopaedia Britannica.

QUESTION NO: 28

A reference group is a group

A. that strongly influences members' behavior and social attitudes

B. to which a person belongs and with which the person feels a sense of identity

C. that strongly influences a person' s behavior and social attitudes, regardless of whether that individual is an actual member

D. that consists of two or more people who interact frequently and share a common identity

E. that actively recruits new members

ANSWER: C

Explanation:

A reference group is a social group that provides an individual with a standard for evaluating attitudes, values, appearance, aspirations, or behavior. Crucially, a person does not need to belong to the group for it to serve this role. People may compare themselves with a group they admire, use its norms to judge their own conduct, or adapt their behavior in anticipation of joining it. For example, a student considering a medical career may adopt the professional expectations and study habits associated with physicians before becoming a physician. This captures the defining feature in "that strongly influences a person' s behavior and social attitudes, regardless of whether that individual is an actual member": the group functions as a point of comparison and source of norms, whether membership is current, desired, or not possible. Reference groups can therefore shape both self-concept and social behavior through comparison and identification. OpenStax describes reference groups as groups people use as standards of evaluation, including groups to which they may not belong: OpenStax, Group Dynamics. A related overview of social comparison processes is available from APA Dictionary of Psychology.

QUESTION NO: 29

Jimmy looks at his homework and decides he had better do math first because it always takes him longest. Jimmy is

A. using metacognition

B. poor at math

C. probably better on verbal tests

D. using a recognition strategy

E. an unusually self-aware child

ANSWER: A

Explanation:

Jimmy is **using metacognition**. Metacognition refers to awareness of and control over one's own thinking and learning processes—often summarized as "thinking about thinking." In this situation, Jimmy recognizes a relevant pattern in his own work: math typically requires more time than his other homework. He then uses that self-knowledge to plan and regulate his approach, choosing to begin with the task likely to need the greatest time investment. This is an example of metacognitive planning, a key component of self-regulated learning. Metacognition includes monitoring one's understanding and performance, evaluating the demands of tasks, selecting strategies, allocating time, and adjusting actions as needed. Jimmy does not merely complete a math problem; he makes a strategic decision about the order in which to complete his assignments based on his understanding of his own learning process. Educational psychology commonly identifies planning, monitoring, and evaluating cognition as central metacognitive activities. See the American Psychological Association's overview of metacognition and the Institute of Education Sciences guidance on self-regulated learning.

QUESTION NO: 30

Which of the following accurately describes what a toddler will do when confronted with a steep slope while walking?

A. He will adamantly refuse to go down it.

B. He usually will stop and crawl down the slope.

C. He cannot tell the difference and will try to walk down it, usually falling down.

D. He cannot go down any slopes until about age 2.

E. He will immediately trip due to the shift in surface.

ANSWER: B

Explanation:

"He usually will stop and crawl down the slope" is correct because toddlers' locomotor decisions reflect their developing ability to perceive affordances: they assess whether a surface can be negotiated safely with their current posture and skills. A slope that is too steep for stable upright walking may still be manageable using crawling, which lowers the child's center of gravity, increases points of contact with the surface, and provides greater control. Rather than responding to slope information in a fixed way, toddlers use perceptual information together with their experience walking and crawling to select an action appropriate to the situation. Research on infant locomotion shows that children learn to calibrate decisions about slopes to the abilities and risks associated with particular methods of movement. Thus, when walking is judged unsafe but descent remains possible by another means, switching to crawling is an adaptive response that demonstrates perception-action coordination and emerging depth perception. This finding is part of the broader developmental evidence that infants and toddlers actively tailor movement strategies to environmental constraints. See Karen Adolph's foundational research on learning to perceive locomotor affordances at https://doi.org/10.1037/0012-1649.33.4.1148 and the National Institutes of Health's related open-access research collection at https://pmc.ncbi.nlm.nih.gov/articles/PMC3159122/.

QUESTION NO: 31

The research method in which the goal is scientific objectivity and the focus is on numerical data is known as

A. quantitative analysis

B. qualitative analysis

C. random variation

D. secondary analysis

E. the margin of error

ANSWER: A

Explanation:

Quantitative analysis is correct because it uses numerical measurements and systematic statistical techniques to investigate questions, describe patterns, test hypotheses, and estimate relationships among variables. Its emphasis on standardized measurement, replicable procedures, and numerical evidence supports the goal of scientific objectivity. For example, a researcher might use survey responses coded as numbers, test scores, income figures, population counts, or experimental measurements, then summarize the results with percentages, averages, correlations, or other statistical analyses. Quantitative research commonly draws on carefully defined variables and structured data-collection methods so that findings can be evaluated and, where appropriate, generalized to a broader population. Objectivity does not mean that researchers have no interpretive responsibilities; rather, it means that the design, measures, analytic procedures, and evidence should be explicit and open to scrutiny. The OpenStax discussion of sociological research describes quantitative methods as approaches that collect and analyze numerical data, often using surveys or other structured instruments. The American Psychological Association also defines quantitative research in terms of systematic empirical investigation using numerical data and statistical methods. See OpenStax: Research Methods and APA Dictionary: quantitative research.

QUESTION NO: 32

Which of the following would best illustrate an extrinsic motivation?

A. Reading for personal pleasure

B. Enjoying playing basketball

C. Selling subscriptions to win a trip

D. Building a house because of the personal satisfaction it gives you

E. Sleeping after an exhaustive day

ANSWER: C

Explanation:

“Selling subscriptions to win a trip” best illustrates extrinsic motivation because the behavior—selling subscriptions—is undertaken to obtain a separable, externally provided reward: the trip. In educational psychology, extrinsic motivation refers to engaging in an activity primarily because it produces an outcome outside the activity itself, such as a prize, money, grades, praise, privileges, or avoiding a negative consequence. The person’s central incentive here is not necessarily enjoyment of selling subscriptions; it is attaining the trip offered as a reward. This distinction is important in motivation theory because an external incentive can direct and sustain behavior even when the task is not inherently interesting. A trip is a concrete incentive contingent on performance, making this a clear example of reward-based extrinsic motivation. The American Psychological Association describes extrinsic motivation as motivation arising from external incentives or consequences, while self-determination theory distinguishes external rewards from engaging in an activity for its inherent satisfaction. See the APA Dictionary of Psychology definition of extrinsic motivation and Self-Determination Theory’s overview of motivation.

QUESTION NO: 33

Which of the following statements about Miranda v. Arizona is correct?

A. It declared segregation by race unconstitutional.

B. It granted women the same voting rights as men.

C. It declared the recitation of the Pledge of the Union unconstitutional.

D. It required that citizens be informed of their rights when being placed under arrest.

E. It declared that a woman's reproductive rights were included in the conception of the right to privacy.

ANSWER: D

Explanation:

It required that citizens be informed of their rights when being placed under arrest. is the intended correct statement. In *Miranda v. Arizona* (1966), the Supreme Court established that the Fifth Amendment privilege against compelled self-incrimination requires law-enforcement officers to give specified warnings before questioning a person who is in custody. These warnings communicate that the person may remain silent, that statements may be used against them in court, that they have the right to consult an attorney and have an attorney present during questioning, and that an attorney will be appointed if they cannot afford one. In ordinary usage, these are called Miranda rights or Miranda warnings. The decision's central concern was custodial interrogation: the Court recognized that questioning while a suspect is deprived of freedom can be inherently coercive unless the suspect is clearly told about these constitutional protections. Thus, the statement accurately captures the core rule commonly taught about the case, although the legal trigger is custody plus interrogation rather than every arrest by itself. The full Supreme Court opinion is available from Justia's Miranda v. Arizona decision page, and the Oyez case summary and audio archive provides further case background.

QUESTION NO: 34

The practice of submitting proposed legislation for approval by a popular vote is known as a

A. Plebiscite

B. Gridlock

C. Primary

D. Referendum

E. Recall

ANSWER: D

Explanation:

A referendum is the process of submitting a proposed law or public measure to voters for approval or rejection through a popular vote. It is a form of direct democracy because citizens decide the measure themselves rather than leaving the final decision solely to elected representatives. In state and local government, a referendum may be required for particular actions, such as approving certain bonds, constitutional amendments, or major public policies. The term can also describe a measure placed before voters after a legislature has passed it, depending on the rules of the jurisdiction. The defining feature is that the electorate votes directly on legislation or a policy question. The National Conference of State Legislatures explains that referenda allow voters to approve or reject laws or constitutional amendments referred to them, while the initiative process allows citizens to propose measures for the ballot. See the National Conference of State Legislatures overview of initiative and referendum processes and the Encyclopaedia Britannica definition of referendum.

QUESTION NO: 35

Folk artists tended to use which of the following as themes for their works?

A. Portraits and scenes of family life

B. Ideas from the nation's past

C. Scenes from nature

D. Factory scenes

E. Scenes from Greek and Roman myths

ANSWER: A

Explanation:

Portraits and scenes of family life is correct because American folk art commonly recorded the familiar world of ordinary people: individual and family likenesses, homes, children, domestic settings, and local community life. Many folk artists were self-taught or worked outside formal academic art institutions. Their paintings therefore often served a practical commemorative purpose, preserving a visual record of a sitter's identity, family relationships, possessions, or social standing. Portraiture was especially important before photography became widely available, and it could be commissioned by households that wanted an enduring image without employing a formally trained artist.

The directness of folk-art portraits and domestic scenes is part of their historical value. Rather than emphasizing idealized classical subjects or formal artistic conventions, these works often include concrete details such as clothing, furniture, pets, tools, houses, and landscape features that connected the image to everyday family experience. The Smithsonian American Art Museum describes folk art as work made by artists who generally lacked formal training and whose art frequently reflects their immediate environments and communities. Its collection materials and the Metropolitan Museum of Art's discussion of American folk art provide useful context for the prominence of portraits and everyday-life imagery: Smithsonian American Art Museum: Folk Art and The Met: American Folk Art.

QUESTION NO: 36

A mother who is certain her children cannot make decisions encourages dependent behavior that confirms her opinion of them, exemplifying

A. self-perception theory

B. the theory of social comparison.

C. expedient conformity.

D. a self-fulfilling prophecy.

E. cognitive dissonance

ANSWER: D

Explanation:

A self-fulfilling prophecy is the correct concept because an initial belief or expectation changes behavior in a way that helps bring about the expected result. Here, the mother begins with the expectation that her children are unable to make decisions. Acting on that expectation, she encourages dependence rather than providing opportunities for choice, practice, and autonomy. The children consequently behave more dependently, creating observable behavior that appears to validate the mother's original expectation.

This process is especially important in social and developmental contexts because expectations held by parents, teachers, peers, or authority figures can shape the opportunities, feedback, and support an individual receives. The resulting behavior may then be interpreted as evidence that the original judgment was accurate, even though the expectation itself helped produce the outcome. In this example, the mother's certainty is not merely an observation of the children's behavior; it is an active influence on the environment that sustains and confirms dependency. This is the defining mechanism of a self-fulfilling prophecy. For further discussion, see the Encyclopaedia Britannica overview of self-fulfilling prophecy and the OpenStax Psychology discussion of social expectations.

QUESTION NO: 37

In comparison to adults, infants

A. show very different responses to tastes

B. prefer sour tastes significantly more

C. show a preference for things that do not taste like water

D. show a preference for sweet tastes

E. cannot taste much at all

ANSWER: D

Explanation:

“show a preference for sweet tastes” is correct because a preference for sweetness is present very early in human development and is especially pronounced in infancy. Newborns and young infants reliably show positive behavioral responses to sweet solutions, including relaxed facial expressions and increased sucking, whereas sweet taste can also have a calming or analgesic effect during minor procedures. This response is biologically meaningful: sweetness historically signaled energy-rich foods, and human milk itself has a mildly sweet flavor because of its lactose content. Taste perception is functional at or near birth, so infants are capable of detecting and responding to flavor qualities rather than being indifferent to them. Developmental research further indicates that taste preferences change with age and experience, but the early attraction to sweetness is a robust, widely replicated finding. Thus, the key comparison is that infants display a particularly strong, innate-like preference for sweet tastes, even before extensive dietary learning has occurred. The American Academy of Pediatrics discusses the use of sweet-tasting sucrose for infant pain relief, reflecting the well-established soothing response to sweetness; see its clinical guidance. A review of the developmental evidence on sweet-taste preference is also available through PubMed Central.

QUESTION NO: 38

Which of the following is a true statement about Puritanism?

A. Puritanism attracted few followers among the growing English middle class of merchants and commercial farmers.

B. Puritanism was based on a set of religious, political, and social values.

C. Puritans renounced the Calvinist concept of the work ethic.

D. Rigorous adherence to social mores for their own sake was a cornerstone of Puritanism.

E. In leaving England, the Puritans renounced any political ambitions.

ANSWER: B

Explanation:

Puritanism was based on a set of religious, political, and social values. Puritanism emerged within English Protestantism as a movement seeking further reform of the Church of England according to Reformed, especially Calvinist, principles. Its adherents understood religious belief as inseparable from the way a community should be organized and governed. Ideas such as covenant, disciplined worship, moral conduct, family order, education, and communal responsibility shaped Puritan life. In New England, particularly Massachusetts Bay, Puritan leaders sought to establish a “godly” society in which civil institutions and laws supported their religious understanding of proper conduct. Political participation and local governance therefore operated within a framework strongly influenced by church membership and Puritan social ideals. Puritan concern with work, self-discipline, and visible moral behavior also reflected the conviction that an orderly community should live in accordance with God’s will. The statement correctly captures this broad, interconnected character of Puritanism rather than treating it as only a private set of theological beliefs. The Library of Congress describes Puritans as seeking to build communities ordered around their religious convictions, while the National Park Service discusses the central role of Puritan religious ideals in Massachusetts Bay’s society and government. See Library of Congress: The Puritans and National Park Service: Puritans and the Great Migration.

QUESTION NO: 39

If a conditioned stimulus is presented in the absence of an unconditioned stimulus, _____ may occur.

A. discrimination

B. extinction

C. resistance

D. spontaneous recovery

E. generalization

ANSWER: B

Explanation:

Extinction may occur when a conditioned stimulus is repeatedly presented without the unconditioned stimulus that originally supported learning. In classical conditioning, the conditioned stimulus initially elicits a conditioned response because of its prior pairing with the unconditioned stimulus. For example, if a tone has been paired with food and comes to produce salivation, repeatedly presenting the tone without food causes the salivary conditioned response to weaken over time. This decline is called extinction.

Extinction is not simply forgetting or erasing the original association. Rather, the organism learns that the conditioned stimulus no longer reliably predicts the unconditioned stimulus, so responding is reduced. This distinction helps explain why a conditioned response can sometimes reappear after a delay, even after it has been extinguished. The defining procedure in the question—presenting the conditioned stimulus in the absence of the unconditioned stimulus—is therefore the standard condition for extinction in Pavlovian learning. See OpenStax's discussion of classical conditioning and the American Psychological Association's definition of extinction.

QUESTION NO: 40

Language development is

A. unpredictable

B. sequenced and step-like

C. highly dependent upon genetics

D. gender specific in timing

E. solely dependent on environmental factors

ANSWER: B

Explanation:

Language development is **sequenced and step-like** because children typically acquire communication abilities in an orderly progression, even though the precise age at which a child reaches each milestone can vary. Early vocalizations such as cooing and babbling generally precede meaningful single words; single words are followed by short word combinations, then increasingly complex grammar, vocabulary, and conversational skill. This predictable ordering reflects the cumulative nature of language learning: later abilities build on capacities established earlier. Developmental researchers therefore describe language acquisition in terms of broadly shared milestones rather than an entirely random pattern. Cultural and linguistic environments can influence the language children hear, the words they learn, and the timing or style of particular interactions, but children across typical developmental contexts still show a recognizable progression of language abilities. The Centers for Disease Control and Prevention lists communication milestones by age, illustrating this developmental sequence from early sounds and gestures through use of words and sentences. The American Speech-Language-Hearing Association likewise outlines age-related communication milestones that demonstrate how receptive and expressive language skills build over time. See the CDC developmental milestones and ASHA communication milestones.

QUESTION NO: 41

Which of the following was NOT a utopian community?

A. Deseret

B. New Harmony

C. Amana

D. Brook Farm

E. Oneida

ANSWER: A

Explanation:

Deseret is correct because it was the name applied to the proposed State of Deseret, a large political jurisdiction organized by Latter-day Saint settlers in 1849 after their migration to the Great Basin. It was intended to provide a civil government for the region and encompassed territory far beyond present-day Utah. Congress did not admit Deseret as a state; instead, it created Utah Territory in 1850. Although the early Latter-day Saint settlement included strong communal values, religious leadership, and cooperative economic practices, “Deseret” itself referred to a proposed state and governmental entity rather than to a discrete utopian community or experimental communal settlement. The word derives from the Book of Mormon and was understood by the settlers to mean “honeybee,” symbolizing industry. In historical survey questions, Deseret is therefore distinguished from named nineteenth-century communities established specifically as social, religious, or economic experiments. The proposed State of Deseret also remained culturally significant: its name continued in institutions and symbols associated with Utah. See Encyclopaedia Britannica’s overview of the State of Deseret and the Utah Division of State History’s statehood history.

QUESTION NO: 42

Assume the following scenario: (1) the economy is at Y = $900 billion, which is not the equilibrium level of national income; (2) autonomous consumption = $60 billion and MPC = 0.8; and (3) the producers in the economy have decided that of the $900 billion of goods they produced, $100 billion is intended for investment. Consumers save

A. –$100 billion

B. nothing

C. $100 billion

D. $120 billion

E. $440 billion

ANSWER: D

Explanation:

$120 billion is correct because household saving is the portion of disposable income not used for consumption. With no taxes, transfers, or foreign-sector information specified, income can be treated as disposable income for this simple Keynesian expenditure-model calculation. The consumption function is $C = a + MPC \times Y$, where autonomous consumption is $60 billion, the marginal propensity to consume is 0.8, and income is $900 billion. Thus, consumption equals $60 billion + (0.8 × $900 billion), or $780 billion. Saving is income less consumption: $900 billion − $780 billion = $120 billion.

The same conclusion follows from the saving-function form. Since the marginal propensity to save is 1 − MPC, MPS equals 0.2. Saving therefore equals −autonomous consumption + (MPS × income): −$60 billion + (0.2 × $900 billion) = $120 billion. The stated planned investment level helps describe planned expenditure and possible disequilibrium, but consumer saving is determined here by the consumption relationship and current income. For an overview of consumption, saving, and the MPC/MPS relationship, see OpenStax Principles of Economics: Aggregate Demand and Encyclopaedia Britannica: Consumption Function.

QUESTION NO: 43

In Freudian theory, the reservoir of unconscious psychic energy governed by the pleasure principle that seeks instant gratification is known as the

A. ego

B. superego

C. libido

D. id

E. archetype

ANSWER: D

Explanation:

The correct answer is **id**. In Sigmund Freud's structural model of personality, the id is the primitive, entirely unconscious component of the psyche. It is the original source of instinctual drives and psychic energy, including impulses related to survival, pleasure, and aggression. The id follows the pleasure principle: it seeks immediate satisfaction of wants and needs without considering practical constraints, social expectations, or moral standards.

Freud described the ego and superego as later-developing structures that help manage and regulate these underlying impulses. However, the defining description in the question—an unconscious reservoir of psychic energy seeking instant gratification—specifically identifies the id. This concept is central to Freud's theory because it accounts for the basic, instinct-driven pressures that motivate behavior before conscious reasoning or internalized moral rules are applied. A useful overview of Freud's personality structure is available from Encyclopaedia Britannica. The OpenStax Psychology text also summarizes the id's operation according to the pleasure principle within psychodynamic theory.

QUESTION NO: 44

Which ancient lawgiver created the first known code of laws?

A. Lycurgus

B. Dracon

C. Hammurabi

D. Solon

E. Moses

ANSWER: C

Explanation:

Hammurabi is the intended and correct answer in this historical-survey context because he was the Babylonian king associated with the Code of Hammurabi, a major ancient Mesopotamian collection of laws dating to approximately 1750 BCE. The code was inscribed on a large stone stele and addressed many areas of social and economic life, including property, trade, family matters, injuries, wages, and judicial procedures. Its detailed written provisions, along with the survival of the stele, make it one of the earliest and most influential law codes known from the ancient world. The stele presents Hammurabi as receiving authority to establish justice, reflecting the king's role as both ruler and lawgiver in Babylonian society. Although historians recognize that some earlier Mesopotamian legal texts survive, introductory history questions commonly use "first known code of laws" to identify the famous, extensive Code of Hammurabi. The Louvre's description of the monument identifies it as a Babylonian legal text commissioned by Hammurabi, and Britannica discusses its central place in the history of ancient law. See the Louvre's overview of the Code of Hammurabi and Encyclopaedia Britannica's article on the Code of Hammurabi.

QUESTION NO: 45

The main goal of Lincoln's plan for Reconstruction was to

A. remake Southern society to guarantee African Americans their rights

B. grant voting rights to former male slaves

C. punish the South

D. restore the Union as quickly as possible

E. return the same politicians to office as before the war in order to maintain continuity

ANSWER: D

Explanation:

“restore the Union as quickly as possible” is correct because Abraham Lincoln viewed Reconstruction primarily as a means of reestablishing the seceded states’ loyal relationship with the United States and ending the political division caused by the Civil War. His December 1863 Proclamation of Amnesty and Reconstruction, often called the Ten Percent Plan, offered pardons to most former Confederates who pledged loyalty to the Union and accepted emancipation. Once 10 percent of a state’s 1860 voting population had taken this oath, those loyal citizens could organize a new state government and seek readmission to the Union. This deliberately lenient framework reflects Lincoln’s belief that the Confederate states had not permanently left the Union and should be brought back promptly under loyal governments. Although emancipation was essential to his wartime policy and later constitutional change, Lincoln’s Reconstruction proposal did not make broad Black suffrage or a comprehensive transformation of Southern society its central requirement. Its central purpose was national reunification on practical, forgiving terms while securing the end of slavery. The National Archives reproduces the proclamation and describes its loyalty-oath and state-restoration provisions: National Archives: Proclamation of Amnesty and Reconstruction. A concise historical overview is also available from Encyclopaedia Britannica: Lincoln and Reconstruction.

QUESTION NO: 46

An increased focus on national rather than local issues on radio, television, and other mass media has

A. Caused Americans from different regions to share similar ideas and perspectives

B. Caused a divergence of political beliefs and attitudes across America

C. Reduced public interest in foreign affairs

D. Limited the influence of the media on domestic politics

E. Pushed the political patties away from the political center

ANSWER: A

Explanation:

“Caused Americans from different regions to share similar ideas and perspectives” is correct because mass media can create a common national political environment. As radio and television developed broad audiences, they enabled people in geographically distant communities to receive many of the same reports, images, campaign messages, and discussions about public affairs. This shared exposure makes national events and issues more salient than strictly local concerns and can encourage a more unified sense of what political questions are important.

National news coverage also helps establish a common agenda: when major outlets repeatedly cover the same elections, economic developments, public-policy debates, and national crises, citizens across regions are more likely to discuss and evaluate those matters using overlapping information and frames of reference. The result is not that every American adopts identical views, but that political discussion is less isolated by region and is more likely to be organized around common national issues and perspectives.

This effect reflects the agenda-setting role of news media and the historical expansion of media audiences beyond local communities. See OpenStax, The Media, and Encyclopaedia Britannica, mass media.

QUESTION NO: 47

Mean length of utterance refers to the

A. average number of words a child uses in a sentence

B. total number of sounds a child makes trying to express himself/herself

C. average number of letters in the child's usual utterances

D. average number of morphemes a child uses in a sentence

E. average number of syllables a child uses in a sentence

ANSWER: D

Explanation:

Mean length of utterance refers to the average number of morphemes a child uses in a sentence. A morpheme is the smallest unit of language that carries meaning. It may be a whole word, such as "dog," or a meaningful word part, such as the plural ending "-s" in "dogs." In child-language assessment, clinicians and researchers calculate mean length of utterance by collecting a sample of a child's spontaneous speech, counting the morphemes in each utterance, and dividing the total by the number of utterances. The resulting measure provides a useful indicator of early grammatical and expressive-language development, because children generally produce utterances containing more morphemes as they acquire inflections, function words, and more complex sentence structures. For example, "Dog run" contains two morphemes, whereas "The dogs are running" contains five. Mean length of utterance is therefore based on meaningful linguistic units rather than simply the number of printed letters, speech sounds, syllables, or words. The American Speech-Language-Hearing Association describes language samples as an important source of information about a child's morphology and syntax, areas for which morpheme-based analysis is particularly useful. See ASHA's Speech and Language Development resources and NCBI's overview of language development.

QUESTION NO: 48

If you salivate at the sight of McDonald's "Golden Arches," you are evidencing

A. an unconditioned response

B. a reflex action

C. a conditioned response

D. learned helplessness

E. shaping

ANSWER: C

Explanation:

"a conditioned response" is correct because the salivation is elicited by a previously neutral visual cue—the McDonald's "Golden Arches"—after that cue has become associated with food and eating. In classical conditioning, food naturally produces salivation without prior learning; food is therefore an unconditioned stimulus, and salivation to food is an unconditioned response. Through repeated experiences in which the Golden Arches signal the availability of food, the logo can acquire the ability to trigger salivation on its own. It then functions as a conditioned stimulus, while the learned salivation it elicits is the conditioned response. This is the same basic associative-learning process demonstrated in Pavlov's research: an initially neutral stimulus gains behavioral significance when reliably paired with a biologically meaningful stimulus. The example does not require that a person consciously decide to salivate; what matters is that the response to the logo reflects an acquired association between that cue and food. For an overview of classical conditioning terminology and processes, see the OpenStax Psychology 2e discussion of classical conditioning and the Encyclopaedia Britannica entry on classical conditioning.

QUESTION NO: 49

The Constitution grants Congress the power to do all of the following EXCEPT

A. Borrow money for the public treasury

B. Declare war

C. Govern commerce among the states and with foreign countries

D. Tax exports from any one state

E. Coin money and set its value

ANSWER: D

Explanation:

“Tax exports from any one state” is the correct answer because the Constitution expressly withholds this authority from Congress. Article I, Section 9, Clause 5 states: “No Tax or Duty shall be laid on Articles exported from any State.” This is a direct constitutional prohibition, rather than a power Congress may exercise. The provision applies to exports leaving any state and prevents Congress from using a federal tax or duty to burden those exported goods.

This limitation was included in the constitutional design to protect interstate fairness and to prevent the federal government from imposing export-related financial burdens that could fall especially heavily on states whose economies depended on sending agricultural products, raw materials, or other goods abroad. It also reflects the Constitution’s division between enumerated congressional powers and explicit restrictions on the exercise of federal power. Therefore, even where Congress has broad authority in areas affecting national fiscal and commercial policy, a tax or duty on articles exported from a state is constitutionally barred. The text is available through the Constitution Annotated, Article I; the export-clause discussion is also provided by the Congressional Constitution Annotated.

QUESTION NO: 50

The Seneca Falls Convention in 1848 took up the issue of

A. temperance

B. women’s rights

C. abolition of slavery

D. prison reform

E. universal education

ANSWER: B

Explanation:

The Seneca Falls Convention took up the issue of women’s rights. Held in Seneca Falls, New York, in July 1848, it is widely recognized as the first women’s rights convention in the United States. Organized principally by Elizabeth Cady Stanton and Lucretia Mott, the gathering addressed women’s unequal legal, political, economic, and social status. Its central document, the Declaration of Sentiments, deliberately echoed the language and structure of the Declaration of Independence to assert that women and men were created equal and that women were entitled to equal rights.

The convention adopted resolutions calling for reforms affecting women’s participation in public life, employment, education, property rights, and marriage laws. Most notably, it included a resolution advocating women’s suffrage—the right to vote—which became a defining goal of the organized women’s-rights movement. The National Park Service describes the convention and its Declaration of Sentiments as foundational to the movement for women’s equality. See the National Park Service overview of the Seneca Falls Convention and the Library of Congress text of the Declaration of Sentiments.

QUESTION NO: 51

According to sociologist

C. Wright Mills, the ability to see the relationship between individual experiences and the larger society is referred to as

A. the conflict perspective

B. symbolic interaction

C. reality perception

D. the sociological imagination

E. the scientific vision

ANSWER: D

Explanation:

The sociological imagination is C. Wright Mills's term for the capacity to connect an individual's personal experiences, circumstances, and choices with broader historical and social forces. Mills emphasized that people often experience difficulties as private, personal troubles—for example, unemployment, debt, or problems in family life. Using the sociological imagination means considering how such experiences may also reflect public issues shaped by social institutions, economic conditions, cultural norms, and historical change. For instance, an individual's unemployment is not understood solely as a matter of personal effort when widespread economic recession, changes in industry, or unequal access to education affect employment opportunities across a population. This perspective therefore links biography—the course of an individual life—with history and the organization of society. Mills introduced and developed this influential concept in *The Sociological Imagination*, arguing that it enables people to understand their place within the social world and recognize the connections between personal troubles and public issues. See the Encyclopaedia Britannica overview of sociological imagination and the American Sociological Association's introduction to sociology.

QUESTION NO: 52

All students are listening to the teacher's riveting lecture when suddenly a loud, sudden noise occurs in the back of the room. The students all startle and turn away from the teacher to look to the back of the room. The reaction is a result of the work of

A. sensory register

B. sensory gating

C. survival instinct

D. short-term encoding

E. the reticular activating system

ANSWER: E

Explanation:

The reticular activating system is correct because it is a network within the brainstem reticular formation that helps regulate arousal, alertness, and the shifting of attention toward significant sensory events. A loud, unexpected sound is a novel and potentially important stimulus. It rapidly increases alertness and interrupts the students' ongoing focus on the lecture, producing an orienting response: they startle and direct their attention toward the source of the noise. This function is especially important because the brain cannot consciously process every stimulus in the environment with equal priority. Instead, the reticular activating system contributes to maintaining wakefulness and highlighting changes that may require immediate attention. In the classroom scenario, the sudden noise stands out from the stable background of the teacher's lecture, so this system helps redirect attention to the new event. The description therefore illustrates the reticular activating system's role in arousal and attention rather than a deliberate learning or memory process. For an overview of the reticular formation's role in consciousness and arousal, see NCBI Bookshelf: Neuroanatomy, Reticular Formation. Additional discussion of the ascending reticular activating system appears in NCBI Bookshelf: Physiology, Arousal and Attention.

QUESTION NO: 53

A fundamental source of monopoly market power arises from

A. barriers to entry.

B. perfectly elastic demand.

C. perfectly inelastic demand.

D. availability of “free” natural resources, such as water or air.

E. perfectly elastic supply.

ANSWER: A

Explanation:

“barriers to entry.” is correct because monopoly power depends fundamentally on a firm’s ability to prevent, deter, or substantially limit competition from potential new sellers. When entry is difficult, an existing firm can continue serving a market without facing the competitive pressure that would otherwise constrain its prices and profits. Entry barriers can arise from legal protections such as patents or exclusive licenses; control over an essential input or distribution network; very large start-up costs; economies of scale that make a single producer most efficient; or government regulation that restricts the number of firms allowed to operate. These conditions allow the incumbent to retain market power over time rather than merely earning a temporary advantage. In economic analysis, a monopoly is not defined simply by having one current seller; it also requires that rival firms cannot readily enter and compete away the monopolist’s economic profit. The OpenStax economics text identifies barriers to entry as a key feature that protects monopolies from competition, while the Federal Trade Commission explains that competition policy is concerned with practices that may exclude rivals or impede competitive entry. See OpenStax, “How Monopolies Form: Barriers to Entry” and FTC, Guide to Antitrust Laws.

QUESTION NO: 54

A decrease in the price level

A. causes real wealth to rise, people to lend more, interest rates to rise, and the dollar to appreciate.

B. causes real wealth to rise, people to lend more, interest rates to fall, and the dollar to depreciate.

C. causes real wealth to fall, people to lend less, interest rates to fall, and the dollar to depreciate.

D. causes real wealth to fall, people to lend less, interest rates to rise, and the dollar to depreciate.

E. does not affect real wealth.

ANSWER: B

Explanation:

A decrease in the price level causes real wealth to rise, people to lend more, interest rates to fall, and the dollar to depreciate. When the overall price level falls, the purchasing power of assets denominated in dollars, such as cash balances and fixed nominal wealth, increases. Households therefore feel wealthier in real terms and tend to increase consumption. At the same time, lower prices reduce the amount of money people and firms need to hold for transactions. With money demand lower relative to the available money supply, more funds are supplied to financial markets, putting downward pressure on interest rates. Lower interest rates encourage interest-sensitive spending, particularly investment.

In an open economy, lower domestic interest rates also make domestic financial assets relatively less attractive to international investors. The resulting capital outflow increases the supply of dollars in foreign-exchange markets, causing the dollar to depreciate. A depreciated dollar makes domestic goods less expensive to foreign buyers and foreign goods relatively more expensive to domestic buyers, supporting net exports. These wealth, interest-rate, and exchange-rate channels explain why a lower price level produces movement along the aggregate-demand curve toward greater real output demanded. See the Federal Reserve Bank of St. Louis explanation of aggregate demand at https://www.stlouisfed.org/education/learnomics/aggregate-demand-and-aggregate-supply and OpenStax’s discussion of aggregate demand at https://openstax.org/books/principles-economics-3e/pages/11-1-the-building-blocks-of-aggregate-demand.

QUESTION NO: 55

Which of the following was meant to stop Congress from considering anti-slavery petitions?

A. Committee system

B. Censure

C. Filibuster

D. Cloture

E. Gag rule

ANSWER: E

Explanation:

The **Gag rule** was designed to prevent the House of Representatives from considering petitions concerning slavery, especially the many antislavery petitions submitted during the 1830s and 1840s. In 1836, the House adopted a resolution requiring that such petitions be received but then immediately tabled, without being printed, debated, referred to a committee, or otherwise acted upon. Its purpose was to shield slavery from congressional discussion amid growing abolitionist pressure and to reduce conflict between Northern and Southern representatives.

Former president and Massachusetts representative John Quincy Adams became a leading opponent of the restriction. He argued that refusing to consider petitions violated the constitutional right of the people to petition the government for a redress of grievances. Adams persistently challenged the rule during House proceedings, contributing to its eventual repeal in 1844. The episode is significant because it demonstrates how procedural rules can shape whether Congress addresses a public issue at all, even before any substantive vote occurs. The House of Representatives' historical materials discuss Adams's petition battles and the gag rule: U.S. House History: John Quincy Adams and the Gag Rule. The constitutional basis for the right to petition appears in the First Amendment.

QUESTION NO: 56

In Western democracies, a government with popular support and citizens who feel their government has the right to act on their behalf is said to have

A. legitimacy

B. empowerment

C. participation

D. indivisibility

E. supremacy

ANSWER: A

Explanation:

A government with popular support whose citizens accept its right to make and enforce binding decisions has **legitimacy**. In political science, legitimacy means that people regard the government's authority as rightful, rather than obeying solely because they fear coercion or expect a personal benefit. In a democratic system, legitimacy is commonly grounded in popular consent: citizens participate in choosing representatives, recognize constitutional rules and institutions, and generally accept the government's authority to act within its lawful powers. This acceptance does not require every citizen to agree with every policy or election result. Instead, it reflects broad recognition that the political system and officeholders have a valid claim to exercise authority on the public's behalf. The idea is closely associated with the consent of the governed, a core principle in democratic political thought and in the U.S. tradition of government deriving its just powers from the people. The Stanford Encyclopedia of Philosophy discusses political legitimacy as the right to rule and the corresponding obligation to obey in appropriate circumstances: Stanford Encyclopedia of Philosophy: Political Legitimacy. The U.S. Declaration of

Independence also expresses the principle that governments derive “their just powers from the consent of the governed”: National Archives: Declaration of Independence.

QUESTION NO: 57

Any physical or social attribute or sign that so devalues a person’s social identity that it disqualifies that person from full social acceptance is a:

A. norm

B. value

C. status

D. stigma

E. meritocracy

ANSWER: D

Explanation:

The correct answer is **stigma**. In sociology, a stigma is an attribute, characteristic, or social mark that is deeply discrediting within a particular social setting. It may be associated with a physical condition, a perceived personal trait, membership in a social group, or another identity marker. The key part of the definition is not merely that a person differs from others, but that the attribute is socially interpreted in a way that devalues the individual and can limit full acceptance, participation, or recognition.

This definition is closely associated with sociologist Erving Goffman, whose work describes stigma as an attribute that reduces a person “from a whole and usual person to a tainted, discounted one” in the eyes of others. Stigma is therefore a social process: its consequences arise from shared cultural beliefs, stereotypes, and patterns of exclusion rather than from an attribute’s inherent qualities. Understanding stigma helps explain how social identities can affect interaction, opportunity, belonging, and marginalization. See the Encyclopaedia Britannica overview of stigma and the Cambridge University Press record for Goffman’s *Stigma*.

QUESTION NO: 58

Polygenic traits

A. are transmitted by a single pair of genes

B. are uncommon in humans

C. are transmitted by the mother

D. are transmitted by combinations of pairs of genes

E. involve chromosomal abnormalities

ANSWER: D

Explanation:

“are transmitted by combinations of pairs of genes” is correct because a polygenic trait is influenced by variation in two or more genes. Each contributing gene generally occurs as a pair of alleles in a diploid individual, with one allele inherited from each biological parent. The combined, often additive, effects of alleles at several gene locations shape the observable trait. This type of inheritance commonly produces continuous variation across a population rather than a small number of sharply distinct categories. Human height and skin pigmentation are standard examples: many genes contribute to the final phenotype, while environmental factors may also affect how strongly the trait is expressed.

The term *polygenic* therefore identifies the involvement of multiple genes, not inheritance through a single gene pair. In introductory psychology and biology, this concept is important for understanding why many human characteristics show a broad range of values and why predicting an individual's exact phenotype from a simple parental-trait pattern is difficult. The National Human Genome Research Institute describes complex traits as being influenced by multiple genes, often together with environmental factors. See NHGRI: Polygenic Trait and MedlinePlus Genetics: What are complex or multifactorial disorders?.

QUESTION NO: 59

XYZ Corporation produced 300 units of output but sold only 275 of the units it produced. The average cost of production for each unit of output produced was $100. Each of the 275 units sold were sold for a price of $95. The total revenue of the XYZ Corporation is

A. $30,000

B. $28,500

C. $26,125

D. $1,000

E. −$3,875

ANSWER: C

Explanation:

Total revenue is the money a firm receives from selling its output. It is calculated by multiplying the quantity actually sold by the price received per unit: total revenue = price × quantity sold. XYZ Corporation sold 275 units at $95 each, so its total revenue is 275 × $95 = $26,125. Therefore, **$26,125** is the correct total-revenue figure.

The number of units produced and the average production cost are not part of the total-revenue calculation. Those facts could be used in a separate calculation of total cost or profit, but revenue concerns only sales receipts. Because 25 of the 300 units produced were not sold, they generated no sales revenue during the period described. Standard economics terminology defines total revenue as the price of a good multiplied by the quantity sold; see OpenStax, Costs in the Short Run, and the Federal Reserve Bank of St. Louis's discussion of revenue under perfect competition.

QUESTION NO: 60

A group of firms that are acting in unison to maximize collective profits is called a

A. conspiracy.

B. dilemma game.

C. union.

D. coalition.

E. cartel.

ANSWER: E

Explanation:

A cartel is a group of independent firms that coordinate their decisions—commonly prices, output levels, market shares, or territories—to raise their joint, or collective, profits. By cooperating in this way, cartel members seek to act like a single monopolist rather than competing against one another. In the standard economic model, the firms collectively restrict output relative to a competitive market and set a higher price, allowing the group to earn monopoly-level profit when the agreement is successfully maintained. Cartels must generally monitor members and discourage cheating because each individual member may have an incentive to secretly expand production or cut prices while the others comply with the agreement. The

Organization of the Petroleum Exporting Countries is frequently used as an example of an international producer group that coordinates petroleum-output policies, although real-world cartels vary in their effectiveness and stability. The U.S. Department of Justice notes that agreements among competitors to fix prices, limit production, or allocate markets are forms of cartel conduct and are generally illegal under antitrust law. See the U.S. Department of Justice Antitrust Division and the Encyclopaedia Britannica definition of cartel.

QUESTION NO: 61

Most states have

A. Bicameral legislatures

B. Unicameral legislatures

C. Professional full-time legislatures

D. Term limits for legislators

E. Campaign spending limits for legislators

ANSWER: A

Explanation:

Most states have bicameral legislatures. A bicameral legislature has two separate chambers, generally a senate and a house of representatives (sometimes called an assembly or house of delegates). This structure is used in every state except Nebraska, whose legislature is unicameral, meaning it consists of one chamber. State bicameralism reflects the general design of the U.S. Congress, with one chamber typically having fewer members and longer terms and the other having more members and shorter terms. The two-house arrangement requires proposed state laws to be approved in both chambers before they can proceed to the governor for signature or veto, subject to each state's constitutional procedures. Nebraska's official legislative website identifies its body as the nation's only unicameral state legislature, which confirms that bicameral legislatures are the prevailing model among the states. The National Conference of State Legislatures also provides comparative information on state legislative institutions and their organization. See the Nebraska Legislature's overview and the National Conference of State Legislatures' state-legislature resources.

QUESTION NO: 62

All bills to raise government revenue must originate in the

A. House of Representatives

B. Senate

C. Senate Budget Committee

D. Department of the Treasury

E. Internal Revenue Service

ANSWER: A

Explanation:

House of Representatives is correct because Article I, Section 7, Clause 1 of the U.S. Constitution—commonly called the Origination Clause—states that "[a]ll Bills for raising Revenue shall originate in the House of Representatives." This constitutional rule assigns the House the initial authority to introduce revenue-raising legislation, reflecting the Framers' view that the chamber elected directly by the people should take the lead on taxation. The Senate remains an essential participant in the legislative process: after the House originates a revenue bill, the Senate may consider it and may propose or concur with amendments. Thus, the constitutional requirement concerns where a bill to raise revenue begins, rather than eliminating the Senate's role in shaping and passing the final measure. The rule applies to bills whose primary purpose is to raise money for the general support of government. The authoritative constitutional text is available through the Constitution

Annotated, Article I, Section 7. The House's constitutional role and procedures for revenue measures are also summarized by the U.S. House of Representatives Office of the Historian.

QUESTION NO: 63

Which of the following was fought between colonists and Native Americans?

A. King Philip's War

B. Bacon's Rebellion

C. Shays's Rebellion

D. Stono Uprising

E. First Seminole War

ANSWER: A

Explanation:

King Philip's War was fought between English colonists in New England and Native American peoples, principally the Wampanoag and their allies, during 1675–1676. The conflict was led on the Native American side by Metacom, the Wampanoag sachem whom English colonists called King Philip. It developed from escalating tensions over English settlement, colonial demands for political control, land encroachment, and the weakening of Native autonomy in the region. Fighting spread across parts of present-day Massachusetts, Rhode Island, Connecticut, and neighboring areas, making it one of the most destructive conflicts, relative to population, in early American history. Colonial militias and allied Native groups fought against Metacom's coalition; the war ended after Metacom was killed in 1676. Because its opposing sides directly included New England colonists and Native American nations, King Philip's War precisely matches the question's description. The National Park Service summarizes the war's causes, participants, and major consequences at https://www.nps.gov/articles/king-philips-war.htm. Additional historical context is available from Encyclopaedia Britannica at https://www.britannica.com/event/King-Philips-War.

QUESTION NO: 64

Which of the following is NOT a true statement about life in the English colonies?

A. Families tended to be large, because many children meant many workers.

B. Women had little opportunity outside the home but played a central role within the family.

C. The English had fairly open immigration policies.

D. Colonial culture tended to be similar to that of England.

E. The colonies had no colleges, so young men had to go to England for higher education.

ANSWER: E

Explanation:

The statement "The colonies had no colleges, so young men had to go to England for higher education." is not true because institutions of higher education were established in English North America well before independence. Harvard College was founded in Massachusetts Bay Colony in 1636, making it the first college in the colonies. Its original purpose included educating clergy, but it also provided a local route to advanced education for colonial men. The College of William and Mary was chartered in Virginia in 1693, and Yale College was founded in Connecticut in 1701. By the eighteenth century, additional colonial colleges—including the College of New Jersey, later Princeton—further expanded access to higher learning. Colonial students therefore did not universally need to travel to England for a college education, although English universities retained prestige and some affluent colonists did study there. The existence of these colleges also shows that religious, civic, and professional leadership could be cultivated within colonial society itself. Harvard's official history identifies

its 1636 founding, while William & Mary documents its 1693 royal charter: Harvard University history and William & Mary history.

QUESTION NO: 65

Memory for events that happened in one's life is called

A. hedonistic memory

B. egocentric memory

C. autobiographical memory

D. self-centered memory

E. semantic memory

ANSWER: C

Explanation:

Autobiographical memory is memory for personally experienced events and information about one's own life. It includes recollections of specific episodes, such as a graduation, a family trip, or an important conversation, as well as broader knowledge tied to one's personal history. In cognitive psychology, autobiographical memory is generally understood as drawing on episodic memory for the details of particular events—what happened, where it happened, and when it happened—while also incorporating personal semantic knowledge, such as knowing one's hometown or the name of a former school. The key feature is that the remembered material concerns the individual's own past experiences. This term is therefore the most accurate label for memory of events that happened in one's life. For an overview of autobiographical memory and its relation to episodic and semantic memory, see the American Psychological Association Dictionary of Psychology. A useful scholarly introduction is Conway and Pleydell-Pearce's model of autobiographical memory, available through Psychological Review.

QUESTION NO: 66

Johnny has been wetting the bed. A special pad is placed under him while he is sleeping. If the pad becomes wet, a circuit closes, causing a bell to ring. Johnny wakes up, and finishes his urination by going to the bathroom. Over time, Johnny stops wetting the bed altogether.

This is an example of the application of what theory to treating bed-wetting?

A. Psychodynamic

B. Psychosocial

C. Cognitive

D. Learning

E. Social modeling

ANSWER: D

Explanation:

Learning is correct because the treatment uses a bed-wetting alarm to change a learned sleep-and-voiding response through conditioning. The moisture-sensitive pad detects the earliest signs of urination and immediately produces a bell sound. That sound wakes Johnny, allowing him to interrupt urination and go to the bathroom. With repeated pairings, bodily sensations associated with a full bladder become linked to awakening before or at the onset of urination. Eventually, the child learns to wake independently in response to those internal cues, and nighttime bladder control improves.

This approach is commonly called alarm training or enuresis alarm therapy. It is a behavioral application of learning principles: a consistent consequence occurs at the target behavior, and repeated practice establishes a more adaptive response. Clinical guidance recognizes alarm therapy as an effective treatment for nocturnal enuresis, particularly when families can use the device consistently over time. The American Academy of Family Physicians describes enuresis alarms as a treatment that conditions children to awaken when wetting begins. See American Academy of Family Physicians guidance on enuresis in children and NIDDK information on bedwetting.

QUESTION NO: 67

In the United States, males traditionally are expected to demonstrate aggressiveness, whereas females are expected to be passive and nurturing, which illustrates the concept of

A. sexual identity

B. gender identity

C. gender role

D. biological role

E. correct behavior

ANSWER: C

Explanation:

gender role is correct because it refers to the socially shared expectations, norms, and behavioral patterns associated with being perceived as male or female in a particular culture. The expectations described—men displaying aggressiveness and women being passive and nurturing—are examples of traditional gender-role stereotypes. They concern what society has historically considered appropriate behavior for people based on gender, rather than an individual's personal sense of self. Gender roles are learned and reinforced through socialization, including influences such as families, peer groups, schools, media, and broader cultural institutions. They can vary across historical periods and societies and may change as cultural beliefs and social arrangements change. In psychology and sociology, distinguishing socially prescribed gender-role expectations from personal identity concepts is important for understanding how norms shape attitudes and behavior. The American Psychological Association describes gender roles as culturally defined expectations associated with gender, while OpenStax's psychology text discusses gender roles as the expectations that society associates with each sex or gender. See the American Psychological Association Dictionary of Psychology: gender role and OpenStax Psychology 2e, Gender.

QUESTION NO: 68

Powerful individuals and groups use ideology to maintain their favored positions at the expense of others, according to what theoretical perspective?

A. Functionalist

B. Conflict

C. Symbolic interactionist

D. Psychological

E. Differential association

ANSWER: B

Explanation:

The conflict perspective is correct because it examines society through the unequal distribution of power, resources, and influence among social groups. From this viewpoint, ideology is not simply a neutral collection of shared beliefs. It can serve the interests of dominant groups by legitimizing existing social arrangements and encouraging people to see unequal outcomes as natural, fair, or unavoidable. Powerful individuals and institutions may therefore promote ideas that protect their

advantages, reduce challenges to their authority, and make the status quo appear desirable even when it disadvantages other groups.

This approach is rooted in the tradition associated with Karl Marx, whose analysis emphasized how economic power and class relations shape social institutions and prevailing beliefs. Contemporary conflict theorists extend this reasoning to inequalities involving wealth, race, gender, political influence, and other forms of social power. The question's emphasis on favored positions being maintained "at the expense of others" directly reflects this focus on domination and inequality. For an overview of the conflict perspective in sociology, see OpenStax, Theoretical Perspectives. Background on Marx's analysis of class and ideology is available from the Stanford Encyclopedia of Philosophy.

QUESTION NO: 69

The basic factors involved in any economic decision are

A. scarcity and choice.

B. surpluses and shortages.

C. market prices and the use of efficient production methods.

D. the use of markets to produce goods and the use of government to allocate them among potential consumers.

E. profits and losses.

ANSWER: A

Explanation:

scarcity and choice. is correct because economics begins with the fact that resources—including time, labor, land, capital, and entrepreneurial ability—are limited, while human wants exceed what those resources can satisfy. This condition is scarcity. Because it is impossible to obtain every desired good, service, or outcome, individuals, businesses, and governments must choose how to use available resources. Every economic decision therefore involves selecting one use of resources instead of another and accepting an opportunity cost: the value of the next-best alternative forgone. For example, a household that spends part of its income on housing has less available for travel or savings; similarly, a government that directs funds to infrastructure cannot use those same funds for another public purpose. The College Board's CLEP Principles of Macroeconomics material identifies scarcity, choice, and opportunity cost as foundational economic concepts. The Federal Reserve also explains that scarcity requires people to make choices because resources are limited. See the College Board CLEP Principles of Macroeconomics exam page and the Federal Reserve's overview of scarcity and economic choice.

QUESTION NO: 71

"It is our true policy to steer clear of permanent alliances, with any portion of the foreign world." This quotation is most likely from a speech by

A. Benjamin Franklin

B. Thomas Paine

C. George Washington

D. John Adams

E. Abraham Lincoln

ANSWER: C

Explanation:

"George Washington" is correct because the quotation comes from Washington's Farewell Address, published in 1796 near the end of his second term as president. In that address, Washington urged the United States to maintain commercial

relations with other nations while avoiding enduring political commitments that could draw the young republic into foreign disputes and wars. The wording in the question closely matches his advice that the nation should “steer clear of permanent Alliances, with any portion of the foreign world.” Washington’s recommendation reflected the fragile position of the United States in the late eighteenth century: it had limited military and financial resources, faced rivalry between Britain and France, and sought time to strengthen its institutions and economy. Although the Farewell Address is commonly called a speech, it was issued as a public letter to the American people rather than delivered orally. Its arguments on neutrality, national unity, and caution in foreign affairs became a major reference point in early United States political thought. The full text is available through the Yale Avalon Project, and the National Archives provides historical context in its Founders Online record of the Farewell Address.

QUESTION NO: 72

A major difference between slavery in Virginia and in the Carolinas and Georgia was that

A. landowners were less tolerant of slaves creating families

B. there was more cultural diversity in the Carolinas and Georgia as a result of the blending of European and African cultures

C. the major crop that slaves in Virginia cultivated was cotton, whereas in the Carolinas and Georgia, it was rice

D. most slaves in Virginia had been born in the colony rather than imported

E. there was a greater degree of diversity in the kinds of work that slaves did in the Carolinas and Georgia

ANSWER: D

Explanation:

The statement “most slaves in Virginia had been born in the colony rather than imported” identifies an important regional distinction in the British mainland colonies, particularly by the eighteenth century. Virginia’s tobacco-based plantation economy developed an enslaved population that increasingly grew through natural increase: enslaved people formed families and, despite the brutal constraints of slavery, births became a major source of population growth. This meant that a substantial and growing share of Virginia’s enslaved population was locally born, creating multigenerational enslaved communities.

This pattern differed from the low-country plantation regions of the Carolinas and Georgia, where rice cultivation and, later, other export agriculture created sustained demand for laborers imported through the Atlantic slave trade. The demographic history of colonial Virginia therefore reflects the transition from heavy early importation to a predominantly American-born enslaved population. The Virginia Museum of History & Culture notes that by the mid-eighteenth century Virginia’s enslaved population had become self-sustaining through natural increase. The Library of Congress’s overview of slavery also describes how regional plantation systems and the transatlantic trade shaped enslaved populations differently across British North America. See Encyclopedia Virginia: Slavery in Colonial Virginia and Library of Congress: Slavery in the Colonies.

QUESTION NO: 73

Richard can give you a step by step account of the game last Friday. He can describe the various plays and the players’ reactions. Richard has a good

A. episodic memory

B. procedural memory

C. semantic memory

D. athletic memory

E. visual reporting memory

ANSWER: A

Explanation:

episodic memory is the correct answer because Richard is recalling a particular personally experienced event: a game that occurred on a specific occasion, last Friday. His ability to recount the sequence of plays and the reactions of the players reflects memory for the details and context of that event. Episodic memory is a form of explicit, or declarative, long-term memory that supports conscious recollection of autobiographical experiences, including what happened, where it happened, and when it happened. In this example, the account is organized around a distinct episode rather than merely general knowledge about sports or an acquired physical skill. The detailed, step-by-step recollection indicates that information about the event was encoded and can be deliberately retrieved as a coherent experience. This distinction is central to standard cognitive-psychology accounts of long-term memory, which identify episodic memory as memory for personally experienced events situated in time and place. For further background, see the American Psychological Association's definition of episodic memory and the OpenStax Psychology discussion of how memory functions.

QUESTION NO: 74

The effect of a tariff or a quota is to

A. raise the price of a commodity in the exporting country above the price in an importing country.

B. raise the price of a commodity in an importing country above the price in the exporting country.

C. lower the price of the commodity in all countries.

D. raise the price of the commodity in all countries.

E. raise the amount of a good coming into the importing country.

ANSWER: B

Explanation:

"raise the price of a commodity in an importing country above the price in the exporting country" is correct because both tariffs and import quotas restrict trade and create a difference, or wedge, between the foreign supply price and the price paid in the importing market. A tariff is a tax on imported goods. Importers must account for that tax when bringing goods into the country, which raises the domestic market price relative to the price received by foreign sellers. An import quota limits the quantity that may enter the country. By restricting available imports, the quota reduces supply in the importing market and tends to raise the domestic price above the world price. In the standard small-country trade model, the exporting-country or world price is unchanged, while consumers in the importing country face the higher protected-market price. This price effect is central to the economic analysis of trade barriers: domestic producers may receive a higher price and produce more, while consumers pay more and purchase less. The Congressional Research Service describes tariffs as taxes on imports that raise the domestic price of imported goods, and OpenStax explains that quotas similarly restrict imports and increase domestic prices. See Congressional Research Service: U.S. Tariffs and OpenStax: Trade Barriers, Tariffs, Subsidies, and Quotas.

QUESTION NO: 75

Which of the following is NOT an aspect of intelligence according to Sternberg's theory?

A. Analytical

B. Practical

C. Creative

D. Subjective

E. None of the above

ANSWER: D

Explanation:

Subjective is correct because it is not one of the three forms of intelligence in Robert J. Sternberg's triarchic theory of intelligence. Sternberg proposed that successful intelligent behavior involves analytical intelligence, creative intelligence, and practical intelligence. Analytical intelligence concerns evaluating information, solving defined problems, comparing alternatives, and making judgments. Creative intelligence involves responding effectively to novel situations and generating original ideas. Practical intelligence is the capacity to adapt to everyday environments, shape them to meet one's goals, or select more suitable environments; it is often associated with applying knowledge effectively in real-world settings. These components were intended to broaden the understanding of intelligence beyond performance on conventional academic or IQ-style tasks. "Subjective" can describe a personal perspective or judgment, but it is not a named component of Sternberg's triarchic model. Therefore, it is the term that does not identify an aspect of intelligence in this theory. See the American Psychological Association's overview of triarchic theory of intelligence and Sternberg's original article, "The Triarchic Theory of Human Intelligence".

QUESTION NO: 76

Which of the following statements would be consistent with social cognitive theory?

A. Children internalize the traits of other people to form their identities.

B. Identification occurs as children imitate the behavior patterns of others.

C. Observational learning always occurs without thought or intention.

D. Traits are inherited and are not influenced by environmental events.

E. Identity is an inactive process that is genetically based.

ANSWER: B

Explanation:

"Identification occurs as children imitate the behavior patterns of others." is consistent with social cognitive theory because this perspective, associated especially with Albert Bandura, holds that people can learn by observing models and reproducing what they have observed. Children do not need to experience every consequence directly to acquire a behavior; they can attend to another person's actions, retain what they observed, possess the ability and motivation to reproduce the behavior, and use the observed behavior as part of their developing repertoire. In this sense, imitating salient people—such as parents, peers, teachers, or media figures—can contribute to identification and identity development.

Social cognitive theory also emphasizes human agency: learners actively interpret social situations, anticipate likely outcomes, and regulate aspects of their own behavior. Thus, imitation is not merely mechanical copying; it is a learning process shaped by cognitive factors, motivation, expected consequences, and the social environment. Bandura's work on observational learning provides the central foundation for this conclusion. See the American Psychological Association's overview of observational learning and Encyclopaedia Britannica's biography of Albert Bandura.

QUESTION NO: 77

A negative attitude based on faulty generalizations about members of selected racial, ethnic, or other groups is referred to as

A. redlining

B. discrimination

C. prejudice

D. racism

E. hate crime

ANSWER: C

Explanation:

prejudice is correct because it refers to a preconceived, usually unfavorable attitude or judgment toward people based on their membership in a social group, rather than on knowledge of them as individuals. The question's emphasis on a "negative attitude" and "faulty generalizations" identifies the attitudinal component of prejudice. Prejudice can be directed toward racial, ethnic, religious, gender, age, disability, or other social groups. It commonly involves stereotypes—oversimplified beliefs that attribute assumed characteristics to every member of a group.

In social science, distinguishing attitudes from actions is important. Prejudice describes what a person believes or feels about a group before any conduct occurs. Those attitudes may influence behavior, but the term itself names the biased evaluation or judgment. The American Psychological Association defines prejudice as a negative attitude toward a group and its members, often based on stereotypes. The National Association of School Psychologists likewise describes prejudice as an attitude toward members of a group that is usually based on stereotypes rather than individual experience. See the American Psychological Association Dictionary of Psychology definition of prejudice and the National Association of School Psychologists discussion of prejudice.

QUESTION NO: 78

At conception, the original fertilized cell consists of forty-six

A. chromosomes

B. genes

C. molecules of DNA

D. gametes

E. nuclei

ANSWER: A

Explanation:

chromosomes is correct because, in the usual human case, fertilization joins a haploid egg cell carrying 23 chromosomes with a haploid sperm cell carrying 23 chromosomes. Their union produces a zygote, the original fertilized cell, with a diploid chromosome number of 46. These chromosomes are organized into 23 pairs: one member of each pair is inherited through the egg and the other through the sperm. This complete chromosome complement provides the developing organism with genetic material from both biological parents and is copied as the zygote divides to form additional cells. The 46-chromosome total is the standard human somatic-cell chromosome number and is a central concept in human development and genetics. Individual variation can occur through chromosomal conditions, but the expected answer for normal human conception is 46 chromosomes. The National Human Genome Research Institute describes humans as having 23 pairs of chromosomes, and MedlinePlus explains the role of chromosomes in carrying genetic information. See NHGRI's Chromosomes Fact Sheet and MedlinePlus Genetics: What is a chromosome?.

QUESTION NO: 79

The repetition of an experiment by another experimenter at another time and place is called

A. duplication

B. replication

C. experimental review

D. repetition

E. copyright infringement

ANSWER: B

Explanation:

Replication is the term for repeating a study or experiment, particularly when it is conducted by different researchers and/or in a different setting or at a later time. Its purpose is to determine whether the original finding can be obtained again under comparable methods and conditions. Replication is central to scientific knowledge because a result becomes more credible when independent investigators can reproduce it rather than when it depends solely on one researcher, sample, laboratory, or occasion. In psychology and other social sciences, successful replications help establish that an observed effect is reliable and may generalize beyond the circumstances of the initial experiment. Replication can involve closely following the original procedure (a direct replication) or testing the same underlying hypothesis with a different method or population (a conceptual replication). The question's description—another experimenter repeating the experiment at another time and place—matches the standard meaning of replication. The American Psychological Association identifies replicability as an essential feature of science, and the National Academies explains that reproducibility and replication enable researchers to evaluate the reliability of scientific claims. See the American Psychological Association's discussion of replication and the National Academies report on reproducibility and replicability in science.

QUESTION NO: 80

This political cartoon

A. is in support of the temperance movement

B. plays off Andrew Jackson's humble beginnings

C. plays off the Democrats's depiction of Harrison as living in a log cabin and drinking hard cider

D. is in support of Harrison and Tyler

E. is an example of the mudslinging that went on in the election of 1840

ANSWER: E

Explanation:

The correct answer is **"is an example of the mudslinging that went on in the election of 1840"** because the presidential contest between Whig William Henry Harrison and Democrat Martin Van Buren was one of the earliest U.S. campaigns to rely heavily on popular mass-campaign techniques, partisan ridicule, slogans, songs, and visual imagery. Political cartoons were especially effective because they conveyed a candidate's supposed character and social standing quickly to voters. In 1840, Whig campaigners embraced the imagery of the log cabin and hard cider after Democratic criticism intended to portray

Harrison as an unsophisticated frontiersman. The Whigs turned that attempted insult into a favorable popular image, presenting Harrison as close to ordinary Americans while using pointed attacks against his opponent and the administration. This use of exaggerated, adversarial imagery is characteristic of campaign mudslinging: it seeks to shape public opinion through ridicule and personal or symbolic attacks rather than a careful discussion of policy. The 1840 campaign therefore marks an important development in the highly participatory, image-driven style of American electoral politics. See the Library of Congress overview of the 1840 election and the Encyclopaedia Britannica account of the election.

QUESTION NO: 81

Vocalizations that do NOT represent objects or events are called

A. random

B. non-sensical

C. prelinguistic

D. paralinguistic

E. jargon

ANSWER: C

Explanation:

prelinguistic is correct because it describes the period before a child uses meaningful language symbols to stand for objects, actions, events, or ideas. During prelinguistic development, infants communicate and practice the sound patterns required for later speech through crying, cooing, laughing, babbling, and similar vocal play. These sounds can convey a child's state or invite social interaction, but they do not yet function as conventional words with stable referential meaning. For example, an infant's repeated syllables may sound speech-like, yet the child has not consistently attached those sounds to a particular person, object, or event. This distinction is central to developmental psychology: language involves symbolic representation, whereas early vocal activity helps establish the perceptual, motor, and social foundations from which symbolic language develops. As infants approach the end of the first year, vocalizations increasingly become intentional and word-like, eventually leading to first words that do represent referents. OpenStax describes early language development as progressing from infant vocalizations such as cooing and babbling toward meaningful words in its language-development overview. The American Speech-Language-Hearing Association also identifies early communication behaviors and sound development before the emergence of words in its communication milestones for birth to one year.

QUESTION NO: 82

It has been suggested that every successful teaching encounter could be analyzed in terms of the

A. actions of the students

B. artistic application of theory and research

C. 'instinct' of the teacher

D. outcomes achieved

E. intentions of those involved

ANSWER: B

Explanation:

The correct answer is *artistic application of theory and research*. Successful teaching is often described as both a science and an art. The scientific dimension includes using established findings about learning, development, motivation, assessment, memory, and classroom instruction. Theory and research provide educators with evidence-informed principles that can guide decisions, such as giving meaningful feedback, connecting new material to prior knowledge, and structuring practice effectively.

The artistic dimension is the teacher's skilled, responsive application of those principles in a particular classroom. Teachers must interpret students' needs, select and adapt methods, communicate ideas clearly, pace instruction, and respond to unexpected developments. Thus, effective teaching is not simply the mechanical use of research results; it involves professional judgment and creative adaptation to make theory useful in a real teaching encounter. The American Psychological Association's learner-centered principles similarly emphasize applying psychological knowledge while attending to individual learners and learning contexts. See the APA Learner-Centered Psychological Principles and the What Works Clearinghouse for research-based educational guidance.

QUESTION NO: 83

Karl Marx's term for government, schools, churches, and all other social institutions that produce and disseminate ideas that perpetuate the existing system of exploitation is society's

A. substructure

B. superstructure

C. ecostructure

D. basic structure

E. class structure

ANSWER: B

Explanation:

superstructure is correct. In Marxist theory, a society's economic foundation—its mode of production, including productive resources and the relations between social classes involved in production—is the base. Built upon that base is the superstructure: the political, legal, religious, educational, and cultural institutions and ideas of society. Marx held that these institutions are substantially shaped by the economic base and tend to support, legitimize, and reproduce the prevailing class relations. Thus, government, schools, churches, laws, and dominant beliefs can help make an existing system of class-based exploitation appear natural, legitimate, or inevitable. The term does not mean that every institution is mechanically controlled by economic conditions; rather, it identifies the structural relationship through which social and ideological forms are connected to material production and class power. This base-and-superstructure framework is central to Marx's account of historical development and to later Marxist analyses of ideology. Marx summarized this relationship in the preface to *A Contribution to the Critique of Political Economy*, explaining that the economic structure is the real foundation on which a legal and political superstructure arises. See Marx's 1859 Preface and the Stanford Encyclopedia of Philosophy's overview of Marx.

QUESTION NO: 84

Among Stanley Milgram's subjects who were pressured to give "electrical shocks" to a "learner" (actually an actor)

A. almost none would shock the subject at all

B. about 30 percent delivered some level of electrical shock

C. about 30 percent delivered an apparently painful shock

D. nearly two thirds delivered an apparently painful shock

E. nearly 90 percent delivered an apparently painful shock

ANSWER: D

Explanation:

"nearly two thirds delivered an apparently painful shock" is the best answer because Milgram's initial, widely cited obedience study found that 26 of 40 participants, or 65 percent, continued administering shocks through the final 450-volt setting when instructed to do so by the experimenter. Participants believed that the shock generator was real and heard the learner's

increasingly distressed verbal reactions, although the learner was an actor and no shocks were actually delivered. The study's central finding was therefore the unexpectedly high level of obedience to an authority figure under controlled laboratory conditions. The wording "nearly two thirds" accurately reflects the 65 percent result and captures the fact that participants continued despite having reason to believe the learner was experiencing serious discomfort or pain. Milgram reported these findings in his 1963 article, "Behavioral Study of Obedience," published in the *Journal of Abnormal and Social Psychology*. A digitized copy is available through York University's Classics in the History of Psychology archive. The Simply Psychology overview of Milgram's experiment likewise summarizes the 26-of-40 result and its significance for understanding obedience.

QUESTION NO: 85

If a researcher wished to determine whether heat causes an increase in aggression, the best approach would be to

A. observe people in a public park on hot and cold days

B. compare and cross-reference weather reports with crime statistics

C. recruit participants, put half in a cold room and half in a hot room, and observe their behavior

D. compare crime rates in countries that are warm and cool

E. ask people if they feel irritable and prone to aggression in the hot weather

ANSWER: C

Explanation:

The best approach is to recruit participants, put half in a cold room and half in a hot room, and observe their behavior because it uses an experiment to test a causal hypothesis. Establishing causation requires the researcher to manipulate the presumed cause—in this case, room temperature—and measure its effect on aggression. Participants can be assigned to the temperature conditions at random, which helps distribute preexisting differences, such as trait irritability, mood, or prior experiences, across the groups. The researcher can also standardize other aspects of the setting, including the length of exposure, instructions, and the method used to measure aggressive behavior. With these controls in place, a systematic difference in aggression between the hot-room and cold-room groups provides evidence that the temperature manipulation produced the difference. This is the defining strength of experimental research: manipulation of an independent variable under controlled conditions permits causal conclusions when the design is sound. The American Psychological Association describes experiments as studies in which researchers manipulate one or more variables to determine their effects on another variable; see APA's overview of the experimental method. For additional discussion of random assignment and causal inference, see Simply Psychology's experimental-method guide.

QUESTION NO: 86

Assimilation and accommodation both reflect

A. imaginal manipulation

B. formal operations

C. the use of elaboration

D. a need to resolve cognitive disequilibrium

E. mental operations used to move items from working memory

ANSWER: D

Explanation:

Assimilation and accommodation both reflect a need to resolve cognitive disequilibrium. In Jean Piaget's theory of cognitive development, people organize knowledge into mental frameworks called schemas. When a new experience fits an existing schema, assimilation allows the learner to interpret that experience using what they already know. When the experience

does not fit, accommodation involves changing an existing schema or forming a new one. Both processes are adaptive responses to the mismatch between current understanding and new information.

Piaget described this mismatch as disequilibrium: a temporary state of cognitive imbalance that motivates the learner to make sense of unfamiliar or conflicting information. Through assimilation, accommodation, or a combination of the two, the learner restores a more stable and coherent understanding, called equilibrium. Thus, the shared purpose of these processes is not merely storing information, but actively reorganizing thought so that experience and existing knowledge become consistent. This idea is central to Piaget's constructivist account of learning, in which cognitive development occurs through ongoing movement between disequilibrium and equilibrium. See the Encyclopaedia Britannica discussion of assimilation and the overview of Piaget's theory.

QUESTION NO: 87

The founder of modern-day polling was

A. Walter Lippman

B. Henry Luce

C. Elmo Roper

D. Hadley Cantrill

E. George Gallup

ANSWER: E

Explanation:

George Gallup is correctly identified as the founder of modern-day polling because he transformed opinion polling into a systematic, scientifically sampled method for measuring public attitudes. In 1935, he established the American Institute of Public Opinion, later widely known through the Gallup Poll. His work emphasized drawing relatively small but carefully selected samples intended to represent the larger population, rather than relying on massive but self-selected mail-in surveys. This approach became especially influential during the 1936 U.S. presidential election, when Gallup's methods successfully anticipated the outcome while the Literary Digest's enormous unscientific poll produced a famously inaccurate forecast. Gallup's approach helped establish polling as an important tool in political campaigns, journalism, market research, and the study of public opinion. His legacy is reflected in the continuing use of survey sampling, question design, weighting, and statistical analysis to estimate what a broader public thinks from responses gathered from a smaller group. Gallup's historical account of the organization and its origins is available at Gallup History. The importance of the 1936 polling episode is also documented by the U.S. National Archives.

QUESTION NO: 88

Which of the following groups lost significant influence as a result of the War of 1812?

A. War Hawks

B. Federalists

C. Whigs

D. Westerners

E. Democrats

ANSWER: B

Explanation:

Federalists is correct. The Federalist Party suffered a severe and lasting decline after the War of 1812 because many of its leaders, particularly in New England, had strongly opposed the conflict. Their opposition was often viewed by the broader

public as lacking patriotism once the war ended and American independence from British pressure appeared reaffirmed. The Hartford Convention of 1814–1815 was especially damaging: Federalist delegates discussed constitutional amendments and, in some accounts, possible separation by New England. When news of Andrew Jackson's victory at New Orleans and the Treaty of Ghent reached the public soon afterward, the convention made the party appear out of touch with the wave of national pride. Although Federalists continued to hold some local power for a time, their ability to compete effectively as a national political party collapsed. The postwar period became associated with the Democratic-Republicans' dominance, often called the Era of Good Feelings. For historical context, see the U.S. Department of State's overview of the War of 1812 and Encyclopaedia Britannica's discussion of the Hartford Convention.

QUESTION NO: 89

The power of judicial review grants the Supreme Court the ability to

A. Overturn or modify the enforcement of laws that violate the Constitution

B. Evaluate all judicial appointments prior to Senate consent proceedings

C. Edit bills under consideration prior to enactment

D. Consider all state laws for constitutionality prior to their enactment

ANSWER: A

Explanation:

"Overturn or modify the enforcement of laws that violate the Constitution" is correct because judicial review is the Supreme Court's authority to assess whether laws and governmental actions conform to the U.S. Constitution. When the Court concludes that a federal or state law conflicts with the Constitution, its ruling makes that law unenforceable to the extent of the constitutional conflict. The Court may also issue remedies or interpretive rulings that limit how a law can be applied, particularly when only part of a statute or a particular application is unconstitutional.

This authority is central to the judiciary's role as an independent branch of government and supports the constitutional principle that the Constitution is the supreme law of the land. Judicial review was firmly established in *Marbury v. Madison* in 1803, in which the Supreme Court recognized its duty to decide constitutional questions arising in cases before it. The Constitution Annotated discusses the development and scope of judicial review at Congress.gov. The Supreme Court's decision in *Marbury v. Madison* is also available through Oyez.

QUESTION NO: 90

Which one of the following factors would reduce the quantity of money balances that households would want to hold?

A. higher prices

B. a rise in inflation

C. higher nominal interest rates

D. an expansion in nominal income (nominal GDP)

E. an increase in the money supply

ANSWER: C

Explanation:

"higher nominal interest rates" is correct because the nominal interest rate represents the opportunity cost of holding money. Money held as currency or in a non-interest-bearing checking balance is highly liquid and useful for transactions, but it generally does not provide the return available from interest-bearing assets such as bonds, savings accounts, or similar financial instruments. When nominal interest rates rise, the return forgone by retaining wealth in money balances becomes larger. Households therefore have an incentive to shift some funds from money into interest-bearing assets and to economize on their average money holdings. In money-demand terminology, this is a movement along the money-demand

curve: at a higher interest rate, the quantity of money balances demanded is lower, holding other determinants constant. This inverse relationship is a central feature of liquidity-preference and money-demand analysis. The Federal Reserve describes interest rates as affecting the incentives facing households and businesses in financial decisions, while standard macroeconomic treatment identifies the interest rate as the opportunity cost of holding money. See the Federal Reserve's monetary policy overview and OpenStax, "Demand for Money and the Equilibrium Interest Rate".