

1

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

<https://selldocx.com/products>

[/test-bank-cr-psychology-as-core-studies-and-research-methods-3e-banyard](#)

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

2

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

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

3

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

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

4

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

- (A) Students have less experience of driving and estimating speed; students are better than average at remembering things and using their memory
- (B) Students are better than average at remembering things and using their memory; it is possible to generalise to the whole population

- It is not possible to generalise to the whole population; it is possible that students are more likely to take the experiment seriously
- (C) It is possible that students are more likely to take the experiment seriously; students are not used to being eyewitnesses
- (D) Students are used to being eyewitnesses; students have less experience of driving and estimating speed
- (E)

5

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

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

6

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

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

7

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

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

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

8

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

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

9

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

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

10

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

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

11

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

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

12

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

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

13

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

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

14

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

- (A) Because the Strange Stories are a second-order Theory of Mind task

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

15

Which of the following is not true of autism?

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

16

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

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

17

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

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

(E) 46

18

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

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

19

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

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

20

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

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