ARIZONA STATE UNIVERSITY (ASU) PSY101 INTRODUCTION TO PSYCHOLOGY EXAM 2 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://asu-psy101exam2.examzify.com

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 16

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

SAMPLE

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

SAMPLE

Questions

SAMPLE

1. What is the base rate's significance in evaluating the reliability of a sample?

A. It indicates the strength of a correlation.

B. It shows that smaller samples are more reliable.

C. The higher it is, the more reliable the sample gets.

D. It reflects how easily an event can be recalled.

2. What does functional fixedness refer to in problem-solving?

A. The ability to find new solutions

B. A stuck way of thinking about an object's uses

C. The tendency to forget past solutions

D. The process of relating objects to solve problems

3. What term refers to the struggle to suppress unwanted memories from the past?

A. Transience

B. Persistence

C. Blocking

D. Bias

4. Which fallacy suggests that previous outcomes affect the probabilities of future events in random scenarios?

A. The law of large numbers

B. The gambler's fallacy

C. Base rate fallacy

D. Projection bias

5. According to psychological theories, what are dreams primarily associated with?

A. Information processing

B. Wish fulfillment

C. Day residue

D. Manifest content

SAMPLE

6. How many items can the average working memory hold according to the "magic number" rule?

A. 3

B. 5

C. 7

D. 10

7. What is the term used when a conditioned response reappears after a period of extinction and no exposure?

A. Acquisition

B. Extinction

C. Spontaneous Recovery

D. Shaping

8. Infantile amnesia refers to:

A. The inability to form memories in early childhood

B. The difficulty of recalling memories formed during the toddler stage

C. The loss of memories due to aging

D. The phenomenon of forgetting traumatic events

9. What concept describes the ability to better retrieve information in the same state of consciousness in which it was encoded?

A. State dependency of retrieval

B. Contextual learning

C. Mood congruence

D. Situational factors

10. What term describes the gradual weakening of memory pathways when they are not used?

A. Blocking

B. Transience

C. Suggestibility

D. Misattribution

SAMPLE

Answers

SAMPLE

1. C
2. B
3. B
4. B
5. B
6. C
7. C
8. B
9. A
10. B

SAMPLE

Explanations

SAMPLE

1. What is the base rate's significance in evaluating the reliability of a sample?

A. It indicates the strength of a correlation.

B. It shows that smaller samples are more reliable.

C. The higher it is, the more reliable the sample gets.

D. It reflects how easily an event can be recalled.

The base rate is a crucial element in evaluating the reliability of a sample because it provides context regarding the general prevalence of a characteristic or event within a given population. A higher base rate indicates that the characteristic or event is more common, which enhances the reliability of the sample findings. For instance, if a study examines a rare condition in a population with a low base rate, the conclusions drawn from such a sample could be less reliable compared to a study examining a characteristic with a high base rate. Therefore, the reliability of a sample increases with a higher base rate, allowing researchers to make more confident inferences about the population from which the sample is drawn. This understanding is essential for interpreting data accurately and avoiding erroneous conclusions based on sample anomalies.

2. What does functional fixedness refer to in problem-solving?

A. The ability to find new solutions

B. A stuck way of thinking about an object's uses

C. The tendency to forget past solutions

D. The process of relating objects to solve problems

Functional fixedness is a cognitive bias that limits a person's ability to use an object only in the way it is traditionally used or perceived. This concept plays a critical role in problem-solving because it can hinder creativity and the ability to think outside the box when faced with challenges. When an individual experiences functional fixedness, they may struggle to identify alternate uses for an object or see it in a different context that could facilitate a solution. For example, if someone is trying to tighten a screw but only thinks of a screwdriver as the applicable tool, they may overlook using a coin or another object that could effectively accomplish the same task. Recognizing that an object can serve multiple purposes is essential for overcoming this cognitive barrier and can lead to more innovative solutions. The other options relate to different aspects of cognitive processes but do not capture the essence of functional fixedness. The ability to find new solutions is a general skill that is often hindered by functional fixedness rather than being the definition itself. Forgetting past solutions pertains to memory issues rather than the constraints imposed by fixed thinking about objects. Similarly, while relating objects can be part of problem-solving, it does not specifically describe the restriction imposed by functional fixedness on how one thinks about an object.

SAMPLE

3. What term refers to the struggle to suppress unwanted memories from the past?

A. Transience

B. Persistence

C. Blocking

D. Bias

The term that refers to the struggle to suppress unwanted memories from the past is blocking. Blocking is a phenomenon where an individual is unable to access or retrieve a memory because they are trying to suppress it or because it is psychologically distressing. This can often lead to a feeling of frustration, as the person is aware of the memory but cannot bring it to mind. Transience refers to the gradual forgetting of memories over time, highlighting the impermanence of memory rather than an active struggle to suppress it. Persistence, on the other hand, relates to the intrusions of unwanted memories that persist despite efforts to forget them, demonstrating the difficulty of escaping these thoughts rather than the active suppression itself. Bias involves the influence of current knowledge, beliefs, or feelings on the recollection of past events, rather than the suppression of memories. Therefore, blocking is specifically associated with the intentional effort to suppress or remove unwanted memories from consciousness.

4. Which fallacy suggests that previous outcomes affect the probabilities of future events in random scenarios?

A. The law of large numbers

B. The gambler's fallacy

C. Base rate fallacy

D. Projection bias

The gambler's fallacy refers to the incorrect belief that past random events influence the probabilities of future random events. This fallacy often emerges in contexts such as gambling, where individuals might assume that if a coin has landed on heads several times in a row, it is "due" to land on tails next. They mistakenly believe that the outcomes of previous individual events affect the likelihood of upcoming outcomes, despite the fact that each event is independent in a truly random scenario. Understanding the gambler's fallacy is crucial for recognizing how cognitive biases can distort reasoning in situations involving chance. This fallacy illustrates a common misconception about probability, specifically the misunderstanding of independence in random processes. It teaches individuals to be cautious not to let past results cloud their judgments about future probabilities in random situations.

SAMPLE

5. According to psychological theories, what are dreams primarily associated with?

A. Information processing

B. Wish fulfillment

C. Day residue

D. Manifest content

In psychological theories, dreams have often been associated with wish fulfillment, a concept prominently put forth by Sigmund Freud. According to Freud, dreams serve as a means to satisfy unconscious desires and fantasies. In his view, they allow individuals to fulfill wishes that may not be possible or socially acceptable in waking life. This concept illustrates how dreams can reveal deeper insights about a person's thoughts, feelings, and unresolved conflicts. Freud believed that through the process of dreaming, individuals can confront and explore their hidden desires, using symbols and themes that may not be immediately obvious. This perspective on dreams emphasizes the psychological and emotional significance of what we experience while dreaming, linking our subconscious mind to our waking experiences. While the options related to information processing, day residue, and manifest content each provide intriguing aspects of dream interpretation, they focus more on other functions or elements of dreaming rather than the central idea of wish fulfillment. Dreams indeed may help with processing information and can reflect everyday experiences (day residue) or take on specific forms (manifest content), but the core association with fulfilling wishes distinguishes the answer concerning their psychological significance.

6. How many items can the average working memory hold according to the "magic number" rule?

A. 3

B. 5

C. 7

D. 10

The correct answer reflects the concept known as the "magic number," which was proposed by psychologist George A. Miller in 1956. According to Miller's research, the average limit of items that can be effectively held in working memory is about seven, plus or minus two. This means that most individuals can remember approximately five to nine items at a time. This concept is significant because it highlights the constraints of cognitive processing in working memory, emphasizing that while people can manage a range of information, there is a threshold beyond which performance declines. Miller's findings have led to greater understanding in fields such as cognitive psychology and education, influencing how information is presented and taught to enhance retention. The other choices do not align with this established understanding of working memory capacity, which has been consistently reflected in subsequent research and theories in psychology.

SAMPLE

7. What is the term used when a conditioned response reappears after a period of extinction and no exposure?

A. Acquisition

B. Extinction

C. Spontaneous Recovery

D. Shaping

Spontaneous recovery refers to the phenomenon where a conditioned response that has been extinguished reemerges after a period of time without exposure to the conditioned stimulus. After extinction occurs, where the conditioned response diminishes due to repeated presentations of the conditioned stimulus without the unconditioned stimulus, there can be a temporary lapse in time where no conditioning occurs. Following this break, if the conditioned stimulus is presented again, the conditioned response can sometimes spike back up, even without any further reinforcement or prompting. This indicates that the learning has not been completely erased but rather has merely been suppressed during the extinction phase. This concept is fundamental to understanding classical conditioning and emphasizes the sometimes non-linear nature of learned behaviors. In contrast, acquisition refers to the initial stage of learning when a response is first established and gradually strengthened. Extinction is the process through which the conditioned response decreases and eventually disappears due to lack of reinforcement. Shaping, on the other hand, involves reinforcing successive approximations of a desired behavior, which is not directly related to the reemergence of a previously learned response.

8. Infantile amnesia refers to:

A. The inability to form memories in early childhood

B. The difficulty of recalling memories formed during the toddler stage

C. The loss of memories due to aging

D. The phenomenon of forgetting traumatic events

Infantile amnesia refers specifically to the difficulty of recalling memories formed during the toddler stage and early childhood, typically before the age of 3 to 4 years. This phenomenon is largely due to the way memory development occurs in the brain; as the brain matures, the neural connections and the cognitive structures that underpin memory formation and retrieval are still in flux. As a result, even though infants and toddlers may have experiences or interactions that could potentially form memories, these memories often do not get encoded in a way that makes them accessible later in life. The developmental aspects of language and self-concept, which play critical roles in memory retrieval, are often not sufficiently developed during these early years. This means that while it may be possible for some vague memory traces to exist, the ability to recall these memories later diminishes significantly. This understanding aligns with what is known about how consciousness and self-awareness evolve during early childhood, thereby impacting the ability to form lasting autobiographical memories. Thus, option B captures the essence of infantile amnesia by highlighting the challenges in recalling memories during that developmental window.

SAMPLE

9. What concept describes the ability to better retrieve information in the same state of consciousness in which it was encoded?

A. State dependency of retrieval

B. Contextual learning

C. Mood congruence

D. Situational factors

The concept that describes the ability to better retrieve information in the same state of consciousness in which it was encoded is known as the state dependency of retrieval. This principle suggests that memory retrieval is enhanced when an individual is in the same physiological or psychological state as they were when the memory was formed. For example, if someone learns information while they are feeling happy, they are more likely to recall that information when they are also in a happy state. This phenomenon emphasizes the link between the internal environment at the time of encoding and retrieval, highlighting the importance of state-related cues in memory processes. Contextual learning refers more to the physical environment or context where the learning takes place influencing memory retrieval, rather than the internal state of the learner. Mood congruence involves the idea that a person's current mood can affect their memory recalls, but it is not solely about the state of consciousness present at encoding and retrieval. Situational factors can also influence memory, but they generally refer to the external environment, not the specific state of consciousness aligned with the encoding of the information. Thus, state dependency of retrieval captures the essence of the relationship between an individual's internal state during encoding and their ability to retrieve that information later.

10. What term describes the gradual weakening of memory pathways when they are not used?

A. Blocking

B. Transience

C. Suggestibility

D. Misattribution

The term that describes the gradual weakening of memory pathways when they are not used is transience. This phenomenon reflects the natural decay of memories over time, particularly when those memories are not actively recalled or rehearsed. Essentially, if memories are not engaged and revisited, the neural connections that encode those memories can weaken, making it more difficult to retrieve them later on. Transience highlights the importance of practice and reinforcement in memory retention. It suggests that memories may fade not because they were never encoded well in the first place, but rather because they lack the stimulation and recall needed to keep them strong. This can occur in various situations, such as forgetting names, facts, or experiences that have not been revisited since they were first learned. Other options like blocking, suggestibility, and misattribution refer to different memory phenomena that are not specifically about the weakening of memory pathways over time. Blocking involves an inability to retrieve information; suggestibility involves the influence of external cues on memory recall; and misattribution refers to errors in recalling the source of a memory. These concepts address different aspects of memory processes, while transience specifically focuses on the decline of memory due to lack of use.

SAMPLE

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://asu-psy101exam2.examzify.com

We wish you the very best on your exam journey. You've got this!

SAMPLE