COMBINED MAPH, LEARNING, INTELLIGENCE AND TESTING PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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.

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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!

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Questions

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1. Which term describes the tendency to cling to initial beliefs even when evidence has discredited them?

A. Overconfidence

B. Representativeness Heuristic

C. Functional Fixedness

D. Belief Perseverance

2. Which theory proposed by Barbara Fredrickson suggests that positive emotions broaden attention and thinking and build lasting personal resources over time?

A. Expressive Behaviors

B. Catharsis Hypothesis

C. Broaden-and-Build Theory of Emotion

D. Cognitive Appraisal

3. In IQ testing, the score distribution is typically centered around 100 with most scores near the mean; this distribution is known as what?

A. Mental Age

B. Normal Distribution (Bell Curve)

C. Stanford-Binet Intelligence Scale

D. Wechsler Scales

4. Which phenomenon describes clinging to one's initial conceptions after the basis for them has been discredited?

A. Functional Fixedness

B. Intuition

C. Instinct Theory

D. Belief Perseverance

5. Which term describes the positive psychological changes that can occur after struggling with a highly challenging life event?

A. Posttraumatic Growth (PTG)

B. Flow

C. Mindfulness

D. Positive Subjective Experiences

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6. What term describes a schedule of reinforcement in which a specific interval of time must elapse before the response yields reinforcement?

A. Fixed-Interval Schedule

B. Variable-Interval Schedule

C. Fixed-Ratio Schedule

D. Variable-Ratio Schedule

7. In conditioning, NS stands for Neutral Stimulus.

A. Novel stimulus

B. Noxious stimulus

C. Neutral stimulus

D. No stimulus

8. Which hormone secreted by fat cells signals satiety and suppresses appetite?

A. Ghrelin

B. Adiponectin

C. Leptin

D. Insulin

9. Which theory explains motivation as driven by the need to maintain physiological balance?

A. Arousal Theory

B. Instinct Theory

C. Intuition

D. Drive Reduction Theory

10. What is the term for the procedure by which the application or removal of a stimulus decreases the strength of a behavior?

A. Shaping

B. Reinforcement

C. Extinction

D. Punishment

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Answers

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

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Explanations

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1. Which term describes the tendency to cling to initial beliefs even when evidence has discredited them?

A. Overconfidence

B. Representativeness Heuristic

C. Functional Fixedness

D. Belief Perseverance

Belief perseverance describes the tendency to hold on to an initial belief even after the evidence that supported it has been discredited. When new data contradicts what we first thought, the mind often discounts or reinterprets that evidence to preserve the original belief, and the conviction can persist because beliefs are tied to identity, emotions, or strong prior commitments. Overconfidence refers to being too sure about one's judgments, which can coexist with belief perseverance but doesn't specifically capture the act of sticking to a discredited belief. The representativeness heuristic is about judging likelihood based on how much something resembles a prototype, not about clinging to beliefs after disconfirmation. Functional fixedness is about seeing objects only in their traditional uses, not about belief persistence.

2. Which theory proposed by Barbara Fredrickson suggests that positive emotions broaden attention and thinking and build lasting personal resources over time?

A. Expressive Behaviors

B. Catharsis Hypothesis

C. Broaden-and-Build Theory of Emotion

D. Cognitive Appraisal

The idea being tested is that positive emotions do more than feel pleasant in the moment; they broaden what we notice and how we think, and over time they help us build lasting personal resources. When you're in a good mood, you tend to think more flexibly, notice a wider range of possibilities, and act more playfully or creatively. That broadening of attention and thought-action repertoire makes it easier to try new activities, form connections, and solve problems in novel ways. As these positive experiences accumulate, they build lasting resources such as stronger relationships, new skills, better health, and greater resilience. Those resources then help you handle future challenges, creating a virtuous cycle of well-being. That's why this theory best fits: it specifically links positive emotions to broadened thinking and to the growth of durable resources over time. The other ideas don't capture that process. Expressive behaviors focus on outward displays of emotion rather than how positive feelings change thinking and build resources. The Catharsis Hypothesis centers on releasing emotion to relieve arousal, not on broadening cognition or building resources. Cognitive Appraisal describes how we interpret events to generate emotions, rather than how positive emotions expand thought and contribute to enduring personal assets.

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3. In IQ testing, the score distribution is typically centered around 100 with most scores near the mean; this distribution is known as what?

A. Mental Age

B. Normal Distribution (Bell Curve)

C. Stanford-Binet Intelligence Scale

D. Wechsler Scales

IQ scores are designed to follow a normal distribution—a bell-shaped curve centered at 100. In this pattern, the mean sets the middle point, and most people cluster near it while fewer scores appear as you move farther from the center. This pattern arises from how standardized tests are constructed and scaled, giving us a reference where 100 sits at the middle and typical variability is acknowledged by a standard deviation. Mental Age is a concept used to describe performance relative to age groups, not the overall distribution of scores. The Stanford-Binet Intelligence Scale and the Wechsler Scales are actual tests, and they use standardization procedures that yield scores following this bell-curve pattern.

4. Which phenomenon describes clinging to one's initial conceptions after the basis for them has been discredited?

A. Functional Fixedness

B. Intuition

C. Instinct Theory

D. Belief Perseverance

Belief perseverance is the tendency to cling to initial conceptions even after the basis for them has been discredited. Once an explanation is formed, people often continue to endorse it despite new data that undermine it, sometimes rationalizing or dismissing the new information. This happens because our minds seek coherence and can be biased toward confirming what we already think, a effect reinforced by cognitive dissonance reduction. So, even when evidence contradicts the original belief, the belief persists. For contrast, functional fixedness describes sticking to familiar uses for objects and not seeing alternative solutions; intuition refers to quick, automatic judgments; and instinct theory relates to behavior driven by inherited biological impulses.

5. Which term describes the positive psychological changes that can occur after struggling with a highly challenging life event?

A. Posttraumatic Growth (PTG)

B. Flow

C. Mindfulness

D. Positive Subjective Experiences

This question centers on the positive changes that can emerge after working through a highly stressful or traumatic experience. The term that best captures this is posttraumatic growth. It refers to meaningful shifts people may experience in areas like how they view life, their relationships, personal strength, new possibilities, and sometimes spiritual beliefs, arising from the struggle and the processing that follows the trauma. The idea is that growth comes from actively making sense of the event and integrating it into one's life, not from the trauma itself. Flow describes being fully absorbed in an activity and enjoying it, mindfully focusing attention, which isn't specific to trauma-related growth. Mindfulness is about present-mocused awareness and acceptance, not the particular positive personality or life changes that stem from enduring a traumatic event. Positive subjective experiences is a broader, less specific term that doesn't name the established process of growth following trauma.

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6. What term describes a schedule of reinforcement in which a specific interval of time must elapse before the response yields reinforcement?

A. Fixed-Interval Schedule

B. Variable-Interval Schedule

C. Fixed-Ratio Schedule

D. Variable-Ratio Schedule

This is about reinforcement schedules that depend on time rather than the number of responses. In a fixed-interval schedule, reinforcement is provided for the first response after a fixed amount of time has passed since the last reinforcement. So if the interval is set at a specific duration, once that exact time elapses, the next correct response yields a reward, and the timer resets. A useful way to picture it is to imagine timer-driven reinforcement: after the reward is earned, the clock starts again, and only after the fixed interval has elapsed will the next response be reinforced. This creates a characteristic pattern where responses tend to increase as the end of the interval approaches, then pause briefly right after reinforcement, then rise again as the next interval nears its end. This differs from a variable-interval schedule, where the time until reinforcement varies unpredictably, producing a steadier, more consistent rate of responding. It also differs from fixed-ratio and variable-ratio schedules, where reinforcement depends on a certain number of responses, not on elapsed time. So the term describing a schedule where a specific interval of time must pass before the response yields reinforcement is a fixed-interval schedule.

7. In conditioning, NS stands for Neutral Stimulus.

A. Novel stimulus

B. Noxious stimulus

C. Neutral stimulus

D. No stimulus

In conditioning, a neutral stimulus is one that initially does not trigger a reflexive response. Learning in classical conditioning happens when this neutral stimulus is paired with an unconditioned stimulus that does elicit a natural response. Through repeated pairings, the neutral stimulus becomes a conditioned stimulus that can provoke a response even without the unconditioned stimulus. A classic example is a bell: it starts neutral, not causing salivation, but when paired with food (which naturally causes salivation), the bell becomes a conditioned stimulus and eventually elicits salivation on its own. The other terms don't fit because a novel stimulus isn't the precise technical label, a noxious stimulus is harmful and not part of this terminology, and no stimulus means nothing is presented to be conditioned.

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8. Which hormone secreted by fat cells signals satiety and suppresses appetite?

A. Ghrelin

B. Adiponectin

C. Leptin

D. Insulin

The main idea here is how fat tissue communicates energy status to the brain to regulate hunger. Leptin is a hormone produced by fat cells whose level rises as fat stores increase. It travels to the hypothalamus and binds receptors that dampen appetite and can boost energy expenditure. This signaling helps the body match food intake to its energy reserves over the long term. When leptin signaling works well, higher fat stores lead to reduced hunger; when it doesn't, as in leptin resistance, this feedback can fail. Ghrelin, on the other hand, is released by the stomach and increases appetite, especially before meals. Adiponectin is another fat-cell hormone, but it mainly influences insulin sensitivity and inflammation rather than directly signaling satiety. Insulin is produced by the pancreas and also communicates energy status to the brain, but it is not secreted by fat cells.

9. Which theory explains motivation as driven by the need to maintain physiological balance?

A. Arousal Theory

B. Instinct Theory

C. Intuition

D. Drive Reduction Theory

Drive Reduction Theory holds that motivation comes from the body's need to restore internal balance, or homeostasis. When a physiological deficit occurs—like hunger from low energy or thirst from dehydration—a drive or internal arousal pushes you to take actions aimed at reducing that deficit. Once balance is restored, the drive diminishes and motivation fades. This explains why we're compelled to eat when hungry, drink when thirsty, or seek warmth when cold. Other ideas treat motivation as seeking optimal arousal, or rely on inherited, fixed patterns, but they don't center on correcting a physiological imbalance in the way this theory does.

10. What is the term for the procedure by which the application or removal of a stimulus decreases the strength of a behavior?

A. Shaping

B. Reinforcement

C. Extinction

D. Punishment

The key idea here is how changing the consequence after a behavior changes how often that behavior happens. When the application or removal of a stimulus makes the behavior occur less frequently, that is called punishment. It lowers the likelihood of the behavior by presenting an aversive consequence (positive punishment) or by taking away a pleasant one (negative punishment). This differs from reinforcement, which aims to increase behavior by adding or removing a stimulus to strengthen the response. It also differs from extinction, which reduces a behavior because reinforcement is no longer given at all, not because a new unpleasant outcome is introduced. Shaping, on the other hand, involves reinforcing successive approximations to a desired behavior rather than reducing the behavior itself. So the term that describes decreasing a behavior through the application or removal of a stimulus is punishment.

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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:

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

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