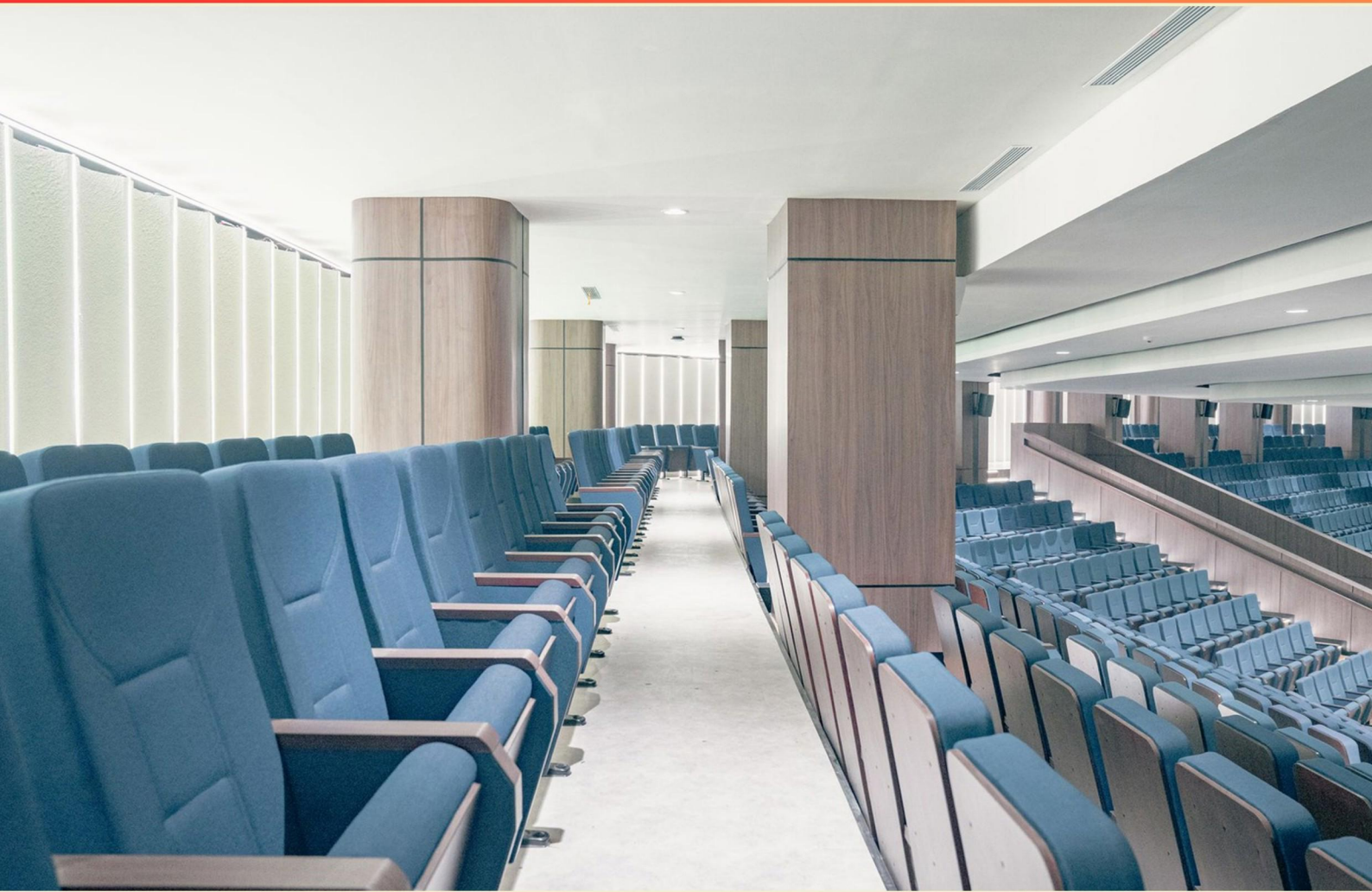


UNIVERSITY OF TORONTO (UOFT) PSY 100 INTRODUCTORY PSYCHOLOGY MIDTERM 1 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://uoft-psy100midterms1.examzify.com>



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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.

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!

Questions

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1. Which stimuli do mechanoreceptors respond to?

- A. Temperature, pressure, pain.
- B. Odorants
- C. Mechanical distortion or pressure.
- D. Light

2. What are the different types of research?

- A. Descriptive research, Correlational research, Experimental research
- B. Qualitative, Quantitative, Mixed-methods
- C. Longitudinal, Cross-sectional, Meta-analytic
- D. Case study alone

3. What is a confound?

- A. A variable that is intentionally manipulated
- B. Anything that unintentionally varies with the independent variable and confounds causal claims
- C. A statistical error in measuring variance
- D. A random sample bias

4. What is the estimated heritability of intelligence?

- A. Between 0 and 20%.
- B. Between 40 and 80%.
- C. Between 80 and 100%.
- D. An exact fixed percentage for all populations.

5. What is a characteristic of antagonists according to the material?

- A. Antagonists increase the release of neurotransmitters.
- B. Antagonists destroy neurotransmitters in the synapse.
- C. Antagonists mimic a neurotransmitter and block neurotransmitter binding.
- D. Antagonists permanently deactivate receptors.

- 6. Which statement best describes encoding, storage, and retrieval in memory?**
- A. Storage is preserving information; retrieval is accessing it
 - B. Encoding is preserving information; storage is getting it into memory
 - C. Retrieval is getting information into memory; encoding is retrieving it
 - D. Encoding is getting information into memory; storage is preserving it; retrieval is accessing it later
- 7. Which statement describes a limitation of correlational data regarding causality?**
- A. It demonstrates causality in all contexts.
 - B. There is no relationship.
 - C. A third variable may influence both variables, or the direction of causality is unclear.
 - D. Correlation proves causation if significant.
- 8. What is the role of the olfactory epithelium?**
- A. Sends signals to the thalamus directly bypassing the olfactory bulb.
 - B. Filters airborne pathogens.
 - C. Generates olfactory motor commands.
 - D. Contains smell receptors that detect odorants.
- 9. In the described HPA axis, which sequence is correct?**
- A. Hypothalamus releases CRF, which prompts the pituitary to release ACTH, which then stimulates the adrenal cortex to release cortisol.
 - B. Pituitary releases CRF, which prompts the hypothalamus to release ACTH, which then stimulates the adrenal cortex to release cortisol.
 - C. Adrenal cortex releases CRF, which prompts the hypothalamus to release ACTH, which then stimulates the pituitary to release cortisol.
 - D. Cortisol stimulates CRF release from the hypothalamus, which then activates the pituitary to release ACTH.
- 10. Which region is primarily involved in language comprehension?**
- A. Broca's area
 - B. Wernicke's area
 - C. Cerebellum
 - D. Amygdala

Answers

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

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Explanations

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1. Which stimuli do mechanoreceptors respond to?

- A. Temperature, pressure, pain.
- B. Odorants
- C. Mechanical distortion or pressure.**
- D. Light

Mechanoreceptors detect physical forces that deform or press on tissue. When mechanical energy such as touch, pressure, stretching, or vibration occurs, it physically alters the receptor, opening ion channels and generating a receptor potential that leads to a neural signal. That's why mechanical distortion or pressure is the correct description. Other stimuli—temperature, odorants, and light—are detected by thermoreceptors, olfactory receptors, and photoreceptors, respectively, not mechanoreceptors.

2. What are the different types of research?

- A. Descriptive research, Correlational research, Experimental research**
- B. Qualitative, Quantitative, Mixed-methods
- C. Longitudinal, Cross-sectional, Meta-analytic
- D. Case study alone

The main idea here is the basic ways psychologists study and learn about phenomena: describing what exists, examining relationships between variables, and testing causal effects by manipulating conditions. Descriptive research focuses on describing features or states of a group or situation without looking at relationships or causality. Correlational research investigates whether and how strongly two variables are related, but it doesn't prove that one causes the other because other factors could be involved. Experimental research goes further by actively changing one variable and controlling others to see if changes in that variable cause changes in another, allowing causal conclusions under controlled conditions. This trio—descriptive, correlational, and experimental—covers the main types of research designs used to explore questions in psychology. The other options mix in data-collection methods (qualitative, quantitative, mixed-methods), time/design orientations (longitudinal, cross-sectional) or focus on a single method (case study), which don't capture the broad, widely taught taxonomy of research types as clearly.

3. What is a confound?

- A. A variable that is intentionally manipulated
- B. Anything that unintentionally varies with the independent variable and confounds causal claims**
- C. A statistical error in measuring variance
- D. A random sample bias

A confound is a variable that unintentionally varies with the independent variable and can offer an alternative explanation for the observed effect, threatening the study's internal validity. If another factor changes along with how you manipulate the IV and that factor also influences the outcome, you can't be sure which variable caused the result. It's not something you purposely manipulate (that would be the independent variable), and it isn't just a statistical error in measurement or a sampling bias. For example, if one group in an experiment studies in a noisy room while another studies in silence, the noise could influence performance and confound the effect of the study condition. Researchers try to minimize confounds with random assignment, control conditions, and careful equalization of conditions to isolate the true effect of the manipulated variable.

4. What is the estimated heritability of intelligence?

- A. Between 0 and 20%.
- B. Between 40 and 80%.**
- C. Between 80 and 100%.
- D. An exact fixed percentage for all populations.

Heritability is a population-level estimate of how much variation in a trait, like intelligence, across individuals in a given group is due to genetic differences. For intelligence, research from twin and adoption studies shows a substantial genetic contribution, commonly estimated in a broad range around 40% to 80%. That wide range reflects differences across age, populations, and environments, so it's not a single fixed number for everyone. It's also not extremely low or extremely high, because genetics clearly influence why people differ in IQ, while environmental factors (education, nutrition, social factors) also play a significant role. In short, intelligence is shaped by both genes and environment, and the exact share of variation due to genetics varies by population and context.

5. What is a characteristic of antagonists according to the material?

- A. Antagonists increase the release of neurotransmitters.
- B. Antagonists destroy neurotransmitters in the synapse.
- C. Antagonists mimic a neurotransmitter and block neurotransmitter binding.**
- D. Antagonists permanently deactivate receptors.

Antagonists reduce or block the signal by occupying receptor sites so the natural neurotransmitter can't bind and activate the receptor. They may resemble the neurotransmitter enough to fit the receptor, but they don't trigger the receptor's response. That blocking effect is what defines an antagonist. The other statements describe different processes: increasing release would boost signaling, destroying neurotransmitters in the synapse is a presynaptic/enzymatic action, and permanently deactivating receptors isn't how antagonists usually work (most are reversible).

6. Which statement best describes encoding, storage, and retrieval in memory?

- A. Storage is preserving information; retrieval is accessing it
- B. Encoding is preserving information; storage is getting it into memory
- C. Retrieval is getting information into memory; encoding is retrieving it
- D. Encoding is getting information into memory; storage is preserving it; retrieval is accessing it later**

Memory unfolds in stages: encoding is taking in information and turning it into a form the brain can store, storage is maintaining that information over time, and retrieval is accessing it when you need it. The statement that best fits this sequence says encoding gets information into memory, storage preserves it, and retrieval allows you to access it later. The other options mix up the roles—for example, suggesting encoding preserves information or that storage gets information into memory—so they don't match how these processes actually work.

7. Which statement describes a limitation of correlational data regarding causality?

- A. It demonstrates causality in all contexts.
- B. There is no relationship.
- C. A third variable may influence both variables, or the direction of causality is unclear.**
- D. Correlation proves causation if significant.

Correlation shows whether two variables move together, but it cannot prove that one causes the other. The main limitation is that a third variable might influence both variables, creating a relationship that isn't causal. Another issue is directionality: even if the two variables are related, we can't tell which one influences the other from correlation alone—the causal direction could go from A to B, from B to A, or both. To establish causality, you'd need experiments or longitudinal designs that control for other factors and establish temporal order, such as manipulating one variable and observing the effect on the other while holding everything else constant. For example, a study might manipulate study time to see effects on performance, but a simple correlation between time spent studying and test scores doesn't prove that more studying causes higher scores because motivation or prior ability could drive both.

8. What is the role of the olfactory epithelium?

- A. Sends signals to the thalamus directly bypassing the olfactory bulb.
- B. Filters airborne pathogens.
- C. Generates olfactory motor commands.
- D. Contains smell receptors that detect odorants.**

The olfactory epithelium is where smell detection begins. It houses the sensory receptors for odorants—specialized proteins on the membranes of olfactory receptor neurons. When an odorant molecule binds to one of these receptors, it triggers a signaling cascade that opens ion channels, producing a depolarizing signal that travels along the neuron. These neurons send their axons through the nasal cavity's cribriform plate to the olfactory bulb, where the signals are organized and relayed to higher brain areas for perception. So the key function of the olfactory epithelium is containing those smell receptors that detect odorants. If you've seen options suggesting it bypasses the olfactory bulb or that it filters pathogens or generates motor commands, those don't fit. The main role here is receptor detection of odorants, with the olfactory bulb acting as the first major relay in processing the smell signal, not a bypass or a motor command generator.

9. In the described HPA axis, which sequence is correct?

- A. Hypothalamus releases CRF, which prompts the pituitary to release ACTH, which then stimulates the adrenal cortex to release cortisol.**
- B. Pituitary releases CRF, which prompts the hypothalamus to release ACTH, which then stimulates the adrenal cortex to release cortisol.
- C. Adrenal cortex releases CRF, which prompts the hypothalamus to release ACTH, which then stimulates the pituitary to release cortisol.
- D. Cortisol stimulates CRF release from the hypothalamus, which then activates the pituitary to release ACTH.

The sequence tested is how the HPA axis operates in a cascade: the hypothalamus releases corticotropin-releasing factor, which prompts the anterior pituitary to release adrenocorticotrophic hormone, which then stimulates the adrenal cortex to release cortisol. This cortisol helps manage the body's stress response and, importantly, feeds back to the hypothalamus and pituitary to dampen further CRF and ACTH production, forming negative feedback that keeps the system balanced. The other options misplace CRF or cortisol's role: CRF comes from the hypothalamus, not the pituitary or adrenal cortex; cortisol is the end product, not the trigger for CRF release; and cortisol actually inhibits, not stimulates, CRF release through negative feedback.

10. Which region is primarily involved in language comprehension?

- A. Broca's area
- B. Wernicke's area**
- C. Cerebellum
- D. Amygdala

Language comprehension is handled mainly by Wernicke's area, located in the left temporal lobe. This region specializes in understanding spoken and written language and grasping their meaning. When Wernicke's area is damaged, language can be fluent and well-formed, but comprehension is impaired, leading to fluent-sounding but nonsensical speech. Broca's area, in the frontal lobe, is more about producing language and grammar. The cerebellum helps coordinate movement and timing, with only a limited, indirect role in language, not core comprehension. The amygdala processes emotions, not language meaning.

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://uoft-psy100midterms1.examzify.com>

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

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