中原大學 100 學年度 碩士班 入學考試

3 月 19 日 13:30~15:00　　心理學系實驗、認知及發展心理學組 、心理學系社會、人格、計量及工商心理學組　　誠實是我們珍視的美德，我們喜愛「拒絕作弊，堅守正直」的你！

科目： 普通心理學(一)　　　　　　　　　　　　　　　　　　　（共 3 頁第 1 頁）

□可使用計算機，惟僅限不具可程式及多重記憶者　　　　■不可使用計算機

請留意此科考試包含 I.發展心理學與 II.認知心理學兩部分，各佔 50 分。

(請作答於答案卷)

I. 發展心理學

一、選擇題（每題 2 分，共 10 題，合計 20 分）

(　　　) 1. Critics of Vygotsky argue that his theory _____ in advancing cognitive development.

A) overemphasizes the role of verbal dialogue

B) overemphasizes the importance of children's independent efforts

C) expects a set of experiences common to all cultures

D) underemphasizes the significance of teaching

(　　　) 2. The store model of the information-processing system suggests that the aspects of _____ and _____ increase with age.

A) basic capacity; strategy use

B) processing speed; overall capacity

C) retrieval accuracy; processing speed

D) metacognitive skills; strategy use

(　　　) 3. Information-processing research indicates that

A) memory span increases with age, even when participants do not use recall strategies.

B) rates of developmental change in processing speed vary widely among cultures.

C) rates of developmental change in processing speed vary widely across tasks.

D) memory span decreases with age, even when participants use recall strategies.

(　　　) 4. Children who are skilled at cognitive inhibition

A) produce a variety of strategies when faced with a novel task.

B) have the ability to control internal and external distracting stimuli.

C) continuously monitor progress toward a goal, checking outcomes, and redirecting unsuccessful efforts.

D) think out a sequence of acts and allocate attention accordingly to reach a goal.

(　　　) 5. When young children recall and retell a story, they often recall certain features and not others, reorder the sequence of events, and even include new information. This demonstrates that young children

A) have poor metacognitive skills.

B) reconstruct information based on their everyday experience and prior knowledge.

C) often fail to employ appropriate memory strategies.

D) are not yet adept at cognitive self-regulation.

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(　　　) 6. Thurstone questioned the importance of "g" because

A) boys and girls performed differently on his intelligence tests.

B) he noticed that children scored similarly on sets of similar test items.

C) he noticed that children high in intelligence passed and failed similar test items.

D) his factor analysis indicated that separate, unrelated factors exist.

(　　　) 7. Of the following, which ability reflects fluid intelligence?

A) general information

B) vocabulary

C) analyzing information

D) math skills

(　　　) 8. The existence of children with autism who excel in numerical and spatial skills provides support for

A) Sternberg's triarchic theory of intelligence.

B) Cattell's crystallized versus fluid intelligence theory.

C) Carroll's three-stratum theory of intelligence.

D) Gardner's theory of multiple intelligences.

(　　　) 9. The complexity of homesign among deaf children who lack exposure to manual signing

A) strongly supports the interactionist perspective

B) refutes Chomsky's belief about universal grammar

C) supports the behaviorist perspective of language development

D) provides strong support for the nativist perspective of language development

(　　　) 10. Emotional self-regulation requires

A) an understanding of basic emotions

B) voluntary, effortful management of emotions

C) a sense of self-efficacy

D) an easygoing temperament

二、解釋名詞（每題 5 分，共 6 題，合計 30 分）

1. zone of proximal development
2. mutual exclusivity bias
3. Flynn Effect
4. environmental cumulative deficit hypothesis
5. violation-of-expectation method
6. internal working model

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II. 認知心理學

三、解釋名詞（每題 5 分，共 6 題，合計 30 分）

1. inattentional blindness
2. proactive interference
3. misinformation effect
4. mirror neurons
5. speech segmentation
6. recognition-by-component theory

四、問答題（每題 10 分，共 2 題，合計 20 分）

1. (a) level-of-processing and (b) transfer-appropriate processing have been proposed to explain human memory. Please explain these two theories.

2. Please explain (a) the definitional approach to categorization and (b) the prototype approach to categorization.