



Zusätzliche Übungsaufgaben für  
den  
Bachelor Psychologie  
Studieneignungstest

Erstellt von einem Team von  
Psychologiestudentinnen unter der Leitung von  
Prof. Oliver Dickhäuser  
(Universität Mannheim)

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## Hinweis:

In diesem Dokument werden ausschließlich Übungsaufgaben ohne zusätzliche Erklärungen angeboten. Sollten Sie mehr Informationen zu den einzelnen Aufgabentypen und zu Lösungsstrategien benötigen, sollten Sie sich zuvor die Erklärvideos auf der Bachelor Psychologie Eignungstest-Website ansehen.

# Psychologieverständnis Englisch

Sie werden nun Textabschnitte lesen. Zu jedem Textabschnitt werden Ihnen Fragen gestellt. Beantworten Sie die Fragen anhand der Informationen, die Ihnen vorliegen. Bei jeder Frage gibt es vier Antwortmöglichkeiten. Nur eine dieser Antwortmöglichkeiten ist richtig.

Wenn Sie es wünschen, können Sie im Testheft Notizen und Markierungen anfertigen.

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## Übungsaufgabe 1

We used a multi-dimensional framework to assess current stereotypes of men and women. Specifically, we sought to determine (1) how men and women are characterized by male and female raters, (2) how men and women characterize themselves, and (3) the degree of convergence between self-characterizations and characterizations of one's gender group. In an experimental study, 628 U.S. male and female raters described men, women, or themselves on scales representing multiple dimensions of the two defining features of gender stereotypes, agency and communality: assertiveness, independence, instrumental competence, leadership competence (agency dimensions), and concern for others, sociability and emotional sensitivity (communality dimensions). Results indicated that stereotypes about communality persist and were equally prevalent for male and female raters, but agency characterizations were more complex. Male raters generally described women as being less agentic than men and as less agentic than female raters described them. However, female raters differentiated among agency dimensions and described women as less assertive than men but as equally independent and leadership competent. Both male and female raters rated men and women equally high on instrumental competence. Gender stereotypes were also evident in self-characterizations, with female raters rating themselves as less agentic than male raters and male raters rating themselves as less communal than female raters, although there were exceptions (no differences in instrumental competence, independence, and sociability self-ratings for men and women). Comparisons of self-ratings and ratings of men and women in general indicated that women tended to characterize themselves in more stereotypic terms – as less assertive and less competent in leadership – than they characterized others in their gender group. Men, in contrast, characterized themselves in less stereotypic terms – as more communal. Overall, our results show that a focus on facets of agency and communality can provide deeper insights about stereotype content than a focus on overall agency and communality.

Hentschel, T., Heilman, M. E. & Peus, C. V. (2019). The multiple dimensions of gender stereotypes: A current look at men's and women's characterizations of others and themselves. *Frontiers In Psychology, 10*, Article 11. doi: 10.3389/fpsyg.2019.00011

### According to the results of the agentic dimensions, which pattern is correct?

- a) Male raters described women as being less concerned about other, resulting in lower agentic ratings.
- b) Female raters described women as more assertive than men but not as independent.
- c) Stereotypes about community dimensions had the same pattern and strength as agitational dimensions.
- d) The instrumental competence of men and women was rated equally highly by all evaluators, irrespective of gender.

**Which statement can be concluded from the text?**

- a) There are no significant differences between self-ratings and ratings of men and women in general.
- b) Women characterized themselves more stereotypically than they did with other women.
- c) Men rate themselves lower in terms of communality dimensions, which is less stereotypical.
- d) Regardless of gender, women and men rated themselves as less assertive and less competent in leadership.

## Übungsaufgabe 2

Anthropogenic climate changes stress the importance of understanding why people harm the environment despite their attempts to behave in climate friendly ways. This paper argues that one reason behind why people do this is that people apply heuristics, originally shaped to handle social exchange, on the issues of environmental impact. Reciprocity and balance in social relations have been fundamental to social cooperation, and thus to survival, and therefore the human brain has become specialized by natural selection to compute and seek this balance. When the same reasoning is applied to environment-related behaviors, people tend to think in terms of a balance between “environmentally friendly” and “harmful” behaviors, and to morally account for the average of these components rather than the sum. This balancing heuristic leads to compensatory green beliefs and negative footprint illusions—the misconceptions that “green” choices can compensate for unsustainable ones. “Eco-guilt” from imbalance in the moral environmental account may promote pro-environmental acts, but also acts that are seemingly pro-environmental but in reality more harmful than doing nothing at all. Strategies for handling problems caused by this cognitive insufficiency are discussed.

Sörqvist, P. & Langeborg, L. (2019). Why people harm the environment although they try to treat it well: An evolutionary-cognitive perspective on climate compensation. *Frontiers In Psychology, 10*, Article 348. doi:10.3389/fpsyg.2019.00348

### **According to the authors, why do people harm the environment even though they try to behave climate-friendly?**

- a) Due to the balancing heuristic, people tend to believe that they can compensate climate-harmful with climate-friendly behavior.
- b) Due to the balancing heuristic, people tend to morally account for the sum of their climate-related behavior.
- c) A moral imbalance caused by highly polluting behavior automatically triggers environmentally friendly behavior.
- d) A moral imbalance caused by highly polluting behavior leads to a feeling of guilt but to no actions at all.

### **According to the authors, where did the balancing heuristic originally come from?**

- a) Reciprocity and balance in social relations were fundamental to the social dominance of third parties.
- b) In order to survive, reciprocity and social balance in relationships had to be focused.
- c) The human brain has been naturally selected to focus reciprocity and social balance in relationships only for direct benefits.
- d) Reciprocity and balance with the environment were applied to social relations in order to survive.

### Übungsaufgabe 3

Why do we watch and like horror films? Despite a century of horror film making and entertainment, little research has examined the human motivation to watch fictional horror and how horror film influences individuals' behavioral, cognitive, and emotional responses. This review provides the first synthesis of the empirical literature on the psychology of horror film using multi-disciplinary research from psychology, psychotherapy, communication studies, development studies, clinical psychology, and media studies. The paper considers the motivations for people's decision to watch horror, why people enjoy horror, how individual differences influence responses to, and preference for, horror film, how exposure to horror film changes behavior, how horror film is designed to achieve its effects, why we fear and why we fear specific classes of stimuli, and how liking for horror develops during childhood and adolescence. The literature suggests that (1) low empathy and fearfulness are associated with more enjoyment and desire to watch horror film but that specific dimensions of empathy are better predictors of people's responses than are others; (2) there is a positive relationship between sensation-seeking and horror enjoyment/preference, but this relationship is not consistent; (3) men and boys prefer to watch, enjoy, and seek out horror more than do women and girls; (4) women are more prone to disgust sensitivity or anxiety than are men, and this may mediate the sex difference in the enjoyment of horror; (5) younger children are afraid of symbolic stimuli, whereas older children become afraid of concrete or realistic stimuli; and (6) in terms of coping with horror, physical coping strategies are more successful in younger children; priming with information about the feared object reduces fear and increases children's enjoyment of frightening television and film. A number of limitations in the literature is identified, including the multifarious range of horror stimuli used in studies, disparities in methods, small sample sizes, and a lack of research on cross-cultural differences and similarities. Ideas for future research are explored.

Martin, G. N. (2019). (Why) do you like scary movies? A review of the empirical research on psychological responses to horror films. *Frontiers In Psychology, 10*, Article 2298. doi:10.3389/fpsyg.2019.02298

#### Which research question is not covered by the paper presented?

- a) Why do people enjoy horror films in general?
- b) How does exposure to horror films change behavior?
- c) How does the preference for horror films develop during adolescence?
- d) How do horror films help dealing with anxiety disorders?

#### Which suggestion from the literature is given by the authors?

- a) Sensation-seeking is consistently positively related to exposure to horror films.
- b) Older children watch, enjoy and seek for horror more than younger children.
- c) When watching horror films, women are more likely to feel disgust and fear than men.
- d) Information about the feared object increases frightfulness and joy of horror films.