



## Faculty of PSYCHOLOGY

Undergraduate Degree in Psychological Sciences (Class L-24)

### ONLINE ADMISSION TEST SIMULATION

#### Examples of questions PART 1

**X : Ferrari = motorbike : Y**

- |                      |                |
|----------------------|----------------|
| A) X Formula One     | Y win          |
| B) X company         | Y motorcyclist |
| C) X driving licence | Y certificate  |
| D) X race            | Y prize        |
| E) X car             | Y Honda        |

**X : flaw = sincere : Y**

- |                   |               |
|-------------------|---------------|
| A) X waste        | Y transparent |
| B) X defect       | Y Pinocchio   |
| C) X perfection   | Y liar        |
| D) X malformation | Y intelligent |
| E) X disadvantage | Y honest      |

**X : Van Gogh = physics : Y**

- |                        |                      |
|------------------------|----------------------|
| A) X painting          | Y Einstein           |
| B) X Sunflowers        | Y nuclear            |
| C) X Picasso           | Y Newton             |
| D) X Dutch painter     | Y mathematics        |
| E) X Twentieth century | Y Nineteenth century |

**25 - 36 - ? - 64 - 81**

- A) 51
- B) 49
- C) 102
- D) 46
- E) 50

**14 - 70 - 35 - 42 - 210 - 105 - 112 - ?**

- A) 56
- B) 560

- C) 448
- D) 119
- E) 672

**Which term does not belong to the same set?**

- A) Atypical
- B) Deafening
- C) Amoral
- D) Apolitical
- E) Asymmetrical

**Which term does not belong to the same set?**

- A) Junior Woodchucks
- B) Hansel and Gretel
- C) Snow White
- D) Puss in Boots
- E) Little Red Riding Hood

**Which term does not belong to the same set?**

- A) Point
- B) Comma
- C) Semicolon
- D) Verb
- E) Suspension dots

## Examples of PART 2

### READING COMPREHENSION 1

It is called 'group ethics', we have carried it with us since the beginning of our evolutionary past, and we can consider it as one of the causes of the hatred we direct against those who belong, according to our perception, to a group different from our own.

In the primordial environment to which man had to adapt and where all resources were scarce, anyone who was not part of the 'we-group' became a potential enemy that had to be defended against.

The readiness to see those who belong to a different ethnic group, a different race or, simply, the supporters of the opposing team, as enemies, can be traced back to precise individual drives that are part of our genetic heritage.

However, this interpretation alone cannot explain the tragic phenomena of multi-ethnic wars and violence against migrants. There are other explanations that can be traced back to the social environment.

#### 1) It follows from the passage that:

- A) it is very important to know how to exercise one's authoritative power
- B) cohesive groups do not face economic difficulties
- C) aggressive behaviour is the result of both individual and collective dynamics
- D) extreme competition makes individuals frustrated and aggressive
- E) none of the statements above are correct

#### 2) Which of the following statement/s is/are true?

- I Group Ethics varies according to the individual perception of each other
- II One of the causes of the aversion towards those who are not part of the group to which they belong can be traced back to ancestral mechanisms
- III We are genetically programmed to hate each other

- A) Only statement II is true
- B) Only statement I is true
- C) All statements I, II and III are true
- D) Statements I and III are true
- E) Statements II and III are true

#### 3) The term 'Group Ethics' in line 1 means:

- A) a set of ethical and moral norms present in our social group
- B) a manual of ethics born from the earliest times in our evolutionary past
- C) an ethical drive, for the preservation of our group, that drives us to detest those who belong to different groups
- D) a moral drive that leads us to detest the ingroup
- E) none of the statements above are correct

## READING COMPREHENSION 2

The influence of peer relationships, although long undervalued in favour of relationships with adults, is now widely recognised. In the course of development, the importance of peer relationships increases as early as two to three years of age when children can choose whether to turn to adults or peers and begin to interact more and more with the latter; the importance of the adult remains fundamental even if it decreases over time so that in pre-adolescence and adolescence peers become an equally important source of closeness and affective support. From interactions with peers often develop friendship relationships, stronger bonds that allow the child to see him/herself through the eyes of another and to experience true intimacy and the development of socialisation processes.

Friendship relationships have characteristics that do not perfectly overlap with those established in peer groups.

### 1) It follows from the passage that:

- A) friendship relationships have been given little consideration in the past in contrast to those with adults
- B) relationships with adults are better
- C) relationships with friends are the only ones that allow socialisation
- D) peer relationships are the strongest
- E) family is the core of development

### 2) Which of the following statements is/are true?

**I Friendship in early childhood develops in the absence of significant figures capable of closeness and reassurance**

**II From birth, infants are interested in peers**

**III The importance of adults decreases with time**

- A) Only statement I is true
- B) Only statement III is true
- C) Only statement II is true
- D) Statements II and III are true
- E) Statements I and III are true

### 3) The term 'peer relations' (line 1) refers to:

- A) a vertical-type relationship designed to offer playful and creative help and satisfaction
- B) an asymmetrical relationship based on mutual respect and recognition within the same social group
- C) a horizontal-type relationship designed to provide care, protection and ensure the development of the person
- D) a relationship with people who represent parental figures and with whom a stable, intimate and reciprocal preferential bond is structured
- E) a symmetrical relationship based on cooperation and sharing