## Learning Skills

## Strategies for Multiple-Choice Tests

There is no substitute for knowing the content but there are some multiple-choice strategies. The most important thing to remember is to be systematic.

Don’t spend too long on any one question! If in doubt, leave it blank the first time through then come back after you’ve tried all the other questions. You’ll feel more relaxed and in control and you’ll have the benefit of information from the other questions. After you’ve read the test, you are more likely to change answers from wrong to right, so trust yourself.

Cover up the answers with a blank piece of paper as you go through the questions to minimize getting overwhelmed by the choices. Read the question only and solve the problem or come up with an answer on your own. Then look for your answer among the possible responses. Otherwise, an incorrect answer may lead you astray.

Be sure you know the scoring system. Some questions may be weighted more than others.

Read the whole statement with each option when dealing with fill-in-the-blank questions. Having a complete sentence to think about may be easier to jog your memory than leaving the parts in fragments.

Read all parts of a statement before deciding if it is true or false. If any part of the sentence is false, then the whole statement is false.

Watch for qualifying words such as mostly, (i.e. which would be *most* appropriate?), *seldom, occasionally, usually, often, generally* or *sometimes*; these tend to make an answer true. Options that have absolute statements (such as *always, never, only, none, must, all, every*) tend to make an answer false.

When faced with confusing options such as ‘all of the above’ or ‘both *a* and *c*’, try not to get overwhelmed by the multiple choices. Separate the single choice answers from the combination options (i.e. cover them up with the blank piece of paper). Deal with each single choice option alone and try to eliminate any possible choices. By eliminating a single option (e.g. *c*), you will often eliminate a combination (e.g. both *a* and *c*).

Don’t waste time looking for tricks and traps. Usually they are not there. Most multiple-choice exams are computer generated from huge test banks. Check your answers for foolish mistakes, or clerical errors: circling two answers, not erasing stray pencil marks, skipping questions.

Practice Questions

1. The lungs:

1. Are solid and immobile and located within the chest
2. Are the only organs that produce insulin
3. Function primarily in respiration
4. Possess the sphincter of Oddischeme
5. The treaty of Brest Litovsk was ratified by Moscow because:
6. Tsar Alexander wanted to prevent Napoleon’s invasion of Russia.
7. Russia was being outpaced by the armament manufacture of Austria
8. Austria had a much faster military production than Russia.
9. Lenin wanted to get the Soviet Union out of World War I.
10. An alcoholic and homeless patient is diagnosed with active tuberculosis. Which intervention by the nurse will be most effective in ensuring adherence with the treatment regimen?
11. Educating the patient about the long term impact of tuberculosis on health
12. Giving the patient written instructions about how to take the medications
13. Teaching the patient about the high risk for infecting others without treatment
14. Arranging for a daily noontime meal at a community centre to give the medication there

4. What is the relationship between independent variables and dependent variables?

1. Independent variables only affect other independent variables, and dependent variables only affect dependent variables
2. Independent variables produce effects on dependent variables
3. Dependent variables produce effects on independent variables
4. Independent variables are based on primary sources, and dependent variables are based on secondary sources
5. Which of the following correctly illustrates the flow of information in a homeostatic control mechanism?
6. Stimulus --- effector --- afferent pathway --- control center --- efferent pathway --- receptor
7. Receptor --- stimulus --- afferent pathway --- effector --- efferent pathway --- control center
8. Stimulus --- receptor --- afferent pathway --- efferent pathway --- control center --- effector
9. Stimulus --- receptor --- afferent pathway --- control center --- efferent pathway
10. Stimulus --- receptor --- efferent pathway --- control center --- afferent pathway
11. According to age-specific death rates, mortality is relatively high:
12. during the first few weeks of life
13. during the pre-teen years of 10-14
14. during the years 40-45
15. during all years of life
16. both a and b

7. Companies can raise cash to finance their investment activities by:

1. making dividend payments
2. selling or issuing financial instruments
3. buying back their financial instruments
4. not producing goods during the current quarter
5. none of the above

8. Which correlation below indicates a strong relationship between two variables?

1. - 1.0
2. + 0.6
3. - 0.2
4. + 2.5
5. Both b and d

9. Ionic bonding involves:

1. The transfer of electrons between atoms
2. The sharing of electrons between atoms
3. The extreme mobility of electrons between atoms
4. A weak attractive force that exists despite an absence of available electrons
5. None of the above

10. At the moment of the Big Bang there was no \_\_\_\_\_\_\_\_, there was only \_\_\_\_\_\_\_\_.

1. matter, energy
2. gravity, energy
3. nuclear power, matter
4. energy, matter
5. matter, weak nuclear forces

11. Computer memory that stores programs and data that need to be instantly accessible to the CPU is called:

a) secondary memory

b) storage

c) read-only memory

d) random access memory

12. Which of the following is a correct sequence of events in the early history of the universe?

1. the Big Bang

2. separation of photons from matter

3. matter-antimatter collision

4. separation of the four forces

5. origin of hydrogen nuclei from fusion of protons and neutrons and

6. addition of electrons to hydrogen nuclei.

A. 1, 2, 3, 4, 5, and 6

B. 1, 3, 4, 5, 2 and 6

C. 1, 4, 3, 5, 2 and 6

D. 1, 4, 2, 3, 5 and 6

E. 1, 4, 3, 2, 5 and 6