**Chapter 6 – Memory**

1. Which of the following sequences best reflects the order in which memory processes occur from first to last?

a. encoding 🡪 storage 🡪 retrieval

b. storage 🡪 retrieval 🡪 encoding

c. encoding 🡪 retrieval 🡪 storage

d. storage 🡪 encoding 🡪 retrieval

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

2. When we use the term “remembering” in day-to-day life, we are making reference to the memory process of

a. rehearsal.

b. retrieval.

c. encoding.

d. storage.

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

3. Which of the following is NOT one of the three memory processes identified at the beginning of text’s discussion of memory?

a. encoding

b. storage

c. sensation

d. retrieval

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

## 4. Which of the following sequences best reflects the order of stages in the three-system model of memory?

a. sensory memory 🡪 short-term memory 🡪 long-term memory

b. short-term memory 🡪 sensory memory 🡪 long-term memory

c. short-term memory 🡪 working memory 🡪 long-term memory

d. working memory 🡪 sensory memory 🡪 long-term memory

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

5. Which of the following statements best describes the relationship between iconic and echoic memory, on the one hand, and sensory memory, on the other?

a. Iconic and echoic memory are components of sensory memory.

b. Iconic and echoic memory are types of memory, of which sensory memory is a part.

c. Iconic and echoic memory are different types of memory than sensory memory.

d. Iconic and echoic memory are different types of sensory memory.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

6. Sensory memory has all of the following characteristics EXCEPT

a. visual information lasts less than a second.

b. it holds an exact image of each sensory experience.

c. the capacity is about seven plus or minus two chunks.

d. auditory information lasts about two or three seconds.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

7. How does short-term memory differ from sensory memory?

a. Its capacity is larger than that of sensory memory.

b. Items are coded in terms of their meaning in short-term memory but not in sensory memory.

c. Both A and B

d. Neither A nor B

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

8. Which of the following expressions best reflects the capacity of short-term memory?

a. one or two items

b. unlimited

c. about seven plus or minus two chunks

d. about a dozen chunks

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

9. \_\_\_\_\_\_\_\_\_\_ is the process of grouping separate pieces of information into a single unit in order to store more information in \_\_\_\_\_\_\_\_\_\_.

a. Chunking; short-term memory

b. Clumping; short-term memory

c. Collecting; long-term memory

d. Dual-coding; sensory memory

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

10. “What’s your social?” the associate asks over the phone. “One, six, four . . .” you begin. After a brief pause, you continue, “seventy-two . . . sixteen thirty-eight.” To ease the burden on the associate’s short-term memory, you are giving the number in \_\_\_\_\_\_ rather than as individual digits.

a. nuggets

b. clumps

c. clusters

d. chunks

Answer: d

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APA Goal: Goal 4: Application of Psychology

11. We look up a number in the phone book, push the book away, and then begin to dial the number. Why do we discourage an interruption during this process?

a. Information lasts only 15–25 seconds in short-term memory.

b. Information lasts only 5–6 seconds in short-term memory.

c. Information can only last a minute or so in short-term memory.

d. Short-term memory can only hold one or two chunks of information.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

12. Robert just met a woman he feels attracted to and keeps saying her name over and over to himself to make sure he doesn’t forget it. He is using \_\_\_\_\_\_\_\_\_\_ to keep this woman’s name in \_\_\_\_\_\_\_\_\_\_ memory.

a. elaborative rehearsal; long-term

b. selective repetition; sensory

c. maintenance rehearsal; short-term

d. selective attention; short-term

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

13. Rehearsal serves to

a. refresh sensory memory.

b. keep information in short-term memory.

c. transfer information to long-term memory.

d. Both B and C

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

14. Arturo studies by rewriting and rereading his class notes over and over again; this process is somewhat analogous to \_\_\_\_\_\_\_\_ rehearsal.

a. elaborative

b. rote

c. maintenance

d. transfer-appropriate

Answer: c

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APA Goal: Goal 4: Application of Psychology

15. Which of the following memory processes is LEAST likely involved when you look up a phone number, then turn to dial it?

a. reconstruction

b. rehearsal

c. chunking

d. encoding

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

16. What is the goal of elaborative rehearsal?

a. to consider information

b. to organize information

c. Both A and B

d. None of the above

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

17. Which of the following represent elaborative rehearsal strategies?

a. repeating information over and over to oneself

b. creating visual images based on the information to be remembered

c. making connections between the new information and information already in long-term memory

d. Both B and C

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

18. The concept of working memory represents a contemporary conceptualization of \_\_\_\_\_\_\_\_\_\_\_ memory.

## a. sensory

## b. short-term

## c. long-term

d. None of these—it is a proposed fourth memory system.

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

19. Which of the following accurately describes the processing of information in working memory?

a. It proceeds automatically.

b. It requires cognitive resources—“mental energy,” if you will.

c. It can be improved by stress or anxiety.

d. Both B and C are true.

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

20. According to your text, the distinction between long- and short-term memory

a. is somewhat artificial.

b. has failed to gain empirical support in memory research.

c. is supported by the effects of certain kinds of brain damage.

d. Both A and B

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

21. Our ability to recall an item from a list depends on where in the list the item occurs. This is the \_\_\_\_\_\_\_\_\_\_ effect.

a. serial positionb. list memoryc. cereal positiond. item order

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

22. How might you describe the shape of the function relating the probability of an item’s recall to the item’s position on a list?

a. U-shaped

b. squiggly

c. a linear, negatively sloped line

d. an inverted-U shape

Answer: d

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APA Goal: Goal 7: Communication Skills

23. “Cat food, cola, toothpaste,” your roommate begins reciting items into the phone as you throw your books in the backseat and get into your car; you're supposed to hit the store on the way home. He continues to list a few more items. Finally, he wraps up: “Coffee creamer, spaghetti sauce, dish liquid, and ice tea mix.” You forget a couple of things, but you do manage to get the cat food, cola, and toothpaste. Your memory for these items reflects the \_\_\_\_\_\_\_\_\_ effect.

a. primacy

b. recency

c. serial memory

d. item order

Answer: a

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APA Goal: Goal 4: Application of Psychology

24. “Cat food, cola, toothpaste,” your roommate begins reciting items into the phone as you throw your books in the backseat and get into your car; you're supposed to hit the store on the way home. He continues to list a few more items. Finally, he wraps up: “Coffee creamer, spaghetti sauce, dish liquid, and ice tea mix.” You forget a few things, but the spaghetti sauce, dish liquid, and ice tea mix are in the bag. Your memory for these items reflects the \_\_\_\_\_\_\_\_\_\_ effect.

a. primacy

b. recency

c. list memory

d. serial order

Answer: b

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APA Goal: Goal 4: Application of Psychology

25. Before going home, Dr. Rosen tries to flesh out his patient notes. He can remember the first and last sessions of the day, but his memory of the middle ones is a bit unclear. Dr. Rosen is a victim of the \_\_\_\_\_\_\_\_\_\_ effect.

a. primacy

b. recency

c. serial position

d. All of these

Answer: d

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APA Goal: Goal 4: Application of Psychology

26. Having taken “21 for 21” alcohol shots, Deanna barely remembers her 21st birthday. In other words, her \_\_\_\_\_\_\_\_\_\_ memory is sketchy.

a. procedural

b. semantic

c. episodic

d. working

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

28. Which of the following statements accurately captures the relationship among the modules of long-term memory?

a. Episodic and semantic memory are both components of procedural memory.

b. Episodic and semantic memory are both components of declarative memory.

c. Declarative and semantic memory are both types of episodic memory.

d. Declarative and semantic memory are both types of procedural memory

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

28. Knowing how to shoot a basketball is an example of a(n) \_\_\_\_\_\_\_\_\_\_ memory.

a. episodic

b. declarative

c. procedural

d. semantic

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

29. Cole knows that the capital of Vermont is Montpelier. This is an example of a(n) \_\_\_\_\_\_\_­\_\_\_ memory.

a. semantic

b. episodic

c. procedural

d. recognition

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

30. Liz knows that the voyage of Columbus was in 1492. This is an example of a(n) \_\_\_\_\_\_\_\_\_\_ memory.

a. episodic

b. declarative

c. procedural

d. recognition

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

31. Often, one memory triggers others in a flood of reminiscence. One mechanism by which this might occur is known as

a. spreading activation.

b. serial activation.

c. network priming.

d. None of these

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

32. The hippocampus is located in the \_\_\_\_\_\_\_\_\_\_ lobe.

a. frontal

b. parietal

c. temporal

d. occipital

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

33. The hippocampus plays a role in memory consolidation. Think back to the three memory processes described at the beginning of the chapter. It is probably most accurate to say that the hippocampus is more involved in \_\_\_\_\_\_\_\_\_\_ than in \_\_\_\_\_\_\_\_\_\_.

a. retrieval; encoding or storage

b. storage; encoding

c. encoding and storage; retrieval

d. storage and retrieval; encoding

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

34. Estelle remembers a night she was mugged and brutally beaten. This memory probably involves not only her hippocampus but also her

a. cerebellum.

b. hypothalamus.

c. thalamus.

d. amygdala.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

35. The term “engram” is generally discouraged by psychologists studying memory. Why might this be?

a. Psychologists do not believe it is possible to identify the physical, brain bases of a memory.

b. There is probably no single site or process in the brain corresponding to a particular memory.

c. Any given memory probably involves many simultaneous brain processes and locations.

d. Both B and C

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

36. Why is it so difficult to retrieve information from long-term memory?

a. The capacity of long-term memory is limited.

b. The duration of long-term memories is limited.

c. There is so much information being stored in long-term memory.

d. Both B and C

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

37. A stimulus that facilitates the recall of information from long-term memory is called a \_\_\_\_\_\_\_\_\_\_.

a. retrieval cue

b. recall cue

c. reminder

d. memory cue

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

38. An essay question is a \_\_\_\_\_\_\_\_\_ test of memory.

a. recognition

b. recall

c. objective

d. projective

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

39. A multiple-choice question is a \_\_\_\_\_\_\_\_\_ test of memory.

a. recognition

b. recall

c. subjective

d. projective

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

40. In a memory experiment, Dr. Aziz gives one group of participants a recognition test of a list of words they had seen earlier; another group is asked to recall the words. What might you predict regarding the relative performance of the two groups on the memory test?

a. The two groups should perform equivalently.

b. The recall group should outperform the recognition group.

c. The recognition group should outperform the recall group.

d. No consistent prediction can be made without a consideration of other variables.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

41. The levels-of-processing theory proposes that the ease with which information is remembered may be traced to differences in the processing that occurs during

a. encoding.

b. storage.

c. retrieval.

d. Any of these

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

42. Dr. Fernald is conducting a memory experiment. One group of participants has to decide whether each word in a list begins with the same letter as a target word; a second group has to determine whether each word in a list rhymes with a target word; finally, a third group has to determine whether each word in a list is a synonym or an antonym of a target word. Later, all participants are asked to recall the list words. According to levels-of-processing theory, which group’s performance should be the highest? The lowest?

a. highest: synonym/antonym group; lowest: same letter group

b. highest: same letter group; lowest: synonym/antonym group

c. highest: rhyme group; lowest: same letter group

d. The theory suggests that the groups should perform equivalently.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

43. The \_\_\_\_\_\_\_\_\_\_ model of memory suggests that a deeper analysis of meaning enables you to improve long-term memory.

a. consolidation

b. semantic processing

c. episodic processing

d. levels of processing

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

44. Levels-of-processing theory suggests that shallow processing is to deep processing as \_\_\_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_\_\_.

a. physical characteristics; semantic content

b. maintenance rehearsal; elaborative rehearsal

c. Both A and B

d. Neither A nor B

Answer: c

Pages: 146-147

APA Goal: Goal 1: Knowledge Base of Psychology

45. According to levels-of-processing theory, which of the following students should retrieve information more successfully on classroom tests?

a. Grant, who attempts to memorize his notes.

b. Irene, who attempts to relate her notes to information she has learned in other classes.

c. Grant and Irene should retrieve information equally well on tests.

d. Levels-of-processing theory makes no prediction relevant to this situation.

Answer: b

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APA Goal: Goal 4: Application of Psychology

46. A typical multiple-choice question on a psychology test is an example of both a(n) \_\_\_\_\_\_\_\_\_\_ and a(n) \_\_\_\_\_\_\_\_\_\_ test of memory.

a. recall; implicit

b. recall; explicit

c. recognition; implicit

d. recognition; explicit

Answer: d

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APA Goal: Goal 4: Application of Psychology

47. Janna is puzzling over a fill-in-the-blank question on a sociology test. Answering the question correctly requires Janna to use \_\_\_\_\_\_\_\_\_\_ memory.

a. explicit

b. implicit

c. recognition

d. Both A and C

Answer: a

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APA Goal: Goal 4: Application of Psychology

48. “I know it! It’s um . . . um . . . ,” begins a trivia game contestant excitedly. The contestant is engaged in a test of her \_\_\_\_\_\_\_\_ memory.

a. external

b. explicit

c. internal

d. implicit

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

49. Memories of which we’re not consciously aware are called \_\_\_\_\_\_\_\_\_\_ memories.

a. internal

b. subliminal

c. subconscious

d. implicit

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

50. Implicit memory is involved in

a. skills that operate automatically.

b. our first impressions of others.

c. prejudice and discrimination.

d. All of these

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

51. In an implicit memory experiment, participants are first briefly exposed to unusual, lengthy words in Phase I; later in the week, in Phase II, participants return for a word completion task, in which they attempt to fill in the missing letters of each of a list of words (e.g., p \_ \_ \_ u d \_ \_ e). Some of the words correspond to Phase I words; others do not. The Phase I word is termed a \_\_\_\_\_\_\_\_\_\_; Phase II words that also appeared in Phase I should be completed \_\_\_\_\_\_\_\_\_\_ accurately than those that did not.

a. prime; less

b. prime; more

c. probe; less

d. probe; more

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

52. In an implicit memory experiment, participants are first briefly exposed to unusual, lengthy words in Phase I; later in the week, in Phase II, participants return for a word completion task, in which they attempt to fill in the missing letters of each of a list of words (e.g., p \_ \_ \_ u d \_ \_ e). Some of the words correspond to Phase I words; others do not. Which pair below INCORRECTLY identifies the variables of interest in this study?

a. Phase I or II—independent variable; whether Phase II words had appeared in Phase I—independent variable

b. Phase I or II—independent variable; word completion accuracy—dependent variable

c. whether Phase II words had appeared in Phase I—independent variable; Phase I or II—dependent variable

d. whether Phase II words had appeared in Phase I—independent variable; word completion accuracy—dependent variable.

Answer: c

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APA Goal: Goal 2: Research Methods in Psychology

53. Your text suggests that the correlation between scores on explicit memory test and those on an implicit memory test of the same material would probably be

a. low.

b. negative.

c. high.

d. positive.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

54. Previous exposure to a stimulus that later makes it easier to recall related information even when there is no conscious memory of the exposure is called

a. declarative memory.

b. primary processing.

c. unconscious coding.

d. priming.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

55. The 9/11 attacks on the World Trade Center. Princess Diana’s death. The 1986 Challenger explosion. People’s memories for the moment in which they learned of these events are termed \_\_\_\_\_\_\_\_\_\_ memories.

a. snapshot

b. flashbulb

c. photocopy

d. carbon copy

Answer: b

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APA Goal: Goal 4: Application of Psychology

56. Flashbulb memories are often

a. incomplete.

b. inaccurate.

c. Both A and B

d. Neither A nor B

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

57. The more unusual and personally relevant an event is

a. the more accurate is our memory of it.

b. the more likely we are to retrieve a memory of it.

c. Both A and B

d. Neither A nor B

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

58. A researcher varies the distinctiveness of a staged event to which participants are exposed in the lab; in a later session, participants are asked to recall the event. Which of the following predictions should the researcher make, based on the results of existing research?

a. Participants should be more likely to recall distinctive than nondistinctive events; in addition, their memories for distinctive events should be more accurate than their memories for nondistinctive events.

b. Participants should be more likely to recall distinctive than nondistinctive events; however, their memories for distinctive events should be less accurate than their memories for nondistinctive events.

c. Participants should be more likely to recall distinctive than nondistinctive events; their memories for distinctive events, though, should be no more accurate than their memories for nondistinctive events.

d. Participants should be no more likely to recall distinctive than nondistinctive events; in addition, their memories for distinctive events should be no more accurate than their memories for nondistinctive events.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

59. The first psychologist to emphasize the importance of constructive processes in memory was

a. Bartlett.

b. Ebbinghaus.

c. Miller.

d. Sperling.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

60. Organized bodies of information stored in memory that bias the way new information is interpreted, stored and recalled are known as

a. memory modules.

b. semantic networks.

c. schemas.

d. interference modules.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

61. Schemas influence the way information is

a. encoded.

b. stored.

c. retrieved.

d. All of these

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

62. Melinda is computing the correlation coefficient between scores on measure of eyewitness confidence and scores on a measure of eyewitness accuracy. What sort of coefficient do you think she’ll find?

a. a negative one

b. a weak one

c. a strong one

d. a positive one

Answer: b

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APA Goal: Goal 4: Application of Psychology

63. According to research, when eyewitnesses are highly confident about the accuracy of their memories, they likely

a. make no errors.

b. make few errors.

c. make significant errors.

d. are lying about their level of confidence.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

64. Your text states, “When a . . . perpetrator displays a [weapon], it acts like a perceptual magnet . . . .” This statement suggests that a weapon’s effect on eyewitness memory occurs mainly during

a. encoding.

b. storage.

c. retrieval.

d. Either B or C

Answer: a

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APA Goal: Goal 4: Application of Psychology

65. Loftus and Palmer (1974) conducted an experiment in which participants estimated the speed of car described as either contacting or smashing into each other. To which of the following conclusions regarding eyewitness memory is this study most relevant?

a. The presence of a weapon attracts the witnesses’ attention, which impairs their memory for other details of the event.

b. The confidence of the eyewitness is only weakly related to the accuracy of their memory.

c. Eyewitness memory can be influenced by specific wording of questions.

d. Child eyewitnesses are especially susceptible to influence when the situation is highly emotional.

Answer: c

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APA Goal: Goal 4: Application of Psychology

66. Why may children be particularly unreliable eyewitnesses?

a. They are more susceptible than are adults to the leading questions of law enforcement and legal professionals.

b. They are more dramatically influenced by emotional or stressful events than are adults.

c. Both A and B

d. Neither A nor B

Answer: c

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APA Goal: Goal 4: Application of Psychology

67. The idea that disturbing memories may be repressed is derived from

a. Freud’s psychoanalytic theory.

b. Bartlett’s constructive memory approach.

c. Loftus’s notion of false memories.

d. the three-stage model of memory.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

68. In general, different types of psychologists have different opinions regarding the validity of repressed memories. Which statement below is MOST accurate?

a. Both clinical and academic psychologists generally endorse the idea of repressed memory.

b. Both clinical and academic psychologists generally doubt that repressed memories are real.

c. Clinical psychologists generally endorse the idea of repressed memory; academic psychologists tend to doubt the validity of repressed memories.

d. Clinical psychologists generally doubt the validity of repressed memories; academic psychologists tend to endorse the notion of repressed memory.

Answer: c

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APA Goal: Goal 3: Critical Thinking Skills in Psychology

69. Our recollections of circumstances and episodes from our own lives is referred to as

a. biographical memories.

b. autobiographical memories.

c. flashback memories.

d. flashbulb memories.

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

70. Middle-aged Mrs. Lovett is recalling her first Christmas as a young newlywed at her in-laws’ Wyoming ranch. This is a(n) \_\_\_\_\_\_\_\_ memory.

a. declarative

b. episodic

c. autobiographical

d. All of these

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

71. In the song “The Way We Were,” Barbra Streisand asks if “time [has] rewritten every line.” Has it? What does research on autobiographical memory have to say?

a. Yes, it probably has. Our memories tend to be consistent with our current view of ourselves.

b. No, it hasn’t. Autobiographical memories are much more accurate than are our episodic memories regarding others.

c. Yes, most likely it has. We tend to have much clearer memories of some periods of our lives than we have of other times.

d. Both A and C

Answer: d

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APA Goal: Goal 4: Application of Psychology

72. One’s culture is most likely to influence

a. short-term memory capacity.b. the structure of long-term memory.c. the strategies one uses to recall information from long-term memory.d. Culture is not likely to influence any of these.

Answer: c

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APA Goal: Goal 8: Sociocultural and International Awareness

73. With respect to the potential influence of a written language on the recall ability of a culture’s memory, research has

a. revealed that a written language tends to decrease people’s memory ability.

b. shown that a written language tends to increase people’s memory ability.

c. revealed that a written language probably has little influence on people’s memory ability.

d. not yielded a definitive conclusion as of yet.

Answer: c

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APA Goal: Goal 8: Sociocultural and International Awareness

74. The first attempts to study forgetting scientifically were made by the German psychologist

a. Ebbinghaus.

b. Wundt.

c. Weber.

d. Muller.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

75. Which of the following statements BEST describes the forgetting function that Ebbinghaus discovered?

a. Material is forgotten at a relatively constant rate once it has been learned.

b. Nothing is ever really forgotten.

c. Material is forgotten at a relatively slow rate at first, then the rate of forgetting speeds up.

d. Material is forgotten relatively rapidly at first, then the rate of forgetting slows down.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

76. Which of the following best describes the results of Ebbinghaus’s work on forgetting?

a. You’ll remember what you learn pretty well for a day or two, but then you’ll begin rapidly forgetting the material.

b. Beginning immediately, you’ll slowly forget what you’ve learned at a relatively constant rate.

c. You’ll forget most of it right away, and you’ll keep on forgetting more of it, though at a slower rate.

d. I forget.

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

77. According to your text, one of Ebbinghaus’s key \_\_\_\_\_\_\_\_\_\_ variables was \_\_\_\_\_\_\_\_\_\_.

a. dependent; recall accuracy

b. dependent; ease of relearning

c. independent; recall accuracy

d. independent; ease of relearning

Answer: b

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APA Goal: Goal 2: Research Methods in Psychology

78. \_\_\_\_\_\_\_\_\_\_ of previously mastered material is almost always faster than starting from nothing.

a. Recalling

b. Reacquisition

c. Relearning

d. Regrouping

Answer: c

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APA Goal: Goal 1: Knowledge Base of Psychology

79. Which theory of forgetting is CORRECTLY matched with its description?

a. decay—Information is lost over time as a result of nonuse.

b. interference—Forgetting occurs when there are too few “triggers” to recall the information.

c. cue-dependent—Forgetting occurs because other information in memory disrupts the retrieval of the information we are trying to remember.

d. All of these are correctly matched.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

80. The theories of forgetting described in your text may be likened to the difficulties we might face in trying to find an old file on the computer. Which theory is incorrectly likened to a corresponding file-finding difficulty?

a. decay—the file we want is so old that it has become corrupted and irretrievable.

b. interference—there are so many files crowding the hard drive that we can’t find the one we want.

c. cue-dependent forgetting—the directory structure is too general or vague to be much help to us in locating the file we want.

d. None of these is incorrectly described.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

81. Which of the following statements best describes the fate of the decay theory of forgetting in psychology?

a. It has been completely discredited as a theory of forgetting.

b. It is an incomplete theory of forgetting.

c. It has largely been affirmed as a theory of forgetting.

d. It has been supplanted by more contemporary theories of forgetting.

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

82. According to your text, which theory of forgetting has the LEAST empirical research support?

a. decay

b. interference

c. cue-dependent

d. Neither the interference theory nor the cue-dependent forgetting theory has received much empirical support.

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

83. In \_\_\_\_\_\_\_\_\_\_ interference, information learned earlier disrupts the recall of information learned more recently.

a. retroactive

b. proactive

c. regressive

d. progressive

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

84. In \_\_\_\_\_\_\_\_\_\_ interference, recently learned information disrupts the recall of information learned earlier.

a. retroactive

b. proactive

c. regressive

d. progressive

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

85. Nana is taking a Spanish final at the end of the spring semester. Her problem is that the French vocabulary she learned the semester before keeps getting in the way, causing her to forget Spanish words. Nana is experiencing \_\_\_\_\_\_\_\_\_\_ interference.

a. retroactive

b. progressive

c. proactive

d. retrograde

Answer: c

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APA Goal: Goal 4: Application of Psychology

86. Owen has trouble remembering a friend’s new phone number; he keeps recalling the old number instead. Owen is experiencing \_\_\_\_\_\_\_\_\_\_ interference.

a. retrograde

b. proactive

c. anterograde

d. retroactive

Answer: b

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APA Goal: Goal 4: Application of Psychology

87. Completing a rental application, Pippa finds she can’t recall one of her previous addresses, as she’s had several addresses since. Pippa is experiencing \_\_\_\_\_\_\_\_\_\_ interference.

a. retrograde

b. anterograde

c. proactive

d. retroactive

Answer: d

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APA Goal: Goal 4: Application of Psychology

88. In \_\_\_\_\_\_\_\_\_\_ amnesia, memory is lost for events preceding an injury or accident.

a. retrograde

b. anterograde

c. retroactive

d. proactive

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

89. In \_\_\_\_\_\_\_\_\_\_ amnesia, memory is lost for events following an injury or accident.

a. retrograde

b. anterograde

c. retroactive

d. proactive

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

90. Rhonda can’t remember anything about the first several minutes immediately following a car crash in which she was injured. Rhonda is experiencing \_\_\_\_\_\_\_\_\_\_ amnesia.

a. anterograde

b. retrograde

c. retroactive

d. proactive

Answer: a

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APA Goal: Goal 1: Knowledge Base of Psychology

91. Omar cannot remember the events that led up to the motorcycle accident that injured his brain. Omar’s amnesia is best described as

a. proactive.

b. anterograde.

c. retroactive.

d. retrograde.

Answer: d

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APA Goal: Goal 1: Knowledge Base of Psychology

92. Alzheimer’s disease is one of the top \_\_\_\_\_\_\_\_\_\_ causes of death among adults in the United States.

a. three

b. five

c. 10

d. 20

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

93. Keith has Alzheimer’s disease. Which of the following is he most likely to forget in early stages of the disease?

a. how to tie his shoes

b. how to shift gears in his car

c. his next doctor's appointment

d. how to use a telephone

Answer: c

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APA Goal: Goal 4: Application of Psychology

94. Your text suggests that to better remember course material you might make use of organizational aids; you might also take fewer notes but think more carefully about those you do take. These suggestions make sense in light of

a. levels-of-processing theory.

b. the benefits of elaborative rehearsal.

c. the benefits of maintenance rehearsal.

d. Both A and B

Answer: d

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APA Goal: Goal 4: Application of Psychology

95. Your textbook lists several techniques for improving memory. Which of the following is NOT included?

a. keywords

b. use interference

c. organization cues

d. elaborative rehearsal

Answer: b

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APA Goal: Goal 1: Knowledge Base of Psychology

96. Continuing to study and rehearse material after you think you already know it

a. is a waste of time.

b. creates retroactive interference.

c. creates better organization cues.

d. is an effective strategy called overlearning.

Answer: d

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APA Goal: Goal 4: Application of Psychology

97. While a computer’s hard drive may be likened to the memory process of storage, its keyboard is analogous to the process of \_\_\_\_\_\_\_\_\_\_.

Answer: encoding

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APA Goal: Goal 1: Knowledge Base of Psychology

98. You have just listened to your current favorite song on your iPod. You can still hear traces of the final chorus, even though the song has just ended. For a few seconds, the song will be represented in auditory sensory memory, or \_\_\_\_\_\_\_\_ memory.

Answer: echoic

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APA Goal: Goal 1: Knowledge Base of Psychology

99. A \_\_\_\_\_\_\_\_\_\_ is a meaningful group of stimuli that can be stored as a unit in short- term memory.

Answer: chunk

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APA Goal: Goal 1: Knowledge Base of Psychology

100. Mental arithmetic entails the activity of both the visual and the verbal stores in working memory; the \_\_\_\_\_\_\_\_\_\_ coordinates the operation of these two subsystems.

Answer: central executive

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APA Goal: Goal 1: Knowledge Base of Psychology

101. Semantic and episodic memory are subdivisions of \_\_\_\_\_\_\_\_\_\_ memory.

Answer: declarative

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APA Goal: Goal 1: Knowledge Base of Psychology

102. In one view of memory recall, knowledge is stored in \_\_\_\_\_\_\_\_\_\_, which are mental representations of clusters of interconnected information.

Answer: semantic networks

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APA Goal: Goal 1: Knowledge Base of Psychology

103. Rhoda is thinking of her family reunion last summer. This reminds her that a close friend is attending the same college in which her cousin is enrolled. Her thoughts then turn to the reading assignments she has neglected in one of her classes. The process of \_\_\_\_\_\_\_\_\_\_ describes how one memory brings up another in our network of mental representations.

Answer: spreading activation

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APA Goal: Goal 1: Knowledge Base of Psychology

104. The \_\_\_\_\_\_\_\_\_\_ is the physical memory trace that corresponds to a memory.

Answer: engram

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APA Goal: Goal 1: Knowledge Base of Psychology

105. The part of the limbic system that is especially involved in emotional memories is the \_\_\_\_\_\_\_\_\_\_.

Answer: amygdala

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APA Goal: Goal 1: Knowledge Base of Psychology

106. Scores on a recall test of memory are likely to be \_\_\_\_\_\_\_\_\_\_ than those on a recognition test of memory.

Answer: lower

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APA Goal: Goal 1: Knowledge Base of Psychology

107. “You’ll probably do better on the test if you put more effort into understanding what the chapter’s trying to say in the first place,” one of your professors admonishes the class. You are reminded of the \_\_\_\_\_\_\_\_\_\_ theory of memory retrieval.

Answer: levels-of-processing

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APA Goal: Goal 4: Application of Psychology

108. “It’s like riding a bike; once you know how, you don’t forget.” This adage suggests that procedural memories do not require conscious attempts at recall; that is, procedural memories are often \_\_\_\_\_\_\_\_\_\_.

Answer: implicit

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APA Goal: Goal 1: Knowledge Base of Psychology

109. Implicit memory is often studied through experiments that use \_\_\_\_\_\_\_\_\_\_.

Answer: primes (or priming)

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APA Goal: Goal 2: Research Methods in Psychology

110. I was a second-semester freshman. I was eating French fries in the college cafeteria when my friend Liz came up. She was wearing that plaid coat with her yellow skirt, along with that moss-green embroidered bag—the one with a Grecian urn embroidered on it. She told me the shuttle blew up. This is my \_\_\_\_\_\_\_\_\_\_ memory of the 1986 *Challenger* disaster.

Answer: flashbulb

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APA Goal: Goal 1: Knowledge Base of Psychology

111. \_\_\_\_\_\_\_\_\_\_ are processes in which memories are influenced by the meaning we give to events.

Answer: Constructive processes

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APA Goal: Goal 1: Knowledge Base of Psychology

112. The legitimacy of unconscious, or \_\_\_\_\_\_\_\_\_\_, memories remains controversial in mainstream psychology.

Answer: repressed

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APA Goal: Goal 3: Critical Thinking Skills in Psychology

113. Autobiographical memories are most directly a subset of \_\_\_\_\_\_\_\_\_\_ memory.

Answer: episodic

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APA Goal: Goal 1: Knowledge Base of Psychology

114. The slope of the function relating recall to the interval since original learning is \_\_\_\_\_\_\_\_\_\_ sloped.

Answer: negatively

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APA Goal: Goal 7: Communication Skills

115. The decay theory of forgetting has received \_\_\_\_\_\_\_\_\_\_ research support than has either the interference or cue-dependent forgetting theories.

Answer: less

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APA Goal: Goal 1: Knowledge Base of Psychology

116. \_\_\_\_\_\_\_\_\_\_ is a memory disorder in which memory losses occur in the absence of other cognitive decrements.

Answer: Amnesia

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APA Goal: Goal 1: Knowledge Base of Psychology

117. Trey is studying German vocabulary for an upcoming test. He forms an image corresponding to an English word that sounds similar to the German word he is trying to learn. Trey is using the \_\_\_\_\_\_\_\_\_\_ technique.

Answer: keyword

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APA Goal: Goal 4: Application of Psychology

118. Short-term memory is limited both in the amount of information it can hold at one time and in how long it can hold information. Describe several strategies one might use to overcome the capacity and duration limitations of short-term memory. How might one use these strategies when studying for course materials? Provide concrete examples.

*Answer*: The answer should contain the following elements:

Capacity: Short term memory can hold seven plus or minus two chunks of information. Increasing the size of the chunks by grouping or relating larger amounts of information may help expand the capacity of STM. For example, grouping or chunking a list of twelve vocabulary words into one or two sentences may be helpful, even if the sentences are somewhat nonsensical. Even applying a simple rhythm to a list of items during rehearsal may serve as a chunking device. Creating a sentence, story, or song from a list of items is an oft-used study technique.

Duration: Items may be held in STM for only 20–30 seconds. Rehearsal is the key to extending the shelf-life of items in STM. Maintenance rehearsal serves to refresh information within STM. Repeating a list of vocabulary words, stages in a sequence, or other ordered items is a common strategy practiced immediately before a test. For example, one might repeat, “sensorimotor, preop, concrete op, formal op,” as a developmental psychology test is being distributed. Elaborative rehearsal serves to facilitate the transfer of STM items to longer-term memory. One might relate information one is learning to material one has learned in similar courses in the past. For example, one might consciously recall material from an educational psychology course when one is studying developmental psychology, or sociology material when one is preparing for a criminal justice test.

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APA Goal: Goal 4: Application of Psychology

119. Define and provide original examples from your own experience of each of the following types of long-term memory: declarative, procedural, episodic, and semantic.

*Answer*: The answer might include definitions and examples such as the following:

Declarative memory. Memory for factual information: names, dates, faces, and facts. Example: the knowledge that Al Gore was the vice president under President Bill Clinton.

Procedural memory. Memory for skills and habits. Example: remembering how to skip stones.

Episodic memory: Memory for particular events. Example: remembering the events that occurred the week one pledged a fraternity or sorority.

Semantic memory. Memory for general knowledge and world facts; memory for the rules of logic. Example: the knowledge that the two rivers flowing through Washington, DC, are the Potomac and the Anacostia.

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APA Goal: Goal 1: Knowledge Base of Psychology

120. Has the research quest for the *engram* proven fruitful? Evaluate this question with respect to what is known regarding the brain basis of memory.

*Answer*: The *engram* is the physical brain trace corresponding to a memory.

If one construes the quest as that for a single brain site corresponding to a particular memory, then the search for the engram has been unsuccessful. However, brain scientists have been successful in showing that many different regions of the brain contribute to memory. For example, the hippocampus in the limbic system contributes to the consolidation or stabilization of memories. Moreover, different parts of the hippocampus seem to specialize in different types of memories, such as spatial rather than verbal memories. The amygdala, another limbic system structure, is involved with the emotional aspects of memory. The sensory aspects of a memory appear to be processed in cortical areas associated with the appropriate sensory system, such as the occipital lobe for the visual aspects of memory.

At a neural level, certain neural pathways become more easily activated during learning, which is a process called long-term potentiation. Also, synaptic connections and dendritic branching both become denser and more elaborate during learning.

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APA Goal: Goal 1: Knowledge Base of Psychology

121. Review your text’s discussion of retrieval cues, recognition vs. recall, and levels of processing. How might you use this knowledge to study more effectively for your college courses?

*Answer*: The answer should include the following definitions and examples:

Retrieval cues. Retrieval cues are stimuli that allow one to more easily recall long-term memories.

Recall vs. recognition. In recall, a specific piece of information must be recalled from long-term memory, such as the answer to a fill-in-the-blank question. In recognition, one is exposed to a piece of information and is asked whether he or she has been exposed to it before. An example is an alternative on a multiple-choice question.

Levels-of-processing theory. Levels-of-processing theory suggests that material is more easily retrieved if effort has been devoted to processing its meaning at encoding.

The material in this section of the text essentially suggests that elaborative rehearsal of newly learned information will aid retrieval. The elaborative rehearsal of course material entails relating new information to the information one has already stored in long-term memory. For example, the detailed information regarding Piaget’s stages of cognitive development presented in a developmental psychology course may be explicitly related at encoding to the general outline of the stages one learned in an introductory course or to the practical applications of the stages one encountered in an educational psychology course. One might also relate the information to experiences one has had with children of different ages. Such elaborative encoding entails a deeper level of processing than does the rote memorization of the material. It should also furnish a rich source of retrieval cues one might draw on when taking tests or completing course assignments.

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APA Goal: Goal 4: Application of Psychology

122. Distinguish between explicit and implicit memory. How is implicit memory studied in the laboratory? How does implicit memory research inform the continuing debate in psychology regarding the unconscious determinants of behavior? In your answer, make explicit reference to behaviors that may have important personal and social consequences.

*Answer*: The answer should contain the following elements:

Explicit vs. implicit memory. Explicit memory is the conscious or deliberate recollection of information. Implicit memory is memory of which one is not consciously aware but can nevertheless impact performance and behavior.

Implicit memory is often studied experimentally through the use of priming procedures. Participants are first briefly exposed to a stimulus such as word or picture. The exposure is usually so brief or degraded that participants have no conscious awareness of it. After an interval ranging from minutes to months, participants are then exposed to an incomplete stimulus, such as a word fragment, and are asked to recognize or identify it. If the earlier exposure to the prime facilitates their identification of the stimulus, then they must have some implicit memory for it.

The existence of implicit memory suggests that the determinants of our behavior may often be unconscious. Implicit memory has been especially implicated in prejudice—people may consciously deny that they harbor prejudices and that their behavior is motivated by prejudice, but assessment of their implicit memories often suggests that they have biases of which they are unaware. These biases may drive discriminatory behavior.

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APA Goal: Goal 1: Knowledge Base of Psychology

123. Our long-term memories are often inaccurate, even when we are convinced that we are correctly remembering past events. Support this statement, making specific reference to research on flashbulb, eyewitness, and false and repressed memories.

*Answer*: The answer should include the following elements:

Flashbulb memories—memories related to specific, surprising, and important events, such as the 9/11 attacks. Although vivid, flashbulb memories are usually incomplete and often inaccurate. Three-quarters of Americans recall seeing footage on Sept. 11 of two planes attacking the World Trade Center; in reality, no footage of the first plane was available until the next day.

Eyewitness memory. Eyewitness memory is often inaccurate, even when eyewitnesses are highly confident regarding their recollections. Eyewitness memory is negatively impacted by the presence of a weapon displayed by the perpetrator. Leading questions can also influence eyewitness memory—Loftus and Palmer (1974) found that participants’ estimates of the speed of a car shown colliding with another varied dramatically depending on whether the car was described as contacting or smashing into the other car.

Repressed/false memories. While it is possible that disturbing memories may be pushed into the unconscious and remain hidden until they are triggered by some event, it is also possible that many of these memories are false, reflecting confusion about whether they were actually experienced, imagined, or heard second-hand.

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APA Goal: Goal 3: Critical Thinking Skills in Psychology

124. To what extent does culture influence basic memory processes? Discuss how culture might affect the acquiring, rehearsing, and retrieving of information. Provide as detailed a response as you can.

*Answer*: The answer should include the following ideas:

Basic processes. Culture probably has little effect on such basic properties of memory as the capacity and duration of sensory and short-term memory and the general organization of long-term memory.

Strategies. Culture influences the strategies people use to frame information at encoding, to rehearse and chunk information, and to retrieve information.

The lack of a written language does not appear to encourage phenomenal memory abilities, contrary to popular opinion.

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APA Goal: Goal 8: Sociocultural and International Awareness

125. Review the organic memory dysfunctions described in your text: Alzheimer’s disease, anterograde amnesia, and retrograde amnesia. Provide as detailed a response as you can.

*Answer*: The answer should include the following points:

Alzheimer’s disease is a dementing illness characterized by severe memory problems. It is the fourth leading cause of death among U.S. adults. The disease is progressive, escalating from mild, annoying memory losses to an inability to care for oneself. The disease is at least partly genetic and reflects a disorder in the production of a protein called beta amyloid, which helps maintain neural connections. Clumps and tangles build up in the brain, inflaming nerve cells and impairing communication in the brain.

Anterograde/retrograde amnesia. Amnesia refers to memory losses that occur in the absence of other intellectual deficits. Retrograde amnesia is the loss of memory for events prior to trauma or injury. Retrograde amnesia is rare. The memory loss is usually selective and some of the memories tend to return over time. Anterograde amnesia is loss of memory for events following trauma or injury. One example is H.M., who was an epileptic whose hippocampus was destroyed during psychosurgery.

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APA Goal: Goal 1: Knowledge Base of Psychology

126. Describe three of the techniques that your text recommends for improving your memory. Suggest how the techniques you describe could be applied to improve your performance in one or more specific college courses.

*Answer*:

Keyword technique. This technique is useful in foreign language courses or in courses with unfamiliar, technical vocabulary. Think of a familiar English word that sounds like the foreign or technical word you are trying to learn; this is the keyword. Think of the referent of the keyword as interacting with the referent of the word you want to learn; a vivid, interactive mental image is best.

Organizational cues. In courses with extensive text reading, such as psychology, generate an organizing outline before you begin reading. This will assist deep processing and elaborative rehearsal.

Effective note taking. Less is more. Think about (elaboratively rehearse) the material in the lecture courses rather than mindlessly writing down and memorizing everything. Write down key points as you actively listen and think about the material.

Rehearsal. There is no such thing as overlearning. Studying and rehearsing past initial mastery aids long-term recall. Begin studying course material the day you acquire it, rather than only a day or two before a test. Continue studying and rehearse each day until the test.

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APA Goal: Goal 9: Personal Development