Memory Chapter Self-Test Exercise

Direction: Choose the best/correct answer depending on the nature of questions

| 1. | Organizing input into meaningful units so as to increase the capacity of short-term memory is called: | | | | |
|---|---|--------------------------------------|--|--|--|
| | A. Chunking | C. Imagery | | | |
| | B. Rehearsal | D. Acrostics | | | |
| 2. | Barry had a detailed memory of what he was doing when heard that the World Trade Center | | | | |
| | had been destroyed. His memory is an exam | mple ofmemory. | | | |
| | A. Repressed | C. Iconic | | | |
| | B. Flashbulb | D. Procedural | | | |
| 3. | Freud proposed traumatic events are pushed from conscious awareness as a defense | | | | |
| | mechanism in: | | | | |
| | A. Anterograde amnesia | C. Repression | | | |
| | B. Decay | D. Korsakoff's syndrome | | | |
| 4. Koby is asked to pick the bank robber out of a line-up. This is most similar to: | | | | | |
| | A. Partial report procedure | C. Implicit memory test | | | |
| | B. Free recall test | D. Recognition test | | | |
| 5. | After studying for final exam, I couldn't remember the mid exam material. This is an | | | | |
| | example of: | | | | |
| | A. Motivated forgetting | C. Proactive interference | | | |
| | B. Retroactive interference | D. Anterograde amnesia | | | |
| 6. | Football players often have no memory of what happened just before they "get their bell | | | | |
| | rung" from a hard hit to the head. Their memory loss would be considered: | | | | |
| | A. Repression | C. Retrograde amnesia | | | |
| | B. Korsakoff's syndrome | D. Anterograde amnesia | | | |
| 7. | Memory for the word "horse" will be best if the person | | | | |
| | A. Repeats "Horse, horse, horse" several times | | | | |
| | B. Realizes "Horse" begins with the letter 'h' and remembers that | | | | |
| | C. Think of a rhyme for "horse" such as "course" | | | | |
| | D. Identifies "horse" as an animal that | is ridden for transportation or fun. | | | |
| 8. | Knowing how to play a violin depends mos | st onmemory. | | | |
| | A. Episodic | C. Iconic | | | |
| | B. Semantic | D. Procedural | | | |
| 9. | After a head injury, Bill seems to have no ability to form new memories and knows only the | | | | |
| | immediate present and pre-injury past. Bill is suffering from: | | | | |
| | A. Anterograde amnesia | C. Flashbulb memory | | | |
| | B. Retrograde amnesia | D. Cue-dependent forgetting | | | |

| 10. A psychologist who is studying how me process of: | mories are formed and represented is studying the | | | | |
|--|--|--|--|--|--|
| 1 | C. Storage | | | | |
| A. Encoding | C. Storage | | | | |
| B. Retrieval | D. Interference | | | | |
| 11. Which of the following memory strategimemories? | ies is NOT effective for creating long-term | | | | |
| A. Mnemonics | C. Maintenance rehearsal | | | | |
| B. Deep processing | D. Chunking | | | | |
| E. Recall | | | | | |
| * * | usly recalled but is revealed through an individual's | | | | |
| behaviors or responses? A. Semantic | C. Enicodia | | | | |
| B. Flashbulb | C. Episodic D. Explicit | | | | |
| E. Implicit | D. Explicit | | | | |
| 13. Suppose you are absorbed in reading a meading and ask, "What did you say?" As so | ovel and a friend asks you a question. You stop on as the words leave your mouth, you realize you s the reason for your ability to play back these | | | | |
| A. Iconic memory | C. Semantic memory | | | | |
| B. Echoic memory | D. Sensory memory | | | | |
| E. Short-term memory | | | | | |
| 14. Which type of memory is also referred t | o as working memory? | | | | |
| A. Long-term memory | C. Sensory memory | | | | |
| B. Short-term memory | D. Semantic memory | | | | |
| E. Episodic memory | | | | | |
| 15. The primacy effect is best explained by | which of the following statements? | | | | |
| A. Items on a list with unique meaning ar | _ | | | | |
| B. The first items on a list are likely more likely to be remembered. | | | | | |
| C. Items on a list presented more recently | • | | | | |
| D. Items on a list with simplistic meaning | • | | | | |
| - | to be encoded first and therefore remembered. | | | | |
| 16. Which of the following examples best il | | | | | |
| A. Telling someone how to tie a shoe | - | | | | |
| B. Answering correctly that the Battle | | | | | |
| | _ | | | | |
| C. Knowing that the word for <i>black</i> in French is <i>noir</i> | | | | | |
| D. Remembering that a clown was at | | | | | |
| 17. The three steps of the memory process a | | | | | |
| A. Recall, encoding, retrieval | B. Encoding, acquisition, storage | | | | |
| C. Encoding, storage, retrieval | D. Acquisition, storage, recall | | | | |
| E. Encoding, storage, acquisition | | | | | |
| | | | | | |

- 18. Talking to yourself over and over again, repeating information silently or out loud, is called:
 - A. Elaborate rehearsal
 - B. Rote rehearsal
 - C. Procedural memory
 - D. Declarative memory
- 19. Tip-of-the-tongue phenomenon is also known as _____.
 - A. Persistence
 - B. Misattribution
 - C. Transience
 - D. Blocking
- 20. Which of the following statements is an example of explicit memory?
 - A. A teenager remembers her tenth birthday party
 - B. A dog learns that food is associated with a bell
 - C. A 30 year-old woman recalling how to ride a bicycle after years of not riding.
 - D. A man forms a habit of checking his email every night right before bed.
- N.B. The above exercise items are compiled from different sources of accompanying guides and standardized exams. To be able to understand major concepts in memory chapter visit the YouTube channel: *Psych in Amharic with Tamiru Delelegn* (https://www.youtube.com/channel/UCqqhRfFSnAFLTrEaVFG-m0Q/videos)

Answer Key

| 1. A | 2. B | 3. C | 4. D | 5. B |
|-------|-------|-------|-------|-------|
| 6. C | 7. D | 8. D | 9. A | 10. A |
| 11. E | 12. E | 13. B | 14. B | 15. B |
| 16. D | 17. C | 18. B | 19. D | 20. A |