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| 1. Parallel processing refers to the processing of   |  |  |  | | --- | --- | --- | |  | a. | semantic information at a deep level. | |  | b. | information automatically without conscious effort. | |  | c. | information in familiar, manageable units. | |  | d. | multiple aspects of a stimulus or problem simultaneously. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 2. In experiments, administering doses of propranolol has   |  |  |  | | --- | --- | --- | |  | a. | improved learning of semantic information. | |  | b. | resulted in stress reduction in victims of traumatic experiences. | |  | c. | created a lasting physical change in the brain’s memory-forming areas. | |  | d. | produced infantile amnesia in people with intrusive memories of childhood abuse. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 3. The persistence of learning over time most clearly depends on   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | shallow processing. | |  | c. | visual encoding. | |  | d. | memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 4. Bernadette is able to find her way back to her dorm room after class because of her   |  |  |  | | --- | --- | --- | |  | a. | memory. | |  | b. | parallel processing. | |  | c. | reconsolidation. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 5. During the COVID-19 pandemic, Aarnik was able to listen to class lectures online. He has also read all the text chapters covered in the lectures. When it comes time for the final exam, he will be able to retrieve all the information needed to answer the questions. In being able to answer the questions, Aarnik is relying on his   |  |  |  | | --- | --- | --- | |  | a. | memory. | |  | b. | relearning. | |  | c. | automatic processing. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 6. Alzheimer's disease begins with \_\_\_\_\_\_\_\_ and progresses into \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | speech deficits; damaged memory centers in the brain | |  | b. | damaged memory centers in the brain; speech deficits | |  | c. | difficulty remembering new information; an inability to do everyday tasks | |  | d. | an inability to complete daily tasks; difficulty remembering new information |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 7. Bianca has Alzheimer’s disease and has lost many of her memories. She doesn’t know who her children or grandchildren are. She doesn’t remember being married and a wife and doesn’t remember the career she had. She often wonders “Who am I?” This demonstrates her   |  |  |  | | --- | --- | --- | |  | a. | declining recognition abilities. | |  | b. | ability to relearn. | |  | c. | damaged ability to engage in parallel processing. | |  | d. | weakened sense of self. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 8. When viewing 2500 slides of faces and places for 10 seconds, participants were able to recognize \_\_\_\_\_\_\_\_ percent of the slides.   |  |  |  | | --- | --- | --- | |  | a. | 25 | |  | b. | 46 | |  | c. | 75 | |  | d. | 90 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 9. The average person can permanently store and recognize \_\_\_\_\_\_\_\_ faces.   |  |  |  | | --- | --- | --- | |  | a. | 1000 | |  | b. | 2000 | |  | c. | 4000 | |  | d. | 5000 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 10. Krisha was walking down the street when she recognized a woman who had been featured on a news program a few months ago. With her outstanding face-recognition ability, Krisha is referred to as a(n)   |  |  |  | | --- | --- | --- | |  | a. | overlearner. | |  | b. | mnemonic expert. | |  | c. | super-recognizer. | |  | d. | deep processor. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 11. Research has demonstrated that \_\_\_\_\_\_\_\_ can remember faces, which was demonstrated by their spitting water at familiar faces to trigger a food reward.   |  |  |  | | --- | --- | --- | |  | a. | fish | |  | b. | sheep | |  | c. | dogs | |  | d. | monkeys |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. Which measure of memory retention assesses the ability to draw information out of storage and into conscious awareness?   |  |  |  | | --- | --- | --- | |  | a. | rehearsal | |  | b. | relearning | |  | c. | recognition | |  | d. | recall |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. When an eyewitness to an auto accident is asked to describe what happened, which measure of memory is being used?   |  |  |  | | --- | --- | --- | |  | a. | recognition | |  | b. | rehearsal | |  | c. | recall | |  | d. | relearning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 14. Jesse took Spanish classes during high school. Since it has been a few years since she spoke any Spanish, she doesn’t remember much of what she learned. Now that she is in college and taking higher-level Spanish, she finds that it is all coming back to her and she is doing well in the class. This is directly related to   |  |  |  | | --- | --- | --- | |  | a. | recall. | |  | b. | recognition. | |  | c. | relearning. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 15. Bree is taking a political science exam, which contains only essay and fill-in-the-blank items. Both types of questions assess her ability to \_\_\_\_\_\_\_\_ information.   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognize | |  | c. | relearn | |  | d. | retrieve |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. Memory demonstrated by identifying items previously learned is called   |  |  |  | | --- | --- | --- | |  | a. | recall. | |  | b. | recognition. | |  | c. | relearning. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. Which measure of memory is used on a test that requires matching glossary terms with their correct definitions?   |  |  |  | | --- | --- | --- | |  | a. | recognition | |  | b. | relearning | |  | c. | rehearsal | |  | d. | recall |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 18. Because of the COVID-19 pandemic, Hernando’s sociology course has moved to online only. To be sure all students are paying attention, the instructor gives weekly online quizzes, which contain only multiple-choice questions. These questions are used to assess Hernando’s \_\_\_\_\_\_\_\_ of course material.   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | memory | |  | c. | recognition | |  | d. | relearning |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 19. Which memory test would most effectively reveal that Mr. Chewning, at age 60, still remembers many of his college classmates?   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognition | |  | c. | rehearsal | |  | d. | retrieval |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. Recall is to \_\_\_\_\_\_\_\_ as recognition is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | identifying items previously learned; processing multiple aspects of a stimulus simultaneously | |  | b. | retaining coded information over time; retrieving information that is not currently in your conscious awareness | |  | c. | retrieving information that is not currently in your conscious awareness; identifying items previously learned | |  | d. | conscious, active processing of incoming sensory information; retrieving information from long-term memory  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 21. Which measure of memory retention assesses the amount of time saved when learning material again?   |  |  |  | | --- | --- | --- | |  | a. | recognition | |  | b. | retrieval | |  | c. | relearning | |  | d. | recall |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 22. Eric’s younger brother has asked him for help with his algebra homework. Eric hasn’t worked on algebra problems in a long time but has agreed to help. He asks his younger brother to see his textbook and assignment so he can review the content and \_\_\_\_\_\_\_\_ the information before helping him with it.   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognize | |  | c. | relearn | |  | d. | retrieve |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 23. Which measure of memory typically provides the fewest retrieval cues?   |  |  |  | | --- | --- | --- | |  | a. | recognition | |  | b. | recall | |  | c. | relearning | |  | d. | rehearsal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. To study the impact of practice on memory retention, Hermann Ebbinghaus practiced learning   |  |  |  | | --- | --- | --- | |  | a. | poems. | |  | b. | names. | |  | c. | short sentences. | |  | d. | nonsense syllables. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 25. Which measure of memory did Ebbinghaus use to assess the impact of rehearsal on the retention of nonsense syllables?   |  |  |  | | --- | --- | --- | |  | a. | recall | |  | b. | recognition | |  | c. | relearning | |  | d. | recitation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. Ebbinghaus' use of nonsense syllables to study memory led to the discovery that   |  |  |  | | --- | --- | --- | |  | a. | the amount remembered depends on the time spent learning. | |  | b. | working memory's central executive focuses attention. | |  | c. | information that is automatically processed is rarely forgotten. | |  | d. | our sensory memory capacity is essentially unlimited. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 27. Which of the following is true of overlearning of verbal information?   |  |  |  | | --- | --- | --- | |  | a. | It works best if it is done all in one study time. | |  | b. | It is particularly effective for meaningless material. | |  | c. | It increases retention, especially if distributed over time. | |  | d. | It tends to confuse learning of two different subjects. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. Leonardo is taking his first course in geography, and so he wants to do well. He attends all the classes, takes careful notes, and reviews the notes and the text material for at least an hour every night. The odds of Leonardo remembering the information he has learned for years to come are increased because of his   |  |  |  | | --- | --- | --- | |  | a. | recognition. | |  | b. | overlearning. | |  | c. | information processing. | |  | d. | retrieval.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. To help think about the processes involved in memory, some memory researchers have developed   |  |  |  | | --- | --- | --- | |  | a. | acronyms. | |  | b. | information-processing models. | |  | c. | the serial position effect. | |  | d. | massed practice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 30. The process of encoding refers to   |  |  |  | | --- | --- | --- | |  | a. | the persistence of learning over time. | |  | b. | the recall of information previously learned. | |  | c. | getting information into memory. | |  | d. | a momentary sensory memory lasting less than a second. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 31. As Sam reads the textbook for his class and takes notes, he is attempting to \_\_\_\_\_\_\_\_ the information.   |  |  |  | | --- | --- | --- | |  | a. | encode | |  | b. | store | |  | c. | retrieve | |  | d. | relearn |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 32. Francesca is studying for an upcoming exam, hoping that she will be able to accurately \_\_\_\_\_\_\_\_ the information to do well on the exam.   |  |  |  | | --- | --- | --- | |  | a. | encode | |  | b. | recognize | |  | c. | store | |  | d. | retrieve |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 33. Anthea is reading a text chapter for her psychology class and wants to make sure that the information gets into her brain, or is \_\_\_\_\_\_\_\_. She also wants to be able to retain, or \_\_\_\_\_\_\_\_, the information so that she can later use it when taking a test.   |  |  |  | | --- | --- | --- | |  | a. | encoded; store | |  | b. | stored; retrieve | |  | c. | retrieved; encode | |  | d. | encoded; retrieve |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 34. The retention of encoded information over time refers to   |  |  |  | | --- | --- | --- | |  | a. | effortful processing. | |  | b. | implicit memory. | |  | c. | the spacing effect. | |  | d. | storage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 35. Storage is to encoding as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | recognition; recall | |  | b. | rehearsal; retrieval | |  | c. | retention; acquisition | |  | d. | explicit memory; implicit memory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. The process of getting information out of memory is called   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | relearning. | |  | c. | retrieval. | |  | d. | rehearsal. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 37. Kevin can accurately process and store the chemical formulas that are in his textbook, but when he has an exam on what he has learned, he becomes so nervous that he can’t easily recall the formulas. Kevin most clearly demonstrates difficulty with   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | encoding. | |  | c. | echoic memory. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 38. The encoding of many aspects of a remembered event simultaneously best illustrates our brain's capacity for   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | automatic processing. | |  | c. | distributed practice. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 39. Using different neural networks to simultaneously encode the sights, sounds, and smells of a remembered football game best illustrates   |  |  |  | | --- | --- | --- | |  | a. | distributed practice. | |  | b. | implicit memory. | |  | c. | parallel processing. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. Sherry is driving to the local grocery store. As she drives, her brain is taking in information from her various senses at the same time to ensure that she can safely make her way to the grocery store. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | parallel processing. | |  | b. | short-term memory. | |  | c. | working memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 41. An information-processing model that views memories as emerging from the simultaneous activation of interconnected neural networks is known as   |  |  |  | | --- | --- | --- | |  | a. | the distribution system. | |  | b. | mnemonics. | |  | c. | connectionism. | |  | d. | parallel processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 42. Richard Atkinson and Richard Shiffrin introduced   |  |  |  | | --- | --- | --- | |  | a. | a new concept of long-term memory. | |  | b. | the concept of a capacity for short-term memory. | |  | c. | a classic three-stage model that distinguishes among sensory memory, short-term memory, and long-term memory. | |  | d. | various strategies that can be used for effortful processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 43. The original Atkinson-Shiffrin three-stage model introduced distinctions among   |  |  |  | | --- | --- | --- | |  | a. | recall, recognition, and relearning. | |  | b. | shallow processing, semantic processing, and deep processing. | |  | c. | sensory memory, short-term memory, and long-term memory. | |  | d. | the self-reference effect, the spacing effect, and the testing effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 44. Which of the following outlines the sequence of the Atkinson and Shiffrin three-stage model of memory?   |  |  |  | | --- | --- | --- | |  | a. | working memory → short-term memory → sensory memory | |  | b. | short-term memory → sensory memory → long-term memory | |  | c. | short-term memory → working memory → long-term memory | |  | d. | sensory memory → short-term memory → long-term memory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. Piper is attending a class lecture and is taking detailed notes. Her goal is to learn the information provided by the professor so that she can do well on course exams. For the information to reach Piper’s long-term memory, it must first enter   |  |  |  | | --- | --- | --- | |  | a. | working memory, then be transferred to her short-term memory, and finally stored in her sensory memory. | |  | b. | short-term memory, then be transferred to her sensory memory, and finally stored in her long-term memory. | |  | c. | short-term memory, then be transferred to her working memory, and finally stored in her long-term memory. | |  | d. | sensory memory, then be transferred to her short-term memory, and finally stored in her long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 46. As Jason walks in the park he hears the birds chirping and feels the wind blowing on his skin. Both of these are examples of information entering his   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | short-term memory. | |  | c. | working memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 47. Some information in our fleeting \_\_\_\_\_\_\_\_ is encoded into short-term memory.   |  |  |  | | --- | --- | --- | |  | a. | shallow memory | |  | b. | sensory memory | |  | c. | automatic memory | |  | d. | long-term memory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 48. According to the original Atkinson-Shiffrin three-stage model of memory, your activated but limited-capacity memory is called \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | short-term | |  | b. | implicit | |  | c. | shallow | |  | d. | explicit |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 49. In which stage of the Atkinson and Shiffrin model do we rehearse information?   |  |  |  | | --- | --- | --- | |  | a. | sensory memory | |  | b. | short-term memory | |  | c. | long-term memory | |  | d. | working memory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. Michelle remembered the names of four work colleagues for only a minute or two after she met them. During this time their names were stored in her \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | echoic | |  | b. | implicit | |  | c. | short-term | |  | d. | iconic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. Long-term memory refers to   |  |  |  | | --- | --- | --- | |  | a. | the conscious active processing of incoming visual and auditory information. | |  | b. | the retention of learned facts rather than learned skills. | |  | c. | a photographic or picture-image sensory memory. | |  | d. | the relatively permanent and limitless storehouse of the memory system. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. The original Atkinson and Shiffrin three-stage model of memory has been revised with newer concepts, including   |  |  |  | | --- | --- | --- | |  | a. | working memory and automatic processing. | |  | b. | short-term memory and long-term memory. | |  | c. | parallel processing. | |  | d. | encoding and retrieving. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 53. Which form of memory was NOT included in the original Atkinson and Shiffrin three-stage model of memory?   |  |  |  | | --- | --- | --- | |  | a. | sensory memory | |  | b. | short-term memory | |  | c. | long-term memory | |  | d. | working memory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. Which of the following people extended our understanding of short-term memory and called it working memory?   |  |  |  | | --- | --- | --- | |  | a. | Alan Baddeley | |  | b. | George Sperling | |  | c. | Joshua Foer | |  | d. | Hermann Ebbinghaus |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. According to Alan Baddeley's memory model, we consciously process incoming and retrieved information in our \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | working | |  | c. | procedural | |  | d. | echoic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 56. The term *working memory* represents psychologists' newer understanding of   |  |  |  | | --- | --- | --- | |  | a. | long-term memory. | |  | b. | implicit memory. | |  | c. | short-term memory. | |  | d. | sensory memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 57. Conscious active processing of incoming information requires \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | working | |  | c. | flashbulb | |  | d. | echoic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 58. Working memory is   |  |  |  | | --- | --- | --- | |  | a. | retention of learned skills or classically conditioned associations independent of conscious recollection. | |  | b. | retention of facts and experiences that one can consciously know. | |  | c. | the immediate, very brief recording of sensory information in the memory system. | |  | d. | a newer understanding of short-term memory that adds conscious, active processing of incoming information, and of information retrieved from long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. Amanda is listening to her professor’s weekly psychology lecture. As she processes what her professor is saying, her \_\_\_\_\_\_\_\_ connects the new information to what she already knows.   |  |  |  | | --- | --- | --- | |  | a. | automatic working memory | |  | b. | active working memory | |  | c. | automatic long-term memory | |  | d. | active long-term memory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 60. The integration of new incoming information with knowledge retrieved from long-term memory involves the activity of   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | iconic memory. | |  | c. | echoic memory. | |  | d. | working memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 61. When she arrived at the grocery store, Claire realized that she had left her grocery list at home. By visualizing the list hanging on the refrigerator door, she was able to recall most of the items on the list. Her visualization most clearly involved   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | working memory. | |  | c. | implicit memory. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 62. Highly durable memories can often be retrieved from \_\_\_\_\_\_\_\_ memory into \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | sensory; working | |  | b. | working; sensory | |  | c. | working; long-term | |  | d. | long-term; working |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. In Alan Baddeley's model of working memory, the hypothetical central executive engages in   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | coordinating our focused processing of memories. | |  | c. | automatic processing. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 64. Sam is studying for his math class and wants to make sure that the information makes its way into his long-term memory. Sam needs to know that this requires   |  |  |  | | --- | --- | --- | |  | a. | sensory input. | |  | b. | automatic processing. | |  | c. | focused attention. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. In Alan Baddeley’s model, our focused processing of new information and existing long-term memory is coordinated by   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | a central executive. | |  | c. | parallel processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 66. Miguel is focused on integrating newly learned information about playing tennis with what he has already learned. This coordination of new and old information is provided by what Alan Baddeley calls   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | a central executive. | |  | c. | parallel processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. Conscious rehearsal of what your mother has told you about your family’s ancestry requires   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | automatic processing. | |  | c. | working memory. | |  | d. | spaced practice. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. The original Atkinson and Shiffrin memory model focused on how we   |  |  |  | | --- | --- | --- | |  | a. | engage in automatic processing. | |  | b. | process our explicit memories. | |  | c. | form implicit memories. | |  | d. | develop classically conditioned associations without conscious awareness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 69. Explicit memories are   |  |  |  | | --- | --- | --- | |  | a. | classically conditioned associations that are automatically processed. | |  | b. | memories of physical skills such as how to ride a bike. | |  | c. | memories of facts and experiences that can be consciously known. | |  | d. | memories that are formed by massed practice rather than by distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. Explicit memory is also known as   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | working memory. | |  | c. | declarative memory. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 71. Laura has a conscious memory of the name of the first astronaut to land on the Moon. This is a(n) \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | explicit | |  | c. | flashbulb | |  | d. | nondeclarative |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. David knows that Betsy Ross created the first American flag. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | nondeclarative memory. | |  | b. | sensory memory. | |  | c. | explicit memory. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Encoding that requires attention and conscious awareness is called   |  |  |  | | --- | --- | --- | |  | a. | massed practice. | |  | b. | effortful processing. | |  | c. | distributed practice. | |  | d. | procedural memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 74. Effortful processing most clearly requires   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | implicit memory. | |  | c. | echoic memory. | |  | d. | working memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 75. You want to remember the name of a new work colleague, so you consciously repeat the name to yourself several times. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | parallel processing. | |  | c. | effortful processing. | |  | d. | the self-reference effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. When Elmer was in college, he learned from a chemistry course the names of all the elements in the periodic table. He likely learned this information through   |  |  |  | | --- | --- | --- | |  | a. | effortful processing. | |  | b. | automatic processing. | |  | c. | implicit processing. | |  | d. | explicit processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 77. Selena has just been introduced to her gym partner for the semester. The process of remembering the girl’s name illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | sensory memory. | |  | c. | effortful processing. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. Automatic processing most clearly occurs without   |  |  |  | | --- | --- | --- | |  | a. | encoding. | |  | b. | conscious rehearsal. | |  | c. | implicit memory. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. We encode implicit memories by means of   |  |  |  | | --- | --- | --- | |  | a. | recall. | |  | b. | working memory. | |  | c. | automatic processing. | |  | d. | mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Parker is looking for his cell phone, which he had kept in his back pocket but had taken out and put down somewhere when he came home. He is easily able to retrace his steps and find his phone on the kitchen counter. He obtained the information he used to retrace his steps through   |  |  |  | | --- | --- | --- | |  | a. | effortful processing. | |  | b. | automatic processing. | |  | c. | implicit processing. | |  | d. | explicit processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. Remembering how to solve a puzzle without any conscious recollection that you can do so best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | working | |  | b. | short-term | |  | c. | implicit | |  | d. | sensory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 82. Because it happens without our awareness, implicit memory is also called   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | nondeclarative memory. | |  | c. | automatic memory. | |  | d. | declarative memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. Naomi has just learned how to button her blouse by herself. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | declarative memory. | |  | b. | sensory memory. | |  | c. | explicit memory. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 84. Knowing how to read and write are examples of   |  |  |  | | --- | --- | --- | |  | a. | implicit memories. | |  | b. | explicit memories. | |  | c. | declarative memories. | |  | d. | sensory memories. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 85. Implicit memory is to explicit memory as \_\_\_\_\_\_\_\_ is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | iconic memory; echoic memory | |  | b. | automatic processing; effortful processing | |  | c. | short-term memory; long-term memory | |  | d. | the spacing effect; the self-reference effect |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 86. The distinction between automatic and effortful processing most clearly highlights the nature of   |  |  |  | | --- | --- | --- | |  | a. | the two-track mind. | |  | b. | the self-reference effect. | |  | c. | sensory memory. | |  | d. | semantic processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. Retention of skills and classically conditioned associations without conscious recollection is known as \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | working | |  | c. | short-term | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 88. Our \_\_\_\_\_\_\_\_ memories include procedural memory for automatic skills such as how to ride a bike.   |  |  |  | | --- | --- | --- | |  | a. | working | |  | b. | implicit | |  | c. | sensory | |  | d. | explicit |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Which of the following is NOT an example of an implicit memory?   |  |  |  | | --- | --- | --- | |  | a. | how to ride a bike | |  | b. | how to drive a car | |  | c. | how to tie our shoes | |  | d. | who the current president is |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. Information learned through classical conditioning forms a(n) \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | implicit | |  | b. | explicit | |  | c. | nondeclarative | |  | d. | sensory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 91. Idika was caught in a rip tide when she was 12 years old. Since then, she has been very careful about wading into the ocean. Idika’s classically conditioned response to the ocean is an example of   |  |  |  | | --- | --- | --- | |  | a. | declarative memory. | |  | b. | sensory memory. | |  | c. | an explicit memory. | |  | d. | an implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 92. What type of information is NOT automatically processed?   |  |  |  | | --- | --- | --- | |  | a. | information about space | |  | b. | information about frequency | |  | c. | information about identification | |  | d. | information about time |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 93. During her psychology test, Danielle could not remember the meaning of the term *iconic memory*. Surprisingly, however, she accurately remembered that the term appeared in the middle of a right-hand page in her textbook. Her memory of this incidental information is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | the spacing effect. | |  | c. | echoic memory. | |  | d. | effortful processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 94. Memory of where, when, and how often you drank a glass of water is likely to be   |  |  |  | | --- | --- | --- | |  | a. | a working memory. | |  | b. | an iconic memory. | |  | c. | automatically processed. | |  | d. | procedural memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 95. You are most likely to automatically encode information about   |  |  |  | | --- | --- | --- | |  | a. | politicians' names. | |  | b. | friends' birthdays. | |  | c. | new web addresses. | |  | d. | the sequence of your day's events. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 96. Nolan unconsciously processes information about the number of times he looked at Instagram during the past 12 hours best illustrates   |  |  |  | | --- | --- | --- | |  | a. | working memory. | |  | b. | automatic processing. | |  | c. | iconic memory. | |  | d. | distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Harper reads chapters from her sociology text. During class today, the person sitting next to her asked a question about group polarization. Harper took out her textbook and immediately turned to the page that discussed group polarization. This demonstrates that while she was studying Harper automatically processed information related to   |  |  |  | | --- | --- | --- | |  | a. | space. | |  | b. | time. | |  | c. | frequency. | |  | d. | identification. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 98. Gabriel is planning to go to the movies but can’t find his face mask. By reviewing where he was from the time he got home until now, he is able to find the face mask on his bedroom dresser. This demonstrates that Gabriel had automatically processed information related to   |  |  |  | | --- | --- | --- | |  | a. | space. | |  | b. | time. | |  | c. | frequency. | |  | d. | identification.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 99. The effortful processing of information   |  |  |  | | --- | --- | --- | |  | a. | cannot occur simultaneously with automatic processing. | |  | b. | refers to the process of getting information out of memory storage. | |  | c. | can become automatic through practice. | |  | d. | occurs less frequently among adults than children. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Maddie is learning how to drive. This is a skill that   |  |  |  | | --- | --- | --- | |  | a. | is classically conditioned. | |  | b. | is learned automatically. | |  | c. | is easy for small children to acquire. | |  | d. | requires experience and practice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 101. The immediate, very brief recording of sensory information in the memory system is referred to as   |  |  |  | | --- | --- | --- | |  | a. | short-term memory. | |  | b. | sensory memory. | |  | c. | long-term memory. | |  | d. | explicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 102. Maya enjoyed the sweet aroma of cookies baking in the oven as she walked through the kitchen. This momentary scent first entered Maya’s memory system through her   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | working memory. | |  | c. | short-term memory. | |  | d. | sensory memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 103. In one experiment, when people viewed three rows of three letters each for only one-twentieth of a second, they   |  |  |  | | --- | --- | --- | |  | a. | recalled only half the letters because they did not have enough time to see all of them. | |  | b. | recalled only about seven of the letters because of storage limitations. | |  | c. | had a momentary sensory memory of all nine letters. | |  | d. | formed a sensory memory of no more than a single letter. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 104. The researcher who conducted experiments to measure sensory memory was   |  |  |  | | --- | --- | --- | |  | a. | Hermann Ebbinghaus. | |  | b. | Alan Baddeley. | |  | c. | George Sperling. | |  | d. | Richard Atkinson. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 105. A momentary sensory memory of visual stimuli is called \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | echoic | |  | b. | short-term | |  | c. | iconic | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 106. An iconic memory is a \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | sensory | |  | b. | short-term | |  | c. | working | |  | d. | procedural |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. The promo code for obtaining a discount for the cruise parking lot flashes on the TV screen, but the image disappears before José has had a chance to write down the complete address. To his surprise, however, he has retained a momentary mental image of the five-letter code. His experience best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | implicit | |  | c. | echoic | |  | d. | flashbulb |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 108. Echoic memory refers to   |  |  |  | | --- | --- | --- | |  | a. | the encoded meanings of words and events in long-term memory. | |  | b. | a vivid memory of an emotionally significant event. | |  | c. | the automatic retention of incidental information about the timing and frequency of events. | |  | d. | a momentary sensory memory of auditory stimuli. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 109. For a few seconds after hearing his cat’s high-pitched wailing, Mr. Walters has a vivid auditory impression of the cat’s cry. His experience most clearly illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | short-term | |  | b. | iconic | |  | c. | implicit | |  | d. | echoic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 110. \_\_\_\_\_\_\_\_ memory generally lasts only a few tenths of one second, whereas \_\_\_\_\_\_\_\_ memory lasts 3 or 4 seconds.   |  |  |  | | --- | --- | --- | |  | a. | Implicit; explicit | |  | b. | Iconic; echoic | |  | c. | Explicit; implicit | |  | d. | Echoic; iconic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 111. Some of the information in our \_\_\_\_\_\_\_\_ memory is encoded into \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | iconic; short-term | |  | b. | short-term; sensory | |  | c. | working; echoic | |  | d. | long-term; iconic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 112. George Miller proposed that about seven information bits constitute the capacity of \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | short-term | |  | b. | explicit | |  | c. | long-term | |  | d. | implicit  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 113. Miles is at the doctor’s office but left his insurance card at home. How many of the numbers from his policy is he likely to remember?   |  |  |  | | --- | --- | --- | |  | a. | two | |  | b. | five | |  | c. | seven | |  | d. | ten |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. To find out how long our short-term memories last, \_\_\_\_\_\_\_\_ asked people to remember three-consonant groups. The people were not allowed to rehearse the consonants before testing.   |  |  |  | | --- | --- | --- | |  | a. | Peterson and Peterson | |  | b. | Atkinson and Shiffrin | |  | c. | Baddeley | |  | d. | Sperling |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. After being asked to remember three consonants, participants in a research study by Peterson and Peterson counted aloud backward by threes to prevent   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | iconic memory. | |  | c. | encoding failure. | |  | d. | rehearsal. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. Silas studies French vocabulary words just before going out to dinner with friends. How well will Silas do on a French vocabulary test the next day?   |  |  |  | | --- | --- | --- | |  | a. | He won’t do well because the words did not even make it into sensory memory. | |  | b. | He will do very well because the dinner distraction helped set the words in memory. | |  | c. | He won’t do well because he has not had a chance to rehearse the words. | |  | d. | He will answer correctly on the meaning of 80 percent of the words.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 117. To retain a newly introduced nonsense syllable in our working memory, it is most clearly necessary to engage in   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | shallow processing. | |  | c. | rehearsal. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 118. Researchers have demonstrated that unrehearsed short-term memories for three consonants almost completely decay in as short a time as   |  |  |  | | --- | --- | --- | |  | a. | 12 seconds. | |  | b. | 1 minute. | |  | c. | 12 minutes. | |  | d. | 1 hour. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. Who is most likely to do better and more efficient work?   |  |  |  | | --- | --- | --- | |  | a. | Greyson, who is multitasking | |  | b. | Vince, who is listening to music while studying | |  | c. | Tammy, who is working on an assignment in a quiet room | |  | d. | Wayne, who is eating while writing a paper |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. Who is more likely to have greater working memory capacity?   |  |  |  | | --- | --- | --- | |  | a. | Mandi, who is 5 years old | |  | b. | Christine, who is 50 years old | |  | c. | Trevor, who is 15 years old | |  | d. | Stan, who is 20 years old |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 121. Which of the following is true regarding working memory?   |  |  |  | | --- | --- | --- | |  | a. | Females have a larger working memory capacity than males. | |  | b. | Young adults have a larger working memory capacity than children. | |  | c. | Males have a larger working memory capacity than females. | |  | d. | Children have a larger working memory capacity than adults. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 122. The ability to retain information and to solve problems creatively has been found to be most closely associated with a greater \_\_\_\_\_\_\_\_ memory capacity.   |  |  |  | | --- | --- | --- | |  | a. | iconic | |  | b. | implicit | |  | c. | echoic | |  | d. | working |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 123. Imagine seeing a letter of the alphabet, then a simple question, then another letter, followed by another question, and so on. People who can consciously process and recall the most letters, despite such interruptions, are demonstrating effective   |  |  |  | | --- | --- | --- | |  | a. | echoic memory. | |  | b. | procedural memory. | |  | c. | implicit memory. | |  | d. | working memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 124. *Chunking* refers to   |  |  |  | | --- | --- | --- | |  | a. | getting information into memory through the use of visual imagery. | |  | b. | the organization of information into meaningful units. | |  | c. | the unconscious encoding of incidental information. | |  | d. | the tendency to recognize names we can't recall. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 125. Mandi easily remembers the telephone number for UPS by using the mnemonic 1-800-PICKUPS. She is using a memory aid known as   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | the spacing effect. | |  | c. | automatic processing. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 126. Miriam has to learn the names of all the U.S. states. To make learning easier, Miriam divides the states into sections, such as Midwest, East Coast, West Coast. Miriam has used   |  |  |  | | --- | --- | --- | |  | a. | rehearsal. | |  | b. | chunking. | |  | c. | a mnemonic. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. Varsity basketball players can recall the positions of the players after a 4-second glance at a basketball play. This ability is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | chunking. | |  | c. | the self-reference effect. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. A mnemonic is a   |  |  |  | | --- | --- | --- | |  | a. | sensory memory. | |  | b. | test or measure of memory. | |  | c. | long-term memory. | |  | d. | memory aid. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 129. Mnemonics are memory aids that   |  |  |  | | --- | --- | --- | |  | a. | organize items into familiar, manageable units. | |  | b. | divide information into smaller and smaller units. | |  | c. | mostly use vivid imagery and organizational devices. | |  | d. | distribute practice to yield better long-term retention. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 130. We are more likely to remember the words “bicycle, cigarette, and fire” than the words “void, process, and inherent.” This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | implicit memory. | |  | c. | imagery. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 131. The use of mnemonics, which often rely on vivid imagery, illustrates   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | flashbulb memory. | |  | c. | effortful processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 132. To remember that a wagon, a baseball, and a doll were items on her Christmas shopping list, Karla formed a vivid mental image of an oversize doll pulling a bright red wagon loaded with baseballs. Karla’s strategy best illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | the serial position effect. | |  | c. | mnemonics. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 133. Ryno is learning algebra this year and is trying to memorize the order of operations: parentheses, exponents, multiplication, division, addition, subtraction. His instructor suggests that he remember the following: Please excuse my dear aunt Sally. Ryno is using   |  |  |  | | --- | --- | --- | |  | a. | rehearsal. | |  | b. | chunking. | |  | c. | a mnemonic. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 134. A single word formed from the first letters of items you want to remember is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | synonym. | |  | b. | antonym. | |  | c. | homonym. | |  | d. | acronym. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 135. Learning the sentence “A rat in the house may eat the ice cream” to help you remember the spelling of “arithmetic” involves using   |  |  |  | | --- | --- | --- | |  | a. | a mnemonic technique. | |  | b. | the spacing effect. | |  | c. | implicit memory. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 136. Using the mnemonic HOMES to remember the five Great Lakes illustrates the use of   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | an acronym. | |  | c. | the spacing effect. | |  | d. | hierarchical organization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 137. Research has found that when people develop an expertise in an area, they tend to   |  |  |  | | --- | --- | --- | |  | a. | use distributed practice to develop their expertise. | |  | b. | process information in hierarchies. | |  | c. | engage mostly in deep processing of information. | |  | d. | take advantage of mnemonics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 138. Chara went to the store for dust rags, cucumbers, pens, pork, silverware polish, corn, note pads, and turkey. Rather than make a list, Chara remembered all the items by reminding herself that she needed food products that included meats and vegetables and that she needed nonfood products such as cleaning aids. Chara made effective use of   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | hierarchical organization. | |  | c. | chunking. | |  | d. | procedural memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 139. Massed practice is to \_\_\_\_\_\_\_\_ as distributed practice is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | long-term recall; memory | |  | b. | retrieval; retrieval failure | |  | c. | long-term recall; short-term recall | |  | d. | short-term learning; long-term recall |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. The *spacing effect* is defined as   |  |  |  | | --- | --- | --- | |  | a. | the tendency for distributed study to yield better long-term retention than massed study. | |  | b. | enhanced memory after retrieving, rather than simply rereading, information. | |  | c. | semantically encoding information, which tends to yield the best retention. | |  | d. | the neural storage of a long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 141. Kayla is taking a course in Spanish. Her test grades are best when she studies for 30 minutes a day for 10 days than when she crams for 3 hours the night before the exam. This illustrates what is known as   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | state-dependent memory. | |  | c. | chunking. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 142. Which of the following techniques is more likely to produce better long-term recall of information?   |  |  |  | | --- | --- | --- | |  | a. | massed practice | |  | b. | distributed practice | |  | c. | using sensory memory | |  | d. | parallel processing |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 143. Students who study throughout the term and then restudy course material at the end of a semester to pass a comprehensive final are especially likely to demonstrate long-term retention of the course material. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | the self-reference effect. | |  | c. | chunking. | |  | d. | the spacing effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 144. The testing effect refers to the enhanced memory resulting from   |  |  |  | | --- | --- | --- | |  | a. | retrieving information from memory. | |  | b. | the automatic processing of information. | |  | c. | combining information into larger chunks. | |  | d. | rereading previously studied information. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. Which of the following is an effective study technique?   |  |  |  | | --- | --- | --- | |  | a. | massed practice | |  | b. | repeated self-testing | |  | c. | parallel processing | |  | d. | shallow processing |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. The importance of effortful processing for long-term retention of memories is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | implicit memory. | |  | c. | classically conditioned associations. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 147. The most effective way to improve learning and memory is to \_\_\_\_\_\_\_\_ information rather than \_\_\_\_\_\_\_\_ the material.   |  |  |  | | --- | --- | --- | |  | a. | reread; retrieve | |  | b. | use massed practice; use distributed practice | |  | c. | use automatic processing; use effortful processing | |  | d. | retrieve; reread |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. Repeatedly answering questions about what she had read in her digital psychology textbook improves Wanda’s memory of the material more effectively than rereading the textbook material. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | parallel processing. | |  | b. | the serial position effect. | |  | c. | automatic processing. | |  | d. | the testing effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. Words encoded on the basis of their format, such as whether the letters are capital letters, involves   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | shallow processing. | |  | c. | chunking. | |  | d. | distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 150. Encoding a written word semantically rather than on the basis of the word's written appearance illustrates a distinction between   |  |  |  | | --- | --- | --- | |  | a. | implicit and explicit memory. | |  | b. | deep and shallow processing. | |  | c. | iconic and echoic memory. | |  | d. | massed and distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 151. \_\_\_\_\_\_\_\_ encodes \_\_\_\_\_\_\_\_, that is, based on the meaning of the words.   |  |  |  | | --- | --- | --- | |  | a. | Deep processing; at an elementary level | |  | b. | Shallow processing; at an elementary level | |  | c. | Deep processing; semantically | |  | d. | Shallow processing; semantically |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. Encoding verbal information semantically involves   |  |  |  | | --- | --- | --- | |  | a. | shallow processing. | |  | b. | echoic memory. | |  | c. | deep processing. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 153. When people are asked to recall a list of words that they had earlier memorized, they often substitute synonyms for some of the words on the original list. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | distributed practice. | |  | c. | semantic processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 154. Craik and Tulving experimentally demonstrated that people effectively remember seeing a specific word after they decide whether that word fits into an incomplete sentence. This research highlighted the effectiveness of   |  |  |  | | --- | --- | --- | |  | a. | distributed practice. | |  | b. | chunking. | |  | c. | deep processing. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. Vicki is reading an historical novel about life in the 1950s. To help her remember some of the terms common during that time, she associates them with similar but familiar words. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | the spacing effect. | |  | c. | deep processing. | |  | d. | chunking. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 156. Children can better remember an ancient Latin verse if they rehearse the meanings of the Latin words. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | deep processing. | |  | c. | procedural memory. | |  | d. | hierarchical organization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. Instead of simply repeating a series of numbers he wants to remember David mentally associates the numbers with meaningful dates such as his friends' birthdays. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | chunking. | |  | b. | automatic processing. | |  | c. | procedural memory. | |  | d. | deep processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 158. You read an article in the newspaper this morning about a new diet, which included reference to corn. Which of the following questions would help you to remember the word *corn*?   |  |  |  | | --- | --- | --- | |  | a. | Does the word rhyme with *morn*? | |  | b. | Is the word italicized? | |  | c. | Does the word contain four letters? | |  | d. | Is the word a type of vegetable? |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 159. We have trouble processing information if it is   |  |  |  | | --- | --- | --- | |  | a. | meaningful. | |  | b. | related to our experience. | |  | c. | both meaningful and related to our experience. | |  | d. | neither meaningful nor related to our experience. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 160. Ebbinghaus found that memorizing familiar words required much less effort than memorizing nonsense syllables. This best illustrates the advantage of   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | implicit memory. | |  | c. | acronyms. | |  | d. | semantic processing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Devon is creating a new social media account and has been prompted to create a password. In order to make his password memorable, he is likely to use   |  |  |  | | --- | --- | --- | |  | a. | self-relevant information. | |  | b. | deep processing. | |  | c. | the spacing effect. | |  | d. | a mnemonic. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. Steffy had to create a personal identity number (PIN) for her new debit card that is linked to the checking account she recently opened. She wanted to make sure that she could easily remember the PIN, so she entered her birthdate. She is likely to always remember this PIN because of   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | the spacing effect. | |  | c. | the self-reference effect. | |  | d. | episodic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 163. We are more likely to recall adjectives if asked how well they describe us than if asked how well they describe someone else. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | distributed practice. | |  | c. | the self-reference effect. | |  | d. | echoic memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 164. To remember the concepts discussed in her sociology textbook, Ami often relates them to experiences in her own life. Ami’s strategy is an effective memory aid because it involves   |  |  |  | | --- | --- | --- | |  | a. | iconic memory. | |  | b. | meaningful encoding. | |  | c. | implicit memory. | |  | d. | massed practice.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Memory researchers have found that \_\_\_\_\_\_\_\_ is especially strong among members of individualist Western cultures.   |  |  |  | | --- | --- | --- | |  | a. | iconic memory | |  | b. | the spacing effect | |  | c. | echoic memory | |  | d. | the self-reference effect |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 166. Which of the following is NOT associated with the amount of information remembered?   |  |  |  | | --- | --- | --- | |  | a. | the amount of time spent learning the material | |  | b. | forgoing the use of chunking | |  | c. | making the material personally meaningful | |  | d. | processing the material semantically |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 167. Which type of memory has an essentially limitless capacity?   |  |  |  | | --- | --- | --- | |  | a. | working memory | |  | b. | short-term memory | |  | c. | long-term memory | |  | d. | flashbulb memory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 168. Karl Lashley trained rats to solve a maze and then removed pieces of their cortexes. He observed that storage of their maze memory was   |  |  |  | | --- | --- | --- | |  | a. | restricted to their right cerebral hemisphere. | |  | b. | restricted to their left and right frontal lobes. | |  | c. | restricted to their left and right temporal lobes. | |  | d. | not restricted to a single specific region of the cortex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 169. Research on the storage of memory indicates that   |  |  |  | | --- | --- | --- | |  | a. | our brain can store new memories only if it discards some old memories. | |  | b. | our capacity for storing information in our short-term working memory has no real limit. | |  | c. | our brain distributes the components of a memory across a network of locations. | |  | d. | once memories are consolidated in storage, they can never be forgotten. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Explicit memory of facts and general knowledge is known as   |  |  |  | | --- | --- | --- | |  | a. | episodic memory. | |  | b. | state-dependent memory. | |  | c. | semantic memory. | |  | d. | procedural memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 171. Antonella enjoys her psychology course and knows that Sigmund Freud developed psychoanalytic techniques. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | episodic memory. | |  | b. | semantic memory. | |  | c. | echoic memory. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 172. Episodic memory is best described as \_\_\_\_\_\_\_\_ memory of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | implicit; facts and general knowledge | |  | b. | implicit; personally experienced events | |  | c. | explicit; facts and general knowledge | |  | d. | explicit; personally experienced events |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 173. Myra clearly remembers family reunions from her childhood when she and her cousins competed in sack races. This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | episodic memory. | |  | b. | semantic memory. | |  | c. | echoic memory. | |  | d. | iconic memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 174. Consciously recalling an event that you experienced during your first year of elementary school best illustrates   |  |  |  | | --- | --- | --- | |  | a. | state-dependent memory. | |  | b. | episodic memory. | |  | c. | context-dependent memory. | |  | d. | semantic memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 175. As Chester studies psychology and learns specifics related to behaviorism, his \_\_\_\_\_\_\_\_ process(es) and store(s) the information.   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | amygdala | |  | c. | frontal lobes | |  | d. | parietal lobes |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 176. Recalling an old password and holding it in working memory would be most likely to activate the   |  |  |  | | --- | --- | --- | |  | a. | right frontal lobe. | |  | b. | left frontal lobe. | |  | c. | right cerebellum. | |  | d. | left cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 177. Emery is logging into her online banking account and needs to enter her password. As she recalls her password and holds it in her working memory, her \_\_\_\_\_\_\_\_ is(are) activated.   |  |  |  | | --- | --- | --- | |  | a. | left frontal lobe | |  | b. | hippocampus | |  | c. | basal ganglia | |  | d. | amygdala  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 178. Tomás is sitting on his back porch, visualizing the moment last night when his friend blew out the candles at his birthday party. While Tomás is recalling the party, his \_\_\_\_\_\_\_\_ is(are) activated.   |  |  |  | | --- | --- | --- | |  | a. | left frontal lobe | |  | b. | right frontal lobe | |  | c. | basal ganglia | |  | d. | amygdala  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 179. Recalling the breathtaking visual image of the snow-capped Teton Range and holding it in working memory would most clearly require activation of the   |  |  |  | | --- | --- | --- | |  | a. | basal ganglia. | |  | b. | right frontal lobe. | |  | c. | cerebellum. | |  | d. | amygdala. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 180. Semantic memory is to \_\_\_\_\_\_\_\_ as episodic memory is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | cerebellum; basal ganglia | |  | b. | left frontal lobe; right frontal lobe | |  | c. | basal ganglia; cerebellum | |  | d. | right frontal lobe; left frontal lobe |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 181. Stephanie is trying to learn the names of her college professors for the semester. Which brain area is likely to be active as she tries to learn their names?   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | amygdala | |  | c. | cerebellum | |  | d. | basal ganglia |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. The growth and maturation of the \_\_\_\_\_\_\_\_ helps children to construct detailed memories.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | amygdala | |  | c. | frontal lobes | |  | d. | parietal lobes |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 183. Which neural center in the limbic system helps process explicit memories for storage?   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | basal ganglia | |  | c. | cerebellum | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 184. The hippocampus is located in the   |  |  |  | | --- | --- | --- | |  | a. | occipital lobe. | |  | b. | parietal lobe. | |  | c. | frontal lobe. | |  | d. | temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. Damage to the hippocampus would most likely interfere with a person's ability to learn   |  |  |  | | --- | --- | --- | |  | a. | to ride a bike. | |  | b. | to eat with a fork. | |  | c. | a classically conditioned fear response. | |  | d. | the names of newly introduced people. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 186. Chickadees and other birds who store food in hundreds of places cannot remember the food storage locations months later if their \_\_\_\_\_\_\_\_ has(have) been severed.   |  |  |  | | --- | --- | --- | |  | a. | amygdala | |  | b. | basal ganglia | |  | c. | hippocampus | |  | d. | cerebellum  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. Damage to the \_\_\_\_\_\_\_\_ is most likely to interfere with explicit memories of newly learned verbal information. Damage to the \_\_\_\_\_\_\_\_ is most likely to interfere with explicit memories of newly learned visual designs.   |  |  |  | | --- | --- | --- | |  | a. | right hippocampus; left hippocampus | |  | b. | left hippocampus; right hippocampus | |  | c. | right cerebellum; left cerebellum | |  | d. | left cerebellum; right cerebellum |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 188. After recovering from a ministroke, Inez was able to learn how to hit the birdie in badminton. She is unable, however, to learn and remember the name of the physical therapist who has been helping her to improve her swing. Inez is most likely to have suffered damage to her   |  |  |  | | --- | --- | --- | |  | a. | cerebellum. | |  | b. | hypothalamus. | |  | c. | basal ganglia. | |  | d. | hippocampus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 189. Memory consolidation refers to the neural \_\_\_\_\_\_\_\_ of a long-term memory.   |  |  |  | | --- | --- | --- | |  | a. | encoding | |  | b. | priming | |  | c. | retrieval | |  | d. | storage |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. The process in which memories registered in the hippocampus are transferred for long-term storage to other regions of the brain is called   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | memory consolidation. | |  | c. | the serial position effect. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 191. Removing a rat's hippocampus 48 hours after it learns the location of some tasty food does not prevent it from forming a long-term memory of where the food is located. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | the encoding specificity principle. | |  | b. | state-dependent memory. | |  | c. | memory consolidation. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 192. Cortex areas surrounding the hippocampus and supporting the processing and storing of explicit memories are located in the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | basal ganglia. | |  | c. | cerebellum. | |  | d. | temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. A good night's sleep is most likely to improve exam grades by supporting the process of   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | tunnel vision memory. | |  | c. | memory consolidation. | |  | d. | mood-congruent memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 194. On Tuesday afternoon, Ivy learned quite a bit about the Vietnam War. As she slept that night, memories of what she had learned were transferred from her hippocampus to her brain's cortex. This transfer best illustrates   |  |  |  | | --- | --- | --- | |  | a. | working memory. | |  | b. | the spacing effect. | |  | c. | episodic memory. | |  | d. | memory consolidation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 195. A good night's sleep improves recall of the previous day's events by facilitating the transfer of memories from the   |  |  |  | | --- | --- | --- | |  | a. | amygdala to the hippocampus. | |  | b. | hippocampus to the cerebral cortex. | |  | c. | cerebral cortex to the basal ganglia. | |  | d. | basal ganglia to the cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 196. In one experiment, students who slept between study episodes remembered material \_\_\_\_\_\_\_\_ students who studied in the morning and evening without intervening sleep.   |  |  |  | | --- | --- | --- | |  | a. | as well as | |  | b. | better than | |  | c. | worse than | |  | d. | sometimes but not always better than |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 197. Cerebellum is to \_\_\_\_\_\_\_\_ memory as hippocampus is to \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | working; long-term | |  | b. | long-term; working | |  | c. | implicit; explicit | |  | d. | explicit; implicit |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 198. Explicit memory is to \_\_\_\_\_\_\_\_ as implicit memory is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | frontal lobes and hippocampus; cerebellum and basal ganglia | |  | b. | amygdala and hippocampus; basal ganglia and frontal lobes | |  | c. | cerebellum and basal ganglia; frontal lobes and hippocampus | |  | d. | basal ganglia and amygdala; hippocampus and cerebellum |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 199. The cerebellum and basal ganglia are processing sites for   |  |  |  | | --- | --- | --- | |  | a. | semantic memories. | |  | b. | explicit memories. | |  | c. | implicit memories. | |  | d. | episodic memories. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 200. Which part of the brain plays a key role in forming and storing the implicit memories created by classical conditioning?   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | cerebellum | |  | c. | hypothalamus | |  | d. | amygdala |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 201. People fail to learn a conditioned eyeblink response when the function of different pathways in their \_\_\_\_\_\_\_\_ is surgically disrupted.   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | amygdala | |  | c. | hippocampus | |  | d. | cerebellum |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Iker has worn glasses since he was a small child. He is at his annual eye exam and has been asked to place his face close to a machine and look at an image through a small opening. The machine beeps and then a puff of air is blown into his eye. Immediately after hearing the beep, but before the puff of air is administered, Iker blinks. Which brain area is responsible for his expectation of what occurs after the machine beeps?   |  |  |  | | --- | --- | --- | |  | a. | amygdala | |  | b. | basal ganglia | |  | c. | cerebellum | |  | d. | temporal lobe |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 203. When Lynn’s cerebellum was damaged, she could not learn to link a tone with an oncoming puff of air. As a result, she didn’t blink just before the puff. This indicates that the cerebellum plays a role in forming and storing memories such as those involved in   |  |  |  | | --- | --- | --- | |  | a. | personal experiences. | |  | b. | stressful situations. | |  | c. | dressing herself. | |  | d. | classical conditioning. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 204. The part(s) of the brain that facilitate(s) formation of procedural memories for skills is(are) the   |  |  |  | | --- | --- | --- | |  | a. | cerebellum. | |  | b. | amygdala. | |  | c. | hippocampus. | |  | d. | basal ganglia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 205. The basal ganglia most clearly facilitate the processing of   |  |  |  | | --- | --- | --- | |  | a. | procedural memories. | |  | b. | explicit memories. | |  | c. | mood-congruent memories. | |  | d. | flashbulb memories. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 206. Taylor obtained her driver’s license when she was 17 years old and has been driving for five years. She drives with ease now. The brain area responsible for the formation of her driving memory is the   |  |  |  | | --- | --- | --- | |  | a. | amygdala. | |  | b. | basal ganglia. | |  | c. | cerebellum. | |  | d. | temporal lobe. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 207. Beth is great at playing soccer. She should thank her   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | frontal lobe. | |  | c. | basal ganglia. | |  | d. | cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. Which brain area is responsible for learning how to walk?   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | frontal lobes | |  | c. | cerebellum | |  | d. | basal ganglia |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 209. If the \_\_\_\_\_\_\_\_ is(are) damaged, a person will lose their memory of how to ride a scooter, for example.   |  |  |  | | --- | --- | --- | |  | a. | hippocampus | |  | b. | amygdala | |  | c. | hypothalamus | |  | d. | basal ganglia |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 210. We lack conscious awareness of many procedural memories partially because of limited neural communication from the   |  |  |  | | --- | --- | --- | |  | a. | cerebellum to the basal ganglia. | |  | b. | hippocampus to the frontal lobes. | |  | c. | basal ganglia to the cerebral cortex. | |  | d. | amygdala to the hippocampus. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. Jerome does not remember a family vacation to Walt Disney World when he was 2 years old. This is due to   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | flashbulb memories. | |  | c. | LTP. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 212. A lack of conscious memories of your first 4 years of life best illustrates   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | long-term potentiation. | |  | c. | infantile amnesia. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 213. Which of the following has been suggested as an explanation for infantile amnesia?   |  |  |  | | --- | --- | --- | |  | a. | The hippocampus is one of the last brain structures to mature. | |  | b. | The emotional reactivity of infants inhibits the process of encoding. | |  | c. | The accumulation of life experiences disrupts the retrieval of early life events. | |  | d. | Implicit memories last for less than a second in infants. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 214. Stress hormones promote stronger memories by   |  |  |  | | --- | --- | --- | |  | a. | decreasing the availability of serotonin. | |  | b. | increasing the availability of glucose. | |  | c. | decreasing the availability of epinephrine. | |  | d. | increasing the availability of propranolol. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 215. Stress provokes the amygdala to initiate a lasting physical change in the memory called   |  |  |  | | --- | --- | --- | |  | a. | an implicit memory. | |  | b. | an explicit memory. | |  | c. | a memory trace. | |  | d. | long-term potentiation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 216. Stress hormones provoke the \_\_\_\_\_\_\_\_ to initiate a memory trace that boosts activity in the brain’s memory-forming areas.   |  |  |  | | --- | --- | --- | |  | a. | amygdala | |  | b. | hippocampus | |  | c. | hypothalamus | |  | d. | cerebellum |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 217. Joshua vividly recalls the horrific experience of barely surviving the earthquake that took the lives of many others. It is likely that the stress of that experience provoked the \_\_\_\_\_\_\_\_ to initiate a memory trace that boosts activity in the memory-forming areas of his brain.   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | cerebellum | |  | c. | thalamus | |  | d. | amygdala |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 218. Emotional arousal \_\_\_\_\_\_\_\_ memory of certain events, while it \_\_\_\_\_\_\_\_ memory for irrelevant events that occur around the same time.   |  |  |  | | --- | --- | --- | |  | a. | has no effect on; has no effect on | |  | b. | enhances; disrupts | |  | c. | has a strong effect on; has a strong effect on | |  | d. | disrupts; enhances |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 219. The amygdala initiates a memory trace that boosts activity in the brain’s memory-forming areas when stimulated by   |  |  |  | | --- | --- | --- | |  | a. | the basal ganglia. | |  | b. | the cerebellum. | |  | c. | stress hormones. | |  | d. | dopamine. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 220. The experience of emotionally stressful events is especially likely to promote   |  |  |  | | --- | --- | --- | |  | a. | nondeclarative memory. | |  | b. | infantile amnesia. | |  | c. | the serial position effect. | |  | d. | tunnel vision memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. A clear memory of an emotional event is referred to as a   |  |  |  | | --- | --- | --- | |  | a. | memory consolidation. | |  | b. | long-term potentiation. | |  | c. | retrospective memory. | |  | d. | flashbulb memory.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 222. Elevated levels of stress hormones most clearly contribute to developing   |  |  |  | | --- | --- | --- | |  | a. | procedural memories. | |  | b. | implicit memories. | |  | c. | infantile amnesia. | |  | d. | flashbulb memories. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 223. Samuel has a vivid memory of where he was, what he was doing, and how he felt when he first heard that his father had been in a fatal car accident. This best illustrates \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | nondeclarative | |  | b. | an implicit | |  | c. | a flashbulb | |  | d. | an echoic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. Brenda remembers everything about the day she was married. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | LTP. | |  | b. | memory consolidation. | |  | c. | priming. | |  | d. | a flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 225. A flashbulb memory would typically be a(n)   |  |  |  | | --- | --- | --- | |  | a. | procedural memory. | |  | b. | very recent memory. | |  | c. | implicit memory. | |  | d. | long-term memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 226. Which of the following is true regarding flashbulb memories?   |  |  |  | | --- | --- | --- | |  | a. | People lack confidence in their flashbulb memories. | |  | b. | Flashbulb memories lack vividness. | |  | c. | Flashbulb memories may contain errors in part because they are frequently rehearsed. | |  | d. | Flashbulb memories explain why the reactions and skills we learned during infancy reach far into our future. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 227. Research by Kandel and Schwartz on sea slugs indicates that memory formation is associated with the   |  |  |  | | --- | --- | --- | |  | a. | structure of DNA molecules. | |  | b. | release of a certain neurotransmitter. | |  | c. | activity level of the hippocampus. | |  | d. | development of the cerebellum. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. The site where nerve cells communicate with one another by means of chemical messengers is known as the   |  |  |  | | --- | --- | --- | |  | a. | synapse. | |  | b. | basal ganglia. | |  | c. | amygdala. | |  | d. | limbic system. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 229. A sea slug releases more serotonin in order to promote the \_\_\_\_\_\_\_\_ necessary to learn a classically conditioned association.   |  |  |  | | --- | --- | --- | |  | a. | priming | |  | b. | neurotransmission | |  | c. | working memory | |  | d. | serial positioning |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 230. When the sea slug releases \_\_\_\_\_\_\_\_ into certain neurons, these cells’ synapses become more efficient at transmitting signals.   |  |  |  | | --- | --- | --- | |  | a. | epinephrine | |  | b. | endorphin | |  | c. | serotonin | |  | d. | acetylcholine |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 231. The increase in synaptic firing potential that contributes to memory formation is known as   |  |  |  | | --- | --- | --- | |  | a. | priming. | |  | b. | classical conditioning. | |  | c. | long-term potentiation. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 232. Repeated rehearsal of your teachers' lectures and reading assignments leads to lasting memories thanks to the neural process of   |  |  |  | | --- | --- | --- | |  | a. | serial positioning. | |  | b. | LTP. | |  | c. | classical conditioning. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 233. Long-term potentiation is believed to be   |  |  |  | | --- | --- | --- | |  | a. | a memory-blocking process triggered by high doses of propranolol. | |  | b. | the cause of memory loss among patients with Alzheimer's disease. | |  | c. | unnecessary for the formation of flashbulb memories. | |  | d. | a neural basis for learning and memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. After long-term potentiation has occurred   |  |  |  | | --- | --- | --- | |  | a. | sending neurons release their neurotransmitters more easily. | |  | b. | it takes longer to process new information. | |  | c. | a receiving neuron's receptor sites are reduced. | |  | d. | you more readily forget facts that you once knew. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 235. The finding that drugs that block LTP interfere with learning indicates that LTP is   |  |  |  | | --- | --- | --- | |  | a. | not associated with memory. | |  | b. | associated with sensory memory. | |  | c. | associated with short-term but not long-term memory. | |  | d. | a physical basis for memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. Passing an electric current through the brain during electroconvulsive therapy is most likely to disrupt   |  |  |  | | --- | --- | --- | |  | a. | long-term memories. | |  | b. | procedural memories. | |  | c. | very recent memories. | |  | d. | flashbulb memories. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 237. Alfredo, who was knocked unconscious during his last fight, has no memory of the fight. What is the likely reason?   |  |  |  | | --- | --- | --- | |  | a. | His working memory did not have time to consolidate the information into long-term memory. | |  | b. | His sensory memory failed to process the information. | |  | c. | His long-term memory has been damaged as a result of being tackled during the game. | |  | d. | His short-term memory did not have time to transfer the information into his working memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 238. Which of the following has been tested for use as a memory-blocking drug?   |  |  |  | | --- | --- | --- | |  | a. | serotonin | |  | b. | propranolol | |  | c. | LTP | |  | d. | epinephrine |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 239. Victims of traumatic events who \_\_\_\_\_\_\_\_ after the event showed reduced stress after treatment.   |  |  |  | | --- | --- | --- | |  | a. | were given a memory-blocking drug | |  | b. | experienced flashbulb memories of the event | |  | c. | never developed a memory trace of the event | |  | d. | experienced retrospective memory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 240. After he was robbed and beaten, Theo spent several days in the hospital recuperating. To help block his memory of this traumatic event and reduce his stress, the doctors have prescribed   |  |  |  | | --- | --- | --- | |  | a. | glutamate. | |  | b. | serotonin. | |  | c. | a memory trace. | |  | d. | propranolol. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 241. Smells, tastes, and sights that can evoke a stored memory are called   |  |  |  | | --- | --- | --- | |  | a. | LTPs. | |  | b. | retrieval cues. | |  | c. | memory traces. | |  | d. | target stimuli. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 242. When 85-year-old Margaret looked through her album of family pictures, she was flooded with vivid memories of her parents, her husband, and her children. The pictures served as powerful   |  |  |  | | --- | --- | --- | |  | a. | memory traces. | |  | b. | implicit memories. | |  | c. | serial position effects. | |  | d. | retrieval cues. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 243. Memory of our past is called   |  |  |  | | --- | --- | --- | |  | a. | retrospective memory. | |  | b. | prospective memory. | |  | c. | retrieval cue. | |  | d. | state-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 244. Luke is thinking about his fifth-grade teacher and the fun he had during her class. His thoughts about the past are considered   |  |  |  | | --- | --- | --- | |  | a. | retrospective memory. | |  | b. | prospective memory. | |  | c. | retrieval cue. | |  | d. | state-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 245. Memory of our intended future action is called   |  |  |  | | --- | --- | --- | |  | a. | retrospective memory. | |  | b. | prospective memory. | |  | c. | retrieval cue. | |  | d. | state-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. Vikas plans to spend tomorrow studying for his history class. His study plan is considered a   |  |  |  | | --- | --- | --- | |  | a. | retrospective memory. | |  | b. | prospective memory. | |  | c. | retrieval cue. | |  | d. | motivated recall. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 247. Memories are primed by   |  |  |  | | --- | --- | --- | |  | a. | memory consolidation. | |  | b. | retrieval cues. | |  | c. | long-term potentiation. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 248. Hearing the word *rabbit* may lead people to spell the spoken word *hair* as *h-a-r-e*. This best illustrates the outcome of a process known as   |  |  |  | | --- | --- | --- | |  | a. | flashbulb memory. | |  | b. | the serial position effect. | |  | c. | context-dependent memory. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 249. Chase is at home with friends when he hears a siren. When his friend Jules complains of chest pains, Chase may be more likely to interpret the friend’s chest pains as a symptom of serious illness. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | the serial position effect. | |  | c. | priming. | |  | d. | flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 250. Streaming a movie in which a couple argues constantly led Stephanie to recall several instances in which her partner had needlessly picked an argument with her. The effect of the streamed movie on Stephanie’s recall provides an example of   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | memory consolidation. | |  | c. | the serial position effect. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. Adults and children primed with words related to \_\_\_\_\_\_\_\_ became less helpful.   |  |  |  | | --- | --- | --- | |  | a. | laughter | |  | b. | money | |  | c. | books | |  | d. | computers |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 252. Recall of what you have learned is often improved when your physical surroundings at the time of retrieval and encoding are the same. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | memory consolidation. | |  | c. | context-dependent memory. | |  | d. | the serial position effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 253. It’s more difficult for Andrew to recall the name of a fellow instructor when he sees her at the park than in front of a classroom. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | context-dependent memory. | |  | c. | long-term potentiation. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 254. Mandi has just left the library. However, when she reaches her car to drive home, she cannot find her keys. She decides to go back into the library and retrace her steps to try and find her keys. She is relying on \_\_\_\_\_\_\_\_ to help her locate her keys.   |  |  |  | | --- | --- | --- | |  | a. | context-dependent memory | |  | b. | state-dependent memory | |  | c. | mood-congruent memory | |  | d. | the serial position effect |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. The encoding specificity principle refers to   |  |  |  | | --- | --- | --- | |  | a. | the idea that cues and contexts associated with the acquisition of a particular memory will be most effective in helping us recall that memory. | |  | b. | the tendency to recall experiences that are consistent with one's current good or bad mood. | |  | c. | our tendency to recall best the last items we were exposed to. | |  | d. | an inability to form new memories. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 256. Scuba divers who heard a word list while underwater later recalled more of the words if their recall was tested while they were underwater rather than on the beach. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the encoding specificity principle. | |  | b. | the serial position effect. | |  | c. | memory consolidation. | |  | d. | flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 257. Recognizing someone but not being able to identify where you know them from or who exactly they are is related to   |  |  |  | | --- | --- | --- | |  | a. | long-term potentiation. | |  | b. | the encoding specificity principle. | |  | c. | the serial position effect. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 258. After learning that kicking would move a crib mobile, infants showed that they recalled this learning best if they were tested in the same crib. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | context-dependent memory. | |  | c. | flashbulb memory. | |  | d. | infantile amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 259. While out with his friends, Iwayan consumed at least six bottles of beer. Later, at home he can’t remember what was said. Iwayan’s pattern of recall best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the encoding specificity principle. | |  | b. | flashbulb memory. | |  | c. | the serial position effect. | |  | d. | state‑dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 260. Someone who hides money when drunk may forget the location until drunk again. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | state-dependent memory. | |  | b. | the serial position effect. | |  | c. | context-dependent memory. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 261. Mood-congruent memory best illustrates that the emotions we experienced while learning something become   |  |  |  | | --- | --- | --- | |  | a. | implicit memories. | |  | b. | retrieval cues. | |  | c. | iconic memories. | |  | d. | flashbulb memories. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. Feelings of happiness often prime the recall of happy experiences. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | flashbulb memories. | |  | c. | implicit memory. | |  | d. | mood-congruent memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 263. Whenever he experiences jealousy, Steve remembers all the times when he thought his wife was flirting with other men. Steve’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | long-term potentiation. | |  | c. | mood-congruent memory. | |  | d. | memory consolidation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 264. When Evilio is in a good mood, he views his parents' suggestions as helpful. When he's in a bad mood, he views the same types of suggestions as criticisms. This best illustrates that our emotional states influence the process of   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | encoding. | |  | c. | storage. | |  | d. | retrieval. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 265. The tendency to recall the first and last items in a list better than the middle items is known as   |  |  |  | | --- | --- | --- | |  | a. | the serial position effect. | |  | b. | implicit memory. | |  | c. | memory consolidation. | |  | d. | flashbulb memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 266. Shortly after hearing a list of items, people tend to recall the last items in the list especially quickly and accurately. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | state-dependent memory. | |  | b. | context-dependent memory. | |  | c. | implicit memory. | |  | d. | a recency effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. After hearing a list of items, peoples' immediate recall of the items is more likely to show a(n) \_\_\_\_\_\_\_\_ effect than is their later recall of the items.   |  |  |  | | --- | --- | --- | |  | a. | automatic processing | |  | b. | recency | |  | c. | memory consolidation | |  | d. | implicit memory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 268. Simone has been invited to interview for a job. The company is interviewing people on only one day. Simone has selected 4:00 p.m., the last interview slot for the day. She knows that the last person interviewed should be recalled quickly and easily by the person doing the interview. She believes this could affect her chances of getting selected for the position. This is based on the   |  |  |  | | --- | --- | --- | |  | a. | primacy effect. | |  | b. | recency effect. | |  | c. | priming effect. | |  | d. | memory trace. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 269. Our tendency to recall the first items in a list is referred to as   |  |  |  | | --- | --- | --- | |  | a. | the recency effect. | |  | b. | the primacy effect. | |  | c. | implicit memory. | |  | d. | explicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 270. Javier was being interviewed for a job in the marketing department of a local manufacturing company. He has been interviewed by six different people. While they all introduced themselves, Javier only remembers the name of the first person who interviewed him. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the recency effect. | |  | b. | the primacy effect. | |  | c. | implicit memory. | |  | d. | explicit memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. Kelley’s mother read her a list of 10 different zoo animals last week. Today, Kelley is most likely to remember the animals \_\_\_\_\_\_\_\_ of the list.   |  |  |  | | --- | --- | --- | |  | a. | at the beginning and end | |  | b. | at the end | |  | c. | at the beginning | |  | d. | in the middle |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 272. When a person experiences \_\_\_\_\_\_\_\_, it may interfere with their life, with one memory cuing another.   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia | |  | b. | storage decay | |  | c. | retrograde amnesia | |  | d. | highly superior autobiographical memory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 273. Muhammad remembers everything that has ever happened in his life since he was 5 years old. Unfortunately, having every memory cueing another memory makes life difficult for Muhammad. His experience is called   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | retrograde interference. | |  | c. | the misinformation effect. | |  | d. | highly superior autobiographical memory.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. New memories are to \_\_\_\_\_\_\_\_ as previous memories are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia; retrograde amnesia | |  | b. | shallow processing; deep processing | |  | c. | retrograde amnesia; anterograde amnesia | |  | d. | deep processing; shallow processing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 275. The inability to form new conscious memories is called   |  |  |  | | --- | --- | --- | |  | a. | retrieval failure. | |  | b. | storage decay. | |  | c. | anterograde amnesia. | |  | d. | retrograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 276. Stella recently suffered a traumatic brain injury. Although she easily recalls her past, she has problems forming new memories. Stella’s memory difficulty illustrates   |  |  |  | | --- | --- | --- | |  | a. | retrograde amnesia. | |  | b. | anterograde amnesia. | |  | c. | storage decay. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 277. After having brain surgery to stop severe seizures, Henry Molaison could recall events he experienced prior to the surgery but was unable to form new conscious memories. Molaison’s memory difficulty most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | retrograde amnesia. | |  | b. | proactive interference. | |  | c. | anterograde amnesia. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 278. Some people can learn how to do something but have no conscious recall of learning the new skill. This would be an example of   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | retrograde amnesia. | |  | c. | reconsolidation. | |  | d. | memory construction error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 279. An inability to retrieve information learned in the past is called   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | anterograde amnesia. | |  | c. | proactive interference. | |  | d. | retrograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 280. Harper has no memory of the events she experienced during her teen years or early adulthood. Harper’s memory problem illustrates   |  |  |  | | --- | --- | --- | |  | a. | retrograde amnesia. | |  | b. | anterograde amnesia. | |  | c. | storage decay. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. Following a brain injury from a knife attack, Mike is unable to consciously recall or recognize a knife. But he still shows a conditioned fear response to the sight of a knife. His conditioned reaction best indicates that he retains a(n) \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | sensory | |  | b. | repressed | |  | c. | working | |  | d. | implicit |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. Like some Alzheimer's patients, some people can learn complicated procedural skills but have no awareness of having learned these skills. This best illustrates the need to distinguish between   |  |  |  | | --- | --- | --- | |  | a. | proactive interference and retroactive interference. | |  | b. | encoding failure and storage decay. | |  | c. | infantile amnesia and source amnesia. | |  | d. | explicit memory and implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 283. We are unable to consciously attend to most of the sights and sounds that are continually bombarding us. This fact most clearly contributes to   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | retroactive interference. | |  | c. | encoding failure. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. The inability to recall which symbols are on top of which numbers on a computer keyboard is most likely because of   |  |  |  | | --- | --- | --- | |  | a. | encoding failure. | |  | b. | the misinformation effect. | |  | c. | retroactive interference. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 285. Natalia was checking her phone for messages during her professor’s boring lecture on memory. Because she wasn't paying attention she doesn't remember that anterograde amnesia refers to people who can remember the past but cannot form new memories. Natalia’s poor memory is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | interference. | |  | b. | encoding failure. | |  | c. | storage decay. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 286. Our inability to remember information presented in the seconds just before we fall asleep is most likely due to   |  |  |  | | --- | --- | --- | |  | a. | motivated forgetting. | |  | b. | the misinformation effect. | |  | c. | retroactive interference. | |  | d. | encoding failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 287. You are not able to remember whose face appears on a $1 bill most likely because of a failure in   |  |  |  | | --- | --- | --- | |  | a. | retrieval. | |  | b. | storage. | |  | c. | encoding. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 288. The famous Ebbinghaus forgetting curve indicates that how well we remember information depends on   |  |  |  | | --- | --- | --- | |  | a. | how long ago we learned that information. | |  | b. | the nature of our mood during encoding and retrieval. | |  | c. | whether the information is part of our implicit or explicit memory. | |  | d. | whether the information was forcibly repressed. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 289. Ebbinghaus discovered that the rate at which we forget newly learned information is initially   |  |  |  | | --- | --- | --- | |  | a. | slow and subsequently stays slow. | |  | b. | slow and subsequently speeds up. | |  | c. | rapid and subsequently stays rapid. | |  | d. | rapid and subsequently levels off. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. When she was 20, Daksha purchased a language learning program to study Italian. A few years later, she realizes that she remembers only a few words and the phrase “Do you speak English?” Ten years later, when Daksha meets Bianca, who is an Italian citizen, she is able to ask whether Bianca speaks English. Unfortunately, she is unable to have a real conversation with Bianca in Italian. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | the forgetting curve. | |  | c. | encoding failure. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 291. Brenda took Spanish classes in high school. At the age of 25 she remembered only some of the Spanish. But now at the age of 45, she remembers as much as she remembered at 25. In other words, at first her forgetting was rather rapid but over time it leveled off. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | storage decay. | |  | c. | retrograde amnesia. | |  | d. | highly superior autobiographical memory. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Marleen learned French during high school but rarely used it outside of class. Now, 5 years after graduation, she remembers very little of it. This is likely because of   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | encoding failure. | |  | c. | retrieval failure. | |  | d. | production failure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 293. A lasting physical change in the brain as a memory forms is called a   |  |  |  | | --- | --- | --- | |  | a. | priming effect. | |  | b. | positive transfer. | |  | c. | memory trace. | |  | d. | retrieval cue. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 294. A loss of an encoded memory as a result of a gradual fading of the physical memory trace best illustrates   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | interference. | |  | c. | storage decay. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 295. Because her memory trace has faded, Dr. Washburn remembers much less of the Shakespeare sonnets she once memorized as a college student. Her memory loss best illustrates   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | proactive interference. | |  | c. | encoding failure. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 296. An inability to access information in long-term memory is known as   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | anterograde amnesia. | |  | c. | déjà vu. | |  | d. | retrieval failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 297. Ashley feels guilty because she suddenly can’t remember her best friend’s name. Ashley’s memory problem most likely results from   |  |  |  | | --- | --- | --- | |  | a. | storage decay. | |  | b. | encoding failure. | |  | c. | lack of rehearsal. | |  | d. | retrieval failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. Hamlet’s famous speech is on the tip of Marc’s tongue, but he cannot remember it until someone mentions “To be or not to be.” Marc’s initial inability to recall the speech was most likely caused by   |  |  |  | | --- | --- | --- | |  | a. | encoding failure. | |  | b. | automatic processing. | |  | c. | retrieval failure. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. A retrieval problem that is caused by not having enough information to access a memory is referred to as   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | storage decay. | |  | c. | retroactive interference. | |  | d. | tip-of-the-tongue forgetting. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 300. Seventy-year-old Amelia, who is getting ready to go to a college reunion, is trying to remember the first name of her first-year roommate. She can picture her roommate but the name lies just out of reach, a form of retrieval failure called   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | retrograde amnesia. | |  | c. | tip-of-the-tongue forgetting. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 301. Proactive interference refers to the   |  |  |  | | --- | --- | --- | |  | a. | blocking of painful memories from conscious awareness. | |  | b. | incorporation of misleading information into one's memory of an event. | |  | c. | disruptive effect of new learning on the recall of previously learned information. | |  | d. | disruptive effect of prior learning on the recall of new information. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 302. Proactive interference can be considered   |  |  |  | | --- | --- | --- | |  | a. | forward-acting. | |  | b. | backward-acting. | |  | c. | retrograde. | |  | d. | anterograde. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 303. Thiago’s memory of his last boyfriend’s phone number results in problems remembering his new boyfriend’s number. Thiago’s difficulty best illustrates   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | the misinformation effect. | |  | c. | source amnesia. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 304. Lenny just got a new phone with a new number. When Sherry asks him for his new phone number, Lenny gives her his previous phone number instead. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | retroactive interference. | |  | c. | storage decay. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. The disruptive effect of new learning on the recall of previously learned information is called   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | source amnesia. | |  | c. | retroactive interference. | |  | d. | anterograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 306. Retroactive interference involves the disruption of   |  |  |  | | --- | --- | --- | |  | a. | automatic processing. | |  | b. | sensory memory. | |  | c. | memory retrieval. | |  | d. | effortful processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 307. Esteban just created a new Facebook account. After he signed out of the old account yesterday, he was unable to remember the password to get back into his original account. The new password may be blocking his recall of the old password. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | retroactive interference. | |  | c. | repression. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 308. After learning the combination for his new locker at school, Harrison is unable to remember the combination for his year-old bicycle lock. Harrison is experiencing the effects of   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | retroactive interference. | |  | c. | proactive interference. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 309. The finding that people who sleep after learning a list of nonsense syllables forget less than people who stay awake provides evidence that forgetting may involve   |  |  |  | | --- | --- | --- | |  | a. | encoding failure. | |  | b. | repression. | |  | c. | implicit memory loss. | |  | d. | interference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 310. Previously learned information often makes it easier for us to learn new information. This effect is called   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | positive transfer. | |  | c. | reconsolidation. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. Maya’s moped has to be repaired, so her father has allowed her to use his motorcycle until she gets her moped back. Although she has never driven a motorcycle before, she finds that after a few minutes she has the hang of it. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | positive transfer. | |  | c. | reconsolidation. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 312. Maurice can speak Spanish well and is now trying to learn a new, similar language, Portuguese. For Maurice, it is likely that he will pick up Portuguese quickly because of   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | positive transfer. | |  | c. | memory construction errors. | |  | d. | reconsolidation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 313. Researchers observed that people exposed to very convincing arguments about the value of frequent toothbrushing tended to   |  |  |  | | --- | --- | --- | |  | a. | quickly forget the arguments if they were in the habit of brushing frequently. | |  | b. | quickly forget the arguments if they were not in the habit of brushing frequently. | |  | c. | exaggerate how frequently they had brushed their teeth in the past. | |  | d. | exaggerate how infrequently they had brushed their teeth in the past. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. Montgomery served in the infantry during World War II. Now as a 75-year-old he never speaks of his experience because, he says, he doesn’t remember the details. This could be an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | motivated forgetting. | |  | c. | reconsolidation. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 315. Compulsive gamblers frequently recall losing less money than is actually the case. Their memory failure best illustrates   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | the misinformation effect. | |  | c. | motivated forgetting. | |  | d. | anterograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 316. A type of motivated forgetting in which anxiety-arousing memories are blocked from conscious awareness is known as   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | proactive interference. | |  | c. | repression. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 317. The idea of repression was central to   |  |  |  | | --- | --- | --- | |  | a. | information-processing theory. | |  | b. | reconsolidation theory. | |  | c. | Loftus’ reconstruction theory. | |  | d. | Freud’s psychoanalytic theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 318. Alonso was brought up by his grandparents and did not cope well when they passed away. He tries not to think about his grandparents and rarely talks about them. Freud would say that Alonso is demonstrating which defense mechanism?   |  |  |  | | --- | --- | --- | |  | a. | repression | |  | b. | reconsolidation | |  | c. | interference | |  | d. | the misinformation effect |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 319. Sigmund Freud emphasized that the forgetting of painful experiences is caused by a process that involves   |  |  |  | | --- | --- | --- | |  | a. | retroactive interference. | |  | b. | memory decay. | |  | c. | retrieval failure. | |  | d. | anterograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 320. Among contemporary memory researchers, increasing numbers think that \_\_\_\_\_\_\_\_ rarely, if ever, occurs.   |  |  |  | | --- | --- | --- | |  | a. | retrograde amnesia | |  | b. | automatic processing | |  | c. | source amnesia | |  | d. | repression |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 321. While Freud proposed that we repress traumatic experiences, Sam would disagree. He remembers every detail of the last hurricane that came through his town and how he and his family were affected by it. In fact, his memories are often intrusive, and he wishes he could repress them, as Freud had suggested. Why are Sam’s memories NOT repressed?   |  |  |  | | --- | --- | --- | |  | a. | Research has found that experiencing trauma releases stress hormones that cause people to pay attention and remember the threat. | |  | b. | Memory of traumatic events is stored differently in the brain. Some information may be forgotten, whereas other information is remembered in great detail. | |  | c. | Elaborate rehearsal is to blame here. If Sam can stop telling his experience to others, he is likely to forget the event. | |  | d. | Research has demonstrated that his memories will be repressed over the next few years. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 322. Research on memory construction indicates that memories of past experiences are likely to be   |  |  |  | | --- | --- | --- | |  | a. | difficult to retrieve but never completely lost. | |  | b. | distorted by our current expectations and experiences. | |  | c. | much easier to recall if they are seldom rehearsed. | |  | d. | retrieved in the very same form and detail as they were originally encoded. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 323. When retrieving memories of a past event, we often fill in memory gaps with guesses about details. The fact that these guessed details are then incorporated into our memory of that event is most relevant to appreciating the importance of   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | automatic processing. | |  | c. | memory construction. | |  | d. | proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 324. Memory reconsolidation involves the modification of stored memories during the process of   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | repression. | |  | c. | retrieval. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 325. Brinda has been asked frequently to tell how she met her husband. With each telling, the story changes slightly. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | motivated forgetting. | |  | c. | reconsolidation. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 326. After participants were asked to recall a traumatic or negative experience, researchers used a drug, a brief, painless electroconvulsive shock, or novel distracting images to disrupt the \_\_\_\_\_\_\_\_ of that memory.   |  |  |  | | --- | --- | --- | |  | a. | repression | |  | b. | reconsolidation | |  | c. | retroactive interference | |  | d. | proactive interference |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 327. The corrupting effect of introducing misleading information into a person’s memory of an event is referred to as   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | motivated forgetting. | |  | c. | the misinformation effect. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 328. In the study led by Elizabeth Loftus, two groups of observers were asked how fast two cars had been going in a filmed traffic accident. Observers who heard the vividly descriptive word “smashed” in relation to the accident later recalled   |  |  |  | | --- | --- | --- | |  | a. | broken glass at the scene of the accident. | |  | b. | that the drivers of the vehicles were intoxicated. | |  | c. | that the drivers of the vehicles were males. | |  | d. | the details of the accident with vivid accuracy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 329. Many of the research participants who were asked how fast two cars in a filmed traffic accident were going when they *smashed* into each other subsequently recalled seeing broken glass at the scene of the accident. This experiment best illustrated   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | source amnesia. | |  | c. | positive transfer. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 330. After hearing a TV news report suggesting that drunken driving might have contributed to a recent auto accident, several people, including Mila, who actually witnessed the accident, began to remember the driver involved as traveling more recklessly than was actually the case. This provides an example of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | déjà vu. | |  | c. | automatic processing. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 331. The misinformation effect best illustrates the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | memory construction. | |  | b. | repression. | |  | c. | proactive interference. | |  | d. | anterograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 332. Memory construction research has found that   |  |  |  | | --- | --- | --- | |  | a. | recent events are more vulnerable to memory distortion than events from our more distant past. | |  | b. | false memories of imagined events are often recalled as something that really happened. | |  | c. | hypnotic suggestion is a particularly effective technique for accurate memory retrieval. | |  | d. | it is very difficult to lead people to construct memories of events that never happened. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 333. Children reported false memories of taking a hot air balloon ride after viewing digitally altered photos of themselves and other family members involved in such an event. The children’s reports best illustrated   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | proactive interference. | |  | c. | imagination inflation. | |  | d. | retroactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 334. Imagination inflation is evident when people   |  |  |  | | --- | --- | --- | |  | a. | experience the eerie sense of experiencing something before. | |  | b. | experience faulty memory for how, when, or where information was learned. | |  | c. | report even richer details of their false memories. | |  | d. | banish from consciousness anxiety-arousing thoughts, feelings, and memories. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 335. Pedro believes that Alexander Hamilton is a former U.S. president. This is most likely related to the \_\_\_\_\_\_\_\_, considering that Hamilton appears on the U.S. $10 bill.   |  |  |  | | --- | --- | --- | |  | a. | spacing effect | |  | b. | misinformation effect | |  | c. | production effect | |  | d. | mnemonic devices |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 336. Faulty memory for how, when, or where information was learned is called   |  |  |  | | --- | --- | --- | |  | a. | source amnesia. | |  | b. | the misinformation effect. | |  | c. | repression. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 337. The psychologist Jean Piaget constructed a vivid, detailed memory of a nursemaid's thwarting his kidnapping after hearing false reports of such an event. His experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | implicit memory. | |  | b. | proactive interference. | |  | c. | source amnesia. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 338. Riley belongs to Alcoholics Anonymous (AA). During their weekly meetings she hears many sad stories of people who have been horribly punished by their parents. After many sessions, she begins mistakenly remembering details from others’ traumatic life stories as part of her own life history. This best illustrates the dangers of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | positive transfer. | |  | c. | implicit memory. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 339. When he was 6 years old, Luca dreamed that he was bitten by a rabid skunk. Many years later, he mistakenly recalled that this had actually happened to him. Luca’s false recollection best illustrates   |  |  |  | | --- | --- | --- | |  | a. | infantile amnesia. | |  | b. | proactive interference. | |  | c. | implicit memory. | |  | d. | source amnesia. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 340. Source amnesia helps to explain   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | sensory memory. | |  | c. | proactive interference. | |  | d. | implicit memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 341. Déjà vu refers to the   |  |  |  | | --- | --- | --- | |  | a. | emotional arousal produced by proactive interference. | |  | b. | memory of events as real when they were only dreams. | |  | c. | unconscious activation of particular associations in memory. | |  | d. | eerie sense of having previously experienced a situation or event. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 342. Experimental participants viewed symbols on a computer screen without knowing that these symbols had earlier been subliminally flashed on the screen. Based on information provided in the text, it can be expected that half the participants will report experiencing   |  |  |  | | --- | --- | --- | |  | a. | the misinformation effect. | |  | b. | anterograde amnesia. | |  | c. | déjà vu. | |  | d. | the spacing effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 343. While wandering through the streets of Amsterdam for the first time, Thomas, who is from the United States, experienced a strange sense of familiarity with the city’s landmarks as if he had been in this exact location before. His experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the spacing effect. | |  | b. | proactive interference. | |  | c. | positive transfer. | |  | d. | déjà vu. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 344. Theresa is going out to eat with friends at a new restaurant but feels like she has been there before. She is experiencing   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | the misinformation effect. | |  | c. | source amnesia. | |  | d. | retrograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 345. Déjà vu is caused by improper processing of information in the   |  |  |  | | --- | --- | --- | |  | a. | temporal lobe and hippocampus. | |  | b. | frontal lobe and amygdala. | |  | c. | hypothalamus and hippocampus. | |  | d. | frontal lobe and hypothalamus. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 346. Psychologists who have studied memory construction have discovered that   |  |  |  | | --- | --- | --- | |  | a. | recent events are more vulnerable to memory distortion than events from our more distant past. | |  | b. | false memories often feel as real as true memories. | |  | c. | hypnotic suggestion is a particularly effective technique for accurate memory retrieval. | |  | d. | it is very difficult to lead people to construct memories of events that never happened. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 347. False news stories posted on social media can spread and become false memories, demonstrating how false memories can   |  |  |  | | --- | --- | --- | |  | a. | result from the misinformation effect. | |  | b. | be repressed. | |  | c. | be socially contagious. | |  | d. | be associated with proactive interference. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 348. Dating partners who fall in love tend to \_\_\_\_\_\_\_\_ how much they liked each other when they first met. Dating partners who break up tend to \_\_\_\_\_\_\_\_ how much they liked each other when they first met.   |  |  |  | | --- | --- | --- | |  | a. | underestimate; underestimate | |  | b. | overestimate; overestimate | |  | c. | underestimate; overestimate | |  | d. | overestimate; underestimate |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 349. Aria and Chase have been dating for a year and are in love. When asked how they felt when they first met, they said it was love at first sight. Later, their memories of their original impressions of each other became increasingly more positive. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | the spacing effect. | |  | c. | déjà vu. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 350. Daniel and Nora had a joyful wedding ceremony and reception. After their painful divorce, however, they began to remember the wedding as a somewhat hectic and unpleasant event. Their recollections best illustrate the nature of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | memory construction. | |  | c. | repression. | |  | d. | anterograde amnesia. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 351. When asked how they felt 10 years ago regarding marijuana issues, people recalled attitudes closer to their current views than to those they actually reported a decade earlier. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | memory construction. | |  | b. | proactive interference. | |  | c. | anterograde amnesia. | |  | d. | positive transfer. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 352. People who lack conscious memories of their childhood sexual abuse may be told they are repressing the memory. This explanation for their lack of memories of abuse emphasizes   |  |  |  | | --- | --- | --- | |  | a. | anterograde amnesia. | |  | b. | encoding failure. | |  | c. | proactive interference. | |  | d. | retrieval failure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 353. Which of the following may be related to false memories of childhood sexual abuse that develop during therapy?   |  |  |  | | --- | --- | --- | |  | a. | déjà vu and reconsolidation | |  | b. | both proactive and retroactive interference | |  | c. | repression and source amnesia | |  | d. | the misinformation effect and source amnesia |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 354. Infantile amnesia results from   |  |  |  | | --- | --- | --- | |  | a. | underdeveloped brain pathways. | |  | b. | memory construction errors. | |  | c. | source amnesia. | |  | d. | the misinformation effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 355. To help resolve the controversy over reports of repressed memories of sexual abuse, major psychological and psychiatric organizations suggest that   |  |  |  | | --- | --- | --- | |  | a. | all our experiences are preserved somewhere in our minds. | |  | b. | the more stressful an experience is, the more quickly it will be consciously forgotten. | |  | c. | repression is the most common mechanism underlying the failure to recall early childhood abuse. | |  | d. | adult memories of experiences happening before age 4 are unreliable. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 356. Research reports of repression and recovered memories indicate that   |  |  |  | | --- | --- | --- | |  | a. | people rarely recall memories of long-forgotten events. | |  | b. | most extremely traumatic life experiences are never encoded in long-term memory. | |  | c. | only those memories recovered with the help of a professional psychotherapist are likely to be reliable. | |  | d. | extremely stressful life experiences are especially likely to be well remembered. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 357. Which of the following poses the greatest threat to the credibility of children's recollections of sexual abuse?   |  |  |  | | --- | --- | --- | |  | a. | repression | |  | b. | proactive interference | |  | c. | the misinformation effect | |  | d. | positive transfer |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 358. Research on young children's false eyewitness recollections has indicated that   |  |  |  | | --- | --- | --- | |  | a. | children are less susceptible to source amnesia than adults. | |  | b. | children are no more susceptible to the misinformation effect than adults. | |  | c. | it is surprisingly difficult for both children and professional interviewers to reliably separate the children's true memories from false memories. | |  | d. | all of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 359. When children are interviewed about their recollections of an event, their reports are especially credible if   |  |  |  | | --- | --- | --- | |  | a. | they are asked specific, detailed questions about the issue rather than more general, open-ended questions. | |  | b. | after responding to an interviewer, they are repeatedly asked the same question they just answered. | |  | c. | they use anatomically correct dolls to indicate if and where they had been physically touched. | |  | d. | they are asked nonleading questions by a neutral interviewer soon after the possible abuse. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 360. The last three steps of the SQ3R study technique are   |  |  |  | | --- | --- | --- | |  | a. | recognize, recall, and relearn. | |  | b. | reason, research, and revise. | |  | c. | read, retrieve, and review. | |  | d. | repeat, reconsolidate, and rest. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 361. Kinsley is studying for next week’s exam. Based on recent research, how many times should she retrieve the information before she ends her study session?   |  |  |  | | --- | --- | --- | |  | a. | just once | |  | b. | twice | |  | c. | a minimum of three times | |  | d. | at least five times |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 362. By consciously rehearsing in many separate study sessions over the semester the facts you need to learn, you are most clearly taking advantage of   |  |  |  | | --- | --- | --- | |  | a. | proactive interference. | |  | b. | the testing effect. | |  | c. | distributed practice. | |  | d. | automatic processing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 363. As part of his course, Adam had to take weekly chapter quizzes and then a comprehensive final exam at the end of the semester. Students were encouraged to take each quiz multiple times until they earned their desired score. At the end of the semester, Adam earned an A on the final exam. His good grade may be related to   |  |  |  | | --- | --- | --- | |  | a. | the testing effect. | |  | b. | massed practice. | |  | c. | state-dependent memory. | |  | d. | context-dependent memory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 364. Noah is reading his psychology text aloud while studying because he has found that he tends to remember the information better when reading aloud. This is a result of   |  |  |  | | --- | --- | --- | |  | a. | the production effect. | |  | b. | the use of mnemonics. | |  | c. | effective retrieval cues. | |  | d. | minimal interference. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 365. College students can be expected to learn better in   |  |  |  | | --- | --- | --- | |  | a. | repressed environments. | |  | b. | active learning classrooms. | |  | c. | forward-acting classrooms. | |  | d. | passive learning environments. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 366. Forming conscious associations between new course material and facts you already know is an effective way to build a network of   |  |  |  | | --- | --- | --- | |  | a. | retrieval cues. | |  | b. | sensory memories. | |  | c. | implicit memories. | |  | d. | distributed practice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 367. People should avoid back-to-back study times for learning Spanish and French vocabulary in order to minimize   |  |  |  | | --- | --- | --- | |  | a. | déjà vu. | |  | b. | mnemonics. | |  | c. | implicit memory. | |  | d. | interference. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 368. Nova needs to improve her ability to remember information from her history class, which will then help her to get better grades. Which of the following is NOT something that she can do to improve her memory?   |  |  |  | | --- | --- | --- | |  | a. | maximize both proactive and retroactive interference | |  | b. | try to make the material relevant to herself | |  | c. | use mnemonic devices | |  | d. | get enough sleep |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 369. During sleep, the brain reorganizes and consolidates information for \_\_\_\_\_\_\_\_ memory.   |  |  |  | | --- | --- | --- | |  | a. | working | |  | b. | recognition | |  | c. | long-term | |  | d. | sensory |  |  |  | | --- | --- | | *ANSWER:* | c | |