

1. Cailean has always wished that she had a "photographic memory." She sits on the steps of one of the academic buildings and watches the people. Sometimes she closes her eyes and tries to recall everything about what she was seeing. Each time, though, the memory quickly seems to dissolve. In what kind of memory is the visual information stored while it lasts?
 - A. iconic
 - B. echoic
 - C. code
 - D. display
2. Solada had to park on the far end of the lot this morning, so she walked by dozens of cars on her way to class. Later, she learns that a student's car was stolen from the same lot soon after she walked through. Though she tries, she can't remember a car that meets the description of the stolen car. This is most likely due to
 - A. memory decay.
 - B. encoding failure.
 - C. state-dependent learning.
 - D. repression.
3. Keira is trying to remember a list of animals but is able to do so only when she imagines what the animals look like. These mental images are _____ for words in the list.
 - A. memory codes
 - B. echoes
 - C. icons
 - D. serials
4. Rosa is trying to memorize her school ID number. She is having trouble, because the number is 12 digits long. What would *best* help Rosa learn the number?
 - A. Repeat the digits over and over to herself.
 - B. Say the digits out loud.
 - C. Chunk digits together.
 - D. Read the digits to a friend.
5. If we compare the three-stage model of memory to a computer's processes, we can say that the RAM in a computer, that is, the "mental workspace," is like our
 - A. procedural memory.
 - B. declarative memory.
 - C. working memory.
 - D. iconic memory.
6. After cramming a lot of information for her finals, Evie told her friend that her brain was full. She assured her friend that she would not be able to remember anything new until she forgot what she had learned for her classes. Is it possible for Evie's long-term memory to be full?
 - A. Yes, and she will have to forget some things if she wants to learn anything new.
 - B. No, because long-term storage capacity is unlimited.
 - C. Yes, but she can still use her working memory.
 - D. No, but only because Evie is still young.

7. Jen's dad sends her to the grocery store for a few last-minute dinner items. Jen repeats the list of ten items as she walks to the store but can remember only the first and last three items when she gets there—she is unable to remember the four in the middle. This U-shaped pattern of recall is
- A. called working memory overload.
 - B. the key indicator of attention deficit disorder.
 - C. called the serial position effect.
 - D. common only in women.
8. Jen's dad sends her to the grocery store for a few last-minute dinner items. Jen repeats the list of ten items as she walks to the store but can remember only the first and last three items when she gets there—she is unable to remember the four in the middle. Why did she forget the four items in the middle of the list?
- A. The items were probably vegetables, since research shows that vegetable names are difficult for most people to remember.
 - B. Exercise tends to degrade information if it has just been learned.
 - C. Because her father gave her the list all at once, Jen wasn't able to hold each item in her short-term memory long enough to encode it for long-term storage.
 - D. The four middle items never entered her sensory memory.
9. Yesterday, Colleen went to an interesting lecture. She didn't take notes, because she isn't going to be tested on the lecture. Though she made no effort to memorize any of the information the speaker presented, she is able to repeat a great deal of it to a friend. How did the information get into her long-term memory?
- A. chunking
 - B. elaborative rehearsal
 - C. semantic encoding
 - D. automatic processing
10. Toby and Karen just met their new neighbor, Justine. Toby repeats Justine's name over and over to remember it. Meanwhile, Karen notes that Justine is leaving "just in time" to get dinner on the table. The following day, who is more likely to recall the neighbor's name and why?
- A. Toby, because it is easier for a man to remember a woman's name than vice versa.
 - B. Toby, because rote rehearsal is the most effective way to encode information.
 - C. Neither is more likely than the other to remember Justine's name.
 - D. Karen, because she encoded the name by elaborating on it with other information.
11. Yesterday, Colleen went to an interesting lecture on relationship problems. She didn't take notes, because she isn't going to be tested on the lecture. Though she made no effort to memorize any of the information the speaker presented, she is able to repeat a great deal of it to a friend. In particular, she is able to remember the parts that she felt applied to her own past relationships. Which concept explains why?
- A. levels of processing
 - B. the Tolman effect
 - C. semantic encoding
 - D. elaborative rehearsal
12. Alice is studying for a psychology exam. She is most likely to remember the material, long-term, if she
- A. repeats the information over and over to herself.
 - B. uses structural encoding.
 - C. thinks about what the material means and how it applies to her life and experiences.
 - D. relies on automatic processing to encode the spatial location and sequence of information in her notes.

13. Jennifer and Jeff are studying for their geography exam. Jeff is learning the states' capitals by repeating them over and over. Jennifer is incorporating information she already knows about each state into the name of the capital. While Jeff is repeating "Sacramento is the capital of California, Sacramento is the capital of California," Jennifer is saying "SacraTOMATO is the capital of California," because she knows Sacramento is in the middle of a rich agricultural valley. If the levels-of-processing theory is correct,
- A. Jeff and Jennifer will do equally well on the exam.
 - B. Jennifer will recall the capitals and their states better than Jeff.
 - C. Jeff will recall the capitals and their states better than Jennifer.
 - D. Who does better has more to do with personality differences than with study techniques.
14. Peter is studying for the college entrance exam in a quiet corner of the library at a desk with good overhead lighting. Winona studies for the entrance exam lying on her bed with music and the television on. If Peter and Winona are of comparable intelligence and have studied for the same amount of time, who will probably do better on the exam?
- A. Peter, because he is studying in an environment similar to the one in which he will take the test.
 - B. Winona, because music stimulates the neurons that help us remember.
 - C. Peter, because men's memories tend to be more accurate than women's.
 - D. Winona, because women's memories tend to be more accurate than men's.
15. Sylvia has been learning about animals in kindergarten. The class does a worksheet in which the students must put different animals into categories like zoo animals and pets. If Sylvia is able to do this, it is because she has created a mental framework about animals called a/an
- A. schema.
 - B. rote.
 - C. mnemonic.
 - D. icon.
16. Leslie is taking a class on effective study techniques. Much of the course focuses on memory aids that will help her reorganize information into more meaningful units and provide extra cues to help her retrieve the information from long-term memory. These aids are called
- A. semantic aids.
 - B. structural devices.
 - C. loci.
 - D. mnemonic devices.
17. As Yvonne learns her spelling words, she creates a visual image of the object each word represents. According to _____, she will be better able to remember the words than if she had just read them to herself.
- A. vocal training theory
 - B. chunking theory
 - C. maintenance theory
 - D. dual coding theory
18. Eva rides the bus to and from work each day. Tonight, she needs to stop by the market, so she associates each grocery item on her list with a different bus stop. As she walks through the store, she imagines she is riding the bus. At each stop, she picks up one of the items on her list. Eva is using (the)
- A. acronyms.
 - B. method of loci.
 - C. mono-coding theory.
 - D. rote memorization.
19. Betsy went to a restaurant last night with friends. Though she had never been to this particular restaurant, she knew how to be seated, order, eat, and pay the bill. Betsy has a/an _____ for going to restaurants.
- A. schema
 - B. photographic memory
 - C. sensory memory
 - D. mnemonic

20. Mnemonists are people who display extraordinary memory skills. Xhosa would like to learn to remember things better, so she buys a book on improving her memory. Assuming that a legitimate memory expert wrote the book, what can Xhosa expect?
- A. Extraordinary memory skills are completely innate, so it's little use for her to try to improve her memory.
 - B. Experts agree that memory skills are completely learned, so if Xhosa works hard she can have an astonishing memory.
 - C. Xhosa will improve her memory skills only if she relies on rote memorization.
 - D. Experts disagree on whether exceptional memory skills are influenced by genetics or are completely learned, so without knowing more about Xhosa, we can't say.
21. Because long-term memory's capacity is so large, we must organize the concepts or "files" we keep there. Our mental network or filing system of associated ideas and concepts is called
- A. a mnemonic.
 - B. working memory.
 - C. procedural memory.
 - D. an associative network.
22. When Saffron says "frog prince," Annalise thinks "princess," "castle," and "forest." Saffron's words activated concepts already in Annalise's mind, a process referred to as
- A. concepting.
 - B. encoding.
 - C. priming.
 - D. rehearsal.
23. If I say the words *ghost*, *toast*, and *roast*, then ask you to name a word that begins with M, you would probably say *most*. This is an example of a
- A. priming task.
 - B. procedural memory.
 - C. networking task.
 - D. parallel model.
24. Nolen is buying discount DVDs, but he doesn't want to spend more than \$50. He quickly adds up the prices of the DVDs he's holding, using his _____ memory.
- A. iconic
 - B. procedural
 - C. working
 - D. echoic
25. Amadi remembers learning to ride a bike, including his feeling of pride when he was finally able to stay upright without any help. For Amadi, this is a/an _____ memory.
- A. episodic
 - B. semantic
 - C. procedural
 - D. network
26. When asked to explain how a bill becomes a law in history class, Eric must rely on
- A. implicit memory.
 - B. iconic memory.
 - C. procedural memory.
 - D. semantic memory.
27. Riding a bike is a learned skill and is stored in _____ memory.
- A. declarative
 - B. procedural
 - C. episodic
 - D. semantic

28. Though she doesn't remember it, Sydney knows she saw her father's fear of snakes when she was a child. Now she feels anxious around anything that looks like a snake, including the garden hose. Sydney is being influenced by
- A. sensory memory.
 - B. explicit memory.
 - C. implicit memory.
 - D. semantic memory.
29. Yuriko is testifying in a court case. After she finishes recounting to the jury what she saw, the attorney asks Yuriko how certain she is that her testimony is accurate. She says that she is 99 percent sure. Haroun is also testifying, and when he has told his version of the story, the attorney asks him how sure he is that his memory is accurate. He says that he is 75 percent sure. Based solely on this information, the jury chooses to believe Yuriko and not Haroun. Are they correct to do so?
- A. Yes, because confidence is always associated with accuracy.
 - B. Yes, because women's memories tend to be more accurate than men's.
 - C. No, because men's memories tend to be more accurate than women's.
 - D. No, because confidence and accuracy are only weakly related.
30. When Saffron says "frog prince," Annalise thinks "princess," "castle," and "forest." The stimulus of Saffron's words, which activated concepts already in Annalise's mind, was a/an
- A. retrieval cue.
 - B. implicit memory.
 - C. procedural memory.
 - D. mnemonic.
31. People with retrograde amnesia have problems with _____ information, while people with anterograde amnesia have problems with _____ of information.
- A. storing; encoding
 - B. retrieval; encoding
 - C. retrieval; recognition
 - D. encoding; retrieval
32. Most people remember where they were, what they were doing, and whom they were with when they learned of the September 11, 2001, terrorist attacks. This type of vivid emotionally charged memory is called a _____ memory.
- A. primed
 - B. flashbulb
 - C. parallel
 - D. sensory
33. Mindel took French in high school and is taking German in college. While out with friends one night, she meets a French exchange student; unfortunately, all she can remember is her German! Mindel is experiencing
- A. proactive interference.
 - B. encoding failure.
 - C. memory decay.
 - D. retroactive interference.
34. Sandy has a friend named Judy. She meets a woman at a party named Julie. To her embarrassment, now every time she sees Julie, she calls her Judy. Sandy is experiencing
- A. memory decay.
 - B. motivated forgetting.
 - C. proactive interference.
 - D. retroactive interference.

35. When Beatrice was ten, she tripped and fell right into the middle of her sister's birthday cake. She was embarrassed and felt terrible. When Beatrice's sister brings the story up one evening at the dinner table, Beatrice swears she has no memory of the event. Psychodynamic therapists would suggest that Beatrice has _____ the memory.
- A. decayed
 - B. retrospected
 - C. retrograded
 - D. repressed
36. Over the last few years, Sakura's grandmother has become forgetful, confused, and disoriented. Sakura goes with Grandmother to have cognitive testing done, and afterward the doctor says that Grandmother's procedural, semantic, episodic, and prospective memories are all affected. Grandmother probably
- A. has Alzheimer's disease.
 - B. is experiencing normal decay of the memory trace.
 - C. is dealing with interference, since she has learned so many things over the years.
 - D. is repressing things she doesn't like to think about.
37. Aram volunteers at a nursing home, where he reads and writes letters for residents who can't do those things for themselves. Though he visits every week, Mr. Larue never remembers him, and he has to introduce himself each time they interact. One of the nurses explains that Mr. Larue has Alzheimer's disease (AD). The most characteristic changes in the brain associated with AD are
- A. plaque and tartar.
 - B. threads and tangles.
 - C. threads and tartar.
 - D. plaques and tangles.
38. Try as she might, Zoë cannot remember anything from the first three years of her life. Which of the following is *not* one of the explanations for infantile amnesia?
- A. Infants do not encode early experiences deeply and fail to form rich retrieval cues for them.
 - B. Brain structures that encode long-term episodic memories are immature in the first years after birth.
 - C. The creation of new memories interferes with the retrieval of early childhood memories.
 - D. Infants lack a clear sense of self, so they have no personal frame of reference around which to organize rich memories.
39. Doug is listening to a new CD. The artist used sampling (taking a recording from one source and incorporating it into a new recording) on one track. As soon as he hears it, Doug knows the sample is from a movie, but he can't remember which one. This is called
- A. consolidation.
 - B. the Loftus effect.
 - C. homeostasis.
 - D. source confusion.
40. Memories are
- A. like video recordings: They're the same every time we remember or "play" them.
 - B. reconstructed: We have to rebuild them every time we remember something.
 - C. objective rather than subjective: We remember things as they really happened.
 - D. due to arousal theory: They have to do with needing stimulus in our lives.

CH01 Key

1. (p. 254) Cailean has always wished that she had a "photographic memory." She sits on the steps of one of the academic buildings and watches the people. Sometimes she closes her eyes and tries to recall everything about what she was seeing. Each time, though, the memory quickly seems to dissolve. In what kind of memory is the visual information stored while it lasts?

A. iconic
B. echoic
C. code
D. display

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Comprehension

Difficulty: Medium

Learning Objective: 08.02 Describe sensory memory; and explain how Sperling demonstrated it.

Passer - Chapter 08 #1

Topic: Memory

2. (p. 254) Solada had to park on the far end of the lot this morning, so she walked by dozens of cars on her way to class. Later, she learns that a student's car was stolen from the same lot soon after she walked through. Though she tries, she can't remember a car that meets the description of the stolen car. This is most likely due to

A. memory decay.
B. encoding failure.
C. state-dependent learning.
D. repression.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Comprehension

Difficulty: High

Learning Objective: 08.21 Describe reasons for forgetting; including encoding failure; decay theory; and interference theory.

Passer - Chapter 08 #2

Topic: Memory

3. (p. 255) Keira is trying to remember a list of animals but is able to do so only when she imagines what the animals look like. These mental images are _____ for words in the list.

A. memory codes
B. echoes
C. icons
D. serials

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Comprehension

Difficulty: Medium

Learning Objective: 08.02 Describe sensory memory; and explain how Sperling demonstrated it.

Passer - Chapter 08 #3

Topic: Memory

4. (p. 256) Rosa is trying to memorize her school ID number. She is having trouble, because the number is 12 digits long. What would *best* help Rosa learn the number?

A. Repeat the digits over and over to herself.
B. Say the digits out loud.
C. Chunk digits together.
D. Read the digits to a friend.

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: High

Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.

Passer - Chapter 08 #4

Topic: Memory

5. (p. 256) If we compare the three-stage model of memory to a computer's processes, we can say that the RAM in a computer, that is, the "mental workspace," is like our
- A. procedural memory.
 - B. declarative memory.
 - C. working memory.**
 - D. iconic memory.

APA Learning Outcome: Goal 3.1

Blooms Taxonomy: Analysis

Difficulty: Medium

Learning Objective: 08.03 Describe short-term and working memory.

Passer - Chapter 08 #5

Topic: Memory

6. (p. 257) After cramming a lot of information for her finals, Evie told her friend that her brain was full. She assured her friend that she would not be able to remember anything new until she forgot what she had learned for her classes. Is it possible for Evie's long-term memory to be full?
- A. Yes, and she will have to forget some things if she wants to learn anything new.
 - B. No, because long-term storage capacity is unlimited.**
 - C. Yes, but she can still use her working memory.
 - D. No, but only because Evie is still young.

APA Learning Outcome: Goal 3.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.05 Describe long-term memory and its limitations.

Passer - Chapter 08 #6

Topic: Memory

7. (p. 257) Jen's dad sends her to the grocery store for a few last-minute dinner items. Jen repeats the list of ten items as she walks to the store but can remember only the first and last three items when she gets there—she is unable to remember the four in the middle. This U-shaped pattern of recall is
- A. called working memory overload.
 - B. the key indicator of attention deficit disorder.
 - C. called the serial position effect.**
 - D. common only in women.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.06 Explain the serial positioning effect using the three-stage model.

Passer - Chapter 08 #7

Topic: Memory

8. (p. 257) Jen's dad sends her to the grocery store for a few last-minute dinner items. Jen repeats the list of ten items as she walks to the store but can remember only the first and last three items when she gets there—she is unable to remember the four in the middle. Why did she forget the four items in the middle of the list?
- A. The items were probably vegetables, since research shows that vegetable names are difficult for most people to remember.
 - B. Exercise tends to degrade information if it has just been learned.
 - C. Because her father gave her the list all at once, Jen wasn't able to hold each item in her short-term memory long enough to encode it for long-term storage.**
 - D. The four middle items never entered her sensory memory.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: High

Learning Objective: 08.06 Explain the serial positioning effect using the three-stage model.

Passer - Chapter 08 #8

Topic: Memory

9. Yesterday, Colleen went to an interesting lecture. She didn't take notes, because she isn't going to be tested on the lecture. Though she made no effort to memorize any of the information the speaker presented, she is able to repeat a great deal of it to a friend. How did the information get into her long-term memory?
- (p. 258)
- A. chunking
 - B. elaborative rehearsal
 - C. semantic encoding
 - D. automatic processing**

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.07 Differentiate between effortful and automatic processing.

Passer - Chapter 08 #9

Topic: Memory

10. Toby and Karen just met their new neighbor, Justine. Toby repeats Justine's name over and over to remember it. Meanwhile, Karen notes that Justine is leaving "just in time" to get dinner on the table. The following day, who is more likely to recall the neighbor's name and why?
- (p. 258)
- A. Toby, because it is easier for a man to remember a woman's name than vice versa.
 - B. Toby, because rote rehearsal is the most effective way to encode information.
 - C. Neither is more likely than the other to remember Justine's name.
 - D. Karen, because she encoded the name by elaborating on it with other information.**

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.09 Contrast maintenance and elaborative rehearsal.

Passer - Chapter 08 #10

Topic: Memory

11. Yesterday, Colleen went to an interesting lecture on relationship problems. She didn't take notes, because she isn't going to be tested on the lecture. Though she made no effort to memorize any of the information the speaker presented, she is able to repeat a great deal of it to a friend. In particular, she is able to remember the parts that she felt applied to her own past relationships. Which concept explains why?
- (p. 258)
- A. levels of processing**
 - B. the Tolman effect
 - C. semantic encoding
 - D. elaborative rehearsal

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Comprehension

Difficulty: High

Learning Objective: 08.08 Differentiate structural; phonological; and semantic encoding; and explain how they relate to the levels-of-processing model.

Passer - Chapter 08 #11

Topic: Memory

12. Alice is studying for a psychology exam. She is most likely to remember the material, long-term, if she
- (p. 259)
- A. repeats the information over and over to herself.
 - B. uses structural encoding.
 - C. thinks about what the material means and how it applies to her life and experiences.**
 - D. relies on automatic processing to encode the spatial location and sequence of information in her notes.

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: High

Learning Objective: 08.08 Differentiate structural; phonological; and semantic encoding; and explain how they relate to the levels-of-processing model.

Passer - Chapter 08 #12

Topic: Memory

13. Jennifer and Jeff are studying for their geography exam. Jeff is learning the states' capitals by repeating them over and over. Jennifer is incorporating information she already knows about each state into the name of the capital. While Jeff is repeating "Sacramento is the capital of California, Sacramento is the capital of California," Jennifer is saying "SacratoMATO is the capital of California," because she knows Sacramento is in the middle of a rich agricultural valley. If the levels-of-processing theory is correct,
- A. Jeff and Jennifer will do equally well on the exam.
 - B. Jennifer will recall the capitals and their states better than Jeff.**
 - C. Jeff will recall the capitals and their states better than Jennifer.
 - D. Who does better has more to do with personality differences than with study techniques.

APA Learning Outcome: Goal 1.3
Blooms Taxonomy: Application
Difficulty: Medium
Learning Objective: 08.08 Differentiate structural; phonological; and semantic encoding; and explain how they relate to the levels-of-processing model.
Passer - Chapter 08 #13
Topic: Memory

14. Peter is studying for the college entrance exam in a quiet corner of the library at a desk with good overhead lighting. Winona studies for the entrance exam lying on her bed with music and the television on. If Peter and Winona are of comparable intelligence and have studied for the same amount of time, who will probably do better on the exam?
- A. Peter, because he is studying in an environment similar to the one in which he will take the test.**
 - B. Winona, because music stimulates the neurons that help us remember.
 - C. Peter, because men's memories tend to be more accurate than women's.
 - D. Winona, because women's memories tend to be more accurate than men's.

APA Learning Outcome: Goal 9.2
Blooms Taxonomy: Application
Difficulty: High
Learning Objective: 08.19 Contrast and recognize examples of encoding specificity; context-dependent; state-dependent; and mood congruent recall.
Passer - Chapter 08 #14
Topic: Memory

15. Sylvia has been learning about animals in kindergarten. The class does a worksheet in which the students must put different animals into categories like zoo animals and pets. If Sylvia is able to do this, it is because she has created a mental framework about animals called a/an
- A. schema.**
 - B. rote.
 - C. mnemonic.
 - D. icon.

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Application
Difficulty: Low
Learning Objective: 08.11 Define schema; and explain how schemas enhance encoding among experts and mnemonists.
Passer - Chapter 08 #15
Topic: Memory

16. Leslie is taking a class on effective study techniques. Much of the course focuses on memory aids that will help her reorganize information into more meaningful units and provide extra cues to help her retrieve the information from long-term memory. These aids are called
- A. semantic aids.
 - B. structural devices.
 - C. loci.
 - D. mnemonic devices.**

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Comprehension
Difficulty: Low
Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.
Passer - Chapter 08 #16
Topic: Memory

17. As Yvonne learns her spelling words, she creates a visual image of the object each word represents.
(p. 261) According to _____, she will be better able to remember the words than if she had just read them to herself.
- A. vocal training theory
 - B. chunking theory
 - C. maintenance theory
 - D. dual coding theory**

APA Learning Outcome: Goal 1.3

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.

Passer - Chapter 08 #17

Topic: Memory

18. Eva rides the bus to and from work each day. Tonight, she needs to stop by the market, so she
(p. 261) associates each grocery item on her list with a different bus stop. As she walks through the store, she imagines she is riding the bus. At each stop, she picks up one of the items on her list. Eva is using (the)
- A. acronyms.
 - B. method of loci.**
 - C. mono-coding theory.
 - D. rote memorization.

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: Low

Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.

Passer - Chapter 08 #18

Topic: Memory

19. Betsy went to a restaurant last night with friends. Though she had never been to this particular
(p. 261) restaurant, she knew how to be seated, order, eat, and pay the bill. Betsy has a/an _____ for going to restaurants.
- A. schema**
 - B. photographic memory
 - C. sensory memory
 - D. mnemonic

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Low

Learning Objective: 08.11 Define schema; and explain how schemas enhance encoding among experts and mnemonists.

Passer - Chapter 08 #19

Topic: Memory

20. Mnemonists are people who display extraordinary memory skills. Xhosa would like to learn to
(p. 261) remember things better, so she buys a book on improving her memory. Assuming that a legitimate memory expert wrote the book, what can Xhosa expect?
- A. Extraordinary memory skills are completely innate, so it's little use for her to try to improve her memory.
 - B. Experts agree that memory skills are completely learned, so if Xhosa works hard she can have an astonishing memory.**
 - C. Xhosa will improve her memory skills only if she relies on rote memorization.
 - D. Experts disagree on whether exceptional memory skills are influenced by genetics or are completely learned, so without knowing more about Xhosa, we can't say.

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Comprehension

Difficulty: High

Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.

Passer - Chapter 08 #20

Topic: Memory

21. (p. 264) Because long-term memory's capacity is so large, we must organize the concepts or "files" we keep there. Our mental network or filing system of associated ideas and concepts is called
- A. a mnemonic.
 - B. working memory.
 - C. procedural memory.
 - D. an associative network.**

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Comprehension

Difficulty: Low

Learning Objective: 08.12 Contrast theories of associative and neural networks; and use each to explain how memories are stored.

Passer - Chapter 08 #21

Topic: Memory

22. (p. 264) When Saffron says "frog prince," Annalise thinks "princess," "castle," and "forest." Saffron's words activated concepts already in Annalise's mind, a process referred to as
- A. concepting.
 - B. encoding.
 - C. priming.**
 - D. rehearsal.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Low

Learning Objective: 08.13 Define and describe priming.

Passer - Chapter 08 #22

Topic: Memory

23. (p. 264) If I say the words *ghost*, *toast*, and *roast*, then ask you to name a word that begins with M, you would probably say *most*. This is an example of a
- A. priming task.**
 - B. procedural memory.
 - C. networking task.
 - D. parallel model.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Low

Learning Objective: 08.13 Define and describe priming.

Passer - Chapter 08 #23

Topic: Memory

24. (p. 265) Nolen is buying discount DVDs, but he doesn't want to spend more than \$50. He quickly adds up the prices of the DVDs he's holding, using his _____ memory.
- A. iconic
 - B. procedural**
 - C. working
 - D. echoic

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.03 Describe short-term and working memory.

Passer - Chapter 08 #24

Topic: Memory

25. (p. 265) Amadi remembers learning to ride a bike, including his feeling of pride when he was finally able to stay upright without any help. For Amadi, this is a/an _____ memory.
- A. episodic**
 - B. semantic
 - C. procedural
 - D. network

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.15 Define and recognize examples of explicit and implicit memories.

Passer - Chapter 08 #25

Topic: Memory

26. When asked to explain how a bill becomes a law in history class, Eric must rely on
(p. 265) A. implicit memory.
B. iconic memory.
C. procedural memory.
D. semantic memory.

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Application
Difficulty: High
Learning Objective: 08.15 Define and recognize examples of explicit and implicit memories.
Passer - Chapter 08 #26
Topic: Memory

27. Riding a bike is a learned skill and is stored in _____ memory.
(p. 266) A. declarative
B. procedural
C. episodic
D. semantic

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Knowledge
Difficulty: Low
Learning Objective: 08.14 Differentiate between declarative memory and procedural memory.
Passer - Chapter 08 #27
Topic: Memory

28. Though she doesn't remember it, Sydney knows she saw her father's fear of snakes when she was a child. Now she feels anxious around anything that looks like a snake, including the garden hose. Sydney is being influenced by
(p. 266) A. sensory memory.
B. explicit memory.
C. implicit memory.
D. semantic memory.

APA Learning Outcome: Goal 1.3
Blooms Taxonomy: Application
Difficulty: High
Learning Objective: 08.15 Define and recognize examples of explicit and implicit memories.
Passer - Chapter 08 #28
Topic: Memory

29. Yuriko is testifying in a court case. After she finishes recounting to the jury what she saw, the attorney asks Yuriko how certain she is that her testimony is accurate. She says that she is 99 percent sure. Haroun is also testifying, and when he has told his version of the story, the attorney asks him how sure he is that his memory is accurate. He says that he is 75 percent sure. Based solely on this information, the jury chooses to believe Yuriko and not Haroun. Are they correct to do so?
(p. 266) A. Yes, because confidence is always associated with accuracy.
B. Yes, because women's memories tend to be more accurate than men's.
C. No, because men's memories tend to be more accurate than women's.
D. No, because confidence and accuracy are only weakly related.

APA Learning Outcome: Goal 3.2
Blooms Taxonomy: Application
Difficulty: Medium
Learning Objective: 08.18 Describe how confidence and memory accuracy are related.
Passer - Chapter 08 #29
Topic: Memory

30. When Saffron says "frog prince," Annalise thinks "princess," "castle," and "forest." The stimulus of Saffron's words, which activated concepts already in Annalise's mind, was a/an
(p. 267) **A. retrieval cue.**
B. implicit memory.
C. procedural memory.
D. mnemonic.

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Application
Difficulty: Low
Learning Objective: 08.16 Explain how retrieval cues assist recall; and explain how flashbulb memories affect accuracy of memory.
Passer - Chapter 08 #30
Topic: Memory

31. People with retrograde amnesia have problems with _____ information, while people with anterograde amnesia have problems with _____ of information.
(p. 267)
- A. storing; encoding
 - B. retrieval; encoding**
 - C. retrieval; recognition
 - D. encoding; retrieval

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Knowledge

Difficulty: Medium

Learning Objective: 08.24 Describe the memory problems associated with Alzheimers disease and anterograde; retrograde; and infantile amnesias.

Passer - Chapter 08 #31

Topic: Memory

32. Most people remember where they were, what they were doing, and whom they were with when they learned of the September 11, 2001, terrorist attacks. This type of vivid emotionally charged memory is called a _____ memory.
(p. 269)
- A. primed
 - B. flashbulb**
 - C. parallel
 - D. sensory

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Knowledge

Difficulty: Low

Learning Objective: 08.16 Explain how retrieval cues assist recall; and explain how flashbulb memories affect accuracy of memory.

Passer - Chapter 08 #32

Topic: Memory

33. Mindel took French in high school and is taking German in college. While out with friends one night, she meets a French exchange student; unfortunately, all she can remember is her German! Mindel is experiencing
(p. 269)
- A. proactive interference.
 - B. encoding failure.
 - C. memory decay.
 - D. retroactive interference.**

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: High

Learning Objective: 08.22 Differentiate retroactive interference and proactive interference.

Passer - Chapter 08 #33

Topic: Memory

34. Sandy has a friend named Judy. She meets a woman at a party named Julie. To her embarrassment, now every time she sees Julie, she calls her Judy. Sandy is experiencing
(p. 273)
- A. memory decay.
 - B. motivated forgetting.
 - C. proactive interference.**
 - D. retroactive interference.

APA Learning Outcome: Goal 9.2

Blooms Taxonomy: Application

Difficulty: High

Learning Objective: 08.22 Differentiate retroactive interference and proactive interference.

Passer - Chapter 08 #34

Topic: Memory

35. When Beatrice was ten, she tripped and fell right into the middle of her sister's birthday cake. She was embarrassed and felt terrible. When Beatrice's sister brings the story up one evening at the dinner table, Beatrice swears she has no memory of the event. Psychodynamic therapists would suggest that Beatrice has _____ the memory.
(p. 273)
- A. decayed
 - B. retrospected
 - C. retrograded**
 - D. repressed

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Application

Difficulty: Medium

Learning Objective: 08.23 Describe motivated forgetting; and explain why it is controversial.

Passer - Chapter 08 #35

Topic: Memory

36. Over the last few years, Sakura's grandmother has become forgetful, confused, and disoriented. Sakura goes with Grandmother to have cognitive testing done, and afterward the doctor says that Grandmother's procedural, semantic, episodic, and prospective memories are all affected. Grandmother probably
- A. has Alzheimer's disease.
 - B. is experiencing normal decay of the memory trace.
 - C. is dealing with interference, since she has learned so many things over the years.
 - D. is repressing things she doesn't like to think about.

APA Learning Outcome: Goal 9.2
Blooms Taxonomy: Application
Difficulty: Medium
Learning Objective: 08.24 Describe the memory problems associated with Alzheimers disease and anterograde; retrograde; and infantile amnesias.
Passer - Chapter 08 #36
Topic: Memory

37. Aram volunteers at a nursing home, where he reads and writes letters for residents who can't do those things for themselves. Though he visits every week, Mr. Larue never remembers him, and he has to introduce himself each time they interact. One of the nurses explains that Mr. Larue has Alzheimer's disease (AD). The most characteristic changes in the brain associated with AD are
- A. plaque and tartar.
 - B. threads and tangles.
 - C. threads and tartar.
 - D. plaques and tangles.

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Comprehension
Difficulty: Medium
Learning Objective: 08.24 Describe the memory problems associated with Alzheimers disease and anterograde; retrograde; and infantile amnesias.
Passer - Chapter 08 #37
Topic: Memory

38. Try as she might, Zoë cannot remember anything from the first three years of her life. Which of the following is *not* one of the explanations for infantile amnesia?
- A. Infants do not encode early experiences deeply and fail to form rich retrieval cues for them.
 - B. Brain structures that encode long-term episodic memories are immature in the first years after birth.
 - C. The creation of new memories interferes with the retrieval of early childhood memories.
 - D. Infants lack a clear sense of self, so they have no personal frame of reference around which to organize rich memories.

APA Learning Outcome: Goal 4.4
Blooms Taxonomy: Comprehension
Difficulty: High
Learning Objective: 08.24 Describe the memory problems associated with Alzheimers disease and anterograde; retrograde; and infantile amnesias.
Passer - Chapter 08 #38
Topic: Memory

39. Doug is listening to a new CD. The artist used sampling (taking a recording from one source and incorporating it into a new recording) on one track. As soon as he hears it, Doug knows the sample is from a movie, but he can't remember which one. This is called
- A. consolidation.
 - B. the Loftus effect.
 - C. homeostasis.
 - D. source confusion.

APA Learning Outcome: Goal 1.2
Blooms Taxonomy: Application
Difficulty: Low
Learning Objective: 08.27 Define the misinformation effect; and explain how it affects eyewitness testimony in children and adults.
Passer - Chapter 08 #39
Topic: Memory

40. Memories are
(p. 285) A. like video recordings: They're the same every time we remember or "play" them.
B. reconstructed: We have to rebuild them every time we remember something.
C. objective rather than subjective: We remember things as they really happened.
D. due to arousal theory: They have to do with needing stimulus in our lives.

APA Learning Outcome: Goal 1.2

Blooms Taxonomy: Comprehension

Difficulty: Medium

Learning Objective: 08.29 Describe how culture affects memory.

Passer - Chapter 08 #40

Topic: Memory

CH01 Summary

<u>Category</u>	<u># of Questions</u>
APA Learning Outcome: Goal 1.2	21
APA Learning Outcome: Goal 1.3	3
APA Learning Outcome: Goal 3.1	1
APA Learning Outcome: Goal 3.2	2
APA Learning Outcome: Goal 4.4	1
APA Learning Outcome: Goal 9.2	12
Blooms Taxonomy: Analysis	1
Blooms Taxonomy: Application	26
Blooms Taxonomy: Comprehension	10
Blooms Taxonomy: Knowledge	3
Difficulty: High	12
Difficulty: Low	11
Difficulty: Medium	17
Learning Objective: 08.02 Describe sensory memory; and explain how Sperling demonstrated it.	2
Learning Objective: 08.03 Describe short-term and working memory.	2
Learning Objective: 08.05 Describe long-term memory and its limitations.	1
Learning Objective: 08.06 Explain the serial positioning effect using the three-stage model.	2
Learning Objective: 08.07 Differentiate between effortful and automatic processing.	1
Learning Objective: 08.08 Differentiate structural; phonological; and semantic encoding; and explain how they relate to the levels-of-processing model.	3
Learning Objective: 08.09 Contrast maintenance and elaborative rehearsal.	1
Learning Objective: 08.10 Describe how dual coding with visual imagery; hierarchies; chunking; the method of loci; and other mnemonic devices improve encoding.	5
Learning Objective: 08.11 Define schema; and explain how schemas enhance encoding among experts and mnemonists.	2
Learning Objective: 08.12 Contrast theories of associative and neural networks; and use each to explain how memories are stored.	1
Learning Objective: 08.13 Define and describe priming.	2
Learning Objective: 08.14 Differentiate between declarative memory and procedural memory.	1
Learning Objective: 08.15 Define and recognize examples of explicit and implicit memories.	3
Learning Objective: 08.16 Explain how retrieval cues assist recall; and explain how flashbulb memories affect accuracy of memory.	2
Learning Objective: 08.18 Describe how confidence and memory accuracy are related.	1
Learning Objective: 08.19 Contrast and recognize examples of encoding specificity; context-dependent; state-dependent; and mood congruent recall.	1
Learning Objective: 08.21 Describe reasons for forgetting; including encoding failure; decay theory; and interference theory.	1
Learning Objective: 08.22 Differentiate retroactive interference and proactive interference.	2
Learning Objective: 08.23 Describe motivated forgetting; and explain why it is controversial.	1
Learning Objective: 08.24 Describe the memory problems associated with Alzheimers disease and anterograde; retrograde; and infantile amnesias.	4
Learning Objective: 08.27 Define the misinformation effect; and explain how it affects eyewitness testimony in children and adults.	1
Learning Objective: 08.29 Describe how culture affects memory.	1
Passer - Chapter 08	40
Topic: Memory	40