

Ch.9 practice test part 1



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1. The three steps in memory information processing are:

A) input, processing, output.

B) input, storage, output.

C) input, storage, retrieval.

D) encoding, storage, retrieval. D2. The process of getting information out of memory storage is called:

A) encoding.

B) retrieval.

C) rehearsal.

D) storage. B ONCH. 9 PRACTICE TEST PART 1 SPECIFICALLY FOR YOUFOR

ONLY\$13. 90/PAGEOrder Now3. Which of the following is the best example of a flashbulb memory?

A) suddenly remembering to buy bread while standing in the checkout line at the grocery store

B) recalling the name of someone from high school while looking at his or her yearbook snapshot

C) remembering to make an important phone call

D) remembering what you were doing on September 11, 2001, when terrorists crashed planes into the World Trade Center towersD4. The three-stage processing model of memory was proposed by:

A) Atkinson and Shiffrin.

B) Herman Ebbinghaus.

C) Loftus and Palmer.

D) George Sperling. A5. The first thing Karen did when she discovered that she had misplaced her keys was to re-create in her mind the day's events. That she had little difficulty in doing so illustrates:

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- A) automatic processing.
- B) effortful processing.
- C) state-dependent memory.
- D) priming. A6. Information is maintained in short-term memory only briefly unless it is:
 - A) encoded.
 - B) rehearsed.
 - C) iconic or echoic.
 - D) retrieved. B7. The spacing effect means that:
 - A) distributed study yields better retention than cramming.
 - B) retention is improved when encoding and retrieval are separated by no more than 1 hour.
 - C) learning causes a reduction in the size of the synaptic gap between certain neurons.
 - D) delaying retrieval until memory has consolidated improves recall. A8. According to the serial position effect, when recalling a list of words you should have the greatest difficulty with those:
 - A) at the beginning of the list.
 - B) at the end of the list.
 - C) at the end and in the middle of the list.
 - D) in the middle of the list. D9. Experimenters gave people a list of words to be recalled. When the participants were tested after a delay, the items that were best recalled were those:
 - A) at the beginning of the list.
 - B) in the middle of the list.
 - C) at the end of the list.

D) at the beginning and the end of the list. A10. Although you can't recall the answer to a question on your psychology midterm, you have a clear mental image of the textbook page on which it appears. Evidently, your _____ encoding of the answer was _____.

A) semantic; automatic

B) visual; automatic

C) semantic; effortful

D) visual; effortful B11. Darren was asked to memorize a list of letters that included v, q, y, and j. He later recalled these letters as e, u, i, and k, suggesting that the original letters had been encoded:

A) automatically.

B) visually.

C) semantically.

D) acoustically. D12. Craik and Tulving had research participants process words visually, acoustically, or semantically. In a subsequent recall test, which type of processing resulted in the greatest retention?

A) visual

B) acoustic

C) semantic

D) Acoustic and semantic processing were equally beneficial C13. To help him remember the order of ingredients in difficult recipes, master chef Giulio often associates them with the route he walks to work each day. Giulio is using which mnemonic technique?

A) peg-word system

B) acronyms

C) the method of loci

D) chunking C14. Memory techniques such as the method of loci, acronyms, and the peg-word system are called:

A) consolidation devices.

B) imagery techniques.

C) encoding strategies.

D) mnemonic devices. D15. One way to increase the amount of information in memory is to group it into larger, familiar units. This process is referred to as:

A) consolidating.

B) organization.

C) encoding.

D) chunking. D16. Textbook chapters are often organized into _____ in order to facilitate information processing.

A) mnemonic devices

B) chunks

C) hierarchies

D) recognizable units C17. When Gordon Bower presented words grouped by category or in random order, recall was:

A) the same for all words.

B) better for the categorized words.

C) better for the random words.

D) improved when participants developed their own mnemonic devices. B18.

Visual sensory memory is referred to as:

A) iconic memory.

B) echoic memory.

C) photomemory.

D) semantic memory. A19. In Sperling's memory experiment, research participants were shown three rows of three letters, followed immediately by a low-, medium-, or high tone. The participants were able to report:

A) all three rows with perfect accuracy.

B) only the top row of letters.

C) only the middle row of letters.

D) any one of the three rows of letters. D20. Echoic memories fade after approximately:

A) 1 hour.

B) 1 minute.

C) 1 second.

D) 3 to 4 seconds. D21. Our short-term memory span is approximately _____ items.

A) 2

B) 5

C) 7

D) 10C22. Brenda has trouble remembering her new five-digit zip plus four-digit address code. What is the most likely explanation for the difficulty Brenda is having?

A) Nine digits are at or above the upper limit of most people's short-term memory capacity.

B) Nine digits are at or above the upper limit of most people's iconic memory capacity.

C) The extra four digits cannot be organized into easily remembered chunks.

D) Brenda evidently has an impaired implicit memory. A23. It is easier to recall information that has just been presented when the information:

A) consists of random letters rather than words.

B) is seen rather than heard.

C) is heard rather than seen.

D) is experienced in an unusual context. C24. Lashley's studies, in which rats learned a maze and then had various parts of their brains surgically removed, showed that the memory:

A) was lost when surgery took place within 1 hour of learning.

B) was lost when surgery took place within 24 hours of learning.

C) was lost when any region of the brain was removed.

D) remained no matter which area of the brain was tampered with. D25.

Studies demonstrate that learning causes permanent neural changes in the _____ of animals' neurons.

A) myelin

B) cell bodies

C) synapses

D) all of the above C26. Kandel and Schwartz have found that when learning occurs, more of the neurotransmitter _____ is released into synapses.

A) ACh

B) dopamine

C) serotonin

D) noradrenaline C27. Long-term potentiation refers to:

A) the disruptive influence of old memories on the formation of new memories.

B) the disruptive influence of recent memories on the retrieval of old memories.

C) our tendency to recall experiences that are consistent with our current

mood.

D) the increased efficiency of synaptic transmission between certain neurons following learning. D28. The disruption of memory that occurs when football players have been knocked out provides evidence for the importance of:

A) consolidation in the formation of new memories.

B) consolidation in the retrieval of long-term memories.

C) nutrition in normal neural functioning.

D) all of the above. A29. During basketball practice, Jan's head was painfully elbowed. If the trauma to her brain disrupts her memory, we would expect that Jan would be most likely to forget:

A) the name of her teammates.

B) her telephone number.

C) the name of the play during which she was elbowed.

D) the details of events that happened shortly after the incident. C30.

Memory for skills is called:

A) explicit memory.

B) declarative memory.

C) prime memory.

D) implicit memory. D31. Studies of amnesia victims suggest that:

A) memory is a single, unified system.

B) there are two distinct types of memory.

C) there are three distinct types of memory.

D) memory losses following brain trauma are unpredictable. B