**Test Bank**

to accompany

*Cognition,* First Edition

Chun • Most

**Chapter 6**

***Everyday Memory***

**Multiple Choice**

1. Which type of memory has the largest capacity?

a. Iconic memory

b. Intermediate encoded memory

c. Long-term memory

d. Short-term memory

e. Working memory

*Answer:* c

*Textbook Reference:* 6.1 What Is Memory?

*Learning Objective:* 6.1 Define short-term and long-term memory.

*Bloom’s Level:* 1. Remembering

2. Both short-term memory and long-term memory

a. must be retrieved before use.

b. have a fairly unlimited capacity.

c. require hierarchical organization.

d. allow our experiences to affect our thoughts and behaviors.

e. are also known as working memory.

*Answer:* d

*Textbook Reference:* 6.1 What Is Memory?

*Learning Objective:* 6.1 Define short-term and long-term memory.

*Bloom’s Level:* 2. Understanding

3. In what way are memory champions different from average individuals?

a. Memory champions have above average memory for information presented visually, but only average memory for spoken numbers and words.

b. Memory champions excel at specific tasks but have below average autobiographical memory.

c. Memory champions typically show average recall for autobiographical data but can remember long lists of words and numbers.

d. Memory champions have greater recall than average individuals, regardless of task.

e. Memory champions have more accurate flashbulb memories than average individuals.

*Answer:* c

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 1. Remembering

4. What might explain how memory athletes are able to outperform other individuals?

a. Memory athletes are better able to control their attention.

b. Memory athletes rely on echoic memory more than iconic memory.

c. Hippocampal volume is greater in memory athletes.

d. Memory athletes use intermediate encoding rather than shallow encoding.

e. Memory athletes have learned to use retrograde memory enhancement to improve their memory.

*Answer:* a

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 1. Remembering

5. How might our tendency to look for meaning distort our memories?

a. Our preference for meaning leads us to overlook other strategies that would be more effective.

b. It leads us to fill in gaps based on our experience and expectations, sometimes incorrectly.

c. A sense of meaningfulness results in overconfidence, and our metamemory suffers as a result.

d. We assign meanings where there are none, resulting in retrieval cues that are incorrect.

e. Our preference for meaning only enhances memory, by allowing us to store more information through meaningful retrieval cues.

*Answer:* b

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 5. Evaluating

6. Mnemonists are

a. strategies that can be used to improve memory for certain items.

b. patients who have below average memory due to injury or illness.

c. scientists who study how we remember information.

d. memory athletes capable of memorizing impressive amounts of information.

e. hypnotists who specialize in memory retrieval.

*Answer:* d

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 1. Remembering

7. To remember her grocery list, Nadia imagines walking through her apartment and seeing each item in different location throughout her apartment. Her bed is covered in bananas, the bathtub is filled with spaghetti sauce, and the couch in her living room is made of tofu. What technique is Nadia using?

a. Iconic memory

b. The method of loci

c. Metacognition

d. Intermediate encoding

e. Rehearsal

*Answer:* b

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 3. Applying

8. Research by George Miller suggests that most people can only remember around seven items in

a. long-term memory.

b. short-term memory.

c. metamemory.

d. iconic memory.

e. sensory memory.

*Answer:* b

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 1. Remembering

9. Research by George Sperling, in which he briefly presented grids of letters or numbers to participants, showed that

a. hearing a tone improves alertness and enhances memory.

b. low tones improve memory, while high tones have no effect on memory.

c. our sensory memory can hold around four items, but typically the memory fades too quickly for us to report all the items held in memory.

d. our sensory memory can only hold three or four items.

e. sensory memory lasts longer when we use rehearsal.

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

10. Visual sensory memory is known as \_\_\_\_\_\_\_ memory.

a. iconic

b. echoic

c. short-term

d. shallow

e. photonic

*Answer:* a

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

11. Repeating information over and over to keep it in short-term memory is known as

a. chunking.

b. encoding deeply.

c. elaboration.

d. rehearsal.

e. retrieval.

*Answer:* d

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:*1. Remembering

12. Which strategy would result in the strongest memory for a list of words?

a. Deciding whether each word was uppercase or lowercase

b. Repeating the words over and over

c. Generating words that rhyme with words on the list

d. Estimating the number of syllables in each word

e. Thinking about the meanings and functions of each list item

*Answer:* e

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

13. When Anja first started playing piano, it was hard to remember which notes made up each musical chord. After years of practice, the notes for each chord became combined in her memory as a meaningful whole. Which process now enables Anja to effortlessly remember a series of chords and easily report the notes that make up each one?

a. Chunking

b. Encoding deeply

c. The method of loci

d. Rehearsal

e. Retrieval

*Answer:* a

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

14. Hiroshi conducted a memory study in which participants read a list of nouns and a list of verbs and then were asked later to recall as many words as they could from both lists. What can Hiroshi do to control for a possible recency effect?

a. Make words at the beginning of each word list worth more points when calculating participant scores

b. Make words at the end of each word list worth more points when calculating participant scores

c. Show half of the participants the list of nouns first and the other half the list of verbs first

d. Have the participants view the lists on different days

e. Have participants count backwards from 10 before reporting which words they remember

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 5. Evaluating

15. Which would be the best strategy for remembering the word pair “mouse-desk”?

a. Imagining yourself seated at a desk, using a mouse

b. Imagining a mouse sitting on a desk

c. Thinking of words that rhyme with mouse and desk

d. Contemplating the meanings of each word (mouse and desk)

e. Constructing a sentence that combines the two words

*Answer:* a

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 5. Evaluating

16. Concept maps are useful study tools, partly because they show the relationships between concepts. A concept map that arranges concepts from general categories to more specific details and examples is an example of

a. chunking.

b. hierarchical organization.

c. intermediate encoding.

d. distributed practice.

e. retrograde memory enhancement.

*Answer:* b

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

17. In a study of memory, participants were given 10 minutes to study a list of words. To encourage \_\_\_\_\_\_\_, Zhou asked participants to generate synonyms for each word on the list.

a. shallow encoding

b. intermediate encoding

c. deep encoding

d. chunking

e. visualization

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

18. Why does hierarchical organization aid memory?

a. Hierarchical organization is associated with greater activity in the hippocampus.

b. Hierarchical organization prevents blocking.

c. Orderly memories prevent errors during memory reconstruction.

d. Global categories serve as retrieval cues that help you remember related subtypes.

e. Hierarchical organization enhances external source monitoring.

*Answer:* d

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

19. Naveen has noticed that he remembers what he studies better if he relates it to his own life. Naveen is benefiting from

a. retrograde memory enhancement.

b. the self-reference effect.

c. the self-encoding effect.

d. visualization.

e. chunking.

*Answer:* b

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

20. If you do not make time to regularly study for exams and instead try to learn all the material during a long, torturous study session the night before an exam, the study method you are using is

a. context-dependent practice.

b. interleaved study.

c. the A-B, A-C learning paradigm.

d. distributed practice.

e. massed practice.

*Answer:* e

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

21. When Ebbinghaus taught himself lists of nonsense words, he found that

a. he remembered more of the words after distributed practice.

b. he remembered more of the words after massed practice.

c. he retained most of the words for the first three days, but then forgetting rapidly increased.

d. his memory was poor for any words longer than one syllable.

e. chunking helped him to remember more of the nonsense words.

*Answer:* a

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

22. In non-laboratory settings, memory failures

a. rarely occur.

b. are likely due to encoding rather than retrieval problems.

c. are likely due to retrieval rather than encoding problems.

d. are likely due to a combination of encoding and retrieval problems.

e. can be prevented with elaboration.

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

23. In a study by Roediger and Karpicke (2006), students read a passage and then were asked to restudy the passage or test themselves on the passage. When the students were tested five minutes later

a. there were no significant difference between the study and test groups.

b. the study group performed better than the test group.

c. the test group performed better than the study group.

d. the study group had higher confidence but worse performance than the test group.

e. the study group had lower confidence but better performance than the test group.

*Answer:* b

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

24. In a study by Roediger and Karpicke (2006), students read a passage and then were asked to restudy the passage or test themselves on the passage. When tested the students were tested a week later

a. there were no significant difference between the study and test groups.

b. the study group performed better than the test group.

c. the test group performed better than the study group.

d. the study group had higher confidence but worse performance than the test group.

e. the study group had lower confidence but better performance than the test group.

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

25. Participants asked to complete word fragments using a list of target words they had studied showed improved recall for the target words. This is due to

a. self-imaging.

b. the sentence verification effect.

c. the testing effect.

d. the generation effect.

e. the fan effect.

*Answer:* d

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

26. Improved memory when the test environment matches the study environment is known as

a. context-dependent memory.

b. mood-dependent memory.

c. state-dependent memory.

d. retrieval-induced inhibition.

e. consolidation.

*Answer:* a

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

27. Mood-dependent memory is a specific type of \_\_\_\_\_\_\_ memory.

a. context-dependent

b. state-dependent

c. short-term

d. flashbulb

e. false

*Answer:* b

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 1. Remembering

28. Keeping the external environment similar at study and test improves \_\_\_\_\_\_\_ memory, while \_\_\_\_\_\_\_ memory depends on a participant’s internal condition being similar at study and test.

a. state-dependent; mood-dependent

b. mood-dependent; state-dependent

c. context-dependent; state-dependent

d. state-dependent; context-dependent

e. state-dependent; autobiographical

*Answer:* c

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 4. Analyzing

29. Which procedure would result in stronger context-dependent memory?

a. Having participants read a funny story before studying, and then a sad story before they are tested

b. Having participants read a funny story before studying, and another funny story before they are tested

c. Having participants take a test indoors after studying outdoors

d. Having participants take a test in the same room that they studied in

e. Giving participants caffeine when they are tested, but not when they are studying

*Answer:* d

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

30. Which procedure would result in stronger state-dependent memory?

a. Having participants read a funny story before studying, and then a sad story before they are tested

b. Having participants read a funny story before studying, and another funny story before they are tested

c. Having participants take a test indoors after studying outdoors

d. Having participants take a test in the same room that they studied in

e. Giving participants caffeine when they are tested, but not when they are studying

*Answer:* b

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

31. Most people do not remember events that happened before age 3 or 4. This is called

a. blocking.

b. the forgetting curve.

c. hyperthymestic syndrome.

d. infantile amnesia.

e. retrieval-induced forgetting.

*Answer:* d

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 1. Remembering

32. Which of the following may help explain why memories before the age of 4 are rare?

a. The hippocampus is not fully developed before age 4.

b. The amygdala is not fully developed before age 4.

c. Retroactive interference disrupts our earliest memories.

d. Memories are formed in our earlier years, but we do not yet have the language to express them.

e. Earlier memories are forgotten to make room for more recent memories.

*Answer:* a

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 2. Understanding

33. The brains of people with highly superior autobiographical memory

a. are no different from the brains of other individuals.

b. contain a significantly larger prefrontal cortex.

c. contain a significantly smaller hippocampus.

d. contain more “gray matter,” suggesting a higher density of neurons.

e. contain more “white matter,” which may reflect more efficient neural transmission.

*Answer:* e

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 1. Remembering

34. Memories of a traumatic moment such as a president’s assassination are typically

a. more vivid but less accurate than other memories.

b. more vivid and more accurate than other memories.

c. associated with greater confidence and more vividness than less emotional memories.

d. associated with greater confidence but less vividness than less emotional memories.

e. associated with greater confidence, vividness, and accuracy, compared to less emotional memories.

*Answer:* c

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 1. Remembering

35. Confidence is \_\_\_\_\_\_\_ and accuracy is \_\_\_\_\_\_\_ for flashbulb memories compared to other memories.

a. higher; lower

b. higher; higher

c. higher; similar

d. lower; lower

e. lower; higher

*Answer:* c

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 2. Understanding

36. Memories can be enhanced if emotional arousal is increased

a. while studying.

b. shortly before studying.

c. shortly after studying.

d. during a test.

e. shortly before a test.

*Answer:* c

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 1. Remembering

37. What impact do beta-blockers, which block stress hormones, have on retrograde memory enhancement?

a. Beta-blockers make retrograde memory enhancement possible.

b. Beta-blockers impair retrograde memory enhancement.

c. Beta-blockers enhance retrograde memory enhancement.

d. Beta-blockers have no impact on retrograde memory enhancement.

e. Beta-blockers have not been studied with regard to retrograde memory enhancement.

*Answer:* b

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 1. Remembering

38. The \_\_\_\_\_\_\_ estimates how quickly information fades from memory.

a. A-B, A-C learning paradigm

b. Deese/Roediger-McDermott effect

c. fan effect

d. forgetting curve

e. savings measure

*Answer:* d

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:*1. Remembering

39. Ebbinghaus found that the rate of forgetting

a. is initially slow but speeds up over time.

b. is initially fast but slows down over time.

c. remains steady across time.

d. is directly proportional to the savings measure.

e. is increased by the administration of beta-blockers.

*Answer:* b

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:*1. Remembering

40. Researchers use \_\_\_\_\_\_\_ to study how memory is affected by distractions.

a. the A-B, A-C learning paradigm

b. divided-attention tasks

c. the Deese/Roediger-McDermott paradigm

d. the partial report paradigm

e. the von Restorff effect

*Answer:* b

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:*1. Remembering

41. You see a familiar face at the grocery store. As the person approaches, you try to remember their name. You know it starts with a “B.” You think it also has a “y” and a “c” in it, and it’s 3 syllables long. This is an example of

a. blocking.

b. misattribution.

c. retrieval-induced inhibition.

d. retroactive interference.

e. source confusion.

*Answer:* a

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 3. Applying

42. Blocking is due to

a. problems at the encoding stage of memory.

b. problems at the storage stage of memory.

c. problems at the retrieval stage of memory.

d. internal source monitoring errors.

e. external source monitoring errors.

*Answer:* c

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

43. When you remember target memories, sometimes other unselect memories are lost. This is known as

a. blocking.

b. misattribution.

c. retrieval-induced forgetting.

d. retroactive interference.

e. source confusion.

*Answer:* c

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:*1. Remembering

44. Willow was talking to her girlfriend Tara about a movie they had watched a few years ago. But Tara had never actually seen the movie, because Willow had watched the movie with her friend Xander. Willow was having difficulties with

a. internal source monitoring.

b. external source monitoring.

c. proactive interference.

d. retroactive interference.

e. self-imaging.

*Answer:* b

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 3. Applying

45. When Jennifer Thompson misidentified Ronald Cotton as her attacker, a police officer agreed with her that it was Ronald Cotton, making Jennifer even more certain. After the lineup, Ronald’s face replaced Jennifer’s memory of the true perpetrator, and she was convinced that Ronald had attacked her. This is known as

a. blocking.

b. chunking.

c. intrusive memory.

d. retrieval-induced forgetting.

e. source confusion.

*Answer:* e

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 3. Applying

46. Have you ever been mad at someone for something they did, only to realize later that you had only dreamed that they did something to upset you? If so, you have experienced difficulties with

a. internal source monitoring.

b. external source monitoring.

c. proactive interference.

d. retroactive interference.

e. self-imaging.

*Answer:* a

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 3. Applying

47. When newly learned material disrupts memories of previously learned information, it is known as \_\_\_\_\_\_\_ interference.

a. anterograde

b. retrograde

c. proactive

d. retroactive

e. prospective

*Answer:* d

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 1. Remembering

48. Children are *less* vulnerable to memory suggestibility

a. if their hippocampus is fully developed.

b. after the age of 8 years old.

c. when they are given beta-blockers.

d. once they develop reliable source memory.

e. when sequential lineups are used.

*Answer:* d

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

49. Loftus and colleagues showed that

a. a single word can be enough to distort someone’s memory.

b. memories are vulnerable hours after an event, but not days later.

c. memories are safe from distortion after they have been consolidated.

d. beta-blockers can prevent false memories.

e. nearly everyone will falsely remember being lost in the mall if a family member verifies the story.

*Answer:* a

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

50. Leichtman & Ceci (1995) showed that misleading information before an event and misleading questions afterwards could distort children’s memories. When interviewed 10 weeks after the visit, children in the \_\_\_\_\_\_\_ group had relatively accurate memories, but children in the \_\_\_\_\_\_\_ group were especially likely to report that they had witnessed Sam Stone rip a book and soil a teddy bear, when in fact they had witnessed no such thing.

a. control; stereotype

b. control; suggestion

c. control; stereotype-plus-suggestion

d. suggestion; stereotype

e. stereotype; suggestion

*Answer:* c

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:*1. Remembering

51. When you use beliefs and expectations based on previous knowledge and experience to fill in gaps, you are relying on \_\_\_\_\_\_\_ to help construct those memories.

a. chunking

b. elaboration

c. retrograde memory enhancement

d. schemas

e. the self-reference effect

*Answer:* d

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

52. Which memory “sin” suggests that forgetting may be adaptive in some cases?

a. Absent-mindedness

b. Blocking

c. Persistence

d. Source misattribution

e. Transience

*Answer:* c

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

53. Which of the following may lead to false identifications due to witnesses making relative judgments?

a. The A-B, A-C learning paradigm

b. Cognitive interviews

c. Sequential lineups

d. Simultaneous lineups

e. Source confusion

*Answer:* d

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 1. Remembering

54. Lineups are called “double-blind” when

a. the one-way glass prevents members of the lineup from seeing the eyewitness.

b. neither the officer who assembled the lineup, nor the witness know which member of the lineup is the suspect.

c. neither the officer supervising the lineup nor the witness know which member of the lineup is the suspect.

d. the eyewitness views individuals in the lineup one at a time.

e. the eyewitness views individuals in the lineup all at once, side by side.

*Answer:* c

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 2. Understanding

55. Which statement about sequential and simultaneous lineups is true?

a. Studies have proven that simultaneous lineups are always best and lead to more correct identifications.

b. Studies have proven that simultaneous lineups are always best and result in fewer false identifications.

c. Studies have proven that sequential lineups are always best and lead to more correct identifications.

d. Studies have proven that sequential lineups are always best and result in fewer false identifications.

e. There is still some debate about which lineup procedure is best.

*Answer:* e

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 2. Understanding

56. Why are cognitive interviews more effective than standard police interviews?

a. Standard interviews take more time to conduct, and memories fade during the process.

b. Standard interviews involve asking frequent questions that interrupt witnesses and disrupt their concentration.

c. Cognitive interviews occur sooner, while memories are still fresh.

d. Cognitive interview questions are more direct and easier to interpret than the ambiguous standard questions.

e. Cognitive interviews require recognition, while standard police interviews depend on recall.

*Answer:* b

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 2. Understanding

**Short Answer**

57. Compare and contrast short-term and long-term memory.

*Answer:* Both types of memory store information, and both enable our previous experiences to shape our thoughts and behaviors. However, long-term memory has a far greater capacity and a much longer duration (sometimes decades longer) than short-term memory, which fades after seconds. Also, long-term memory can exist outside our immediate awareness, while short-term memories are held in mind.

*Textbook Reference:* 6.1 What Is Memory?

*Learning Objective:* 6.1 Define short-term and long-term memory.

*Bloom’s Level:* 2. Understanding

58. Describe something you did today that required using your short-term memory.

*Answer:* Answers will vary. Students’ answers should involve some task or event that required them to remember a small amount (likely less than 10 items) of information for a short amount of time. The duration may be seconds (such as remembering a passcode until you type it in) or possibly minutes if the information was kept actively in mind through some method (such as rehearsal).

*Textbook Reference:* 6.1 What Is Memory?

*Learning Objective:* 6.1 Define short-term and long-term memory.

*Bloom’s Level:* 3. Applying

59. Describe at least two methods that you could use to become a memory champion.

*Answer:* Mnemonic strategies such as themethod of loci and visualization are powerful techniques for encoding information. With the method of loci (sometimes referred to as a “memory palace”), one imagines a familiar place (such a house or familiar route), and specific parts of the familiar place are used as placeholders (and then as retrieval cues) for the information that needs to be remembered. Visualization involves imagining novel images which represent the encoded information.

*Textbook Reference:* 6.2 The Memory Paradox

*Learning Objective:* 6.2 Describe instances of great memory ability and instances of memory failure.

*Bloom’s Level:* 2. Understanding

60. Compare and contrast context-dependent memory and state-dependent memory.

*Answer:* Both refer to improved memory when study and test conditions are similar. However, context-dependent memory is due to consistency in the external environment at study and test, while state-dependent memory depends on one’s internal state (such as their mood) being similar at study and test.

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 2. Understanding

61. Define state-dependent memory and provide a specific example of something you could do to benefit from state-dependent memory.

*Answer:* State-dependent memory refers to a phenomenon in which memory is better when a person’s internal state at test is similar to the internal state they experienced during study. Student examples will vary, but to benefit from state-dependent memory, one should try to induce similar states for study and test. For example, one could try to induce a happy mood by eating a favorite food, listening to a favorite song, or reading a pleasant story. Internal states are also influenced by drugs such as alcohol and cannabis, but those drugs may also impair performance.

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

62. Describe how you could have used hierarchical organization when studying for this exam.

*Answer:* Answers will vary but should mention organizing notes during study, with specific concepts listed subordinate to global (broad) categories. Hierarchical organization involves creating a network of associations in which items are linked to increasingly global categories.

*Textbook Reference:* 6.3 Making Memory Work

*Learning Objective:* 6.3 Distinguish between encoding and retrieval and discuss strategies and factors that can improve memory.

*Bloom’s Level:* 3. Applying

63. Describe the Deese/Roediger-McDermott effect and why is it thought to occur?

*Answer:* The Deese/Roediger-McDermott effect is the tendency to falsely remember items that did not appear on a study list but were meaningfully related to other items on the list. One reason the effect is thought to occur is because people tend to organize information in their minds by clustering pieces together according to shared meaning and connections with other knowledge.

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 2. Understanding

64. Explain the impact that beta-blockers might have on PTSD symptoms, and describe supporting evidence.

*Answer:* Beta-blockers may prevent trauma-exposed individuals from developing PTSD symptoms. Research showed that trauma-exposed patients who were given beta-blockers were significantly less likely to exhibit increased emotional arousal (an indicator of PTSD), relative to a placebo group. In fact, while half of the placebo group showed heightened physiological activity at follow-up, none of the experimental group did.

*Textbook Reference:* 6.4 Autobiographical Memory

*Learning Objective:* 6.4 Describe how autobiographical memory is constructive.

*Bloom’s Level:* 2. Understanding

65. Define two of the seven “sins” of memory described by Daniel Schacter, and provide an example for each.

*Answer:* Students should describe and provide an example for two of the items below:

* Transience: the forgetting of information over time
* Absent-mindedness: the failure to encode due to inattention
* Blocking: the inability to access memories that are intact and encoded
* Misattribution: the failure to remember the source of a memory
* Suggestibility: the tendency to reshape one’s memory according to misleading external information
* Bias: the tendency to reshape memory according to one’s knowledge, beliefs, or feelings
* Persistence: the intrusion of memories that we wish we could forget

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

66. Explain why forgetting may be an adaptive feature of the brain.

*Answer:* Forgetting less important information allows the brain to work more efficiently—by reducing competition from distracting memories, target memories may be retrieved more easily and reliably. Unwanted memories can also take an emotional toll, leading to persistent, intrusive memories of traumatic events. Also, individuals who have highly superior autobiographical (such as Jill Price) are unable to forget their most painful experiences.

*Textbook Reference:* 6.5 Memory Failures

*Learning Objective:* 6.5 Understand how memory failures can affect the way we perceive past experiences.

*Bloom’s Level:* 2. Understanding

67. What is a possible concern when simultaneous lineups are used?

*Answer:* When eyewitnesses view several people all at once, they might be more likely to make a “relative judgment,” picking the closest match to their memory. If this happens when the true perpetrator is not present in the lineup, then a false identification might occur (such as Jennifer Thompson mistakenly identifying Ronald Cotton).

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 2. Understanding

68. What are some recommendations for police interview techniques and operating procedures that resulted from cognitive psychology research?

*Answer:* Law enforcement officers should be educated about perception and memory, to help them avoid suggestiveness. Lineups should be “double-blind” when possible, and sequential lineups may result in fewer erroneous identifications than simultaneous lineups (which might encourage “relative judgments”). Also, cognitive interviews, which are less rushed and involve more open-ended questions, yield more information and lead to fewer errors than standard police interviewing techniques.

*Textbook Reference:* 6.6 Implications for Eyewitness Testimony

*Learning Objective:* 6.6 Explain how memory distortions can affect eyewitness testimony.

*Bloom’s Level:* 3. Applying