## Chapter 6 Quick Quiz

1. Our memory is most like
a. hardened metal.
b. melting wax.
c. an old photograph.
d. a tape recorder.
2. After visiting his psychology professor's office, Luke was asked to describe its contents. Although not actually present, which of the following is Luke most likely to remember seeing?
a. A dictionary
b. A briefcase
c. A map
d. A globe
3. What system of memory has the largest span and longest duration?
a. Flashbulb memory
b. Long-term memory
c. Sensory memory
d. Short-term memory
4. $\qquad$ is the first process of getting information into memory
a. Acquisition
b. Memorization
c. Elaboration
d. Encoding
5. Schemas and scripts are valuable memory tools because they
a. assist us in interpreting new and unfamiliar situations.
b. facilitate the encoding of information in memory.
c. often oversimplify a complex reality.
d. reduce the amount of information that must be stored in long-term memory.
6. Which of the following situations best illustrates the use of retrieval cues?
a. Bringing an eyewitness back to the scene of the crime
b. Asking Grandma to tell you about the "good old days" when she is visiting
c. Using a calculator to help you with an algebra exam
d. Taking your psychology test outside under a tree, instead of in the classroom
7. Although a patient known as H.M. had undergone removal of his hippocampi, he showed evidence of
a. episodic memory.
b. explicit memory.
c. implicit memory.
d. none of the above.
8. As we develop, our ability to recognize the strengths and limitations of our own memories improves. This is known as
a. metacognition.
b. metamemory.
c. permastore.
d. transience.
9. Which of the following situations is most likely to create a flashbulb memory?
a. Watching a favorite movie for the fifteenth time
b. Playing tennis with a friend
c. Finding out that one or one's partner is pregnant
d. Attending a basketball game with one's father and grandfather
10. The fading of memory with the passage of time marks decay and which of the seven sins of memory?
a. Absentmindedness
b. Bias
c. Misattribution
d. Transience

## Chapter 6 Quick Quiz Answers

1. Chapter Section: How Memory Operates: The Memory Assembly Line

Answer: b Page(s): $189 \quad$ Type: Conceptual Diff: 3
Rationale: Our memories are not a perfect recording of the events of our lives, so we can rule out a photograph and a tape recorder. They also change over time, so hardened metal is not a good analogy. They are most like melting wax.
2. Chapter Section: The Reconstructive Nature of Memory

Answer: b Page(s): 190-191 Type: Applied Diff: 2
Rationale: Memory is often a matter of patching together our recollection with our best guesses about what actually happened.
3. Chapter Section: The Three Systems of Memory

Answer: b Page(s): 191, 196 Type: Factual Diff: 1
Rationale: This is a factual question.
4. Chapter Section: Encoding: The "Call Numbers" of the Mind

Answer: d Page(s): 200 Type: Factual
Rationale: This is a factual question.
5. Chapter Section: Storage: Filing Our Memories Away

Answer: a Page(s): 202 Type: Conceptûal Diff: 3
Rationale: A schema provides us with a frame of reference for interpreting new situations. The authors discuss the example of a schema for restaurant dining.
6. Chapter Section: Retrieval: Heading for the "Stacks"

Answer: a Page(s): 202-203 Type: Applied Diff: 2
Rationale: Retrieval cues are hints that make it easier for us to recall information.
7. Chapter Section: Where Is Memory Stored?

Answer: c Page(s): 208-209 Type: Factual Diff: 3
Rationale: This is a factual question.
8. Chapter Section: Memory over Time

Answer: $b \quad$ Page(s): $211 \quad$ Type: Conceptual Diff: 3
Rationale: Metamemory refers to our ability to "know what we know"; i.e., to know when we need to use memory strategies and which ones work best. This skill tends to get better as we grow from children to adults.
9. Chapter Section: False Memories

Answer: c Page(s): 213-214 Type: Applied Diff: 1
Rationale: Flashbulb memories are most likely to form when the event in question is surprising, traumatic, or highly meaningful to the person.
10. Chapter Section: The Seven Sins of Memory
Answer: d Page(s): 218-219 Type: Factual Diff: 3

Rationale: This is a factual question.

## Chapter 6: Memory

## Multiple Choice

6.1-1. Hideki and Thao are reviewing for an exam. Thao asks the following question: "What term refers to how people use information from the past in the present?" Hideki would be most correct if he answered
a. elaborative rehearsal.
b. encoding.
c. memory.
d. suggestive memory.

## Difficulty: 2

Question ID: 6.1-1
Page Ref: 189
Topic: How Memory Operates: The Memory Assembly Line
Skill: Conceptual
Objective: 6.1
Answer: c. memory.
Rationale: Memory is defined as the retention of information over time.
6.1-2. Our memory is most like
a. hardened metal.
b. melting wax.
c. an old photograph.
d. a tape recorder.

Difficulty: 3
Question ID: 6.1-2
Page Ref: 189
Topic: $\quad$ How Memory Operates: The Memory Assembly Line
Skill: Conceptual
Objective: 6.1
Answer: b. melting wax.
Rationale: Our memories are not a perfect recording of the events of our lives, so we can rule out a photograph and a tape recorder. They also change over time, so hardened metal is not a good analogy. They are most like melting wax.
6.1-3. Danny has been collecting comic books since he was a child. If you ask him, he can tell you the name of every comic in his collection. However, he routinely struggles to remember the names of his new employees at work. Which concept is being illustrated?
a. Retrieval failure
b. The paradox of memory
c. Encoding difficulties
d. Retrieval interference

Difficulty: 2
Question ID: 6.1-3
Page Ref: 189
Topic: How Memory Operates: The Memory Assembly Line
Skill: Applied
Objective: 6.1
Answer: b. The paradox of memory
Rationale: The paradox of memory is the fact that our memory system is so powerful, yet so imperfect.
6.1-4. Dr. Vargas can remember hundreds of students' names from his 25 years of university teaching, but has difficulty remembering the new 3-digit area code for his home phone number. This is one illustration of
a. false memories.
b. iconic memory.
c. meta-memory.
d. the paradox of memory.

Difficulty: 2
Question ID: 6.1-4
Page Ref: 189
Topic: $\quad$ The Paradox of Memory
Skill: Applied
Objective: 6.1
Answer: d. the paradox of memory.
Rationale: The paradox of memory is the fact that our memory system is so powerful, yet so imperfect.
6.1-5. Which of the following best illustrates the paradox of memory?
a. Jillian can remember all of her favorite baseball player's statistics for the last 7 years, but forgets where she left her car keys.
b. Amy remembers the names of most of her third-grade students from the last several years.
c. Ryan can remember almost all of the states and capitals, but is struggling to remember the names of foreign countries.
d. Nina finds it difficult to accurately recall some of her childhood memories.

## Difficulty: 2

Question ID: 6.1-5
Page Ref: 189
Topic: $\quad$ The Paradox of Memory
Skill: Applied
Objective: 6.1
Answer: a. Jillian can remember all of her favorite baseball player's statistics for the last 7 years, but forgets where she left her car keys.
Rationale: The paradox of memory is the fact that our memory system is so powerful, yet so imperfect.
6.1-6. After presenting groups of research participants words like thread, eye, pin, syringe, sewing, sharp, and thimble, a memory researcher asks the participants whether they remember seeing the word needle. The fact that manyparticipants do is an example of
a. amnesia.
b. déjà vu,
c. memory illusion.
d. permastore.

| Difficulty: | 2 |
| :--- | :--- |
| Question ID: | $6.1-6$ |
| Page Ref: | 190 |
| Topic: | The Fallibility of Memory |
| Skill: | Applied |
| Objective: | 6.1 |
| Answer: c. memory illusion. |  |

Rationale: A memory illusion occurs when we believe a false but subjectively compelling memory; the memory is incorrect, but we are convinced that it is true.
$\%$ correct $100 \quad \mathrm{a}=0 \mathrm{~b}=0 \mathrm{c}=100 \mathrm{~d}=0 \quad r=.00$
6.1-7. Oscar is writing a fictional autobiography. He is combining real events with those that could have happened, as well as a few creative additions. In terms of the memory system, this approach is most similar to
a. the three systems of memory.
b. parallel distributed processing.
c. reconstructive memory.
d. implicit memory.

Difficulty: 3
Question ID: 6.1-7
Page Ref: 190
Topic: The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: c. reconstructive memory.
Rationale: Using cues and available information, memory involves patching together many ideas of what we think happened.
6.1-8. A key theme that has emerged from the memory research literature is that
a. active reconstruction of events alters our memory of the important and unimportant events of our lives.
b. certain vivid memories are exact "photocopies" of past events.
c. memory illusions are evidence of serious memory problems such as Alzheimer's disease or amnesia.
d. the passage of time has little or no effect on the accuracy of our memories.

Difficulty: 3
Question ID: 6.1-8
Page Ref: 190-191
Topic: The Reconstructive Nature of Memory
Skill: Factual
Objective: 6.1
Answer: a. active reconstruction of events alters our memory of the important and unimportant events of our lives.
$\%$ correct $48 \quad \mathrm{a}=48 \mathrm{~b}=18 \mathrm{c}=12 \mathrm{~d}=10 \quad r=.28$
6.1-9. Emilio is seeing a sports psychologist to help improve his mental preparation and performance. The psychologist asks Emilio to see himself making his free throws. As Emilio visualizes his dribbling, shooting motion, and release, he sees himself as an outside observer would. Memory researchers argue that this tendency demonstrates
a. brain stimulation that leads to the development of engrams.
b. the presence of iconic and echoic memory.
c. the reconstructive nature of memory.
d. that working memory differs from short-term memory.

Difficulty: 2
Question ID: 6.1-9
Page Ref: 190-191
Topic: The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: c. the reconstructive nature of memory.
Rationale: We often "see" memories about ourselves as an outside observer would (as if someone farther away has a video camera). But in our actual experience, we are inside our bodies, not at a distance. So the fact that we experience observer memory shows that our memories are malleable/reconstructed.
6.1-10. Billy has just returned home from visiting his grandparents. His grandfather always had a jar of jelly beans on the table, and his mother asked Billy about the jar. "Sure," says Billy, "it was right there where it always was." Billy's mother knew that the jar was gone. The grandfather had recently been diagnosed with diabetes and had cut down on his sugar intake. Why did Billy remember seeing the jar of jelly beans?
a. He probably has a damaged hippocampus.
b. He was using the representativeness heuristic.
c. Too much time had passed between the visit and the conversation with his mother.
d. He reconstructed his memory using new and old information.

Difficulty: 2
Question ID: 6.1-10
Page Ref: 190-191
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: d. He reconstructed his memory using new and old information.
Rationale: We actively reconstruct our memories using the cues and information available to us. If there had always been a jar of jelly beans on the table, Billy is likely to reconstruct his memory of the table and include the sight of the jar.
6.1-11. John and Allison have been married for 10 years. Which of the following is the best description of how the two would likely describe their honeymoon?
a. Both would remember the overall experience, but the memory would also include some best guesses about what they did.
b. Allison would remember more details, but John would remember more themes.
c. After 10 years, both would recall their honeymoon as if it happened yesterday.
d. The two stories would be drastically different from one another.

Difficulty: 2
Question ID: 6.1-11
Page Ref: 190-191
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: a. Both would remember the overall experience, but the memory would also include some best guesses about what they did.
Rationale: We actively reconstruct our memories using the cues and information available to us. Our memories for events are not recorded exactly how the event happened.
6.1-12. After visiting his psychology professor's office, Luke was asked to describe its contents. Although not actually present, which of the following is Luke most likely to remember seeing?
a. A dictionary
b. A briefcase
c. A map
d. A globe

Difficulty: 2
Question ID: 6.1-12
Page Ref: 190-191
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: b. A briefcase
Rationale: Memory is often a matter of patching together our recollection with our best guesses about what actually happened.
6.1-13. What system of memory has the largest span and longest duration?
a. Flashbulb memory
b. Long-term memory
c. Sensory memory
d. Short-term memory

Difficulty: 1
Question ID: 6.1-13
Page Ref: 191, 196
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: b. Long-term memory
\% correct $94 \quad \mathrm{a}=4 \mathrm{~b}=\mathrm{c}=2 \mathrm{~d}=0 \quad r=.28$
6.1-14. The system of memory that is comprised of our perceptions of sensory experience is known as
a. flashbulb memory.
b. long-term memory.
c. sensory memory.
d. short-term memory.

Difficulty: 1
Question ID: 6.1-14
Page Ref: 191-192
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: c. sensory memory.
$\%$ correct $75 \quad \mathrm{a}=15 \mathrm{~b}=0 \mathrm{c}=75 \mathrm{~d}=10 \quad r=.26$
6.1-15. After you finish reading this sentence, the information will remain in your $\qquad$ as you consider each of the answers below.
a. long-term memory
b. photographic memory
c. sensory memory
d. short-term memory

Difficulty: 3
Question ID: 6.1-15
Page Ref: 191-192
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: d. short-term memory
Rationale: Short-term memory allows us to retain information in the memory system for a short period of time. It contains the information we are currently thinking about.
$\%$ correct $95 \quad \mathrm{a}=0 \mathrm{~b}=0 \mathrm{c}=5 \mathrm{~d}=95 \quad r=.19$
6.1-16. Which of the following is most likely to pass beyond sensory memory?
a. The feeling of the hard chair you are sitting on.
b. The humming of the air conditioner in the classroom.
c. The lecture your professor is giving.
d. The flickering of the fluorescent bulbs in the classroom.

Difficulty: 2
Question ID: 6.1-16
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. The lecture your professor is giving.
Rationale: Only some information makes it past the first stage of sensory memory. Information we are currently thinking about is held in short-term memory.
6.1-17. You watch LeShon wave his $4^{\text {th }}$ of July sparkler as he runs. As you watch the light, you notice a circle of light rather than just a single point of light. This effect demonstrates the functioning of your
a. echoic memory.
b. flashbulb memory.
c. sensory memory.
d. short-term memory.

Difficulty: 2
Question ID: 6.1-17
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: c. sensory memory.
Rationale: Sensory memory involves a continuous stream of information that your mind blends together.
6.1-18. Lizzie is staring at the diagram of an eye that will appear on the exam she will take in the next few minutes. Although this strategy won't work, she is hoping to take advantage of her $\qquad$ memory.
a. short-term
b. flashbulb
c. repetitive
d. iconic

Difficulty: 1
Question ID: 6.1-18
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: d. iconic
Rationale: Iconic memory is the type of sensory memory that applies to visual stimuli; visual images last only about a second.
6.1-19. Kira is jogging down the street listening to her portable music player. Abruptly, her batteries die and the music stops. Which of the following accounts for her ability to still "hear" the last part of the song that was playing?
a. Short-term memory
b. Eidetic imagery
c. Iconic memory
d. Echoic memory

Difficulty: 2
Question ID: 6.1-19
Page Ref: 192
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: d. Echoic memory
Rationale: Echoic memory is our auditory sensory memory; it allows us to replay whatever was heard in the previous few seconds.
6.1-20. $\qquad$ is the memory system for the information that a student taking an exam is currently
thinking about or attending to.
a. Immediate memory
b. Short-term memory
c. Procedural memory
d. Depth processing

Difficulty: 1
Question ID: 6.1-20
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: b. Short-term memory
6.1-21. While driving her children, Adriana's car broke down. She called her husband on the cell phone for the number of a towing company. If the children's behavior prevents her from repeating the number to herself, most likely Adriana will need to dial the phone number within the next $\qquad$ or she will forget the number.
a. minute
b. 2 seconds
c. 15 seconds
d. 45 seconds

Difficulty: 1
Question ID: 6.1-21
Page Ref: 193
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. 15 seconds
Rationale: Without rehearsal, short-term memory is time limited to 10 or 15 seconds.
6.1-22. Sabrina has a psychology midterm tomorrow afternoon. Before taking her test, she has to go to her sociology class in the morning. Which of the following provides the best explanation as to why Sabrina might struggle on her psychology exam?
a. Decay
b. Limited capacity of long-term memory
c. Interference
d. Retrieval inhibition

Difficulty: 2
Question ID: 6.1-22
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. Interference
Rationale: Decay involves information fading from memory, whereas interference occurs when new information interrupts our ability to remember current information.
6.1-23. During lecture each day, a psychology professor may explain four main points he wishes the class to retain. However, most students do not think about the material again until the following class period two days later. The forgetting that occurs between classes is most likely the result of
a. bias.
b. decay.
c. interference.
d. suggestibility.

Difficulty: 3
Question ID: 6.1-23
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied/Conceptual
Objective: 6.2
Answer: b. decay.
Rationale: Decay involves information fading from memory, whereas interference occurs when new information interrupts our ability to remember current information.
6.1-24. When information that you learned in your high school psychology class gets in the way of learning new information from your college-level psychology class, $\qquad$ has occurred.
a. interference
b. long-term blocking
c. misinformation
d. transience

Difficulty: 1
Question ID: 6.1-24
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: a. interference
Rationale: Interference occurs when new information interrupts our ability to remember current information.
$\%$ correct $75 \mathrm{a}=75 \mathrm{~b}=15 \mathrm{c}=10 \mathrm{~d}=0 \quad r=.26$
6.1-25. Shanna has a quiz covering research methods for both her biology and psychology classes. As she studies, she is continually getting information confused between the classes. The resulting memory loss is explained by
a. interference.
b. retrieval failure.
c. distortion.
d. serial position effects.

Difficulty: 1
Question ID: 6.1-25
Page Ref: 193
Topic: The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: a. interference.
Rationale: In short-term memory, new information interferes with old information, as well as the reverse.
6.1-26. In high school, Deanna took three years of Spanish. Upon enrolling in college 10 years later, she registered for a remedial French course. When required to speak in French during class discussion with her teacher and classmates, Deanna frequently responds with Spanish words instead of French words. This is one example of
a. blocking.
b. decay.
c. proactive interference.
d. retroactive interference.

Difficulty: 2
Question ID: 6.1-26
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. proactive interference.
Rationale: Interference occurs when new information interrupts our ability to remember current information. Proactive interference occurs when it is difficult to learn new information (French) because of previous learning of information (Spanish).
$\%$ correct $16 \quad \mathrm{a}=22 \mathrm{~b}=3 \mathrm{c}=16 \mathrm{~d}=55 \quad r=.31$
6.1-27. When asked to recall single-digit numbers presented in various digit span sizes, the typical adult starts to encounter difficulty once he or she gets past approximately $\qquad$ digits.
a. two
b. three
c. seven
d. ten

Difficulty: 2
Question ID: 6.1-27
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: c. seven
Rationale: The Magic Number, or span of short-term memory, is seven plus or minus two pieces of information.
$\%$ correct $80 \quad \mathrm{a}=12 \mathrm{~b}=5 \mathrm{c}=80 \mathrm{~d}=4 \quad r=.25$
6.1-28. Rebecca stops after reading two or three paragraphs in her psychology text. She rehearses and thinks about the material she has just read before continuing on. The aspect of memory Rebecca is most concerned with is the limited duration of
a. sensory memory.
b. short-term memory.
c. iconic memory.
d. echoic memory.

Difficulty: 2
Question ID: 6.1-28
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: b. short-term memory.
Rationale: Without active processing, information in short-term memory will fade after about 10-15 seconds.
6.1-29. Skip has a big test tomorrow and has studied late into the night. If Skip falls asleep and takes the test first thing in the morning, which of the following would best explain any information he forgets?
a. Retroactive inhibition
b. Decay
c. Proactive inhibition
d. Interference

Difficulty: 2
Question ID: 6.1-29
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: b. Decay
Rationale: Decay involves information fading from memory.
6.1-30. Which of the following best illustrates retroactive interference?
a. Susie struggles to learn how to play the violin, after playing the guitar for many years.
b. Chet struggles to learn the names of the new players he added to his fantasy baseball roster.
c. Professor Jones struggles to learn the names of his new students after teaching for many years prior.
d. Coach Todd calls one of her old softball players the name of one of her new players.

Difficulty: 2
Question ID: 6.1-30
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: d. Coach Todd calls one of her old softball players the name of one of her new players.
Rationale: Retroactive interference occurs when we have trouble remembering old information because of new information we've acquired.
6.1-31. The system of memory that can hold approximately seven "chunks" of information for approximately 15 seconds is called
a. long-term memory.
b. permastore memory.
c. sensory memory.
d. short-term memory.

Difficulty: 1
Question ID: 6.1-31
Page Ref: 193-194
Topic: The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: d. short-term memory.
$\%$ correct $82 \quad \mathrm{a}=8 \mathrm{~b}=6 \mathrm{c}=4 \mathrm{~d}=82 \quad r=.22$
6.1-32. The Magic Number of short-term memory is
a. fifteen plus or minus two.
b. nine plus or minus two.
c. seven plus or minus three.
d. seven plus or minus two.

Difficulty: 1
Question ID: 6.1-32
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: d. seven plus or minus two.
6.1-33. Short-term memory
a. is a limited capacity storage bin that can maintain information for about 15 seconds.
b. can maintain rehearsed information for about 10 minutes.
c. is an unlimited storage bin.
d. keeps information in its original sensory form for up to 15 seconds.

Difficulty: 1
Question ID: 6.1-33
Page Ref: 193-194
Topic: The Three Systems of Memory
Skill:
Factual
Objective: 6.2
Answer: a. is a limited capacity storage bin that can maintain information for about 15 seconds.
6.1-34. Russell has played checkers at a local park in the Bronx for years. Compared to his 10-year-old grandson, Felix, when is Russell most likely to display GREATER recall for various sets of checker positions on a board?
a. Under any kind of conditions; adults always have superior memories to children.
b. Until his grandson learns the rules of checkers; then children's memories outperform older adults’.
c. When the pieces are placed in meaningful patterns
d. When the pieces are placed in random, and sometimes nonsensical, patterns

## Difficulty: 2

Question ID: 6.1-34
Page Ref: 194
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: c. When the pieces are placed in meaningful patterns
Rationale: In a study of expert chess players, researchers found that their memory for the locations of chess pieces was much better than that of the average person, but only if the arrangement was meaningful in the game of chess.
6.1-35. In the text, the authors discussed the astounding memory capabilities of Rajan. He could recall the digits for the number pi starting from nearly any place in the sequence. His amazing ability is due, in part, to his use of
a. chunking.
b. flashbulb memory.
c. hypnotic regression.
d. photographic memory.

Difficulty: 2
Question ID: 6.1-35
Page Ref: 194
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: a. chunking.
$\%$ correct $63 \mathrm{a}=63 \mathrm{~b}=14 \mathrm{c}=2 \mathrm{~d}=20 \quad r=.38$
6.1-36. What provides the best explanation for why Steve, who did not read the chapter the night before, is overwhelmed by Professor Griffith's lecture on the Civil War, while Mary, who did read the chapter, is not?
a. Mary is able to chunk parts of the lecture because of her prior knowledge.
b. Steve is feeling the effects of retroactive inhibition.
c. The professor's lecture has put too much strain on Steve's short-term memory capacity.
d. Mary is not affected by proactive inhibition.

Difficulty: 2
Question ID: 6.1-36
Page Ref: 194
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: a. Mary is able to chunk parts of the lecture because of her prior knowledge.
Rationale: Chunking material into meaningful units helps us to extend our memory capacity beyond what it would normally be.
6.1-37. Which of the following provides the best explanation for why your history teacher can remember 14 random historic dates, while you can only recall about 7 ?
a. Retroactive interference
b. Magic Number
c. Chunking
d. Limited short-term memorycapacity

Difficulty: 2
Question ID: 6.1-37
Page Ref: 194
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. Chunking
Rationale: Chunking material into meaningful units helps us to extend our memory capacity beyond what it would normally be. The history teacher's broad knowledge base of dates and events would help him or her to remember more randomly provided dates than the average person.
6.1-38. Which of the following is the best example of chunking?
a. Cedric is able to remember all of the names of the kids in his class.
b. Caroline uses the first letter of each of her vocabulary words and spells out the word, "butterfly" to help her remember.
c. Katie writes down an example for each of her vocabulary words.
d. Andrea creates a sentence using all of her vocabulary words.

| Difficulty: | 3 |
| :--- | :--- |
| Question ID: | $6.1-38$ |
| Page Ref: | 194 |
| Topic: | The Three Systems of Memory |
| Skill: | Applied |
| Objective: | 6.2 |

Answer: d. Andrea creates a sentence using all of her vocabulary words.
Rationale: Chunking involves organizing material into meaningful groupings, such as sentences, to help us remember more than we would normally be able to.
6.1-39. All night, Pedro has been staring at Samantha from across the dance floor. At the end of the night, he finally gets the courage to ask her for her telephone number. His mental repetition of the number on the drive home is one example of
a. chunking.
b. the power of suggestion.
c. rehearsal.
d. transference of memory.

Difficulty: 1
Question ID: 6.1-39
Page Ref: 195
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. rehearsal.
$\%$ correct $82 \mathrm{a}=12 \mathrm{~b}=0 \mathrm{c}=82 \mathrm{~d}=6 \quad r=.36$
6.1-40. To aid students in their retention of information, which subsequently enables them to earn higher exam scores, memory researchers would highlight the use of
a. eidetic memory.
b. elaborative rehearsal.
c. maintenance rehearsal.
d. rote memorization.

Difficulty: 3
Question ID: 6.1-40
Page Ref: 195
Topic: $\quad$ The Three Systems of Memory
Skill: Applied/Conceptual
Objective: 6.2
Answer: b. elaborative rehearsal.
Rationale: Rehearsal involves simply repeating the to-be-remembered information. Elaborative rehearsal, which works better, involves linking the to-be-remembered material to other stimuli in a meaningful way.
$\%$ correct $60 \quad \mathrm{a}=5 \mathrm{~b}=60 \mathrm{c}=34 \mathrm{~d}=1 \quad r=.31$
6.1-41. Elaborative rehearsal involves
a. synthesizing the information to be remembered in a meaningful way.
b. decreasing the complexity of the information to be remembered.
c. increasing the complexity of the information to be remembered.
d. linking the information to be remembered to other information.

## Difficulty: 2

Question ID: 6.1-41
Page Ref: 195
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: d. linking the information to be remembered to other information.
6.1-42. Which individual is NOT engaged in rehearsing new information?
a. Grace writes down the phone number she just received from a new classmate.
b. Ben is going over and over his lines in the musical he is auditioning for.
c. Liam is on his way to the grocery store and is saying the name of each item on his list.
d. Michaela repeats aloud the last thing her professor said.
$\begin{array}{ll}\text { Difficulty: } & 1 \\ \text { Question ID: } & 6.1-42 \\ \text { Page Ref: } & 195 \\ \text { Topic: } & \text { The Three Systems of Memory } \\ \text { Skill: } & \text { Applied } \\ \text { Objective: } & 6.2\end{array}$
Answer: a. Grace writes down the phone number she just received from a new classmate.
Rationale: Rehearsal involves repeating to-be-remembered information over and over.
6.1-43. When calling for directory assistance, operators used to tell their customers to "Have a nice day" after providing them with a phone number. As a consequence, many people forgot the number they were just given. What is the most likely explanation?
a. The customers were not paying attention to the number they were given.
b. The customers were prevented from engaging in immediate rehearsal.
c. The customers failed to engage in elaborative rehearsal.
d. The phone number exceeded the capacity of their short-term memory.

Difficulty: 2
Question ID: 6.1-43
Page Ref: 195
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: b. The customers were prevented from engaging in immediate rehearsal.
Rationale: If we can't immediately engage in rehearsal of information, it is likely to fade from shortterm memory in a matter of seconds ( $10-15$, on average).
6.1-44. Who is most likely to obtain the top score on his or her vocabulary test?
a. James, who made flash cards of all his words and is going over and over them.
b. Cynthia, who has written down each word and definition five times in her notebook.
c. Ryan, who has drawn a picture to illustrate each word.
d. Harriet, who says the words and definitions over and over to herself all day long.

Difficulty: 3
Question ID: 6.1-44
Page Ref: 195
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: c. Ryan, who has drawn a picture to illustrate each word.
Rationale: Ryan is engaging in elaborative rehearsal, which involves linking stimuli to each other in a meaningful way. It generally helps us to improve our retention of information.
6.1-45. According to the levels-of-processing model, which pair of words should be the easiest to remember?
a. Football - Baseball
b. Plain - train
c. Rake - Snake
d. Clinton - Nixon

Difficulty: 2
Question ID: 6.1-45
Page Ref: 195-196
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: d. Clinton - Nixon
Rationale: Information encoded by meaning is more likely to be remembered than information encoded by appearance or by sound.
6.1-46. An important criticism of the levels-of-processing model is that it is
a. falsifiable.
b. an incomplete explanation of the working of memory.
c. unfalsifiable.
d. unsupported by research data.

Difficulty: 3
Question ID: 6.1-46
Page Ref: 195-196
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: c. unfalsifiable.
6.1-47. Long-term memory
a. preserves information in its original sensory form for lengthy periods of time.
b. is a limited capacity storage bin but with no time limit for how long the information will be retained.
c. is an unlimited capacity storage bin that can hold information for long periods of time.
d. consists of information related to task performance.

Difficulty: 1
Question ID: 6.1-47
Page Ref: 196
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: c. is an unlimited capacity storage bin that can hold information for long periods of time.
6.1-48. The memory system that has an almost unlimited storage system is
a. working memory.
b. depth memory.
c. motivated memory.
d. long-term memory.

Difficulty: 1
Question ID: 6.1-48
Page Ref: 196
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective:
6.2

Answer: d. long-term memory.
6.1-49. In his research on long-term memory, psychologist Harry Bahrick found that memory declined
a. consistently the longer ago the information was learned and used.
b. markedly for about 2 years, but only gradually thereafter.
c. significantly for about 1 year, but then reverses and long-term memory increases.
d. slowly, if at all.

Difficulty: 2
Question ID: 6.1-49
Page Ref: 196
Topic: $\quad$ The Three Systems of Memory
Skill: $\quad$ Factual
Objective: 6.2
Answer: b. markedly for about 2 years, but only gradually thereafter.
6.1-50. Which of the following is likely to be stored in long-term memory?
a. The phone number of a new girl in town that your friend just gave you.
b. The phone number from your last home address.
c. The phone number of a moving company that you just saw advertised on their truck.
d. None of the above.

Difficulty: 2
Question ID: 6.1-50
Page Ref: 196
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: b. The phone number from your last home address.
Rationale: Information that is meaningful to us is most likely to be stored in long-term memory over time. This information can endure for years, or even decades.
6.1-51. Which of the following comparisons between long-term and short-term memory is true?
a. The duration of long-term memory is significantly shorter than that of short-term memory.
b. The errors made in long-term memory are different from those made in short-term memory.
c. The errors made in long-term memory are the same as those made in short-term memory.
d. The storage capacity of long-term memory is significantly smaller than that of short-term memory.

## Difficulty: 1 <br> Question ID: 6.1-51 <br> Page Ref: 196-197 <br> Topic: $\quad$ The Three Systems of Memory <br> Skill: Factual <br> Objective: 6.2

Answer: b. The errors made in long-term memory are different from those made in short-term memory.
6.1-52. What do the results of research on primacy and recency effects suggest about human memory?
a. The forgetting of information occurs in predictable ways.
b. The forgetting of information occurs in a random manner.
c. Human memory abilities are quite poor.
d. We only recall information that is somehow unique and distinctive.

Difficulty: 3
Question ID: 6.1-52
Page Ref: 197
Topic: The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: a. The forgetting of information occurs in predictable ways.
Rationale: The existence of primacy and recency effects has been surprising/confusing to psychologists, and they have debated about what these effects mean.
6.1-53. According to the research on the primacy effect, if your father read you a list of 10 items to pick up at the hardware store, you would most easily recall those items
a. from early in the list.
b. in the middle of the list.
c. from the end of the list.
d. that are most distinctive.

Difficulty: 2
Question ID: 6.1-53
Page Ref: 197
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: a. from early in the list.
Rationale: The primacy effect occurs when we remember items presented at the beginning of a list better than items presented later.
$\%$ correct $65 \mathrm{a}=65 \mathrm{~b}=4 \mathrm{c}=12 \mathrm{~d}=16 \quad r=.33$
6.1-54. Just before taking your French I exam, you were reviewing 5 terms that you had missed on the last vocabulary test. When you get to your exam, you find that you have an easy time answering several questions because they are related terms you just studied. This is an example of the
a. primacy effect.
b. recency effect.
c. serial position effect.
d. von Restorff effect.

Difficulty: 2
Question ID: 6.1-54
Page Ref:
197
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: b. recency effect.
Rationale: The recency effect occurs when we remember items from the end of a list better than items presented earlier.
6.1-55. Steve just joined a fraternity. He was introduced to 55 new "brothers." If asked to recall all of their names, which ones would he be most likely to struggle with?
a. The names of brothers in the middle of the group
b. The names of brothers at the beginning of the group
c. The names of brothers at the end of the group
d. Any names that were strange or peculiar

Difficulty: 2
Question ID: 6.1-55
Page Ref: 197
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: a. The names of brothers in the middle of the group
Rationale: We tend to remember information at the beginning of a list (primacy effect) and at the end of a list (recency effect) better than information in the middle.
6.1-56. Which of the following forms of memory requires conscious attention for encoding, storage, and retrieval?
a. Episodic memory
b. Implicit memory
c. Priming memory
d. Procedural memory

Difficulty: 2
Question ID: 6.1-56
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.3
Answer: a. Episodic memory
Rationale: Both episodic and semantic memory are forms of explicit memory, which is a type of memory that requires conscious attention and processing. Other memories can be formed implicitly, or without conscious attention.
\% correct $39 \mathrm{a}=39 \mathrm{~b}=27 \mathrm{c}=10 \mathrm{~d}=20 \quad r=.43$
6.1-57. The memory system that contains memories for factual information such as events, definitions, and concepts is
a. elaborative memory.
b. maintained memory.
c. procedural memory.
d. explicit memory.

Difficulty: 1
Question ID: 6.1-57
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.3
Answer: d. explicit memory.
6.1-58. William is explaining how his new robotic instrument operates to Diana. The information about the robotics is retrieved from William's
a. semantic memory.
b. procedural memory.
c. episodic memory.
d. implicit memory.

Difficulty: 2
Question ID: 6.1-58
Page Ref: 198
Topic: The Three Systems of Memory
Skill: Conceptual
Objective: 6.3
Answer: a. semantic memory.
Rationale: Semantic memory is the component of long-term memory that stores facts.
6.1-59. Which two types of memories are both considered to be part of explicit memory?
a. semantic and episodic
b. semantic and procedural
c. conceptual and schematic
d. reconstructive and recalled

Difficulty: 1
Question ID: 6.1.59
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.3
Answer: a. semantic and episodic
6.1-60. In long-term memory, the $\qquad$ memory division does not require much effort or attention to recall information.
a. procedural
b. episodic
c. visual-spatial
d. prospective

Difficulty: 2
Question ID: 6.1-60
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.3
Answer: a. procedural
6.1-61. It is believed the $\qquad$ memory system may handle automatic remembering, while the memory system requires conscious effort.
a. depth; elaborative
b. prospective; retrospective
c. primacy; recency
d. implicit; explicit

Difficulty: 2
Question ID: 6.1-61
Page Ref:
198
Topic: The Three Systems of Memory
Skill: Factual
Objective: 6.3
Answer: d. implicit; explicit
6.1-62. Unlike explicit memory, implicit memory
a. involves no deliberate attention or effort.
b. keeps track of important events from our lives.
c. refers to our factual knowledge.
d. requires conscious awareness.

Difficulty: 1
Question ID: 6.1-62
Page Ref: 198
Topic: The Three Systems of Memory
Skill: Factual
Objective: 6.3
Answer: a. involves no deliberate attention or effort.
Rationale: Explicit memory is a type of memory that requires conscious attention and processing. Other memories can be formed implicitly, or without conscious effort.
$\%$ correct $90 \quad \mathrm{a}=90 \mathrm{~b}=0 \mathrm{c}=10 \mathrm{~d}=0 \quad r=.21$
6.1-63. Shonda cannot remember where she parked her car. Specifically, which type of memory is she struggling with?
a. Implicit
b. Episodic
c. Semantic
d. Procedural

Difficulty: 2
Question ID: 6.1-63
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective:
6.3

Answer: b. Episodic
Rationale: Episodic memory refers to our recollection of events in our lives, such as parking our car.
6.1-64. Why is it so difficult for an adult to explain to a child how to ride a bike?
a. Transferring semantic memories requires conscious effort.
b. Procedural memories are declarative and require no additional explanation.
c. Implicit memories are not at the conscious level, so they are hard to verbalize.
d. The action of riding a bike requires priming before it can be adequately explained.

Difficulty: 3
Question ID: 6.1-64
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: c. Implicit memories are not at the conscious level, so they are hard to verbalize.
Rationale: Procedural memory is our memory for motor skills, such as riding a bike. These memories are typically processed without conscious awareness, so are difficult to verbalize.
6.1-65. Remembering that your father used to read The Cat in the Hat to you every night best illustrates which type of memory?
a. Semantic
b. Implicit
c. Procedural
d. Episodic

Difficulty: 2
Question ID: 6.1-65
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: d. Episodic
Rationale: Episodic memory refers to our recollection of events in our lives, such as reading a particular story.
6.1-66. Exposing people to stereotype-consistent information before meeting with an individual from the stereotyped group is often sufficient to produce stereotypic interpretations of that person's actions and thoughts. This is an example of
a. encoding failure.
b. misinformation.
c. priming.
d. transference.

Difficulty: 2
Question ID: 6.1-66
Page Ref: 198-199
Topic: $\quad$ The Three Systems of Memory
Skill: Applied/Conceptual
Objective: 6.3
Answer: c. priming.
Rationale: Priming is a type of implicit memory that involves identifying a stimulus more easily or more quickly after we've encountered similar stimuli.
6.1-67. $\qquad$ is the first process of getting information into memory
a. Acquisition
b. Memorization
c. Elaboration
d. Encoding

Difficulty: 1
Question ID: 6.1-67
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Factual
Objective: 6.4
Answer: d. Encoding
6.1-68. Most of the events we experience are
a. encoded and lost in long-term memory.
b. implicitly encoded and thus lost within our long-term memory.
c. never encoded and thus never stored in long-term memory.
d. encoded and easily retrieved from long-term memory.

Difficulty: 3
Question ID: 6.1-68
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Conceptual
Objective: 6.4
Answer: c. never encoded and thus never stored in long-term memory.
Rationale: Most events we experience are never encoded, and of those that are, we include only some of the details of the experience.
$\%$ correct $55 \quad \mathrm{a}=0 \mathrm{~b}=35 \mathrm{c}=55 \mathrm{~d}=10 \quad r=.21$
6.1-69. During new worker orientation, you wish to make a good impression by being able to recall everyone's name. Research on encoding would suggest that you are most likely to forget the name of the
a. first few people who introduced themselves.
b. last few people who introduced themselves.
c. person immediately after you.
d. person immediately before you.

## Difficulty: 3

Question ID: 6.1-69
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Applied/Conceptual
Objective: 6.4
Answer: d. person immediately before you.
Rationale: We are less likely to encode information correctly when we are nervous or distracted. When it is almost our turn to be introduced, we are presumably more nervous and less able to encode the names correctly.
6.1-70. Mnemonics will be most helpful as encoding devices if we
a. have only a few pieces of information to recall.
b. have a nearly photographic memory to begin with.
c. practice them on a regular basis.
d. stop making lists and other external memory aids.

Difficulty: 2
Question ID: 6.1-70
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Factual
Objective: 6.4
Answer: c. practice them on a regular basis.
$\%$ correct $45 \quad \mathrm{a}=31 \mathrm{~b}=12 \mathrm{c}=45 \mathrm{~d}=8 \quad r=.34$
6.1-71. Jeff is studying with a fellow classmate and is frustrated that he is missing several important concepts from his notes. Jeff claims that the professor "never said that in class," and yet his friend has the information recorded in his notes. What kind of failure of memory might Jeff have experienced?
a. Retrieval
b. Storage
c. Encoding
d. Rehearsal

Difficulty: 2
Question ID: 6.1-71
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Applied
Objective: 6.4
Answer: c. Encoding
Rationale: Encoding involves getting the information into our memory storage system. If Jeff claims to have missed certain ideas in class, that would be a failure of encoding.
6.1-72. The order of the basic memory processes in which information enters the memory system and is later used is
a. encoding, retrieval, and storage.
b. encoding, storage, and retrieval.
c. acquisition, elaboration, and storage.
d. acquisition, encoding, and retrieval.

Difficulty: 1
Question ID: 6.1-72
Page Ref: 200-202
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Factual
Objective: 6.4
Answer: b. encoding, storage, and retrieval.
6.1-73. Ginkgo, or any other memory booster, supposedly works by increasing the amount of $\qquad$ in the human brain.
a. acetylcholine
b. dopamine
c. norepinephrine
d. serotonin

Difficulty:
Question ID: 6.1-73
Page Ref: 201
Topic: Encoding: The "Call Numbers" of the Mind
Skill: $\quad$ Factual
Objective: 6.4
Answer: a. acetylcholine
6.1-74. Lamont is walking through his local health and nutrition store. An employee comes up and asks if he needs any assistance. Lamont asks what is the most effective and cheapest memory enhancing herbal remedy they have. If the employee answers this question based on the evidence from controlled, scientific research, he or she would recommend
a. any sugary liquid.
b. ginkgo.
c. vitamin E.
d. Prozac.

Difficulty: 3
Question ID: 6.1-74
Page Ref: 201
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Conceptual
Objective: 6.4
Answer: a. any sugary liquid.
Rationale: Despite ginkgo's popularity, controlled studies have shown tittle or no effects on normal memory, about equal to drinking any sugary liquid (sugar is the brain's fuel).
6.1-75. Which student may notice a slight improvement in his or her memory?
a. Susan, who drinks a soda once a day
b. Janet, who takes Ginkgo biloba once a day
c. Sam, who drinks skim milk once a day
d. Both a. and b. are correct.

Difficulty: 2
Question ID: 6.1-75
Page Ref: 201
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Applied
Objective: 6.4
Answer: d. Both a. and b. are correct.
Rationale: The authors explain that ginkgo, or any sugary drink, may provide a slight, temporary increase in memory ability.
6.1-76. Although many students attend every class and take notes, they struggle to remember everything they need to know for an exam. Where does this breakdown in memory most likely occur?
a. Encoding
b. Storage
c. Retrieval
d. Blocking

Difficulty: 2
Question ID: 6.1-76
Page Ref: 201-202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Applied
Objective: $\quad 6.4$
Answer: b. Storage
Rationale: Storage is the process of keeping information in memory. Many students "know" the information shortly after reading it or attending class, but fail to keep the information there long enough to do well on an exam.
6.1-77. While attempting to visit a friend in Boston, Enrique is struggling with his friend's directions. They go something like this, "Turn left at the ball park, right at the movie theater, go around the mall, and make a left turn." The directions are almost meaningless, because Enrique has never been to Boston before. Which of the following provides the best explanation for the breakdown in communication?
a. Enrique is experiencing retroactive interference.
b. Enrique is experiencing the recency effect.
c. Enrique does not have a schema to attach the new information to.
d. Enrique is trying to process too much information at one time.

Difficulty: 2
Question ID: 6.1-77
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Applied
Objective: 6.4
Answer: c. Enrique does not have a schema to attach the new information to.
Rationale: Schemas are organized knowledge structures stored in memory that help us figure out how to behave and what to expect in new situations. Since Enrique has no schema for Boston, he has trouble making sense of his friend's directions.
6.1-78. Knowing how to navigate the route from one's residence hall room to the location of one's college algebra class is an example of a
a. priming cue.
b. retrieval cue.
c. script.
d. schema.

Difficulty: 2
Question ID: 6.1-78
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Factual
Objective: 6.4
Answer: d. schema.
6.1-79. A high school student's organized set of expectations about how teachers are supposed to act is an example of a
a. schema.
b. chunk.
c. semantic network.
d. primer.

Difficulty: 2
Question ID: 6.1-79
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Factual
Objective: 6.4
Answer: a. schema.
6.1-80. Aleixo just started his job as an advertising intern. When he arrived at the office, he was surprised that everyone was wearing jeans or other types of informal attire. The situation most likely violates Aleixo's $\qquad$ of office workers.
a. chunk
b. mnemonic
c. primer
d. schema

Difficulty: 2
Question ID: 6.1-80
Page Ref: 202
Topic: Storage: Filing Our Memories Away
Skill: Applied
Objective: 6.4
Answer: d. schema
Rationale: A schema is a frame of reference for interpreting new information. In this case, Aleixo has a stored a model in memory that differs from what he sees on his first day at work.
6.1-81. Schemas and scripts are valuable memory tools because they
a. assist us in interpreting new and unfamiliar situations.
b. facilitate the encoding of information in memory.
c. often oversimplify a complex reality.
d. reduce the amount of information that must be stored in long-term memory.

| Difficulty: | 3 |
| :--- | :--- |
| Question ID: | $6.1-81$ |
| Page Ref: | 202 |
| Topic: | Storage: Filing Our Memories Away |
| Skill: | Conceptual |
| Objective: | 6.4 |

Answer: a. assist us in interpreting new and unfamiliar situations.
Rationale: A schema provides us with a frame of reference for interpreting new situations. The authors discuss the example of a schema for restaurant dining.
6.1-82. Schemas can lead to memory errors through the confirmation bias and stereotyping because we
a. fail to consider how an individual differs in important ways from a group stereotype.
b. consciously distort information so it will be consistent with our prior beliefs.
c. only consider the most distinctive information about the person instead of all of the relevant information.
d. prefer to hold erroneous or distorted beliefs rather than truly seeing reality as it is.

Difficulty: 3
Question ID: 6.1-82
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Conceptual
Objective: 6.4
Answer: a. fail to consider how an individual differs in important ways from a group stereotype. Rationale: Schemas are often helpful, but can lead us astray in some cases-as when we oversimplify or overgeneralize (as is the case with stereotypes).
6.1-83. If people were shown a picture that contained stereotypic-inconsistent information, such as that of the black man being accosted by a white man with a razor, we would expect most of them to
a. correctly report what they had seen.
b. ignore social stereotypes and consider each person as an individual.
c. look for other examples of stereotypic-inconsistent information in their social world.
d. recall stereotypic-consistent, not inconsistent, information when questioned later.

Difficulty: 2
Question ID: 6.1-83
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Applied
Objective: 6.4
Answer: d. recall stereotypic-consistent, not inconsistent, information when questioned later.
Rationale: The Allport/Postman study found that people's memories of an event were biased by their preexisting schemas.
6.1-84. Although you have never taken a class with Dr. Hua, you walk into class, sit down, open your notebook, and wait for the professor to begin his lecture. What concept is being illustrated?
a. Schema
b. Storage
c. Priming
d. Primacy effect
$\begin{array}{ll}\text { Difficulty: } & 2 \\ \text { Question ID: } & 6.1-84 \\ \text { Page Ref: } & 202 \\ \text { Topic: } & \text { Storage: Filing Our Memories Away } \\ \text { Skill: } & \text { Applied } \\ \text { Objective: } & 6.4\end{array}$
Answer: a. Schema
Rationale: Schemas are organized knowledge structures stored in memory that help us figure out how to behave and what to expect in new situations.
6.1-85. In answering this, and all other questions for this exam, you are making use of
a. encoding.
b. priming.
c. retrieval.
d. storage.

Difficulty: 1
Question ID: 6.1-85
Page Ref: 202
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied/Conceptual
Objective: 6.4
Answer: c. retrieval.
Rationale: Retrieval, the third and final stage of memory, involves reactivation or reconstruction of experiences from our memory stores.
\% correct $99 \mathrm{a}=1 \mathrm{~b}=0 \mathrm{c}=99 \mathrm{~d}=0 \quad r=.30$
6.1-86. $\qquad$ is the process of locating and recovering information from your memory store.
a. Remembering
b. Recall
c. Retrieval
d. Recognition

Difficulty: 1
Question ID: 6.1-86
Page Ref: 202
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.4
Answer: c. Retrieval
6.1-87. Which of the following situations best illustrates the use of retrieval cues?
a. Bringing an eyewitness back to the scene of the crime
b. Asking Grandma to tell you about the "good old days" when she is visiting
c. Using a calculator to help you with an algebra exam
d. Taking your psychology test outside under a tree, instead of in the classroom

Difficulty: 2
Question ID: 6.1-87
Page Ref: 202-203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.4
Answer: a. Bringing an eyewitness back to the scene of the crime
Rationale: Retrieval cues are hints that make it easier for us to recall information.
6.1-88. What concept best explains why students often do worse on standardized tests like the ACT that are often taken in cafeterias and gymnasiums, as opposed to their regular classroom?
a. Blocking
b. Priming
c. Retrieval cues
d. Relearning

Difficulty: 2
Question ID: 6.1-88
Page Ref: 202-203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: $\quad 6.4$
Answer: c. Retrieval cues
Rationale: Retrieval cues are hints that make it easier for us to recall information. In this case, the hints may be the books, calculators, posters, and so forth, that are present in the typical classroom.
6.1-89. An essay exam question or a fill-in-the-blank question with no word bank is similar to the $\qquad$ method of assessing one's memory.
a. priming
b. recall
c. recognition
d. relearning

Difficulty: 2
Question ID: 6.1-89
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.5
Answer: b. recall
\% correct $55 \mathrm{a}=8 \mathrm{~b}=55 \mathrm{c}=29 \mathrm{~d}=6 \quad r=.39$
6.1-90. A recognition memory task is often easier than a recall memory task because
a. we compare the difference in the amount of time to remember the information correctly with the amount of time taken initially to remember the information.
b. we have to both generate options and eliminate the incorrect options.
c. we only have to eliminate the incorrect options to get the correct answer.
d. we seem to prefer multiple-choice memory assessments to those involving self-generated recall.

Difficulty: 2
Question ID: 6.1-90
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Conceptual
Objective: 7.5
Answer: c. we only have to eliminate the incorrect options to get the correct answer.
Rationale: In a recall task, we have to perform two steps-coming up with an answer and then figuring out whether it seems correct-whereas in a recognition task, the response options are provided for us.
6.1-91. As Dominique reviews the vocabulary terms for her French class, she is most likely to experience the greatest degree of forgetting immediately
a. after learning new words.
b. after finishing a semester.
c. after taking a test.
d. before taking a test.

Difficulty: 2
Question ID: 6.1-91
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Conceptual
Objective: 6.5
Answer: a. after learning new words.
Rationale: Ebbinghaus found that most of our forgetting occurs immediately after learning new material, with less and less forgetting over time.
6.1-92. For students to show the best performance on their exams, they are advised to engage in
a. delayed practice.
b. distributed practice.
c. massed practice.
d. none of the above.

Difficulty: 2
Question ID: 6.1-92
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.5
Answer: b. distributed practice.
6.1-93. Darryl decides to start reviewing for his exam by studying 20 minutes a day for 10 days, rather than just studying 3-4 hours the night before his exam. He is making use of
a. cramming.
b. delayed practice.
c. distributed practice.
d. massed practice.

Difficulty: 2
Question ID: 6.1-93
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: c. distributed practice.
Rationale: Distributed practice involves spacing our studying over time. It leads to better memory retention than massed practice ("cramming," or studying over short intervals).
6.1-94. Leola has a comprehensive final for her organic chemistry class. For her to be able to retain the information from early in the semester, she should be advised to use $\qquad$ in her studying throughout the term.
a. cramming
b. delayed practice
c. distributed practice
d. massed practice

Difficulty: 2
Question ID: 6.1-94
Page Ref:
203
Topic: Retrieval: Heading for the "Stacks"
Skill: Conceptual
Objective: 6.5
Answer: c. distributed practice
Rationale: Distributed practice involves spacing our studying over time. It leads to better memory retention than massed practice ("cramming," or studying over short intervals).
$\%$ correct $63 \mathrm{a}=14 \mathrm{~b}=2 \mathrm{c}=63 \mathrm{~d}=20 \quad r=.38$
6.1-95. The law of distributed versus massed practice
a. is one of the best-replicated effects in all of psychology.
b. has been demonstrated in infants.
c. can be seen in relearning research.
d. All of the above are true.

Difficulty: 2
Question ID: 6.1-95
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.5
Answer: d. All of the above are true.
6.1-96. When a teacher tells you to start studying weeks before the exam rather than waiting until the last minute, he or she is really advising you to use
a. distributed practice.
b. overlearning.
c. metamemory.
d. semantic practice.

Difficulty: 2
Question ID: 6.1-96
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: a. distributed practice.
Rationale: Our memory improves when we study information in small increments over time.
6.1-97. Which of the following situations best illustrates relearning?
a. Juan has memorized all his multiplication tables and can repeat them at will.
b. Stanley studied Spanish in high school and is now learning Latin in college.
c. Brooklyn hasn't ridden her bike in years, but she climbs on her boyfriend's bike and takes off.
d. Riley has forgotten a friend's phone number and has to look it up.

Difficulty: 1
Question ID: 6.1-97
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: $\quad 6.5$
Answer: c. Brooklyn hasn't ridden her bike in years, but she climbs on her boyfriend's bike and takes off.
Rationale: Relearning occurs when we learn something faster the second time we do it (showing at least some unconscious memory for the task).
6.1-98. Who is engaging in distributed practice?
a. Geoff, who has been studying an hour a night over the last three weeks for his anatomy final
b. Angela, who just read through her notes on the way to take her algebra final
c. Kris, who made flash cards last night for his psychology final today
d. Alan, who pulled an "all-nighter" to get ready for his biology final

Difficulty: 1
Question ID: 6.1-98
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: a. Geoff, who has been studying an hour a night over the last three weeks for his anatomy final.
Rationale: Distributed practice occurs when we study material in smaller amounts over a longer time period (it is contrasted with massed practice, in which learning is crammed into a short time period).
6.1-99. When listening to the radio, Ramona hears a song; she cannot immediately recall the band's name, but she is sure she knows the name. This is one example of
a. encoding failure.
b. interference.
c. priming.
d. the tip-of-the-tongue phenomenon.

Difficulty: 2
Question ID: 6.1-99
Page Ref: 204
Topic: Retrieval: Heading for the "Stacks"
Skill: Conceptual
Objective: 6.5
Answer: d. the tip-of-the-tongue phenomenon.
Rationale: The TOT phenomenon is common, and occurs when we're sure we know the answer to a question, but can't come up with it.
$\%$ correct $82 \quad \mathrm{a}=10 \mathrm{~b}=6 \mathrm{c}=0 \mathrm{~d}=82 \quad r=.45$
6.1-100. Which of the following is most likely to generate a tip-of-the-tongue (TOT) experience?
a. Trying to remember the name of your first-grade teacher whom you have not seen in 20 years
b. A coach trying to remember the name of one of her former players
c. A third-grade student trying to remember the definition of the vocabulary words he is studying
d. Justin, who has just met ten people for the first time

Difficulty: 2
Question ID: 6.1-100
Page Ref: 204
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: b. A coach trying to remember the name of one of her former players
Rationale: TOT experiences are common, and occur when we're sure we know the answer to a question, but can't quite come up with it.
6.1-101. When one attempts to recreate a retrieval environment that is as similar as possible to the initial encoding, or learning, environment as possible, he or she is making use of the principle of
a. distributed practice.
b. encoding specificity.
c. parsimony.
d. priming.

Difficulty: 3
Question ID: 6.1-101
Page Ref: 204
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.6
Answer: b. encoding specificity.
\% correct $53 \quad \mathrm{a}=8 \mathrm{~b}=53 \mathrm{c}=14 \mathrm{~d}=20 \quad r=.44$
6.1-102. Your best friend is an airline pilot. You often ask him about his flying experiences, but the stories he tells are rather bland. One day he invites you to accompany him on a flight. Surprisingly, once you are up in the air, he begins to share with you all kinds of interesting stories. What is the best explanation for this change?
a. State-dependent learning
b. Encoding specificity
c. Context-dependent learning
d. Mood-dependent learning

Difficulty: 3
Question ID: 6.1-102
Page Ref: 204-205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: c. Context-dependent learning
Rationale: Context-dependent learning refers to our tendency to remember information better when the context in which we learned it matches the context in which we recall it.
6.1-103. Dr. James advises that if you study for your next psychology exam in the same room where you take the exam, your score will improve. He is basing this advice on
a. the law of distributed practice.
b. recognition specificity.
c. context-dependent learning.
d. familiarity schemas.

Difficulty: 2
Question ID: 6.1-103
Page Ref: 204
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: $\quad 6.6$
Answer: c. context-dependent learning.
Rationale: Context-dependent learning refers to increased ability to retrieve memories when the context of the original memories match the context of to-be-retrieved memories.
6.1-104. State-dependent learning is superior retrieval of information when the organism
a. is highly motivated to perform.
b. stores information while very emotional.
c. is very relaxed.
d. is in the same state as it was during encoding.

Difficulty: 2
Question ID: 6.1-104
Page Ref: 205
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.6
Answer: d. is in the same state as it was during encoding.
6.1-105. If a researcher showed that people remember pleasant memories better when they are happy than sad, this would be a piece of evidence to support the existence of
a. context-dependent learning.
b. priming.
c. state-dependent learning.
d. trait-dependent learning.

## Difficulty: <br> 1

Question ID: 6.1-105
Page Ref: 205
Topic: Retrieval: Heading for the "Stacks"
Skill: Factual
Objective: 6.6
Answer: c. state-dependent learning.
$\%$ correct $93 \quad \mathrm{a}=3 \mathrm{~b}=3 \mathrm{c}=93 \mathrm{~d}=1 \quad r=.31$
6.1-106. A particular song was playing on the radio when Ricky broke up with Laura. She was devastated. She hears the song again at a party with her friends and struggles to remember the words. However, driving home from her grandmother's funeral, she hears the same song and sings along with no problem. Which of the following provides the best explanation?
a. Encoding specificity
b. Context-dependent learning
c. Emotional-dependent learning
d. State-dependent learning

Difficulty: 3
Question ID: 6.1-106
Page Ref: 205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: d. State-dependent learning
Rationale: State-dependent learning refers to our tendency to remember information better when our psychological state (such as being sad or intoxicated) when we learned it matches the state we are in when we recall it.
6.1-107. Misty and her family just got back from a vacation at Disney World, where they had a great time.

Under which of the following circumstances is Misty likely to struggle remembering what they did?
a. Right after viewing a documentary about serial killers
b. Later that week at a sleepover with her friends
c. During a lunch break at school
d. Several weeks later while attending the circus

Difficulty: 2
Question ID: 6.1-107
Page Ref: 205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: a. Right after viewing a documentary about serial killers
Rationale: State-dependent learning refers to our tendency to remember information better when our psychological state (such as being happy or intoxicated) when we learned it matches the state we are in when we recall it.
6.1-108. Mimi is recovering from serious back surgery and has been taking pain medication for the last several days. She has received multiple phone calls from friends and family. Later that week, off her medication, she can't seem to remember the names of anyone who called her. Which of the following provides the best explanation for her memory failure?
a. Context-dependent learning
b. State-dependent learning
c. Mood-dependent learning
d. Physiological-dependent learning

Difficulty: 3
Question ID: 6.1-108
Page Ref:
Topic:
205
Skill: Applied
Objective: 6.6
Answer: b. State-dependent learning
Rationale: State-dependent learning refers to our tendency to remember information better when our psychological state (such as being sedated or happy) when we learned it matches the state we are in when we recall it.
6.1-109. Research seeking the engram, conducted by Lashley among others, has conclusively demonstrated that
a. the cerebellum is the place in the brain where memory is stored.
b. the hippocampus is the place in the brain where memory is stored.
c. the prefrontal cortex is the place in the brain where memory is stored.
d. there is no single place in the brain where memory is exclusively stored.

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Difficulty: 3
Question ID: 6.1-109
Page Ref: 207
Topic: The Neural Basis of Memory Storage
Skill: Conceptual
Objective: 6.8
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Answer: d. there is no single place in the brain where memory is exclusively stored.
Rationale: Researchers searching for the engram, or the physical trace of each memory, encountered difficulty when lesioning the brains of rats-no one lesion causes all memories to disappear.
$\%$ correct $49 \quad \mathrm{a}=12 \mathrm{~b}=29 \mathrm{c}=8 \mathrm{~d}=49 \quad r=.24$
6.1-110. The logical conclusion based on years of searching for the engram is that human memory
a. is not located in a single place.
b. is centered in the cerebellum.
c. is largely contained within the hippocampus.
d. is a primary function of the occipital and temporal lobes.

Difficulty: 2
Question ID: 6.1-110
Page Ref: 207
Topic: $\quad$ The Neural Basis of Memory Storage
Skill: $\quad$ Factual
Objective: 6.8
Answer: a. is not located in a single place.
6.1-111. The game Jenga requires players to remove one piece of a block tower at a time. The game proceeds until finally the tower falls. During most games, over half the tower can be removed without causing it to fall. To what aspect of memory is this analogous?
a. Long-term potentiation
b. Encoding specificity
c. Searching for the engram
d. Anterograde amnesia

Difficulty: 3
Question ID: 6.1-111
Page Ref: 207
Topic: $\quad$ The Neural Basis of Memory Storage
Skill: Applied
Objective: 6.8
Answer: c. Searching for the engram
Rationale: Researchers searching for the engram, or the physical trace of each memory, encountered difficulty when lesioning the brains of rats-no one lesion causes all memories to disappear.
6.1-112. The area of the brain heavily involved in moving information from short-term to long-term storage is
a. the amygdala.
b. the hippocampus.
c. Wernicke's area.
d. the thalamus.

Difficulty: 2
Question ID: 6.1-112
Page Ref: 207
Topic: The Neural Basis of Memory Storage
Skill:
Factual
Objective: 6.7
Answer: b. the hippocampus.
$\%$ correct $90 \quad \mathrm{a}=0 \mathrm{~b}=\mathrm{c}=0 \mathrm{~d}=10 \quad r=.21$
6.1-113. Long-term potentiation, which enhances learning, depends upon the neurotransmitter
a. dopamine.
b. acetylcholine.
c. glutamate.
d. GABA.

Difficulty: 2
Question ID: 6.1-113
Page Ref: 207
Topic: $\quad$ The Neural Basis of Memory Storage
Skill: Factual
Objective: 6.7
Answer: c. glutamate.
6.1-114. Chase was in a bad motorcycle accident. He suffered severe damage to his hippocampus. What is the likely effect on his memory?
a. Total loss of episodic and implicit memories
b. Partial loss of semantic and procedural memories
c. Loss of primarily explicit and implicit memories
d. Partial loss of explicit memories

Difficulty: 2
Question ID: 6.1-114
Page Ref: 198, 207-208
Topic: Where Is Memory Stored?
Skill: Applied
Objective:
6.8

Answer: d. Partial loss of explicit memories
Rationale: The hippocampus is important for storing new memories that are consciously (explicitly) recalled. Damage to the hippocampus usually leaves older and procedural memories intact.
6.1-115. Memory recovery from generalized amnesia is
a. gradual, if at all.
b. never likely to happen.
c. sometimes gradual, sometimes sudden.
d. usually sudden.

Difficulty: 3
Question ID: 6.1-115
Page Ref: 208
Topic: Where Is Memory Stored?
Skill: Factual
Objective: 6.8
Answer: a. gradual, if at all.
6.1-116. Although a patient known as H.M. had undergone removal of his hippocampi, he showed evidence of
a. episodic memory.
b. explicit memory.
c. implicit memory.
d. none of the above.

Difficulty: 3
Question ID: 6.1-116
Page Ref: 208-209
Topic: Where Is Memory Stored?
Skill: $\quad$ Factual
Objective: 6.8
Answer: c. implicit memory.
6.1-117. The character of Dori from the movie Finding Nemo keeps complaining that she has short-term memory loss because she can't remember the name of the friend she just met. What is a more likely explanation for her memory failure?
a. Anterograde amnesia
b. Retrograde amnesia
c. Hippocampal damage
d. Blocking

Difficulty: 2
Question ID: 6.1-117
Page Ref: 208
Topic: Where Is Memory Stored?
Skill: Applied
Objective: 6.8
Answer: a. Anterograde amnesia
Rationale: Anterograde amnesia is the inability to form new memories.
6.1-118. Who is most likely suffering from retrograde amnesia?
a. Billy, who can't seem to learn a foreign language
b. Margie, who can't remember much of anything prior to being raped
c. Cecil, who can't remember much of anything after his wife died
d. Mariana, who struggles to remember the names of the people she just met

Difficulty: 2
Question ID: 6.1-118
Page Ref: 208
Topic: Where Is Memory Stored?
Skill: Applied
Objective: 6.8
Answer: b. Margie, who can't remember much of anything prior to being raped Rationale: Retrograde amnesia is the loss of some memories of our past.
6.1-119. Following a car accident, Jane and Joan both suffer head injuries with resulting amnesia. Joan cannot remember events that occurred before the accident, while Jane cannot remember events that occurred after the accident. Joan suffers from amnesia and Jane from $\qquad$ amnesia.
a. anterograde; retrograde
b. retrograde; anterograde
c. proactive; retroactive
d. retroactive; proactive

Difficulty: 2
Question ID: 6.1-119
Page Ref:
208
Topic: $\quad$ Where Is Memory Stored?
Skill: Conceptual
Objective: 6.8
Answer: b. retrograde; anterograde
Rationale: Retrograde amnesia is loss of past memories, whereas anterograde amnesia is loss of the ability to form new memories.
6.1-120. Alzheimer's disease is one of the most well known forms of dementia. Because of neurofibrillary tangles, a person with Alzheimer's will
a. suffer uncontrolled growth of synapses in the hippocampus.
b. forget their children's names before forgetting their grandchildren's names.
c. suffer death of acetylcholine neurons in the basal forebrain.
d. experience memory impairments, but not language impairments.

Difficulty: 3
Question ID: 6.1-120
Page Ref: 209
Topic: $\quad$ The Biology of Memory Deterioration
Skill: Factual
Objective: 6.9
Answer: c. suffer death of acetylcholine neurons in the basal forebrain.
6.1-121. Which of these age groups has the strongest memory abilities?
a. Children
b. Infants
c. Older adults
d. Young adults

Difficulty: 2
Question ID: 6.1-121
Page Ref: 210
Topic: Memory over Time
Skill: Factual
Objective: 6.10
Answer: d. Young adults
6.1-122. As we develop, our ability to recognize the strengths and limitations of our own memories improves. This is known as
a. metacognition.
b. metamemory.
c. permastore.
d. transience.

Difficulty: 3
Question ID: 6.1-122
Page Ref: 211
Topic: Memory over Time
Skill: Conceptual
Objective: $\quad 6.10$
Answer: b. metamemory.
Rationale: Metamemory refers to our ability to "know what we know"; i.e., to know when we need to use memory strategies and which ones work best. This skill tends to get better as we grow from children to adults.
6.1-123. Textbooks often give quizzes at the end of chapters to help students identify what material they know and what material they need to spend more time reviewing. This understanding demonstrates
a. metamemory.
b. implicit memory.
c. source monitoring.
d. semantic networking.

Difficulty: 2
Question ID: 6.1-123
Page Ref: 211
Topic: Memory over Time
Skill: Applied
Objective: $\quad 6.10$
Answer: a. metamemory.
Rationale: Metamemory is the awareness of one's own memory abilities and limitations.
6.1-124. Who is demonstrating metamemory skills?
a. Celina, who is writing down everything the teacher says
b. Bill, who is actively listening to the lecture that his professor is giving
c. Mark, who is testing himself on spelling words as he studies them
d. Mitch, who is highlighting the important concepts in his book

Difficulty: 2
Question ID: 6.1-124
Page Ref: 211
Topic: Memory over Time
Skill: Applied
Objective: $\quad 6.10$
Answer: c. Mark, who is testing himself on spelling words as he studies them
Rationale: Metamemory refers to our knowledge about our own memory skills and limitations. Mark's realizing that he needs to test himself to be sure he knows the spelling words is an example of metamemory.
6.1-125. Albert realizes that he has to study differently for essay tests in history than the multiple- choice test in his psychology class. In which aspect of memory is he demonstrating growth?
a. Metacognition
b. Metaawareness
c. Metamnemonics
d. Metamemory

Difficulty: 1
Question ID: 6.1-125
Page Ref: 211
Topic: Memory over Time
Skill: Applied
Objective: $\quad 6.10$
Answer: d. Metamemory
Rationale: Metamemory refers to our knowledge about our own memory skills and limitations.
6.1-126. Roseanne claims that she can remember instances of childhood sexual abuse that started at 6 months of age. Most psychologists are likely to be skeptical of this and other such claims because
a. decay leads to almost immediate forgetting of newly learned information.
b. infantile amnesia makes it unlikely that these are true memories from that age.
c. proponents of the realism of such claims are charging less to treat the victims of this abuse than those who are dubious of the claims.
d. repression inhibits the conscious recognition of traumatic events such as childhood sexual abuse.

Difficulty: 2
Question ID: 6.1-126
Page Ref: 212
Topic: Infantile Amnesia
Skill: Applied
Objective: 6.11
Answer: b. infantile amnesia makes it unlikely that these are true memories from that age.
Rationale: Infantile amnesia is our inability to remember events from our first few years of life.
Memories supposedly recalled from infancy and early childhood are likely to have actually occurred later or to be completely false.
$\%$ correct $82 \mathrm{a}=0 \mathrm{~b}=82 \mathrm{c}=6 \mathrm{~d}=12 \quad r=.47$
6.1-127. Many parents refuse to take their infants on vacations on the basis that they will not remember it anyway. Which of the following may lend some credence to their decision?
a. Most people don't have accurate memories before the age of 3 .
b. Many people possess the memories from their earlier years but cannot access them.
c. Most adults had no sense of self until they were 3 years old, making encoding more difficult.
d. Despite popular belief, many adults have distinct memories dating back to infancy.

Difficulty: 2
Question ID: 6.1-127
Page Ref: 212
Topic: Infantile Amnesia
Skill: Applied
Objective: 6.11
Answer: a. Most people don't have accurate memories before the age of 3 .
Rationale: Although a lot of important development obviously happens in the first few years of life, we do not consciously remember it.
6.1-128. Seven-year-old Cecilia's mom repeatedly reminds her what a great time they had visiting the science museum when Cecilia was $21 / 2$. She says things like, "Remember when the robot talked to you, or how you were able to look through the microscope and see the ant's big eyes?" What is the best explanation for Cecilia's fond memories of that trip several years later?
a. Cecilia has firm and accurate memories from that trip.
b. Cecilia learned to speak very early so her brainpower allowed her to acquire memories early.
c. The trip actually happened earlier than Cecilia and her mother remember.
d. The trip actually happened later than Cecilia and her mother remember.

## Difficulty: 2 <br> Question ID: 6.1-128 <br> Page Ref: 212 <br> Topic: Infantile Amnesia <br> Skill: Applied <br> Objective: 6.11

Answer: d. The trip actually happened later than Cecilia and her mother remember.
Rationale: Since it is essentially impossible for us to encode memories from our first few years of life, anything we do seem to remember is likely to have actually occurred later or to be a false memory.
6.1-129. Research on flashbulb memories indicates that
a. decay does not occur for these memories.
b. interference does not occur for these memories.
c. these memories are often the result of reconstruction rather than true memories.
d. they are largely susceptible to the same errors as other types of memory.

## Difficulty: 3

Question ID: 6.1-129
Page Ref: 213-214
Topic: False Memories
Skill: Factual
Objective: 6.12
Answer: d. they are largely susceptible to the same errors as other types of memory.
6.1-130. Which of the following situations is most likely to create a flashbulb memory?
a. Watching a favorite movie for the fifteenth time
b. Playing tennis with a friend
c. Finding out that one or one's partner is pregnant
d. Attending a basketball game with one's father and grandfather

Difficulty: 1
Question ID: 6.1-130
Page Ref: 213-214
Topic: False Memories
Skill: Applied
Objective: $\quad 6.12$
Answer: c. Finding out that one or one's partner is pregnant
Rationale: Flashbulb memories are most likely to form when the event in question is surprising, traumatic, or highly meaningful to the person.
6.1-131. "You should have seen it! First the car flipped over and then it exploded! I will never forget it!" What type of memory may have just formed in this eyewitness?
a. Flashbulb
b. Implicit
c. Semantic
d. Procedural

Difficulty: 1
Question ID: 6.1-131
Page Ref: 213-214
Topic: $\quad$ False Memories
Skill: Applied
Objective: 6.12
Answer: a. Flashbulb
Rationale: Flashbulb memories are most likely to form when the event in question is surprising, traumatic, or highly meaningful to the person.
6.1-132. You are telling your friend about a trip you took to Sea World when you were a child. During the middle of the show, the trainer slipped, fell into the water, and was nearly killed. You can remember the scene as if it happened yesterday. This is an example of which type of memory?
a. Phantom
b. Semantic
c. Flashbulb
d. Procedural

Difficulty: 1
Question ID: 6.1-132
Page Ref: 213-214
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: c. Flashbulb
Rationale: Flashbulb memories are most likely to form when the event in question is surprising, traumatic, or highly meaningful to the person.
6.1-133. Researchers asked students about their initial recollections a few days after the Challenger explosion and then $21 / 2$ to 3 years later. The results showed that
a. few students showed significant changes in their memories with the passage of time and their initial recollections were largely accurate.
b. few students failed to show changes in their memories with the passage of time and about onethird showed dramatic changes in memory.
c. most students showed dramatic changes from their initial recollections to their later recollections.
d. most students showed changes in their memories with the passage of time but only a few showed dramatic changes in memory.
Difficulty: 2
Question ID: 6.1-133
Page Ref: 214
Topic: False Memories
Skill: Factual
Objective: $\quad 6.12$
Answer: b. few students failed to show changes in their memories with the passage of time and about one-third showed dramatic changes in memory.
$\%$ correct $29 \quad \mathrm{a}=8 \mathrm{~b}=29 \mathrm{c}=33 \mathrm{~d}=29 \quad r=.47$
6.1-134. Many memory errors are the result of confusions in
a. anterograde amnesia.
b. permastore.
c. retrograde amnesia.
d. source monitoring.

Difficulty: 1
Question ID: 6.1-134
Page Ref: 214
Topic: False Memories
Skill: Factual
Objective: 6.12
Answer: d. source monitoring.
6.1-135. Paolo is positive he told his roommate to feed the cats while he was at work. His roommate is positive he did not. If Paolo begins to doubt whether or not he told his roommate to feed the cats or just thought about telling his roommate, he is experiencing
a. absentmindedness.
b. misinformation.
c. source monitoring confusion.
d. suggestibility.

Difficulty: 2
Question ID: 6.1-135
Page Ref: 214
Topic: False Memories
Skill: Conceptual
Objective: $\quad 6.12$
Answer: c. source monitoring confusion.
Rationale: Source monitoring is the ability to identify the origins of a memory; source monitoring confusion happens when we lack clarity about that origin.
6.1-136. Seth is using visualization to imagine himself throwing pitches for strikes when he plays baseball. The ability to recognize that he is constructing these images rather than recalling them from an actual game in which he played results from accurate
a. encoding.
b. memory detection.
c. sensory memory.
d. source monitoring.

## Difficulty: 2

Question ID: 6.1-136
Page Ref: 214-215
Topic: False Memories
Skill: Conceptual
Objective: $\quad 6.12$
Answer: d. source monitoring.
Rationale: We often experience soutce monitoring confusion with our memories; we think something happened to us when it actually happened in a movie or in someone else's life, for example. In Seth's case, he is able to accurately identify the origins of his memories.
6.1-137. Jermaine sees a car accident and initially estimates the offending driver to be traveling at 40 to 45 miles per hour. However, after hearing another witness's report of the cars "bumping" and answering a police officer's questions about the rate of speed when the cars "contacted," he subsequently revises his estimate to 30 miles per hour and his memory of the accident changes. This is an example of
a. bias.
b. decay.
c. interference.
d. the misinformation effect.

Difficulty: 2
Question ID: 6.1-137
Page Ref: 215
Topic: False Memories
Skill: Applied
Objective: $\quad 6.12$
Answer: d. the misinformation effect.
Rationale: The misinformation effect occurs when false details get added to our memory of an event.
$\%$ correct $81 \quad \mathrm{a}=2 \mathrm{~b}=2 \mathrm{c}=15 \mathrm{~d}=81 \quad r=.34$
6.1-138. Which of the following situations is most likely to lead to the misinformation effect?
a. Professor Weiss asked his chemistry students how terrifying the explosion was.
b. Jared's mother asks him about his day at school.
c. The police detective asked the witness to describe what happened during the shooting in the cafeteria.
d. Danny asks his girlfriend if it was her idea to go to a movie last week.

Difficulty: 2
Question ID: 6.1-138
Page Ref: 215
Topic: $\quad$ False Memories
Skill: Applied
Objective: $\quad 6.12$
Answer: a. Professor Weiss asked his chemistry students how terrifying the explosion was.
Rationale: The inclusion of the word "terrifying" may lead the students to remember the explosion as more traumatic and frightening than it actually was.
6.1-139. An important factor in the majority of the cases, more than 75 percent, where DNA evidence led to the overturning of an unjust conviction of an innocent person, was
a. false confessions.
b. faulty eyewitness identification.
c. the use of jailhouse snitches.
d. the use of "junk" science.

Difficulty: 1
Question ID: 6.1-139
Page Ref: 216
Topic: $\quad$ False Memories
Skill: Factual
Objective: 6.12
Answer: b. faulty eyewitness identification.
$\%$ correct $95 \quad \mathrm{a}=3 \mathrm{~b}=95 \mathrm{c}=0 \mathrm{~d}=3 \quad r=.25$
6.1-140. An eyewitness to a crime says in court, while pointing to the defendant, "I was there; I saw that man pull the trigger!" How likely is it that the defendant will be found guilty?
a. Quite likely, because eyewitness testimony is very persuasive.
b. Quite likely, because eyewitness testimony is very accurate.
c. Not likely, because jurors usually need more evidence to convict someone.
d. Not likely, because eyewitness testimony has been shown to be inaccurate.

Difficulty: 2
Question ID: 6.1-140
Page Ref: 216
Topic: False Memories
Skill: Applied
Objective: $\quad 6.12$
Answer: a. Quite likely, because eyewitness testimony is very persuasive.
Rationale: Juries tend to believe the testimony of confident eyewitnesses, even though the correlation between confidence and accuracy is weak.
6.1-141. Eyewitness testimony has been found to be most accurate when
a. the witness has ample time to observe the person under good viewing conditions.
b. the witness is presented a simultaneous, as opposed to a sequential, lineup.
c. a weapon is used in the commission of a crime.
d. the witness is distracted or must fill in gaps in his or her memory with stereotyped information.

Difficulty: 2
Question ID: 6.1-141
Page Ref: 217
Topic: False Memories
Skill: Factual
Objective: 6.12
Answer: a. the witness has ample time to observe the person under good viewing conditions.
$\%$ correct $55 \quad \mathrm{a}=55 \mathrm{~b}=45 \quad \mathrm{c}=0 \mathrm{~d}=0 \quad r=.40$
6.1-142. Evidence suggests that when the real criminal is NOT included in a "live" lineup, most witnesses
a. will be accurate and inform the police that the person is not present.
b. will be inaccurate and select the person who most closely resembles the real criminal.
c. will refuse to answer and ask to leave the police station.
d. None of the above

Difficulty: 2
Question ID: 6.1-142
Page Ref: 217
Topic: False Memories
Skill: Factual
Objective: 6.12
Answer: b. will be inaccurate and select the person who most closely resembles the real criminal.
6.1-143. With regard to the idea of patients' memories being shaped by suggestive psychotherapy techniques, psychologists
a. are in agreement that this frequently happens.
b. are in agreement that this rarely happens.
c. are sharply divided about whether such memories are real or false memories.
d. need more evidence to demonstrate that false memories can be implanted.

Difficulty: 3
Question ID: 6.1-143
Page Ref: 218
Topic: $\quad$ False Memories
Skill: Factual
Objective: $\quad 6.13$
Answer: c. are sharply divided about whether such memories are real or false memories.
$\%$ correct $57 \quad \mathrm{a}=22 \mathrm{~b}=6 \mathrm{c}=57 \mathrm{~d}=10 \quad r=.23$
6.1-144. What is the take-home message regarding claims of recovered memories of childhood abuse?
a. Childhood abuse frequently happens and all claims should be treated as accurate recall of past abuse.
b. Childhood abuse claims need to be supported by supporting evidence in order to be believed as real.
c. Childhood abuse rarely happens and all claims should be dismissed as implanted false memories.
d. Recovered memories are always the result of faulty memory processes.

Difficulty: 3
Question ID: 6.1-144
Page Ref: 218
Topic: False Memories
Skill: Conceptual
Objective: 6.13
Answer: b. Childhood abuse claims need to be supported by supporting evidence in order to be believed as real.
Rationale: Researchers opposing false memories of abuse cite evidence that most memories of traumatic events tend to be remembered rather than repressed, so we should be cautious in eliciting, and responding to, memories supposedly recovered during therapy. At the same time, we should take any abuse allegation seriously and investigate it thoroughly.
6.1-145. Children are especially susceptible to which of the seven sins of memory?
a. Decay
b. Interference
c. Suggestibility
d. Transience

Difficulty: 3
Question ID: 6.1-145
Page Ref: 218-219
Topic: $\quad$ The Seven Sins of Memory
Skill: Applied
Objective: 6.13
Answer: c. Suggestibility
Rationale: Schacter's "seven sins of memory" include allowing suggested information to influence our memories of events.
6.1-146. The misinformation effect is most similar to which example below from the seven sins of memory?
a. Absentmindedness
b. Bias
c. Blocking
d. Suggestibility

Difficulty: 2
Question ID: 6.1-146
Page Ref: 218-219
Topic: $\quad$ The Seven Sins of Memory
Skill: Conceptual
Objective: 6.13
Answer: d. Suggestibility
Rationale: The misinformation effect occurs when false details get added (via someone else's suggestion) to our memory of an event.
$\%$ correct $90 \quad \mathrm{a}=0 \mathrm{~b}=10 \mathrm{c}=0 \mathrm{~d}=90 \quad r=.47$
6.1-147. The inability to momentarily remember a person's name, which you indeed know quite well, is an example of which of the seven sins of memory?
a. Blocking
b. Decay
c. Persistence
d. Suggestibility

Difficulty: 2
Question ID: 6.1-147
Page Ref: 218-219
Topic: $\quad$ The Seven Sins of Memory
Skill: Conceptual
Objective: 6.13
Answer: a. Blocking
Rationale: Blocking occurs when we lose all memory of what we were trying to think of. It is common, temporary, and currently unexplained.
$\%$ correct $61 \mathrm{a}=61 \mathrm{~b}=16 \mathrm{c}=14 \mathrm{~d}=6 \quad r=.39$
6.1-148. The fading of memory with the passage of time marks decay and which of the seven sins of memory?
a. Absentmindedness
b. Bias
c. Misattribution
d. Transience

## Difficulty: 3

Question ID: 6.1-148
Page Ref: 218-219
Topic: $\quad$ The Seven Sins of Memory
Skill: Factual
Objective: 6.13
Answer: d. Transience
$\%$ correct $37 \mathrm{a}=35 \mathrm{~b}=2 \mathrm{c}=12 \mathrm{~d}=37 \quad r=.60$
6.1-149. Denise worked the night shift at the hospital before attending her 8:00 A.M. psychology class. She was tired but went to class. As she left class, she could remember only small portions of the lecture. Denise is demonstrating
a. decay.
b. absentmindedness.
c. interference.
d. source monitoring.

Difficulty: 3
Question ID: 6.1-149
Page Ref: 219
Topic: $\quad$ The Seven Sins of Memory
Skill: Conceptual
Objective: 6.13
Answer: b. absentmindedness
Rationale: When we are tired or distracted, we may experience forgetting due to lack of attentionabsentmindedness.

## Fill-in-the-Blank

6.2-1. D.J. is trying to accurately remember what his wife, Lois, looked like and was wearing the first time he ever saw her. Research suggests this will involve actual details stored in his memory as well as his best guesses and hunches based on his current knowledge. This suggests that people $\qquad$ many of their recollections of the past.
Difficulty: 3
Question ID: 6.2-1
Page Ref: 190
Topic: The Reconstructive Nature of Memory
Skill: Conceptual
Objective: 6.1
Answer: actively reconstruct
6.2-2. Daisy is writing a fictional autobiography. She is combining real events with those that could have happened, as well as a few creative additions. In terms of the memory system, this approach is most similar to $\qquad$ .

Difficulty: 3
Question ID: 6.2-2
Page Ref: 190
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: reconstructive memory
6.2-3. $\qquad$ is the memory system for the information that a student taking an exam is currently thinking about or attending to.
Difficulty: 2
Question ID: 6.2-3
Page Ref: 191-192
Topic: The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: Short-term memory
6.2-4. Right before his exam, Franklin stares at the diagram of the skeleton that will appear on the exam. Although this strategy won't work, he is hoping to take advantage of his $\qquad$ memory.
Difficulty: 3
Question ID: 6.2-4
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: iconic
6.2-5. A bouncer checking identification cards at a bar performs the same role as $\qquad$ does among the three systems of memory.
Difficulty: 3
Question ID: 6.2-5
Page Ref: 192
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: $\quad 6.2$
Answer: sensory memory
6.2-6. A baseball player's refusal to take up golf in the off season because he believes it will negatively affect his baseball skills is supported by the theory of $\qquad$ interference.
Difficulty: 2
Question ID: 6.2-6
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: $\quad 6.2$
Answer: retroactive
6.2-7. $\qquad$ best explains why Tyrone, who has played the trumpet since childhood, is having difficulty learning to play the trombone.
Difficulty: 2
Question ID: 6.2-7
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: proactive interference
6.2-8. LaShon has a quiz on research methods for both his psychology and biology classes. As he studies, he is continually getting information from one class confused with information from the other. The resulting memory loss is called $\qquad$ .
Difficulty: 2
Question ID: 6.2-8
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: interference
6.2-9. The Magic Number seven plus or minus two refers to the storage capacity of $\qquad$ memory.
Difficulty: 1
Question ID: 6.2-9
Page Ref: 193
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: short-term
6.2-10. A veteran football coach is presented with a picture of the game last Sunday. After looking at it for several seconds, he is asked to reposition each of the players on a model field. The coach is nearly perfect in his efforts. If the players had originally been positioned in $a(n)$ $\qquad$ order, his performance would have been much worse.
Difficulty: 2
Question ID: 6.2-10
Page Ref: 194
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: random
6.2-11. As he studies the different structures and regions of the brain, Jerious works to link nearby structures together to more easily remember and recall them during his test. This attempt to make the information more meaningful, and thereby easier to remember later, is one example of $\qquad$ -.
Difficulty: 3
Question ID: 6.2-11
Page Ref: 195
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: elaborative rehearsal
6.2-12. The memory system with the largest storage capacity is $\qquad$ .

Difficulty: 1
Question ID: 6.2-12
Page Ref: 196
Topic: $\quad$ The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: long-term memory
6.2-13. Loi is reading over the teams that have won the National Basketball Association (NBA) championship since 1980 . His recall of the first nine and last nine champions at significantly higher rates than the ten champions in the middle would clearly demonstrate the $\qquad$ .

Difficulty: 3
Question ID: 6.2-13
Page Ref: 197
Topic: The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: serial position curve
6.2-14. The $\qquad$ effect explains why the human resources director recalls information from the first five resumes she reviewed best out of the sixty she reviewed.
Difficulty: 2
Question ID: 6.2-14
Page Ref: 197
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: primacy
6.2-15. Dan's father is feeling very frustrated because he has spent the afternoon trying to teach Dan how to drive a car with a standard/manual transmission. Dan's father's frustration lies in the difficulty of verbalizing $\qquad$ memories.
Difficulty: 2
Question ID: 6.2-15
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: procedural
6.2-16. On the game show "Jeopardy," contestants provide answers relating to their knowledge of facts about the world, thus relying most on their $\qquad$ memory.
Difficulty: 2
Question ID: 6.2-16
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: semantic

6.2-17. An individual's knowledge about the world, like the facts that Wilhelm Wundt is considered the father of psychology or that Sigmund Freud claimed that the id, ego, and superego are three different structures of everyone's personality, is called ___ memory.
Difficulty: 3
Question ID: 6.2-17
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.3
Answer: semantic
6.2-18. An undergraduate student hypothesizes that having research participants perform arithmetic problems that produce an answer of 24 will make them more likely to respond with the word diamond when they are later asked to name a gemstone, than participants whose problems produce an answer other than 24. This research study is examining the role that $\qquad$ can play in memory.
Difficulty: 2
Question ID: 6.2-18
Page Ref: 198
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: priming
6.2-19. Learning strategies that are used to enhance memory recall are called $\qquad$ .
Difficulty: 1
Question ID: 6.2-19
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Factual
Objective: 6.4
Answer: mnemonics
6.2-20. If a maintenance person uses a loud piece of machinery outside your psychology classroom window, the stage of memory that will be most interrupted is $\qquad$ -.
Difficulty: 2
Question ID: 6.2-20
Page Ref: 200
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Applied
Objective: 6.4
Answer: encoding
6.2-21. Controlled, scientific studies have cast doubts on claims that the herbal remedy $\qquad$ can enhance one's memory abilities.
Difficulty: 1
Question ID: 6.2-21
Page Ref: 201
Topic: Encoding: The "Call Numbers" of the Mind
Skill: Factual
Objective: 6.4
Answer: ginkgo (or Ginkgo biloba is also correct)
6.2-22. The process of retaining information in memory is called $\qquad$ .
Difficulty: 1
Question ID: 6.2-22
Page Ref: 201
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Factual
Objective: 6.4
Answer: storage
6.2-23. Although LaToya has never actually been on a job interview before, she knows what to expect based on her three practice interviews with her high school guidance counselor. This mental model of an interview is one example of what psychologists call a(n) $\qquad$ -
Difficulty: 2
Question ID: 6.2-23
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Conceptual
Objective: 6.4
Answer: schema
6.2-24. Paul David just started his job as a mail carrier. He begins his route and gets to the first street. To his surprise, the houses on the first street have no visible house numbers. This situation most likely violates his mental $\qquad$ concerning neighborhoods.
Difficulty: 2
Question ID: 6.2-24
Page Ref: 202
Topic: $\quad$ Storage: Filing Our Memories Away
Skill: Applied
Objective: 6.4
Answer: schema
6.2-25. Most coaches like to have returning players. Once exposed to a new system, they typically catch on more quickly in their second year. This is an example of the memory measurement technique called
$\qquad$ -

## Difficulty: 2

Question ID: 6.2-25
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: relearning
6.2-26. Retrieving information through $\qquad$ is more difficult than the other two methods of assessing memory.
Difficulty: 2
Question ID: 6.2-26
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Conceptual
Objective: 6.5
Answer: recall
6.2-27. In classes where comprehensive or cumulative exams are given, a student would be best advised to engage in $\qquad$ practice.
Difficulty: 2
Question ID: 6.2-27
Page Ref: 203
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.5
Answer: distributed
6.2-28. Aubrey always listens to her iPod while studying. Unfortunately, she is not allowed to wear it while she is taking exams. As a result, she struggles to remember the material. The principle of encoding specificity that might explain her problem is $\qquad$
Difficulty: 3
Question ID: 6.2-28
Page Ref: 204
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: context-dependent learning
6.2-29. The $\qquad$ is heavily involved in moving information from short-term into long-term memory.
Difficulty: 3
Question ID: 6.2-29
Page Ref: 207
Topic: Where Is Memory Stored?
Skill: Factual
Objective: 6.8
Answer: hippocampus
6.2-30. Regarding the prevalence of the total loss of memory, or generalized amnesia, scientific research suggests that it is $\qquad$ .

Difficulty: 2
Question ID: 6.2-30
Page Ref: 208
Topic: Where Is Memory Stored?
Skill: Factual
Objective: 6.8
Answer: (exceedingly or extremely) rare
6.2-31. Some professors give students quizzes so that they can clearly and easily identify what material they know well and what material they need to spend more time reviewing. Awareness of one's own memory limitations is what psychologists refer to as $\qquad$ .
Difficulty: 3
Question ID: 6.2-31
Page Ref: 211
Topic: Memory over Time
Skill: Applied
Objective: $\quad 6.10$
Answer: metamemory
6.2-32. When one attempts to determine if he or she merely imagined being lost in a department store as a child or if it really happened, one is engaged in $\qquad$ .
Difficulty: 2
Question ID: 6.2-32
Page Ref: 214
Topic: $\quad$ False Memories
Skill: Factual
Objective: 6.12
Answer: source monitoring
6.2-33. Lisa is positive that she told her husband to take out the trash yesterday. He is positive that she didn't. If Lisa begins to doubt whether or not she actually told her husband or just thought about telling her husband to take out the trash, she is experiencing $\qquad$ .
Difficulty: 3
Question ID: 6.2-33
Page Ref
214
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: source monitoring confusion
6.2-34. Benny has just returned from a party and describes the beautiful redhead he saw to his roommate. The next morning, the roommate asks Benny if he is going to call the blonde woman he met last night.
Benny subsequently pictures the woman with blonde hair. This illustrates the $\qquad$ .
Difficulty: 2
Question ID: 6.2-34
Page Ref: 215
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: misinformation effect
6.2-35. Diego witnessed an assault in which a person with brown hair attacked another person. However, when he is later questioned by a police officer who mistakenly asked him to further describe the other characteristics of the person with black hair, Diego comes to hold a memory in which the suspect has black, not brown, hair. This is an example of the $\qquad$ -.
Difficulty: 2
Question ID: 6.2-35
Page Ref: 215
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: misinformation effect
6.2-36. Steve is teasing his little sister. He tells her about the time she dressed up in his karate outfit and pretended to "chop" everything in the house. After a brief hesitation, she begins to add to the story, even though it never actually happened. Researchers use $\qquad$ to similarly show the possibility of creating elaborate memories of events that did not happen.
Difficulty: 2
Question ID: 6.2-36
Page Ref: 216
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: existence proofs
6.2-37. A detective is asking a witness to a robbery to identify the perpetrator. To lessen the chance of the witness making a false identification, the detective should use a(n) $\qquad$ lineup.
Difficulty: 3
Question ID: 6.2-37
Page Ref: 217
Topic: $\quad$ False Memories
Skill: Applied
Objective: 6.12
Answer: sequential
6.2-38. According to the authors, when one is attempting to determine whether a claim of repressed childhood sexual abuse is based on real or false memories, he or she should look for $\qquad$ .
Difficulty: 3
Question ID: 6.2-38
Page Ref: 218
Topic: False Memories
Skill: Factual
Objective: 6.13
Answer: corroborating evidence
6.2-39. The memory " $\sin$ " of $\qquad$ is similar to the misinformation effect.
Difficulty: 3
Question ID: 6.2-39
Page Ref: 219
Topic: The Seven Sins of Memory
Skill: Conceptual
Objective: 6.13
Answer: suggestibility
6.2-40. A failure to encode information for an important exam due to being tired or distracted is likely to lead to forgetting via the memory "sin" of $\qquad$ .
Difficulty: 1
Question ID: 6.2-40
Page Ref: 219
Topic: The Seven Sins of Memory
Skill: Factual
Objective: 6.13
Answer: absentmindedness
6.2-41. Because of Mr. Viola's stereotype regarding the mathematical and scientific abilities of his female students, he often fails to recall exemplary female students whom he has taught. This forgetting is most likely the result of the memory "sin" of $\qquad$ -.
Difficulty: 2
Question ID: 6.2-41
Page Ref: 219
Topic: The Seven Sins of Memory
Skill: Conceptual
Objective: $\quad 6.13$
Answer: bias

## Essay

6.3-1. Discuss how our memories both serve us well and lead to memory errors.

Difficulty: 2
Question ID: 6.3-1
Page Ref: 189-191
Topic: $\quad$ The Paradox of Memory
Skill: Conceptual
Objective: 6.1
Answer: Answers will vary. A full credit answer should address at least one of the points from each section of the answer suggested here.

- Memories can serve us well in different ways.
- When asking people to recognize whether they have seen a particular object previously, or presenting information in a multiple-choice format, many people are able to show strikingly good recall of information (above 90 percent accuracy).
- There are certain people who have naturally gifted memory abilities. For some, this allows them to remember quite clearly many of the events that have occurred throughout their lives. For others, it means that they are able to encode and retrieve large amounts of information from several specific domains (like Rajan's ability to recall long lists of digits from the number pi).
- Human memory, however, is far from perfect.
- Rather than functioning like an uncorrupted computer file or videotape of the event, our memories are reconstructions rather than representations of the past. These reconstructions can be influenced by suggestions from authority figures, such as therapists or the police, and lead to the implanting of false memories.
- Our normal adaptive memory processes lead us to remember seeing or hearing things that were not presented (e.g., remembering the word sleep after reading a list of words that were all related to the word sleep but did not actually contain it). This reconstruction can also occur because we fail to encode certain information and then fill in the gaps in our memories with our best guesses about what occurred. This can lead to errors in memory due to misattribution and bias, as well as transience, absentmindedness, blocking, and persistence.
6.3-2. When writing stories, authors can choose to write in first person or third person. Provide an example of the two concepts that researchers have used to validate the existence of reconstructive memory that mirrors this option of the authors.
Difficulty: 3
Question ID: 6.3-2
Page Ref:
191
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Applied
Objective: 6.1
Answer: Provide an example of an observer memory, where you watch the events happening from
afar.
Provide an example of a field memory, where you see the events through your own eyes.
6.3-3. Describe and differentiate by duration and capacity the three systems of memory.

Difficulty: 2
Question ID: 6.3-3
Page Ref: 191-196
Topic: $\quad$ The Three Systems of Memory
Skill: Conceptual
Objective: 6.2
Answer: Answers will vary but should contain many of the following points.

- Most psychologists believe that there are at least three separate systems of memory-sensory, short-term, and long-term memory. These systems differ in both span (amount of information that may be held) and duration (how long the information may be retained).
- Sensory memory is the initial memory system. Information from any of the five senses is briefly retained here and then either moves on to the next system or the information is "lost." Even though research by Sperling suggests that all information is available to use, our limited attention is only able to recall a few items of all possible items through sensory memory. For example, a student can only recall a few items of what a professor is saying during class lecture as he or she is writing down information in his or her notes
- The information that moves on is said to be in short-term, or working, memory. The span of this system is often referred to as the Magic Number-seven plus or minus two pieces of informationand the duration is 20 seconds or less. These pieces of information may be "chunked" together into meaningful groupings to extend our short-term memory (e.g., remembering Freud's three structures of personality-the id, ego, and superego - as a single chunk because they are interrelated). The information may be lost here as well, through processes such as decay or interference, or moved on to the next system wia either elaborative or maintenance rehearsal.
- The third, and final, system is known as long-term memory. This system is thought to be quite large and the information can remain here for years or decades. The information in memory is stored here until accessed through retrieval cues or priming.
6.3-4. Explain why the string of numbers 1776149212151066 exceeds the capacity of short-term memory and what you might do to fix this problem.
Difficulty: 2
Question ID: 6.3-4
Page Ref: 193-194
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: Discuss the Magic Number-the capacity of short-term memory is on average seven, plus or minus two, items.
Discuss chunking and how you can break this string down into four historical dates (1776-1492-12151066).
6.3-5. Explain why Courtney, who relies primarily on maintenance rehearsal, does more poorly at remembering the names of people she just met than Dave, who engages in elaborative rehearsal.
Difficulty: 3
Question ID: 6.3-5
Page Ref: 195
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: Provide an explanation of the limitations of maintenance rehearsal or the fact that it involves only the repetition of the information, whereas elaborative rehearsal attempts to link the new information with something meaningful, thereby enhancing recall.
6.3-6. Students often perform better in classes that pertain to their major, rather than in those that are just electives. According to the levels-of-processing model, provide one reason to justify this finding.
Difficulty: 3
Question ID: 6.3-6
Page Ref: 195-196
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective:
6.2

Answer: Explain that the deepest level of processing involves semantic processing, or focusing on the meaning of the information.
Explain that students often find classes in their major more meaningful to them than their elective classes, thus making it easier to process the information more deeply.
6.3-7. We make different types of errors in short-term memory and long-term memory. Provide two examples from the levels-of-processing theory that might help account for these differences.
Difficulty: 3
Question ID: 6.3-7
Page Ref: 195-196
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: Explain that according to the levels-of-processing theory, phonological processing, or focusing on the sounds contained in the material, will result in shallower processing and possible acoustic mistakes like those common in short-term memory. Semantic processing, or focusing on the meaning of material, will create deeper processing and possible semantic mistakes like those found in long-term memory.
6.3-8. Discuss the three important ways in which the short-term and long-term memory systems differ.

Difficulty: 2
Question ID: 6.3-8
Page Ref: 196-197
Topic: The Three Systems of Memory
Skill: Factual
Objective: 6.2
Answer: Answers will vary but need to include the three distinctions noted in the answer below.

- Short-term and long-term memory processes differ in terms of storage capacity, duration, and in the types of memory errors that occur.
- Short-term memory seems to be limited to a storage capacity of approximately five to nine chunks of information, although some researchers have suggested an even more limited capacity. Longterm memory, by contrast, has a seemingly unending storage capacity.
- Short-term memories vanish after approximately 20 seconds, while long-term memories endure for days, months, years, or decades. As long as we have appropriate retrieval cues, we may be able to access information from our long-term memory.
- Short-term memory errors seem to be based on acoustic information rather than the semantic information that accompanies long-term memory errors. While short-term memory errors are likely to involve mistaking what word we've heard (e.g., a heavily accented statement of lake is heard as like by someone unfamiliar with the dialect), long-term memory errors occur regarding the meaning of the information. For example, a witness to an automobile accident misremembers a car driving through a yellow light and hitting another car as the offending driver running through a red light.
6.3-9. Explain why students tend to test better on information from the beginning and end of their notes, compared to information from the middle.
Difficulty: 2
Question ID: 6.3-9
Page Ref: 197
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.2
Answer: Discuss both primacy and recency effects and the fact that we tend to remember initial and most recent information better (as shown on the serial position curve).
6.3-10. Provide one example each of semantic, episodic, and procedural memory.

Difficulty: 2
Question ID: 6.3-10
Page Ref: 198
Topic: $\quad$ The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: Provide an example of a semantic memory, or a memory that contains facts or general knowledge (e.g., the capital of Florida).
Provide an example of an episodic memory, or a memory that contains personal information (e.g., winning first place in your swim meet).
Provide an example of a procedural memory, or a memory for how to do something
(e.g., how to tie your shoes).
6.3-11. Describe the potential relationship between subliminal advertising and the concept of priming.

Difficulty: 3
Question ID: 6.3-11
Page Ref: 198-199
Topic: The Three Systems of Memory
Skill: Applied
Objective: 6.3
Answer: Discuss the idea that subliminal advertising attempts to "prime" our minds or make us more receptive to their products, and research on priming verifies that given certain cues, we do respond more quickly to items or concepts matching those cues.
6.3-12. Psychologists like to use the analogy of a computer when discussing the three stages of memory.

Describe the purpose of and the stage most likely represented by the hard drive of the computer.
Difficulty: 2
Question ID: 6.3-12
Page Ref: 199-203
Topic: The Three Stages of Remembering
Skill: Applied
Objective: $\quad 6.4$
Answer: Explain that the storage stage is represented by the hard drive, and that the purpose of storage is to keep information active until it needs to be retrieved.
6.3-13. Explain the connection between context-dependent learning and retrieval cues.

Difficulty: 3
Question ID: 6.3-13
Page Ref: 202-205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.4
Answer: Explain that recall is better when the individual is in the original context where the memory was first encoded, and the reason is the availability of all the original retrieval cues.
6.3-14. Describe how the three methods of measuring memory differ and provide an example of each.

Difficulty: 2
Question ID: 6.3-14
Page Ref: 203
Topic: $\quad$ Retrieval: Heading for the "Stacks"
Skill: Factual/Conceptual
Objective: 6.5
Answer: Answers will vary. A full credit answer will provide information that distinguishes each method from the others and also includes an example to demonstrate the student's understanding of the difference.

- Recall is sometimes referred to as the most difficult method of measuring memory because the individual has to generate the information on his or her own with little or no external information. Recalling requires two steps-generating an answer and determining its correctness-and results in less accuracy and completeness. Answering an essay question relies on recall.
- Recognition involves choosing or selecting the previously stored information from an array of options (one is or some are correct and the remaining items are incorrect). Recognizing an item requires only one step-determining which item from a list is most correct. Answering a multiplechoice question relies on recognition.
- Relearning involves measuring memory by seeing how quickly a person can again learn information or a procedure to which they have had previous exposure. Examples might include relearning the names of all 50 U.S. state capitals or correct basketball shooting technique, information still in your brain.
6.3-15. Provide one example each of context-dependent learning and state-dependent learning.

Difficulty: 2
Question ID: 6.3-15
Page Ref: 204-205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: Provide an example of context-dependent learning and a situation in which the surroundings the person is in when they encode the information will facilitate the recall of the information (e.g., taking a witness back to the scene of the crime).
Provide an example of state-dependent learning and the idea that if one encodes information in an altered state of consciousness, recall for that information will be better when the individual re-enters that altered state (e.g., after three beers, Jeffrey finally remembers what he did last night).
6.3-16. Given that the Spanish word "bonita" means pretty, describe and provide an example of how a student using the pegword method might approach learning the definition of this word.
Difficulty: 2
Question ID: 6.3-16
Page Ref: 205-206
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied
Objective: 6.6
Answer: Explain that the pegword method is used to recall lists of words and involves matching a word to be remembered with a more easily identifiable word. Though rhyming is often used, in this example, pegwords in your native language could be associated with similar words in the foreign language being learned in attempt to facilitate recall.
For example, you might pair the word "bonita" with "bonnet," and you might then picture your "pretty" girlfriend wearing a "bonnet."
6.3-17. Describe the concept from the neural basis of memory that is most similar to the search for the pot of gold at the end of a rainbow.
Difficulty: 2
Question ID: 6.3-17
Page Ref: 207
Topic: The Neural Basis of Memory Storage
Skill: Applied
Objective: 6.8
Answer: Discuss the "elusive engram" or a specific area or structure of the brain that houses our memories.
6.3-18. Provide one example each of a person with retrograde amnesia and anterograde amnesia.

Difficulty: 2
Question ID: 6.3-18
Page Ref: 208
Topic: Where Is Memory Stored
Skill: Applied
Objective: 6.8
Answer: Provide an example of retrograde amnesia or some mention of a person who cannot remember items from their past (e.g., Kelly remembers nothing prior to her accident).
Provide an example of anterograde amnesia or some mention of a person who cannot form new memories (e.g., since his operation, Mark cannot form any new memories).
6.3-19. Based on your knowledge of how memory changes with age, describe why preschool teachers often give only one direction at a time to their students and frequently repeat that one direction, while college professors might ask their students to follow a long series of directions.
Difficulty: 2
Question ID: 6.3-19
Page Ref: 210-211
Topic: Memory over Time
Skill: Applied
Objective: $\quad 6.10$
Answer: Discuss capacity or how much information can be stored in a given memory system, along with the limited capacity of young children.
Discuss duration or how long information is available in a given memory system.
6.3-20. Provide several reasons why you as an adult have a superior memory to an elementary school child.

Difficulty: 2
Question ID: 6.3-20
Page Ref: 210-211
Topic: Memory over Time
Skill: Conceptual
Objective: $\quad 6.10$
Answer: Answers will vary but should include discussion on all three of these elements listed below (memory span increases, conceptual knowledge of world increases, and metamemory skills increase).

- There are several important reasons why an adult has a better memory than a child. First, as we grow older, our memory span increases. Research suggests that part of this increase in memory span is due to increasingly sophisticated encoding strategies (using maintenance or rote rehearsal, beginning to use elaborative rehearsal). However, there is also evidence that biological maturation also plays a role. We have to wait for an individual's natural memory abilities to increase as we age. Memory span is seemingly influenced by both nature and nurture factors.
- Second, a child's conceptual knowledge of the world is less than an adults. Children often have "poorer" memories because they have less experience in and with the world and all of the knowledge that an adult might have and take for granted. Because of this larger conceptual knowledge base, the adult learner can make better and more efficient use of this knowledge as he or she attempts to make newly encountered information easier torecall by relating it to information that is already meaningful.
- Third, children are more likely to be unaware of the limitations of their own memory abilities. They have yet to consider the strengths and limitations of their strategies. As we grow older, we pick and choose between various memory strategies depending on how effective each would be. Children are often unaware of how limited their abilities are and overestimate their ability to recall information at a later time. Again, as they grow older, children begin to understand this and become more accurate, or at least more realistic, in their remembering abilities.
6.3-21. Describe an event that might create a flashbulb memory.

Difficulty: 1
Question ID: 6.3-21
Page Ref: 213-214
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: Discuss an event that produces intense emotion and vivid visual images (e.g., a shooting, an accident, a first kiss, etc.).
6.3-22. Explain why English professors should be aware of the concept of cryptomnesia.

Difficulty: 3
Question ID: 6.3-22
Page Ref: 214-215
Topic: False Memories
Skill: Applied
Objective: 6.12
Answer: Explain that cryptomnesia involves a failure to recognize the origin of ideas, and that plagiarism may be the likely result.
6.3-23. Write two examples of leading questions that might affect a child's recall for an event that he or she witnessed.
Difficulty: 2
Question ID: 6.3-23
Page Ref: 217-218
Topic: $\quad$ False Memories
Skill: Applied
Objective: $\quad 6.13$
Answer: Provide two examples that contain "suggestive" or "leading" words or concepts. (e.g., were you really frightened when the bad man looked at you funny?).

## Critical Thinking Short Answer

6.4-1. A key theme in the topic of memory is that much of our past experience is reconstructed rather than stored and recalled as it actually happened. Why is this?
Difficulty: 3
Question ID: 6.4-1
Page Ref:
190-191
Topic: $\quad$ The Reconstructive Nature of Memory
Skill: Conceptual
Objective: 6.1
Answer: Answers will vary but should contain the following information for full credit.

- Our memory system is highly adaptive and seeks out information that is most vivid and important and seeks to understand the gist of the information by going beyond what occurred and assigning some meaning and coherence to the events.
- Because of this we will lose certain information (via encoding failure, transience, or absentmindedness) and will attempt to fill in the gaps of information based on our prior expectations (bias, misinformation, suggestibility, and misattribution). Because of this process, our memory is a combination of fact and fiction.
6.4-2. Imagine that you are the chairperson of the psychology department at a university. Based on the information discussed on context-dependent learning, justify to your faculty why they should not reassign students to different seats on the day of an exam or should not give exams in different classrooms from where the material was learned.

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Difficulty: 2
Question ID: 6.4-2
Page Ref: 204-205
Topic: Retrieval: Heading for the "Stacks"
Skill: Applied/Conceptual
Objective: 6.6
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Answer: Discuss how, in context-dependent learning, people are better able to retrieve information when the retrieval context matches the external context of the original memories. When information about the learning environment is encoded along with the information about facts learned during class lecture/discussion, recreating the original context should aid in retrieval.

- Researchers have noted that people tend to recall information better when the conditions associated with the original learning context are also present at the later retrieval context. It seems that this external, or incidental, information serves as retrieval cues that assist in the recall of information. One such context-dependent cue may be the student's location in the classroom. While it is the source of continued debate, some researchers have documented that students perform better when they are tested in the same classroom as opposed to a different classroom. The same may then be true of the location of their seat or being surrounded by the same persons on exam day as on lecture, or discussion, days.
- Research has documented that persons who were asked to learn information either standing on a beach or submerged in 15 feet of water tended to have significantly better recall when tested in similar conditions at a later time versus being tested in a different environment. By moving the student from the back of the room the student is placed in a different context. Because the location of others and the location of one's self within the room may provide explicit or implicit retrieval cues that assist the student in attempting to recall information for the exam, I respectfully ask that all of you as faculty refrain from shuffling student seating arrangements and locations within the classroom and thereby removing an important retrieval cue from your students.
6.4-3. Suppose that you have been called as an expert witness for a defendant accused of robbing a bank. Prior to your being called as a witness, two bank tellers confidently identified the defendant as the robber. What research evidence might you introduce to the jury to caution them about assuming that the defendant must be guilty because he or she was identified in court?
Difficulty: 2
Question ID: 6.4-3
Page Ref: 213-217
Topic: False Memories
Skill: Applied
Objective: $\quad 6.12$
Answer: Answers will vary. A full credit answer should mention at least three of the following points.
- Research examining the phenomena of flashbulb memories has shown that people's initial and later recollections of events often differ dramatically. This should serve as a caution against automatically accepting them as evidence, and it challenges the conventional belief that certain memories are impervious to forgetting or other memory errors.
- Post-event information, such as questions asked by the police, may become part of one's memory for the event. Therefore what one recalls and what one actually saw are two different events. People can be led astray in their recall of information by suggestive questioning. Researchers have documented several instances of false implanted memories that seemed to be plausible memories to the person.
- Research involving people who were exonerated by DNA evidence points to errors in eyewitness identification as one important factor in the individual's being found guilty of a crime. Juries often believe eyewitness identification and are unaware that eyewitness confidence is, at best, a weak indicator of eyewitness accuracy.
- Schachter summarizes the "seven sins of memory" and how they play a role in the accuracy of our memory, and he mentions several of the "sins" and describes how they would lead to problems in eyewitness identification.

