

HONORS PSYCHOLOGY | REVIEW QUESTIONS

The purpose of these review questions is to help you assess your grasp of the facts and definitions covered in your textbook. Knowing facts and definitions is necessary (but not sufficient) for success on formal exams, which assess your ability to conceptualize and analyze the material covered in textbook and lecture. An answer key is provided at the end of these review questions so you can check your answers.

1. Studies show that when people form a mental image of a previously viewed image, their _____ react(s) in the same way that it did the first time they saw the picture.
 - A) brain
 - B) heart
 - C) eyes
 - D) hands

2. Natural selection has endowed humans with mechanisms of attention that can meet two competing needs. One such need is to:
 - A) attend to and regard human actions as primary and other actions as secondary to survival or well-being.
 - B) divide any visual scene into the object that attracts attention and the background.
 - C) monitor stimuli irrelevant to the current task, so attention can be shifted to them if danger or potential benefits justify such a shift.
 - D) focus first on those stimuli that will ensure their own survival and then on other stimuli that will ensure the survival of their offspring.

3. The modal model of the mind posits a set of “control processes,” which are:
 - A) the patterns of neural activity that underlie cognitive processes.
 - B) environmental factors that determine information processing.
 - C) processes that govern information processing within stores and the movement of information between stores.
 - D) high-level thinking that organizes and manages lower-level thought and memory.

4. All information that is picked up by the senses enters briefly into sensory memory and is analyzed at an unconscious level to determine its relevance to the ongoing task and its potential significance for the person's survival or well-being. This unconscious analysis is referred to as _____ processing.
 - A) maintenance
 - B) bottom-up
 - C) implicit
 - D) preattentive

5. Which type of memory would be affected if a person's hippocampus was damaged?
 - A) semantic memory
 - B) iconic memory
 - C) procedural memory
 - D) episodic memory

6. Alan Baddeley has proposed that working memory consists of separate but interacting components, which include all of the following EXCEPT:
 - A) a visuospatial sketch pad.
 - B) a central executive.
 - C) a mental calculator.
 - D) a phonological loop.

7. What is the purpose of the modal model of the mind?
 - A) It serves as a general framework for thinking and talking about the mind.
 - B) It attempts to explain how mental tasks are accomplished at a neural level.
 - C) It describes how the mind should ideally work, not how it actually works.
 - D) It describes the varying modes of thought that different people employ.

8. Men tend to do better than women on attention tasks. What happens after each gender plays 10 hours of an action video game?
 - A) Men still show greater ability on attention tasks.
 - B) Men and women show about the same ability on attention tasks.
 - C) Women do better than men on attention tasks.
 - D) Some women do better than men, and some do worse.

9. Which of the following is NOT an example of implicit memory?
 - A) memories produced by classical conditioning
 - B) memories that are the basis for priming
 - C) knowledge of current events
 - D) motor skills

10. What example below would NOT interfere with a person's ability to keep information in his working memory store?
 - A) trying to remember what he had for breakfast that day
 - B) repeating the word "and" out loud
 - C) reciting the multiplication tables out loud
 - D) repeating what he is trying to remember out loud

11. Sensory memory can hold information for a very _____ period of time, and contains _____ of the sensory input that enters the sensory system.
- A) short; little
 - B) long; some
 - C) short; all
 - D) long; all
12. The memory store that functions as working memory, where all conscious perception and reasoning take place, is also called _____ memory.
- A) explicit
 - B) sensory
 - C) long-term
 - D) short-term
13. In an experiment, memory researchers tried to convince subjects that at age 5 they had gotten lost in a specific shopping mall and had been comforted by an elderly lady. This had actually never happened to them. The results were that _____ of the subjects later reported this false memory as if it were an actual memory.
- A) none
 - B) 90 percent
 - C) 75 percent
 - D) 25 percent
14. The process that controls the flow of information from sensory memory into working memory is:
- A) encoding.
 - B) attention.
 - C) retrieval.
 - D) rehearsal.
15. The modal model of the mind proposes that memory consists of three main components, called:
- A) sensory memory, preattentive memory, and long-term memory.
 - B) sensory memory, working memory, and long-term memory.
 - C) short-term memory, working memory, and semantic memory.
 - D) iconic memory, echoic memory, and working memory.

16. Working memory has a _____ capacity and, without rehearsal, a _____ duration.
- A) small; long
 - B) small; brief
 - C) large; long
 - D) large; brief
17. Research has shown that increased time in short-term memory:
- A) necessarily increases the likelihood that an item will be encoded into long-term memory.
 - B) increases the likelihood that an item will be encoded into long-term memory only if the subject has engaged in maintenance rehearsal.
 - C) increases the likelihood that an item will be encoded into long-term memory only for abstract items.
 - D) does not necessarily increase the likelihood that an item will be encoded into long-term memory.
18. All of the following are true about the human span of short-term memory EXCEPT:
- A) People who speak more slowly seem to have larger spans than those who speak rapidly.
 - B) It is associated with the phonological loop of working memory.
 - C) The span is about seven items for most people.
 - D) It refers to how many unrelated items (e.g., digits, letters, one-syllable words) can be repeated accurately after a brief delay.
19. *Maintenance rehearsal* is the general term for the process by which people _____, and *encoding rehearsal* is the general term for the process by which people _____.
- A) keep information in working memory; move information from working memory into long-term memory
 - B) move information from working memory into long-term memory; move information from sensory memory into working memory
 - C) move information from sensory memory into working memory; move information from working memory into long-term memory
 - D) keep information in sensory and working memory; move information from sensory memory into working memory and from working memory into long-term memory
20. Semantic memory and episodic memory are both subclasses of:
- A) short-term memory.
 - B) iconic memory.
 - C) implicit memory.
 - D) explicit memory.

21. Which of the following statements best describes the memory deficit of H. M., whose temporal lobes and limbic system had been partly removed as treatment for epilepsy?
- A) He was unable to bring new information from sensory memory into working memory.
 - B) He was unable to hold information in working memory for more than about 5 seconds.
 - C) He was unable to encode information into long-term memory.
 - D) He was unable to retrieve information from long-term memory.
22. Stephen Kosslyn asked subjects to look at drawings of such objects as a boat with an anchor, bell, a porthole, and a motor. He then asked the subjects to envision the drawing in their memory, focus their attention on one end of the drawing, and indicate whether or not a particular component (such as a motor) was part of the image. He found that the:
- A) farther the component was from the subjects' initial focus of attention, the longer they took to respond correctly.
 - B) closer the component was to the subjects' initial focus of attention, the longer they took to respond correctly.
 - C) time the subjects took to respond correctly did not vary significantly with the component's distance from their initial focus of attention.
 - D) time the subjects took to identify the component varied with how frequently they encountered similar objects in their daily lives.
23. The span of short-term memory refers to the:
- A) number of pronounceable items that can be held in working memory at any given time.
 - B) number of pronounceable items that can be transferred from sensory memory to short-term memory in 1 minute.
 - C) length of time an item can last in short-term memory without benefit of rehearsal.
 - D) number of items that can be transferred from short-term memory to long-term memory in 1 minute.
24. Frederick Bartlett asked British students to retell from memory a Native American story called "The War of the Ghosts." The students tended to recount the story with:
- A) about 80 percent accuracy in the significant details.
 - B) unintentional changes in culture-specific details that made them more consistent with the students' own culture and schemas.
 - C) deliberate mistakes intended to ridicule the story or make it more interesting than the original.
 - D) most of the plot points intact but most of the descriptions omitted.

25. Craik and Tulving showed a list of words to subjects and asked them to answer one of the following three questions about each word: (a) Is it printed in capital letters? (b) Does it rhyme with *train*? (c) Would it fit into the sentence: The girl placed the _____ on the table? Which task led to the best long-term memory for the words?
- A) task (a)
 - B) task (b)
 - C) task (c)
 - D) All three tasks produced similar results.
26. Which type of memory allows for telling someone, step by step, how to perform a task?
- A) echoic memory
 - B) explicit memory
 - C) iconic memory
 - D) implicit memory
27. In a correlational study of driving safety, accident rates during phone use were compared to accident rates for the same people when the phone was not in use. It was found that there was:
- A) no difference in accident rates between the two conditions.
 - B) a much higher accident rate when cell phones were in use, but only for hand-held phones, not for hands-free phones.
 - C) a much higher accident rate when cell phones were in use, but only if the tone of the conversation was angry or otherwise stressful.
 - D) a four-times-higher accident rate when cell phones were being used than when they were not being used.
28. People tend to recall better if tested in the same environment in which they originally learned the information. This illustrates:
- A) hierarchically organized memory.
 - B) priming.
 - C) the effect of context.
 - D) proactive memory.
29. According to network models of long-term memory organization, such as that of Collins and Loftus, long-term memory is best thought of as a(n):
- A) enormous web of concepts that are linked together by associations.
 - B) huge filing cabinet with color-coded files.
 - C) spliced and edited videotape.
 - D) telephone switchboard.

30. New information in working memory _____ pass on to _____.
- A) may or may not; short-term memory
 - B) must; sensory memory
 - C) may or may not; long-term memory
 - D) must; long-term memory
31. Which of the following is TRUE of priming?
- A) Elaborative encoding of the priming stimulus is necessary for priming to occur.
 - B) It requires that the priming stimulus be a novel (unfamiliar) stimulus.
 - C) It can occur without conscious awareness of the priming stimulus.
 - D) It is based on explicit memory.
32. Trying to visualize verbally presented information:
- A) interferes with encoding by diverting attention away from the verbal message.
 - B) tends to strengthen encoding.
 - C) has no measurable effect on encoding because verbal memory is distinct and separate from visual memory.
 - D) can strengthen encoding only if the mental picture is an accurate and detailed portrayal of the verbal information.
33. The process that controls the movement of information from working memory into long-term memory is:
- A) retrieval.
 - B) attention.
 - C) encoding.
 - D) recall.
34. In general, the best way to remember new information is to:
- A) repeat it over and over.
 - B) look at it once and put it away for awhile.
 - C) try to understand it.
 - D) make your mind blank and meditate on it.
35. Which of the following is NOT a type of implicit memory?
- A) classical conditioning effects
 - B) semantic memory
 - C) procedural memory
 - D) priming

36. C. Shawn Green and Daphne Baveller tested the visual attentional capacity of two groups of men, one group that regularly played action video games and the other group that never or very rarely played such games. On every measure:
- A) the performance of the two groups was comparable.
 - B) the nonvideo-game players outperformed the video-game players.
 - C) the video-game players outperformed the nonvideo-game players.
 - D) the younger video-game players outperformed both the nonvideo-game players at first but lost their advantage after the first half hour.
37. The term *schema* refers to:
- A) a mental tape of visualization.
 - B) a control process in long-term memory.
 - C) the mental representation of a concept.
 - D) the hierarchical organization of information.
38. The modal model of the mind is used in reference to:
- A) the scientifically accurate model of the mind.
 - B) the standard model of the mind.
 - C) the model of the mind of which all psychologists agree.
 - D) the computer model of the mind.
39. If you were to meet a person who had been diagnosed with temporal lobe amnesia, you would expect to find that the person would show:
- A) no evidence of priming.
 - B) an inability to acquire new, classically conditioned responses.
 - C) normal implicit memory capabilities.
 - D) inability to use procedural memory.
40. Who is the least susceptible to the Stroop interference effect?
- A) children in middle school
 - B) children who have not yet learned to read
 - C) prepubescent girls
 - D) postpubescent boys
41. The word meanings and other general knowledge stored in a person's memory are considered part of their _____ memory.
- A) episodic
 - B) procedural
 - C) semantic
 - D) preattentive

42. Which of the following is TRUE of sensory memory?
- A) It is of low capacity and short duration.
 - B) It is of high capacity and long duration.
 - C) It is of high capacity and short duration.
 - D) It is of low capacity and long duration.
43. In the modal model of memory, attention, encoding, and retrieval are known as _____ processes.
- A) procedural
 - B) declarative
 - C) episodic
 - D) control
44. Andrea Halpern gave subjects a hierarchically arranged chart containing 54 song titles to be remembered. One group received a fake hierarchy, with the song titles arranged randomly. The other group received a meaningful hierarchy, with the song titles in logical order. Halpern found that:
- A) subjects in both groups recalled a similar number of titles.
 - B) subjects in both groups listed more titles in an oral recall test than in a written recall test.
 - C) no clear pattern of recall emerged in either group.
 - D) subjects who were given the meaningful hierarchy recalled more titles than subjects who were given the randomly arranged hierarchy.
45. One of the most effective ways to encode information into long-term memory is to think deeply about it. This process is called:
- A) encoding specificity.
 - B) spreading activation.
 - C) elaboration.
 - D) chunking.
46. The part of memory in the modal model where all conscious thinking, perceiving, and decision making takes place is _____ memory.
- A) sensory
 - B) working
 - C) long-term
 - D) iconic

47. Timo Mäntylä found that recall of 500 nouns was highest on a surprise memory test (over 90 percent) when subjects were given, at the time of testing:
- A) similar-sounding words that had unrelated meanings.
 - B) meaningfully related words carefully selected by the researcher as retrieval cues.
 - C) a set of three related words per noun that other subjects had made up at the time of encoding.
 - D) a set of three related words per noun that the subjects themselves had generated at the time of encoding.
48. How is elaborate rehearsal more effective than rote learning?
- A) Elaborative rehearsal is easier than rote learning.
 - B) Elaborative rehearsal promotes understanding and not just memorization like rote learning.
 - C) Elaborative rehearsal takes less time than rote learning.
 - D) There is actually no evidence that one way is more effective than the other.
49. Neuropsychological research has shown that when a person calls forth a visual image or a visual memory, the areas of the brain known to be involved in immediate visual perception:
- A) become active.
 - B) are inactive, but adjacent areas do become active.
 - C) show activity if the person draws the mental image, but not if the person describes it in words.
 - D) show activity if the person describes the mental image in words, but not if the person draws it.
50. The efficiency of memory can be increased if we organize information so that the amount of information in each unit increases while the number of separate units correspondingly decreases. This process is called:
- A) chunking.
 - B) rehearsal.
 - C) encoding.
 - D) retrieval.
51. What do elaboration, organization, and visualization all have in common?
- A) They are all encoding strategies.
 - B) They are all types of hierarchical organization.
 - C) They are all types of chunking.
 - D) All of the answers are correct.

52. The strategy known as *chunking* increases memory efficiency by:
- A) associating each item with a well-established mental image and thus increasing the amount of information in each item.
 - B) decreasing the number of items that must be remembered by associating the items with a well-established mental image of a scene.
 - C) decreasing the number of items that must be remembered by increasing the amount of information in each item.
 - D) breaking each original item down into smaller pieces and thus decreasing the amount of information in each item.
53. Psychologists have found that it is easier for people to remember groups of adjacent items, compared to remembering items with no affiliation. The procedure of grouping together separate items in order to remember them with greater ease is called:
- A) blocking.
 - B) chunking.
 - C) encoding.
 - D) procedural memory.
54. When Sam thinks of birthdays, he always thinks of birthday cake. This is an example of:
- A) association by similarity.
 - B) consolidation.
 - C) association by contiguity.
 - D) chunking.
55. Long-term memory has a _____ capacity and a _____ duration.
- A) high; long
 - B) high; short
 - C) low; long
 - D) low; short
56. Models of attention include a gate, which allows information from one processing compartment into another. In terms of the modal model of the mind, that gate controls the movement of information from _____ memory into _____ memory.
- A) working; sensory
 - B) sensory; working
 - C) working; long-term
 - D) long-term; sensory

57. Cognitive psychologists refer to mental representations that involve the organization of events in time, such as birthday parties and organized worship services, as:
- A) event schemas.
 - B) episodic memories.
 - C) procedural memories.
 - D) scripts.
58. Two groups of subjects briefly saw the silhouette of a tree. The silhouette shown to group A contained the outline of a duck, and the one shown to group B did not. All subjects were then asked to draw a nature scene. The results indicated that:
- A) subjects who were shown the tree with the “hidden” duck were more likely than the others to draw scenes that contained hidden figures.
 - B) only subjects who consciously noticed the duck were more likely than the others to draw ducks or duck-related objects.
 - C) subjects who consciously noticed the duck were less likely than the others to draw ducks or duck-related objects.
 - D) subjects who were shown the tree with the “hidden” duck did not consciously notice the duck but were more likely than the others to draw ducks or duck-related objects.
59. In research by Elizabeth Loftus and J. C. Palmer, subjects viewed films depicting an auto accident and then were asked a question about the accident using either the word *hit* or the word *smashed*. The subjects:
- A) gave similar accounts of the accident regardless of the word used.
 - B) gave a higher estimate of vehicle speed when the question used the neutral word *hit* than when it used the biasing word *smashed*.
 - C) more often reported seeing broken glass even though there was none when the question used *smashed* than when it used *hit*.
 - D) more often reacted to a stereotype of the driver's ethnicity when the question used *smashed* than when it used *hit*.

60. Researchers falsely told subjects that, according to their parents, they had been involved in an embarrassing incident during their childhood; specifically, they had spilled punch on the bride's parents at a wedding reception when they were 5 years old. Subjects in the imaginary condition were asked to form vivid mental images of this event to help them remember it, and subjects in the control condition were asked just to think about the event as a way of remembering it. The result was that:
- A) 12 percent of those in both conditions claimed they could remember the punch-spilling incident.
 - B) 38 percent of those in both conditions claimed they could remember the punch-spilling incident.
 - C) 12 percent of those in the imagery condition claimed they could remember the punch-spilling incident compared to 38 percent of those in the control condition.
 - D) 38 percent of those in the imagery condition claimed they could remember the punch-spilling incident compared to 12 percent of those in the control condition.
61. According to the modal model of the mind, the correct sequence through which new information from the environment is stored into more permanent memory is:
- A) working memory → sensory memory → long-term memory.
 - B) sensory memory → long-term memory → working memory.
 - C) working memory → long-term memory → sensory memory.
 - D) sensory memory → working memory → long-term memory.
62. Which area of the brain is most involved in the control of attention?
- A) temporal lobe
 - B) medial lobe
 - C) frontal lobe
 - D) occipital lobe
63. Instead of memorizing a complex mathematical equation, a math student decides to memorize small pieces of the equation. This strategy is most similar to:
- A) value function.
 - B) stratification.
 - C) chunking.
 - D) adding.

64. After surgical removal of parts of his temporal lobe and limbic system as treatment for epilepsy, the patient H. M. experienced a form of severe amnesia that made him unable to remember:
- A) pictorial information.
 - B) motor skills that he learned after the surgery.
 - C) events that occurred before the surgery.
 - D) events that occurred after the surgery.
65. Collins and Loftus designed a spreading-activation model of memory organization to explain the results of experiments on people's ability to recognize or recall specific words:
- A) while under hypnosis.
 - B) after exposure to other words.
 - C) during exposure to a stressful stimulus.
 - D) after the passage of specified amounts of time.
66. J. Ridley Stroop found that subjects are slowest to identify:
- A) ink color (e.g., blue) if the ink spells out a conflicting color name (e.g., red).
 - B) a color name (e.g., red) if the name is spelled in a conflicting ink color (e.g., blue).
 - C) a color name (e.g., red) if there are different colored words printed nearby (e.g., blue ones).
 - D) ink color (e.g., blue) if the ink spells a word that is not a color (e.g., truck).
67. People's knowledge of their own past experiences is considered _____ information.
- A) procedural
 - B) episodic
 - C) semantic
 - D) conceptual
68. Two types of declarative memory are:
- A) LTM and STM.
 - B) semantic and episodic.
 - C) sensory and working.
 - D) semantic and script.
69. Given what you know about elaborative rehearsal, it makes sense that the text recommends _____ as a superior method for learning textbook material.
- A) highlighting the text material
 - B) reading the text three times, each reading 2 days after the previous one,
 - C) generating questions about the material you've read
 - D) memorizing the key terms in the chapter

70. According to Baddeley, what keeps information in the phonological loop?
- A) visualization
 - B) subvocal repetition
 - C) attention
 - D) elaboration

Answer Key - Memory Review

1. C
2. C
3. C
4. D
5. D
6. C
7. A
8. B
9. C
10. D
11. C
12. D
13. D
14. B
15. B
16. B
17. D
18. A
19. A
20. D
21. C
22. A
23. A
24. B
25. C
26. B
27. D
28. C
29. A
30. C
31. C
32. B
33. C
34. C
35. B
36. C
37. C
38. B
39. C
40. B
41. C
42. C
43. D
44. D
45. C
46. B
47. D
48. B
49. A
50. A
51. A
52. C

- 53. B
- 54. C
- 55. A
- 56. B
- 57. D
- 58. D
- 59. C
- 60. D
- 61. D
- 62. C
- 63. C
- 64. D
- 65. B
- 66. A
- 67. B
- 68. B
- 69. C
- 70. B