**Psych 12AP Memory Practice Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

\_\_\_\_ 1. Some information in our fleeting \_\_\_\_\_\_\_\_ is encoded into short-term memory.

|  |  |
| --- | --- |
| a. | repressed memory |
| b. | sensory memory |
| c. | flashbulb memory |
| d. | long-term memory |
| e. | semantic memory |

\_\_\_\_ 2. After looking up his friend's phone number, Alex was able to remember it only long enough to dial it correctly. In this case, the telephone number was clearly stored in his \_\_\_\_\_\_\_\_ memory.

|  |  |
| --- | --- |
| a. | echoic |
| b. | short-term |
| c. | flashbulb |
| d. | long-term |
| e. | implicit |

\_\_\_\_ 3. Every day as she walks to school, Mamie passes a mural painted on the side of a building. However, when asked, she says she does not remember ever seeing it. Which of the following is the best explanation for this occurrence?

|  |  |
| --- | --- |
| a. | Such implicit memory is stored in the cerebellum, thus Mamie must have experienced damage to that brain region. |
| b. | Mamie has not paid attention to the incoming information so it was not encoded into long-term memory. |
| c. | Because of the time span between being exposed to the mural, the spacing effect has interrupted memory formation. |
| d. | The memory of the mural has decayed over time. |
| e. | Mamie is experiencing retroactive interference, leading to her forgetting past information. |

\_\_\_\_ 4. As his AP psychology teacher was lecturing, Tanner was thinking about competing in a swim meet later that afternoon. Where are Tanner's current thoughts being processed?

|  |  |
| --- | --- |
| a. | sensory memory |
| b. | the cerebellum |
| c. | working memory |
| d. | echoic memory |
| e. | long-term memory |

\_\_\_\_ 5. The integration of new incoming information with knowledge retrieved from long-term memory involves the activity of

|  |  |
| --- | --- |
| a. | implicit memory. |
| b. | iconic memory. |
| c. | proactive interference. |
| d. | working memory. |
| e. | semantic encoding. |

\_\_\_\_ 6. How does the brain's capacity for parallel processing relate to encoding new memories?

|  |  |
| --- | --- |
| a. | Parallel processing allows our brain to encode memories directly into long-term memory, bypassing working memory. |
| b. | Parallel processing allows many sensory experiences to be encoded all at once, some automatically, some with effort. |
| c. | Parallel processing allows us to encode every event accurately as it happens, even if we cannot always retrieve it later. |
| d. | Sensory impulses travel through separate channels, with visual information going into visual working memory, and auditory into auditory working memory. |
| e. | Hypnotism can enhance memory through parallel processing, accessing both conscious and unconscious levels of our minds. |

\_\_\_\_ 7. You are most likely to automatically encode information about

|  |  |
| --- | --- |
| a. | politicians' names. |
| b. | friends' birthdays. |
| c. | new phone numbers. |
| d. | the sequence of your day's events. |
| e. | dates in a history book. |

\_\_\_\_ 8. The effortful processing of information

|  |  |
| --- | --- |
| a. | typically interferes with the capacity to think creatively. |
| b. | cannot easily be suppressed and inhibited. |
| c. | can become automatic through practice. |
| d. | occurs less frequently among adults than children. |
| e. | takes place in the cerebellum. |

\_\_\_\_ 9. For a fraction of a second after the lightning flash disappeared, Ileana retained a vivid mental image of its ragged edges. Her experience most clearly illustrates the nature of \_\_\_\_\_\_\_ memory.

|  |  |
| --- | --- |
| a. | iconic |
| b. | flashbulb |
| c. | recall |
| d. | explicit |
| e. | implicit |

\_\_\_\_ 10. While your Mom is lecturing you about cleaning your room, you lose concentration. Then, suddenly you hear the significant words, “no car keys.” When she asks, “Are you listening to me?” you are able to repeat the last few things she said before mentioning car keys. Which of the following best explains this phenomenon?

|  |  |
| --- | --- |
| a. | Because you have heard the same lecture many times, rehearsal has caused it to be stored in long-term memory. |
| b. | Words stored in echoic memory will last for 3 to 4 seconds, so you can still recall her words. |
| c. | What your Mom said at the beginning and end of her lecture will be recalled because of the serial position effect. |
| d. | Because losing driving privileges is an emotional event, her words create a flashbulb memory. |
| e. | Hearing the words “car keys” leads to the priming of specific memories. |

\_\_\_\_ 11. After being asked to remember three consonants, participants in a study by Peterson and Peterson counted aloud backward by threes to prevent

|  |  |
| --- | --- |
| a. | source amnesia. |
| b. | retroactive interference. |
| c. | proactive interference. |
| d. | encoding failure. |
| e. | rehearsal. |

\_\_\_\_ 12. Recorded information played during sleep is registered by the ears but is not remembered. This illustrates that the retention of information requires

|  |  |
| --- | --- |
| a. | proactive interference. |
| b. | state-dependent memory. |
| c. | chunking. |
| d. | effortful processing. |
| e. | priming. |

\_\_\_\_ 13. Which of the following is the best example of the testing effect?

|  |  |
| --- | --- |
| a. | The studies that testing researchers conduct are more easily remembered than other studies. |
| b. | Most people cannot recall automatically encoded information under testing situations. |
| c. | Repeated quizzing of information increases the chances it will be recalled. |
| d. | Testing the same information over and over again decreases recall due to interference. |
| e. | Anxiety associated with testing situations increases recall due to mood-congruent memory. |

\_\_\_\_ 14. We are more likely to remember the words “typewriter, cigarette, and fire” than the words “void, process, and inherent.” This best illustrates the value of

|  |  |
| --- | --- |
| a. | long-term potentiation. |
| b. | flashbulb memory. |
| c. | imagery. |
| d. | iconic memory. |
| e. | priming. |

\_\_\_\_ 15. Mnemonic devices such as the peg-word system make effective use of

|  |  |
| --- | --- |
| a. | flashbulb memory. |
| b. | visual imagery. |
| c. | state-dependent memory. |
| d. | the serial position effect. |
| e. | implicit memory. |

\_\_\_\_ 16. The use of acronyms to improve one's memory of unfamiliar material best illustrates the value of

|  |  |
| --- | --- |
| a. | imagery. |
| b. | chunking. |
| c. | the spacing effect. |
| d. | the serial position effect. |
| e. | semantic encoding. |

\_\_\_\_ 17. By creating an outline in which specific facts and theories are located within the larger framework of major topics and subtopics, Jasmine can remember much more of what she reads in her textbooks. This best illustrates the benefits of

|  |  |
| --- | --- |
| a. | implicit memory. |
| b. | the serial position effect. |
| c. | hierarchical organization. |
| d. | the spacing effect. |
| e. | parallel processing. |

\_\_\_\_ 18. Rephrasing text material in your own words is an effective way of facilitating

|  |  |
| --- | --- |
| a. | semantic encoding. |
| b. | automatic processing. |
| c. | mood-congruent memory. |
| d. | proactive interference. |
| e. | implicit memory. |

\_\_\_\_ 19. Karl Lashley trained rats to solve a maze and then removed pieces of their cortexes. He observed that storage of their maze memories

|  |  |
| --- | --- |
| a. | was restricted to their right cerebral hemispheres. |
| b. | was restricted to their left and right frontal lobes. |
| c. | was restricted to their left and right occipital lobes. |
| d. | was not restricted to specific regions of the cortex. |
| e. | was not restricted to the association areas. |

\_\_\_\_ 20. Where are explicit memories of newly learned verbal information and visual designs stored?

|  |  |
| --- | --- |
| a. | Verbal information is stored in the right hippocampus and visual designs are stored in the left hippocampus. |
| b. | Verbal information is stored in the left hippocampus and visual designs are stored in the right hippocampus. |
| c. | Verbal information is stored in the left hippocampus and visual designs are stored in the right cerebellum. |
| d. | Verbal information is stored in the right cerebellum and visual designs are stored in the left cerebellum. |
| e. | Verbal information is stored in the left cerebellum and visual designs are stored in the right cerebellum. |

\_\_\_\_ 21. Unlike implicit memories, explicit memories are processed by the

|  |  |
| --- | --- |
| a. | hippocampus. |
| b. | cerebellum. |
| c. | hypothalamus. |
| d. | motor cortex. |
| e. | corpus callosum. |

\_\_\_\_ 22. Which of the following offers the best explanation for infantile amnesia?

|  |  |
| --- | --- |
| a. | The hippocampus is one of the last brain structures to mature. |
| b. | The emotional reactivity of infants inhibits the process of encoding. |
| c. | The accumulation of life experiences disrupts the retrieval of early life events. |
| d. | Iconic memories last for less than a second in infants. |
| e. | Birth trauma prevents explicit encoding. |

\_\_\_\_ 23. Patients who have experienced brain damage may be unable to form new personal memories but are able to learn to do jigsaw puzzles, without awareness of having learned them. This suggests that

|  |  |
| --- | --- |
| a. | explicit memories are stored in the cerebellum, which must not have been damaged. |
| b. | long-term potentiation decreases our ability to store implicit memories. |
| c. | the system for creating explicit memory has been affected, not the implicit memory system. |
| d. | amnesia only disturbs recall of explicit memories. |
| e. | the cerebellum must have been damaged, hindering implicit memory formation. |

\_\_\_\_ 24. Most Americans still have accurate flashbulb memories of the 9/11 terrorist attacks in 2001. This best illustrates that memory formation is facilitated by

|  |  |
| --- | --- |
| a. | retrieval cues. |
| b. | the serial position effect. |
| c. | source amnesia. |
| d. | the body's release of stress hormones. |
| e. | long-term potentiation. |

\_\_\_\_ 25. Research by Kandel and Schwartz on sea slugs indicates that memory formation is associated with the

|  |  |
| --- | --- |
| a. | structure of DNA molecules. |
| b. | release of certain neurotransmitters. |
| c. | activity level of the hippocampus. |
| d. | development of the cerebellum. |
| e. | transformation of neurons in the medulla. |

\_\_\_\_ 26. One effect of long-term potentiation is that

|  |  |
| --- | --- |
| a. | the sending neuron needs additional prompting to release its neurotransmitters. |
| b. | more glucose energy is made available to fuel brain activity. |
| c. | a receiving neuron's receptor sites may increase. |
| d. | the memory trace can be tracked to specific sites in the brain. |
| e. | more neurons are added into a neural chain of memory. |

\_\_\_\_ 27. When an eyewitness to an auto accident is asked to describe what happened, which test of memory is being used?

|  |  |
| --- | --- |
| a. | reconstruction |
| b. | recognition |
| c. | rehearsal |
| d. | recall |
| e. | relearning |

\_\_\_\_ 28. An eyewitness to a grocery store robbery is asked to identify the suspects in a police lineup. Which test of memory is being utilized?

|  |  |
| --- | --- |
| a. | recall |
| b. | relearning |
| c. | recognition |
| d. | misinformation |
| e. | reconstruction |

\_\_\_\_ 29. James took special classes to learn Spanish in elementary school. As a young adult, he decided to serve in the Peace Corps and was sent to Guatemala. While he had forgotten most of his early Spanish training, he quickly remembered it. This illustrates that

|  |  |
| --- | --- |
| a. | priming allows us to retrieve specific memories from a web of associations. |
| b. | retroactive interference does not affect the recall of childhood memories. |
| c. | the speed of relearning confirms that information is stored and accessible. |
| d. | source amnesia does not influence learning that occurs before a person is 8 years old. |
| e. | semantic encoding increases what can be recalled by providing more retrieval cues. |

\_\_\_\_ 30. Retrieval cues are most likely to facilitate a process known as

|  |  |
| --- | --- |
| a. | automatic processing. |
| b. | repression. |
| c. | chunking. |
| d. | relearning. |
| e. | priming. |

\_\_\_\_ 31. Hearing the word “rabbit” may lead people to spell the spoken word “hair” as “h-a-r-e.” This best illustrates the outcome of a process known as

|  |  |
| --- | --- |
| a. | chunking. |
| b. | retroactive interference. |
| c. | proactive interference. |
| d. | repression. |
| e. | priming. |

\_\_\_\_ 32. The discovery that words heard underwater are later better recalled underwater than on land best illustrates the value of

|  |  |
| --- | --- |
| a. | the serial position effect. |
| b. | echoic memory. |
| c. | the spacing effect. |
| d. | retrieval cues. |
| e. | implicit memory. |

\_\_\_\_ 33. Walking into your bedroom you think, “I need to get my backpack in the kitchen.” When you reach the kitchen, you forget what you came there for. As you return to your bedroom, you suddenly remember, “Backpack!” This sudden recall is best explained by

|  |  |
| --- | --- |
| a. | the misinformation effect. |
| b. | context effects. |
| c. | source amnesia. |
| d. | semantic encoding. |
| e. | flashbulb memory formation. |

\_\_\_\_ 34. Compared with formerly depressed people, those who are currently depressed are more likely to recall their parents as rejecting and punitive. This best illustrates

|  |  |
| --- | --- |
| a. | the misinformation effect. |
| b. | source amnesia. |
| c. | the self-reference effect. |
| d. | mood-congruent memory. |
| e. | retroactive interference. |

\_\_\_\_ 35. The famous Ebbinghaus forgetting curve indicates that how well we remember information depends on

|  |  |
| --- | --- |
| a. | how long ago we learned that information. |
| b. | the nature of our mood during encoding and retrieval. |
| c. | whether the information is part of our implicit or explicit memory. |
| d. | whether the information was learned by deep or shallow processing. |
| e. | whether proactive interference occurred. |

\_\_\_\_ 36. The title of a song is on the tip of Gerard's tongue, but he cannot recall it until someone mentions the songwriter's name. Gerard's initial inability to recall the title was most likely caused by

|  |  |
| --- | --- |
| a. | a physical decay of stored memory. |
| b. | encoding failure. |
| c. | state-dependent memory. |
| d. | retrieval failure. |
| e. | repression. |

\_\_\_\_ 37. Arnold so easily remembers his old girlfriend's telephone number that he finds it difficult to recall his new girlfriend's number. Arnold's difficulty best illustrates

|  |  |
| --- | --- |
| a. | retroactive interference. |
| b. | priming. |
| c. | source amnesia. |
| d. | proactive interference. |
| e. | repression. |

\_\_\_\_ 38. After learning the combination for his new locker at school, Milton is unable to remember the combination for his year-old bicycle lock. Milton is experiencing the effects of

|  |  |
| --- | --- |
| a. | encoding failure. |
| b. | source amnesia. |
| c. | retroactive interference. |
| d. | proactive interference. |
| e. | automatic processing. |

\_\_\_\_ 39. Compulsive gamblers frequently recall losing less money than is actually the case. Their memory failure best illustrates

|  |  |
| --- | --- |
| a. | source amnesia. |
| b. | proactive interference. |
| c. | the serial position effect. |
| d. | motivated forgetting. |
| e. | priming. |

\_\_\_\_ 40. Which of the following best describes the position of many current researchers regarding repression?

|  |  |
| --- | --- |
| a. | Repressed memories protect our self-concept and minimize anxiety. |
| b. | Only implicit memories are repressed into unconsciousness. |
| c. | Repression rarely occurs as it is difficult to forget emotional material. |
| d. | Repressed memories, once out of consciousness, are not harmful. |
| e. | The activity of the hippocampus leads to repression. |

\_\_\_\_ 41. As we retrieve memories from our memory bank, we often alter them based on past experiences and our current expectations. This best illustrates

|  |  |
| --- | --- |
| a. | implicit memory. |
| b. | proactive interference. |
| c. | the spacing effect. |
| d. | memory construction. |
| e. | serial position effect. |

\_\_\_\_ 42. Researchers asked university students to imagine certain childhood events, including a false event such as breaking a window with their hand. They discovered that

|  |  |
| --- | --- |
| a. | events from the distant past are less vulnerable to memory distortion than more recent events. |
| b. | people can easily distinguish between their own true and false memories. |
| c. | hypnotic suggestion is an effective technique for accurate memory retrieval. |
| d. | it is surprisingly easy to lead people to construct false memories. |
| e. | college students are less likely to succumb to the misinformation effect. |

\_\_\_\_ 43. As a child, Andre dreamed that he was chased and attacked by a ferocious dog. Many years later, he mistakenly recalled that this had actually happened to him. Andre's false recollection best illustrates

|  |  |
| --- | --- |
| a. | the self-reference effect. |
| b. | mood-congruent memory. |
| c. | source amnesia. |
| d. | implicit memory. |
| e. | proactive interference. |

\_\_\_\_ 44. To gain accurate eyewitness testimony from children, interviewers must

|  |  |
| --- | --- |
| a. | be sensitive to repressed memories. |
| b. | provide details to the child before the interview. |
| c. | use neutral words that children can understand. |
| d. | employ leading questions to prompt a response. |
| e. | allow children to listen to adults discuss the case before the interview. |

\_\_\_\_ 45. Mrs. Ramos claims to remember being sexually abused by her father when she was less than a year old. Memory experts are most likely to doubt the reliability of her memory due to their awareness of

|  |  |
| --- | --- |
| a. | implicit memory. |
| b. | the self-reference effect. |
| c. | long-term potentiation. |
| d. | infantile amnesia. |
| e. | the spacing effect. |

**Psych 12AP Memory Practice Test**

**Answer Section**

**MULTIPLE CHOICE**

 1. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual

 2. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual/Application

 3. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual/Application

 4. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Conceptual/Application

 5. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 31-2

TOP: Memory models SKL: Factual/Definitional

 6. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-4

TOP: Automatic processing and Implicit Memories SKL: Factual/Definitional

 7. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 31-4

TOP: Automatic processing and Implicit Memories SKL: Factual/Definitional

 8. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 31-4

TOP: Automatic processing and Implicit Memories SKL: Factual/Definitional

 9. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 31-5

TOP: Sensory memory SKL: Conceptual/Application

 10. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-5

TOP: Sensory memory SKL: Conceptual/Application

 11. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 31-6

TOP: Capacity of short-term and working memory SKL: Factual/Definitional

 12. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing SKL: Factual/Definitional

 13. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Conceptual/Application

 14. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Factual/Definitional

 15. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Factual/Definitional

 16. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Factual/Definitional

 17. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 31-7

TOP: Effortful processing strategies SKL: Conceptual

 18. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 31-8

TOP: Levels of processing SKL: Conceptual/Application

 19. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-1

TOP: Memory storage SKL: Factual/Definitional

 20. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 32-2

TOP: Explicit memory system SKL: Factual/Definitional

 21. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 32-2

TOP: Explicit memory system SKL: Factual/Definitional

 22. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 32-3

TOP: Implicit memory system SKL: Factual/Definitional

 23. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 32-3

TOP: Implicit memory system SKL: Factual/Definitional

 24. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-4

TOP: The amygdala, emotions, and memory SKL: Factual/Definitional

 25. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 32-5

TOP: Synaptic changes SKL: Factual/Definitional

 26. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 32-5

TOP: Synaptic changes SKL: Factual/Definitional

 27. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-6

TOP: Measuring retention SKL: Conceptual/Application

 28. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 32-6

TOP: Measuring retention SKL: Conceptual/Application

 29. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 32-6

TOP: Measuring retention SKL: Conceptual/Application

 30. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Retrieval cues SKL: Factual/Definitional

 31. ANS: E PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Retrieval cues SKL: Factual/Definitional

 32. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Retrieval cues SKL: Factual/Definitional

 33. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Retrieval cues SKL: Conceptual/Application

 34. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-7

TOP: Retrieval cues SKL: Factual/Definitional

 35. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Storage decay SKL: Factual/Definitional

 36. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Retrieval failure SKL: Conceptual/Application

 37. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Interference SKL: Conceptual/Application

 38. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Interference SKL: Conceptual/Application

 39. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Motivated forgetting SKL: Conceptual/Application

 40. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-1

TOP: Motivated forgetting SKL: Factual/Definitional

 41. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-2

TOP: Memory construction SKL: Factual/Definitional

 42. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-2

TOP: Misinformation and imagination effects SKL: Factual/Definitional

 43. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-2

TOP: Source amnesia SKL: Conceptual/Application

 44. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-3

TOP: Children's eyewitness recall SKL: Conceptual

 45. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-3

TOP: Repressed or constructed memories of abuse? SKL: Conceptual/Application