

Personality and Memory Test

Multiple Choice

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

- _____ 1. When first introduced to someone, Marcel effectively remembers the person's name by repeating it to himself several times. Marcel makes use of a strategy called
- chunking.
 - automatic processing.
 - mnemonics.
 - the serial position effect.
 - rehearsal.
- _____ 2. *Memory* is best defined as
- the conscious encoding of information.
 - stored knowledge that has been semantically encoded.
 - the persistence of learning through the storage and retrieval of information over time
 - the retrieval of stored information in precisely the same form in which it was encoded.
 - recalling and retrieving information stored in the cerebral cortex.
- _____ 3. The process of getting information into memory is called
- priming.
 - chunking.
 - encoding.
 - registering.
 - storing.
- _____ 4. The human capacity for storing long-term memories is
- essentially unlimited.
 - roughly equal to seven units of information.
 - typically much greater in young children than in adults.
 - greatly reduced after people reach the age of 65.
 - enhanced through hypnosis.
- _____ 5. The process of getting information out of memory is called
- priming.
 - encoding.
 - relearning.
 - retrieval.
 - rehearsal.

- _____ 6. Your consciously activated but limited-capacity memory is called _____ memory.
- short-term
 - implicit
 - mood-congruent
 - explicit
 - automatic
- _____ 7. 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.
- echoic
 - short-term
 - flashbulb
 - long-term
 - implicit
- _____ 8. A flashbulb memory would typically be stored in _____ memory.
- iconic
 - implicit
 - echoic
 - long-term
 - short-term
- _____ 9. 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?
- Such implicit memory is stored in the cerebellum, thus Mamie must have experienced damage to that brain region.
 - Mamie has not paid attention to the incoming information so it was not encoded into long-term memory.
 - Because of the time span between being exposed to the mural, the spacing effect has interrupted memory formation.
 - The memory of the mural has decayed over time.
 - Mamie is experiencing retroactive interference, leading to her forgetting past information.
- _____ 10. To recognize the active information processing that occurs in short-term memory, researchers have characterized it as _____ memory.
- iconic
 - working
 - flashbulb
 - implicit
 - repressed

- _____ 11. We can encode many sensory experiences simultaneously, some automatically, because of which property of the brain?
- serial position effect
 - parallel processing
 - explicit memory
 - long-term potentiation
 - priming
- _____ 12. During the course of a day, people may unconsciously encode the sequence of the day's events. This best illustrates
- the spacing effect.
 - automatic processing.
 - sensory memory.
 - echoic memory.
 - short-term memory.
- _____ 13. Effortful processing can occur only with
- implicit memory.
 - conscious attention.
 - visual imagery.
 - chunking.
 - sensory memory.
- _____ 14. The address for obtaining tickets to a popular quiz show flashes on the TV screen, but the image disappears before Sergei has had a chance to write down the complete address. To his surprise, however, he has retained a momentary mental image of the five-digit zip code. His experience best illustrates _____ memory.
- iconic
 - flashbulb
 - implicit
 - echoic
 - state-dependent
- _____ 15. Explicit memory is to long-term memory as iconic memory is to _____ memory.
- sensory
 - short-term
 - flashbulb
 - implicit
 - state-dependent

- _____ 16. Iconic memory is to echoic memory as _____ is to _____.
- short-term memory; long-term memory
 - explicit memory; implicit memory
 - visual stimulation; auditory stimulation
 - automatic processing; effortful processing
 - flashbulb memory; implicit memory
- _____ 17. 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?
- Because you have heard the same lecture many times, rehearsal has caused it to be stored in long-term memory.
 - Words stored in echoic memory will last for 3 to 4 seconds, so you can still recall her words.
 - What your Mom said at the beginning and end of her lecture will be recalled because of the serial position effect.
 - Because losing driving privileges is an emotional event, her words create a flashbulb memory.
 - Hearing the words “car keys” leads to the priming of specific memories.
- _____ 18. Our immediate short-term memory for new material is limited to roughly _____ bits of information.
- 3
 - 7
 - 12
 - 24
 - 50
- _____ 19. Ebbinghaus' retention curve best illustrates the value of
- chunking.
 - imagery.
 - priming.
 - rehearsal.
 - implicit memory.
- _____ 20. Jamille performs better on foreign language vocabulary tests if she studies the material 15 minutes every day for 8 days than if she crams for 2 hours the night before the test. This illustrates what is known as
- the spacing effect.
 - the serial position effect.
 - mood-congruent memory.
 - chunking.
 - automatic processing.

- _____ 21. Memory aids that involve the use of vivid imagery and clever ways of organizing material are called
- chunkng
 - iconic traces.
 - organizational cues.
 - mnemonic devices.
 - flashbulb memories.
- _____ 22. Rephrasing text material in your own words is an effective way of facilitating
- semantic encoding.
 - automatic processing.
 - mood-congruent memory.
 - proactive interference.
 - implicit memory.
- _____ 23. Although Mr. Yanagita has recently learned to play poker quite well, he cannot consciously remember ever having played poker. It is likely that he has suffered damage to his
- brainstem.
 - cerebellum.
 - hypothalamus.
 - hippocampus.
 - motor cortex.
- _____ 24. Cerebellum is to _____ memory as hippocampus is to _____ memory.
- short-term; long-term
 - long-term; short-term
 - implicit; explicit
 - explicit; implicit
 - iconic; echoic
- _____ 25. A retention of skills and dispositions without conscious recollection is known as _____ memory.
- state-dependent
 - flashbulb
 - short-term
 - sensory
 - implicit
- _____ 26. Exceptionally clear memories of emotionally significant events are called
- sensory memories.
 - flashbulb memories.
 - mood-congruent memories.
 - repressed memories.
 - semantic memories.

- _____ 27. An eyewitness to a grocery store robbery is asked to identify the suspects in a police lineup. Which test of memory is being utilized?
- recall
 - relearning
 - recognition
 - misinformation
 - reconstruction
- _____ 28. 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
- retroactive interference.
 - priming.
 - source amnesia.
 - proactive interference.
 - repression.
- _____ 29. Retroactive interference involves the disruption of
- automatic processing.
 - iconic memory.
 - memory retrieval.
 - semantic encoding.
 - echoic memory.
- _____ 30. Our inability to remember information presented in the seconds just before we fall asleep is most likely due to
- motivated forgetting.
 - the misinformation effect.
 - retroactive interference.
 - encoding failure.
 - long-term potentiation.
- _____ 31. Who emphasized that we repress anxiety-arousing memories?
- Hermann Ebbinghaus
 - Elizabeth Loftus
 - Lloyd Peterson
 - George Sperling
 - Sigmund Freud
- _____ 32. Repression most clearly involves a failure in
- encoding.
 - retrieval.
 - storage.
 - iconic memory.
 - long-term potentiation.

- _____ 33. Déjà vu refers to the
- emotional arousal produced by events that prime us to recall associated events.
 - tendency to remember experiences that are consistent with our current mood.
 - unconscious activation of particular associations in memory.
 - eerie sense of having previously experienced a situation or event.
 - involuntary activation of the hippocampus.
- _____ 34. *Personality* is best defined as an individual's
- characteristic pattern of thinking, feeling, and acting.
 - most noticeable characteristics.
 - biologically inherited temperament.
 - hidden thoughts and emotions.
 - unconscious thoughts and feelings.
- _____ 35. The concept of *personality* most clearly embodies the notion of
- moral integrity.
 - self-consciousness.
 - behavioral consistency.
 - self-actualization.
 - gender identity.
- _____ 36. The belief that some distressing physical symptoms could not be readily explained in terms of neurological impairments contributed most directly to
- Gordon Allport's interest in personality traits.
 - Sigmund Freud's interest in unconscious conflicts.
 - Abraham Maslow's interest in self-actualization.
 - Albert Bandura's interest in personal control.
 - Carl Rogers' interest in unconditional positive regard.
- _____ 37. Freud called his theory of personality and the associated treatment techniques
- a humanistic perspective.
 - terror-management theory.
 - a social-cognitive perspective.
 - psychoanalysis.
 - reciprocal determinism.
- _____ 38. Freud suggested that in a healthy person the
- id is stronger than the ego and superego.
 - ego is stronger than the id and superego.
 - superego is stronger than the id and ego.
 - superego and id are equally strong.
 - id, ego, and superego are equally strong.

- _____ 39. The Oedipus complex is the term used by Freud to describe
- the erogenous zones that are the focus of the latency stage.
 - the passive dependence of someone who is orally fixated.
 - children's efforts to overcome feelings of inferiority.
 - boys' feelings of guilt and fear of punishment over their sexual desire for their mother.
 - girls' feelings of jealousy and superiority caused by their close relationships with their father.
- _____ 40. Freud referred to a lingering focus of pleasure-seeking energies at an earlier psychosexual stage as
- reaction formation.
 - projection.
 - fixation.
 - displacement.
 - repression.
- _____ 41. Dr. Jordan believes in the importance of the unconscious and in the personality structures of the id, ego, and superego. She doubts sexual conflict shapes personality and focuses on the role of social interaction in personality development. Dr. Jordan is most likely a(n)
- humanist.
 - trait theorist.
 - social-cognitive theorist.
 - positive psychologist.
 - neo-Freudian.
- _____ 42. Survivors' vivid memories of Nazi death camp experiences most clearly challenge Freud's concept of
- fixation.
 - repression.
 - the Oedipus complex.
 - motivational conflict.
 - projection.
- _____ 43. Abraham Maslow suggested that those who fulfill their potential have satisfied the need for
- reciprocal determinism.
 - an external locus of control.
 - self-actualization.
 - unconditional positive regard.
 - an internal locus of control.

- _____ 44. Carl Rogers believed that in order to be a fully-functioning individual, you must be exposed to a growth-promoting environment which includes
- having a strong ego.
 - possessing an optimistic explanatory style.
 - challenging your feelings of inferiority.
 - receiving unconditional positive regard.
 - perceiving an internal locus of control.
- _____ 45. Which personality theorists have most clearly been credited with encouraging the popular belief that a positive self-concept is the key to happiness and success?
- psychoanalytic theorists
 - social-cognitive theorists
 - humanistic theorists
 - trait theorists
 - terror-management theorists
- _____ 46. Trait theorists are more concerned with _____ personality than with _____ it.
- predicting; assessing
 - describing; explaining
 - changing; analyzing
 - interpreting; observing
 - enhancing; measuring
- _____ 47. Kelsey is consistently optimistic, talkative, and impulsive. Each of these characteristics most clearly represents a
- defense mechanism.
 - self-serving bias.
 - fixation.
 - trait.
 - self-concept.
- _____ 48. Which of the following tests characteristically describes personality in flattering terms?
- Rorschach inkblot test
 - Eysenck Personality Questionnaire
 - Myers-Briggs Type Indicator
 - MMPI
 - TAT
- _____ 49. Personality inventories are designed to assess several _____ at once.
- possible selves
 - defense mechanisms
 - attributional styles
 - traits
 - self-concepts

Name: _____

ID: A

- _____ 50. Dr. Zytowics wants to assess the extent to which a client is suffering from depression, social withdrawal, and other symptoms of an emotional disorder. Which personality inventory would be most helpful for this purpose?
- a. MMPI
 - b. Rorschach
 - c. TAT
 - d. Myers-Briggs Type Indicator
 - e. locus of control test

Personality and Memory Test Answer Section

MULTIPLE CHOICE

- | | | | |
|---|--------|-----------------------------|----------------------|
| 1. ANS: E | PTS: 1 | DIF: Easy | OBJ: Unit VII 33-4 |
| TOP: Improving Memory | | SKL: Conceptual | |
| 2. ANS: C | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-1 |
| TOP: Studying memory | | SKL: Factual/Definitional | |
| 3. ANS: C | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Factual/Definitional | |
| 4. ANS: A | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Factual/Definitional | |
| 5. ANS: D | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Factual/Definitional | |
| 6. ANS: A | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Factual/Definitional | |
| 7. ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Conceptual/Application | |
| 8. ANS: D | PTS: 1 | DIF: Difficult | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Conceptual | |
| 9. ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Conceptual/Application | |
| 10. ANS: B | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-2 |
| TOP: Memory models | | SKL: Factual/Definitional | |
| 11. ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-4 |
| TOP: Automatic processing and Implicit Memories | | SKL: Factual/Definitional | |
| 12. ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-4 |
| TOP: Automatic processing and Implicit Memories | | SKL: Factual/Definitional | |
| 13. ANS: B | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-4 |
| TOP: Automatic processing and Implicit Memories | | SKL: Factual/Definitional | |
| 14. ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-5 |
| TOP: Sensory memory | | SKL: Conceptual/Application | |
| 15. ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-5 |
| TOP: Sensory memory | | SKL: Conceptual | |
| 16. ANS: C | PTS: 1 | DIF: Difficult | OBJ: Unit VII 31-5 |
| TOP: Sensory memory | | SKL: Conceptual | |
| 17. ANS: B | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-5 |
| TOP: Sensory memory | | SKL: Conceptual/Application | |
| 18. ANS: B | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-6 |
| TOP: Capacity of short-term and working memory | | SKL: Factual/Definitional | |
| 19. ANS: D | PTS: 1 | DIF: Difficult | OBJ: Unit VII 31-7 |
| TOP: Effortful processing strategies | | SKL: Factual/Definitional | |
| 20. ANS: A | PTS: 1 | DIF: Medium | OBJ: Unit VII 31-7 |
| TOP: Effortful processing strategies | | SKL: Conceptual/Application | |
| 21. ANS: D | PTS: 1 | DIF: Easy | OBJ: Unit VII 31-7 |
| TOP: Effortful processing strategies | | SKL: Factual/Definitional | |

22. ANS: A PTS: 1 DIF: Medium OBJ: Unit VII | 31-8
TOP: Levels of processing SKL: Conceptual/Application
23. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 32-2
TOP: Explicit memory system SKL: Conceptual/Application
24. ANS: C PTS: 1 DIF: Difficult OBJ: Unit VII | 32-2
TOP: Explicit memory system SKL: Conceptual
25. ANS: E PTS: 1 DIF: Easy OBJ: Unit VII | 32-3
TOP: Implicit memory system SKL: Factual/Definitional
26. ANS: B PTS: 1 DIF: Easy OBJ: Unit VII | 32-4
TOP: The amygdala, emotions, and memory SKL: Factual/Definitional
27. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 32-6
TOP: Measuring retention SKL: Conceptual/Application
28. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1
TOP: Interference SKL: Conceptual/Application
29. ANS: C PTS: 1 DIF: Medium OBJ: Unit VII | 33-1
TOP: Interference SKL: Factual/Definitional
30. ANS: D PTS: 1 DIF: Medium OBJ: Unit VII | 33-1
TOP: Interference SKL: Factual/Definitional
31. ANS: E PTS: 1 DIF: Easy OBJ: Unit VII | 33-1
TOP: Motivated forgetting SKL: Factual/Definitional
32. ANS: B PTS: 1 DIF: Medium OBJ: Unit VII | 33-1
TOP: Motivated forgetting SKL: Factual/Definitional
33. ANS: D PTS: 1 DIF: Easy OBJ: Unit VII | 33-2
TOP: Memory construction errors SKL: Factual/Definitional
34. ANS: A PTS: 1 DIF: Medium OBJ: Unit X | 55-1
TOP: Personality SKL: Factual/Definitional
35. ANS: C PTS: 1 DIF: Medium OBJ: Unit X | 55-1
TOP: Personality SKL: Conceptual
36. ANS: B PTS: 1 DIF: Difficult OBJ: Unit X | 55-1
TOP: Psychoanalytic theory's core ideas SKL: Factual/Definitional
37. ANS: D PTS: 1 DIF: Easy OBJ: Unit X | 55-1
TOP: Psychoanalytic theory's core ideas SKL: Factual/Definitional
38. ANS: B PTS: 1 DIF: Medium OBJ: Unit X | 55-2
TOP: Personality structure SKL: Conceptual
39. ANS: D PTS: 1 DIF: Easy OBJ: Unit X | 55-3
TOP: Personality development SKL: Factual/Definitional
40. ANS: C PTS: 1 DIF: Easy OBJ: Unit X | 55-3
TOP: Personality development SKL: Factual/Definitional
41. ANS: E PTS: 1 DIF: Medium OBJ: Unit X | 56-1
TOP: The neo-Freudian and psychodynamic theorists SKL: Conceptual/Application
42. ANS: B PTS: 1 DIF: Easy OBJ: Unit X | 56-3
TOP: The modern unconscious mind SKL: Factual/Definitional
43. ANS: C PTS: 1 DIF: Easy OBJ: Unit X | 57-1
TOP: Abraham Maslow's self-actualizing person SKL: Factual/Definitional
44. ANS: D PTS: 1 DIF: Medium OBJ: Unit X | 57-1
TOP: Carl Rogers' person-centered perspective SKL: Factual/Definitional

45. ANS: C PTS: 1 DIF: Medium OBJ: Unit X | 57-3
TOP: Evaluating the humanistic perspective SKL: Factual/Definitional
46. ANS: B PTS: 1 DIF: Medium OBJ: Unit X | 58-1
TOP: Trait theories SKL: Factual/Definitional
47. ANS: D PTS: 1 DIF: Easy OBJ: Unit X | 58-1
TOP: Trait theories SKL: Conceptual/Application
48. ANS: C PTS: 1 DIF: Difficult OBJ: Unit X | 58-1
TOP: Trait theories SKL: Factual/Definitional
49. ANS: D PTS: 1 DIF: Easy OBJ: Unit X | 58-2
TOP: Assessing traits SKL: Factual/Definitional
50. ANS: A PTS: 1 DIF: Medium OBJ: Unit X | 58-2
TOP: Assessing traits SKL: Conceptual/Application