

## Psych 1 Test 3

### Multiple Choice

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

- \_\_\_\_\_ 1. How does motivation offer a survival advantage?
- It dictates the formation of social bonds.
  - It stimulates competition and ingenuity.
  - It fosters ambition and perseverance.
  - It prevents the waste of precious energy resources.
- \_\_\_\_\_ 2. Why are animals motivated to explore their environments?
- To find potential mates and pass on their genes
  - To act more effectively when the need arises
  - To boost overall brain function through curiosity
  - To avoid confrontation by ensuring that the territory is unmarked
- \_\_\_\_\_ 3. Sally loves to run, and works jogging into her daily schedule because of the “runner’s high” she experiences. Sally is motivated by a(n) \_\_\_\_\_ reward.
- top-down
  - bottom-up
  - extrinsic
  - intrinsic
- \_\_\_\_\_ 4. Achievement is usually defined as \_\_\_\_\_.
- the need to reach a level of self-perfection
  - a desire to excel or outperform others
  - the fulfillment of culturally dictated goals
  - meeting the needs of those we seek to please
- \_\_\_\_\_ 5. Whose career path displays characteristics consistent with high levels of achievement motivation?
- Desmond, who takes over as the CEO of a fledgling company as a fair boss but one who enforces strict adherence to his guidelines
  - Sabina, who graduates at the top of her medical school class and chooses to do a residency in neurology, a challenging field with few therapeutic options for patients
  - Mateo, who is a state senator and works tirelessly trying to get his constituents to sign off on bills that will support his district
  - Donna, who is a dedicated scientist, and puts her heart and soul into her research knowing that her experiments are just as likely to fail as they are to succeed
- \_\_\_\_\_ 6. Compared with other species, why are social connections especially important for the survival of human beings?
- Human beings typically lose the drive to survive during times of prolonged isolation.
  - Human beings require the greatest amount of parenting to survive to adulthood.
  - Human beings have a set point for social activity and need external connections to monitor the balance.
  - Human beings suffer both psychological and physical damage from isolation, whereas most other species are unaffected by it.

- \_\_\_\_\_ 7. What evidence illustrates that the need for affiliation has a genetic component?
- a) Adoption studies show that siblings raised in different environments show similar patterns of social activity.
  - b) Our set point for needing affiliation correlates with cortical thickness.
  - c) People who are low in their need for affiliation are more likely to have genetic 5-HTTLPR polymorphism.
  - d) Twin studies show that set points for the need for affiliation are influenced by genetics.
- \_\_\_\_\_ 8. According to the Yerkes-Dodson law, \_\_\_\_\_ (Yerkes & Dodson, 1908).
- a) the ideal amount of arousal interacts with the complexity of a task
  - b) performance and arousal function independently
  - c) heightened arousal leads to heightened performance on complex tasks
  - d) dampened arousal disinhibits instinctive behaviors
- \_\_\_\_\_ 9. Consider the case of Eliot (Damasio, 1994), who had frontal lobe surgery to remove a tumor. What did we learn with regard to the brain's use of emotional information?
- a) Emotions act as the gateway for social intelligence by establish limits for and patterns of appropriate behaviors that promote survival.
  - b) Emotions regulate higher order cognition by allowing the mind to integrate concrete knowledge with abstract reasoning.
  - c) Emotions set the stage for forming strong connections with other individuals and establishing long lasting bonds.
  - d) Emotions provide a bridge to past experiences that can be used to set priorities such as approach and avoidance.
- \_\_\_\_\_ 10. The emotional quality of pain likely results from information processing at which level of the brain?
- a) basal ganglia
  - b) amygdala
  - c) cingulate cortex
  - d) insula
- \_\_\_\_\_ 11. Which process below is defined as a relatively permanent change in behavior due to experience?
- a) learning
  - b) fixed action pattern
  - c) reflex
  - d) variable action pattern
- \_\_\_\_\_ 12. Why does associative learning provide an enormous survival advantage?
- a) Organisms are able to instinctively and rapidly respond to threats.
  - b) Organisms can comprehend the complex relationship between environment and habitant.
  - c) Organisms can predict the future and thus are given time to prepare for future events.
  - d) Organisms can change their behaviors and the unpredictably protects them from natural enemies.
- \_\_\_\_\_ 13. An environmental cue or event whose significance is learned through classical conditioning is referred to as a(n) \_\_\_\_\_.
- a) unconditioned stimulus
  - b) conditioned stimulus
  - c) characteristic stimuli
  - d) uncharacteristic stimuli

- \_\_\_\_\_ 14. Dr. Graham exposes rats to a vanilla scent prior to receiving a food pellet in the left corner of their cage, but provides no food after exposure to a lemon scent. After several trials, upon smelling a vanilla scent, the rats wait at the far left corner of the cage regardless of whether a food pellet is present. However, they do not wait in the far left corner when exposed to the lemon scent. What is the unconditioned stimulus in the experiment?
- a) vanilla scent
  - b) food pellet
  - c) left corner of cage
  - d) lemon scent
- \_\_\_\_\_ 15. As Ronnie hears a song on the radio, she feels stressed: her heart races, her hands became clammy, and her breathing became rapid. The song is familiar because it was very popular at a time when her parents were going through a divorce. During this time, they fought bitterly with one another, causing Ronnie intense anxiety. In this scenario, identify the following in the same respective order: the conditioned stimulus, the unconditioned stimulus, the conditioned response, and the unconditioned response.
- a) parents fighting; song; anxiety towards parents fighting; anxiety towards song
  - b) parents fighting; anxiety towards parents fighting; song; anxiety towards song
  - c) song; parents fighting; anxiety towards song; anxiety towards parents fighting
  - d) song; anxiety towards song; parents fighting; anxiety towards parents fighting
- \_\_\_\_\_ 16. The development of a learned response is called \_\_\_\_\_.
- a) generalization
  - b) higher order conditioning
  - c) habituation
  - d) acquisition
- \_\_\_\_\_ 17. When a conditioned stimulus can predict the nonoccurrence of an unconditioned stimulus, this is referred to as \_\_\_\_\_.
- a) extinction
  - b) inhibition
  - c) latent inhibition
  - d) discrimination
- \_\_\_\_\_ 18. When Roxie the dog was a puppy, she would jump excitedly on anyone who entered the house; receiving praise for her actions. Now that Roxie weighs 65 pounds, Roxie's owner has asked everyone who enters the house to ignore the dog until she settles down. This scenario illustrates the use of \_\_\_\_\_.
- a) latent inhibition
  - b) discrimination
  - c) extinction
  - d) generalization
- \_\_\_\_\_ 19. The tendency to respond to stimuli that are similar to an original conditioned stimulus is called \_\_\_\_\_.
- a) generalization
  - b) sensitization
  - c) aggregation
  - d) habituation
- \_\_\_\_\_ 20. The learned ability to distinguish between stimuli is referred to as \_\_\_\_\_.
- a) delectability
  - b) differentiation
  - c) desensitization
  - d) discrimination
- \_\_\_\_\_ 21. According to Rescorla and Wagner, the association between a conditioned stimulus and an unconditioned stimulus is strongest when the association is \_\_\_\_\_.
- a) consistent
  - b) surprising
  - c) familiar
  - d) variable
- \_\_\_\_\_ 22. A modified cage containing levers or buttons that can be pressed or pecked by animals and is used to investigate operant conditioning is referred to as a \_\_\_\_\_.
- a) puzzle box
  - b) sequential conditioning chamber
  - c) Skinner box
  - d) pigeon chamber

- \_\_\_\_\_ 23. Compared with classical conditioning, the role of the learner for operant conditioning is \_\_\_\_\_.  
a) more active   c) more passive  
b) less affected by incentives                                 d) less productive
- \_\_\_\_\_ 24. Nick wants to encourage his six-year-old daughter, Anna, to help with family chores. He makes an outline of a rainbow with seven bands so that Anna can color in a band each time she does a chore. If she does seven chores in a week, coloring in the full rainbow, she gets one dollar. Nick's technique demonstrates which methods?  
a) habituation, positive punishment, and a fixed interval schedule  
b) shaping, negative reinforcement, and a variable interval schedule  
c) chaining, negative punishment, and a variable ratio schedule  
d) a token economy, positive reinforcement, and a fixed ratio schedule
- \_\_\_\_\_ 25. Marcus, who runs a software development company, repeatedly thanks his administrative assistant, Shana, for her hard work. Lately however, Marcus neglects to acknowledge the accomplishments of Shana; leading to her dwindling performance. What likely contributed to Shana's performance problems?  
a) negative reinforcement   c) negative punishment  
b) latent inhibition   d) extinction
- \_\_\_\_\_ 26. Lucia, who experiences extreme anxiety when taking an exam, practices meditation breathing to reduce her anxiety prior to taking a test. Her meditation breathing is an example of a \_\_\_\_\_.  
a) negative punishment   c) positive punishment  
b) negative reinforcer   d) positive reinforcer
- \_\_\_\_\_ 27. Three conditions must be met for punishment to have any observable effects on behavior: \_\_\_\_\_.  
a) application, explanation, and reinforcement  
b) selection, focus, and severity  
c) significance, immediacy, and consistency  
d) quality, quantity, and relevance
- \_\_\_\_\_ 28. What type of partial reinforcement depends on the number of times a behavior occurs?  
a) ratio   c) continuous  
b) variable   d) interval
- \_\_\_\_\_ 29. What delays the process of extinction?  
a) continuous reinforcement  
b) partial reinforcement  
c) inhibitory reinforcement  
d) arbitrary reinforcement
- \_\_\_\_\_ 30. What is an effective method for teaching a new behavior that involves balancing too much versus too little reinforcement?  
a) chaining   c) molding  
b) shaping   d) imprinting
- \_\_\_\_\_ 31. Allan and Bob are debating the true meaning of the term *memory*. How does your textbook define this process?  
a) The acquisition of knowledge through experience  
b) The ability to detect and learn from environmental stimuli  
c) The ability to retain knowledge  
d) The acquisition and retention of sensory information

- \_\_\_\_\_ 32. The information processing continuum flows both from the bottom up and the top down. What is the correct order of steps in this process, starting from the bottom up?
- a) cognition, memory, learning, perception, sensation, attention
  - b) attention, sensation, perception, learning, memory, cognition
  - c) attention, perception, sensation, cognition, memory, learning
  - d) cognition, learning, memory, attention, sensation, perception
- \_\_\_\_\_ 33. From the bottom up, the gateway to information processing is attention, which prioritizes \_\_\_\_.
- a) encoding, storage, and retrieval
  - b) thinking, problem solving, and language
  - c) sensory adaptation, survival, and consistency
  - d) unfamiliar, changing, or high-intensity stimuli
- \_\_\_\_\_ 34. What is the correct ordering of the processes of memory?
- a) storage, encoding, and retrieval
  - b) retrieval, storage, and encoding
  - c) encoding, storage, and retrieval
  - d) encoding, retrieval, and storage
- \_\_\_\_\_ 35. Jenna tickles her five-year old son. This sensory input is first translated into \_\_\_\_.
- a) echoic memory
  - b) acoustic code
  - c) iconic memory
  - d) haptic code
- \_\_\_\_\_ 36. The second stage of the Atkinson-Shiffrin model holds a small amount of information for a limited time. This is called \_\_\_\_.
- a) sensory memory
  - b) short-term memory
  - c) working memory
  - d) iconic memory
- \_\_\_\_\_ 37. Stephen has just finished composing his first poem, entitled *Clouded Memories*, for his poetry slam class. He is slated to recite the first ten lines during class tonight, and repeats them over and over to himself as he is walking there. This is called \_\_\_\_.
- a) rehearsal
  - b) a mnemonic device
  - c) chunking
  - d) consolidation
- \_\_\_\_\_ 38. Will is ten years old and preparing for a spelling contest. He is starting to memorize the spelling of the word *antidisestablishmentarianism*. He realizes that he can group the letters into *anti*, *dis*, *establish*, and so forth. This process is called \_\_\_\_.
- a) rehearsal
  - b) chunking
  - c) consolidation
  - d) encoding
- \_\_\_\_\_ 39. The four components of working memory proposed by Baddeley et al. are called the central executive, the episodic buffer, the visuospatial sketch pad, and the \_\_\_\_.
- a) phonological loop
  - b) schematic loop
  - c) semantic loop
  - d) maintenance loop
- \_\_\_\_\_ 40. As Harry walks out of the supermarket, he sees his parked car get hit by another car. He tries to memorize the make, model, and license plate number of the other car. According to Baddeley's model, he is using the \_\_\_\_.
- a) central executive
  - b) visuospatial sketch pad
  - c) episodic buffer
  - d) phonological loop

- \_\_\_\_ 41. The final stage of the Atkinson-Shiffrin model refers to the location of permanent memories. This is called \_\_\_\_.
- |                       |                     |
|-----------------------|---------------------|
| a) maintenance memory | c) long-term memory |
| b) procedural memory  | d) working memory   |
- \_\_\_\_ 42. According to the levels of processing theory, the depth (shallow to deep) of processing \_\_\_\_.
- |   |
|---|
| a) enhances long-term memory capacity                       |
| b) predicts the duration of information in long-term memory |
| c) predicts the ease of retrieval                           |
| d) exemplifies the power of maintenance rehearsal           |
- \_\_\_\_ 43. According to the levels of processing theory, who will be able to remember the most definitions of the vocabulary words in a given chapter?
- |   |
|---|
| a) James, who reads through each term and its definition                    |
| b) Pat, who takes turns with her roommate defining and explaining each term |
| c) Phil, who memorizes the definitions by chunking                          |
| d) Renee, who repeats each term and its definition multiple times out loud  |
- \_\_\_\_ 44. Declarative memories are consciously retrieved memories that are easy to verbalize and include \_\_\_\_.
- |   |
|---|
| a) semantic, episodic, and autobiographical information |
| b) explicit and implicit memories                       |
| c) semantic, procedural, and autobiographical memories  |
| d) non-declarative and implicit aspects                 |
- \_\_\_\_ 45. Jen and Ed first met while sitting in adjacent seats in the psychology lecture hall. Three years later they were married. What role does autobiographical memory play in this type of scenario?
- |   |
|---|
| a) It reduces reaction time to respond to predators.                            |
| b) It changes our response to a stimulus after pre-exposure to related stimuli. |
| c) It provides general knowledge about the world.                               |
| d) It helps us build social bonds with others throughout the lifespan.          |
- \_\_\_\_ 46. The spreading activation model proposes that people organize general knowledge based on \_\_\_\_.
- |                              |                          |
|------------------------------|--------------------------|
| a) individual experiences    | c) semantic similarities |
| b) predetermined hierarchies | d) cultural norms        |
- \_\_\_\_ 47. Which of the following is one of the most important schemas we have for organizing and remembering what we study?
- |   |
|---|
| a) hierarchies from most important to least important |
| b) the self   |
| c) alphabetization                                    |
| d) categorization by purpose and properties           |
- \_\_\_\_ 48. Ron is about to leave his apartment. His keys are not where he usually tries to leave them – on his bureau. He starts to retrace his steps from the night before and realizes that he should look in the bathroom, as this was his first stop upon arrival. This reflects the process of \_\_\_\_.
- |                         |                     |
|-------------------------|---------------------|
| a) reconstruction       | c) flashbulb memory |
| b) encoding specificity | d) decay            |

- \_\_\_\_\_ 49. State-dependent memory means that a person has better recall of material that is learned \_\_\_\_\_.  
a) in a similar physical environment or body position  
b) in a similar location  
c) in a similar physiological state or mood  
d) at a similar time of day
- \_\_\_\_\_ 50. Former members of a Girl Scout troop have gotten back in touch on Facebook. Verda reminds the others of their camping trip, where it rained for three days. Others share their memories of that weekend as well. What is most likely to happen to Verda's memories?  
a) They remain essentially the same.  
b) They are stored in a separate section of long-term memory from the memories of others.  
c) They are over-written by the memories shared by others.  
d) They interact with others' memories and are re-encoded as new long-term memories.
- \_\_\_\_\_ 51. In a study by Loftus and Palmer, participants viewed a short video of an automobile accident. One group was asked "About how fast were the cars going when they *hit* each other?" A second group was asked "About how fast were the cars going when they *smashed* each other?" One week later, both groups were asked if they recalled seeing glass on the road after the accident (there was no glass on the road in the video). Which of the following statements is true?  
a) There was no difference in responses among those that heard *smashed*, those that heard *hit*, and the control group.  
b) Those that heard *smashed* were almost three times more likely than those that heard *hit* to report seeing glass.  
c) Those that heard *smashed* were about as likely as the control group to report seeing glass.  
d) Those that heard *hit* were almost three times more likely than those that heard *smashed* to report seeing glass.
- \_\_\_\_\_ 52. Brian cannot remember whether he told his parents that he would be bringing his three roommates over for dinner on Sunday, or if he had just reminded himself to tell them. Which of the following statements best describes processing in this type of scenario?  
a) False memories regarding external sources account for the discrepancy.  
b) False memories regarding internal sources account for the discrepancy.  
c) Source monitoring can serve as a checkpoint.  
d) We are largely unable to distinguish between internal and external sources of information.
- \_\_\_\_\_ 53. Extremes in memory retrieval, such as the complete failure to recall an emotional event or an intrusive, overly vivid amount of recall, start to occur when an event \_\_\_\_\_.  
a) involves a family member  
b) has been encoded during severe levels of depression  
c) has been encoded during unusually high levels of stress  
d) triggers the release of high levels of serotonin
- \_\_\_\_\_ 54. Kevin is legally required to send a quarterly check to his former wife, whom he divorced twenty years ago. It annoys him greatly and he finds he often forgets until several days after the due date. This is likely an example of \_\_\_\_\_.  
a) retroactive interference  
b) suppressed memory  
c) repressed memory  
d) motivated forgetting

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 55. Henry must study for three finals and write a term paper in six days. He has decided to devote 15 hours of preparation time to his *History of Modern China* exam. What would be the best allocation of his time?
- a) Study throughout the night before the exam for 15 hours.
  - b) Study three hours a day for five days.
  - c) Study the two days before the exam, about eight hours a day.
  - d) Study 15 hours during the day before the exam.
- \_\_\_\_\_ 56. What is the basis for the effectiveness of the method of loci?
- a) The method provides mnemonics to store memories.
  - b) Explaining material to someone else points out our gaps in understanding.
  - c) We form excellent representations of visual images in memory.
  - d) Distributing practice over time consolidates memories.



## Psych 1 Test 3 Answer Section

### MULTIPLE CHOICE

1. ANS: D                   PTS: 1                   DIF: Understand  
REF: What Does It Mean To Be Motivated?                   OBJ: LO1
2. ANS: B                   PTS: 1                   DIF: Analyze  
REF: What Does It Mean To Be Motivated?                   OBJ: LO1
3. ANS: D                   PTS: 1                   DIF: Apply  
REF: What Does It Mean To Be Motivated?                   OBJ: LO1
4. ANS: B                   PTS: 1                   DIF: Understand  
REF: What Does It Mean To Be Motivated?                   OBJ: LO4
5. ANS: A                   PTS: 1                   DIF: Analyze  
REF: What Does It Mean To Be Motivated?                   OBJ: LO4
6. ANS: B                   PTS: 1                   DIF: Analyze  
REF: What Does It Mean To Be Motivated?                   OBJ: LO4
7. ANS: D                   PTS: 1                   DIF: Analyze  
REF: What Does It Mean To Be Motivated?                   OBJ: LO4
8. ANS: A                   PTS: 1                   DIF: Analyze                   REF: Why Are We Emotional?  
OBJ: LO5
9. ANS: D                   PTS: 1                   DIF: Analyze                   REF: Why Are We Emotional?  
OBJ: LO5
10. ANS: C                   PTS: 1                   DIF: Remember                   REF: Why Are We Emotional?  
OBJ: LO5
11. ANS: A                   PTS: 1                   DIF: Remember  
REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
OBJ: LO1
12. ANS: C                   PTS: 1                   DIF: Understand  
REF: What Are the Three Main Types of Learning?                   OBJ: LO2
13. ANS: B                   PTS: 1                   DIF: Remember                   REF: What Is Classical Conditioning?  
OBJ: LO2
14. ANS: B                   PTS: 1                   DIF: Apply                   REF: What is Classical Conditioning?  
OBJ: LO2
15. ANS: C                   PTS: 1                   DIF: Analyze                   REF: What Is Classical Conditioning?  
OBJ: LO2
16. ANS: D                   PTS: 1                   DIF: Remember                   REF: What Is Classical Conditioning?  
OBJ: LO3
17. ANS: B                   PTS: 1                   DIF: Remember                   REF: What Is Classical Conditioning?  
OBJ: LO3
18. ANS: C                   PTS: 1                   DIF: Apply                   REF: What Is Classical Conditioning?  
OBJ: LO3
19. ANS: A                   PTS: 1                   DIF: Remember                   REF: What Is Classical Conditioning?  
OBJ: LO3
20. ANS: D                   PTS: 1                   DIF: Remember                   REF: What Is Classical Conditioning?  
OBJ: LO3

21.	ANS: B OBJ: LO3	PTS: 1	DIF: Remember	REF: What Is Classical Conditioning?	
22.	ANS: C OBJ: LO4	PTS: 1	DIF: Remember	REF: What Is Operant Conditioning?	
23.	ANS: A OBJ: LO4	PTS: 1	DIF: Understand	REF: What Is Operant Conditioning?	
24.	ANS: D OBJ: LO4	PTS: 1	DIF: Analyze	REF: What Is Operant Conditioning?	
25.	ANS: D OBJ: LO5	PTS: 1	DIF: Apply	REF: What Is Operant Conditioning?	
26.	ANS: B OBJ: LO5	PTS: 1	DIF: Apply	REF: What Is Operant Conditioning?	
27.	ANS: C OBJ: LO5	PTS: 1	DIF: Understand	REF: What Is Operant Conditioning?	
28.	ANS: A OBJ: LO5	PTS: 1	DIF: Remember	REF: What Is Operant Conditioning?	
29.	ANS: B OBJ: LO5	PTS: 1	DIF: Understand	REF: What Is Operant Conditioning?	
30.	ANS: B OBJ: LO5	PTS: 1	DIF: Understand	REF: What Is Operant Conditioning?	
31.	ANS: C REF: What Are the Advantages of Memory?	PTS: 1	DIF: Understand		OBJ: LO1
32.	ANS: B REF: What Are the Advantages of Memory?	PTS: 1	DIF: Analyze		OBJ: LO1
33.	ANS: D REF: What Are the Advantages of Memory?	PTS: 1	DIF: Understand		OBJ: LO1
34.	ANS: C REF: What Are the Advantages of Memory?	PTS: 1	DIF: Understand		OBJ: LO2
35.	ANS: D REF: What Are the Advantages of Memory?	PTS: 1	DIF: Apply		OBJ: LO3
36.	ANS: B REF: What Are the Advantages of Memory?	PTS: 1	DIF: Remember		OBJ: LO3
37.	ANS: A REF: What Are the Advantages of Memory?	PTS: 1	DIF: Apply		OBJ: LO3
38.	ANS: B REF: What Are the Advantages of Memory?	PTS: 1	DIF: Apply		OBJ: LO3
39.	ANS: A REF: What Are the Advantages of Memory?	PTS: 1	DIF: Remember		OBJ: LO3
40.	ANS: B REF: What Are the Advantages of Memory?	PTS: 1	DIF: Apply		OBJ: LO3
41.	ANS: C REF: What Are the Advantages of Memory?	PTS: 1	DIF: Remember		OBJ: LO3
42.	ANS: C REF: What Are the Advantages of Memory?	PTS: 1	DIF: Remember		OBJ: LO3
43.	ANS: B REF: What Are the Advantages of Memory?	PTS: 1	DIF: Apply		OBJ: LO3

44. ANS: A                   PTS: 1                   DIF: Remember  
REF: What Are the Different Types of Long-Term Memory?  
OBJ: LO4
45. ANS: D                   PTS: 1                   DIF: Apply  
REF: What Are the Different Types of Long-Term Memory?  
OBJ: LO4
46. ANS: A                   PTS: 1                   DIF: Remember  
REF: How is Long-Term Memory Organized?                   OBJ: LO5
47. ANS: B                   PTS: 1                   DIF: Remember  
REF: How is Long-Term Memory Organized?                   OBJ: LO5
48. ANS: B                   PTS: 1                   DIF: Apply                   REF: How Do We Retrieve Memories?  
OBJ: LO6
49. ANS: C                   PTS: 1                   DIF: Remember                   REF: How Do We Retrieve Memories?  
OBJ: LO6
50. ANS: D                   PTS: 1                   DIF: Understand                   REF: How Do We Retrieve Memories?  
OBJ: LO6
51. ANS: B                   PTS: 1                   DIF: Analyze                   REF: How Do We Retrieve Memories?  
OBJ: LO6
52. ANS: C                   PTS: 1                   DIF: Understand                   REF: How Do We Retrieve Memories?  
OBJ: LO6
53. ANS: C                   PTS: 1                   DIF: Understand                   REF: How Do We Retrieve Memories?  
OBJ: LO6
54. ANS: D                   PTS: 1                   DIF: Apply                   REF: Why Do We Forget?  
OBJ: LO7
55. ANS: B                   PTS: 1                   DIF: Apply                   REF: How Can We Improve Memory?
56. ANS: C                   PTS: 1                   DIF: Understand                   REF: How Can We Improve Memory?

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

**Psych 1 Test 3 [Answer Strip]**

**ID: A**

  C   49.

  B   55.

  D   50.

  C   56.

  B   51.

  C   52.

  C   53.

  D   54.