(1) Better memory for information that is processed deeply than for information processed shallowly is called a
(a) mood-congruent memory effect.
(b) level of processing effect.
(c) maintenance rehearsal effect.
(d) proactive interference effect.
(2) Chunking involves
   (a) repeating items over and over to keep them in short-term memory. *(maintenance rehearsal)*
   (b) preventing forgetting from long-term memory by encoding information space over time instead of all at once. *(spaced encoding)*
   (c) keeping the environment the same from study to test to improve retrieval from long-term memory. *(encoding specificity)*
   (d) organizing information into meaningful units to hold increase the capacity of short-term memory.
(3) Three students are studying for an exam. Cathy studies for 4 hours the night before by reading over her notes several times. Bruce studies for 2 hours a week before the exam and 2 hours the night before the exam by reading over his notes a few times during each study session. Mary studies for 1 hour per night for the 4 nights before the exam and creates quizzes for herself while she studies. Which student is likely to remember the most material for the exam?

(a) Cathy
(b) Bruce
(c) Mary (has best spaced encoding)
(d) none – all will remember equally
(4) Sensory store holds information for ___________, short-term memory holds information for ___________, and long-term can hold information for ___________.

(a) about a second; about 20 seconds; an unlimited amount of time
(b) about 10 seconds; an unlimited amount of time; an unlimited amount of time
(c) an unlimited amount of time; about a minute; several days
(d) about a minute; about 10 minutes; about 60 minutes
(5) In the Roediger and McDermott (1995) study the DRM procedure was used in an attempt to create false memories. Results showed that
(a) no false memories were reported by the subjects.
(b) more false than accurate memories were reported by the subjects.
(c) the rate of false memories was similar to the rate of accurate memories for items in the middle of the list.
(d) false memories showed both primacy and recency effects.
Semantic: knowing THAT - facts knowledge
Episodic: remembering WHEN - episodes experienced
Procedural: knowing HOW - skills - using memory without awareness/intention
Primacy - early items are encoded more deeply - get into LTM

Recency - last items still in STM