

Psychology 3450 - Midterm Exam  
October 20, 2010  
Answer Sheet  
Version A

Name: \_\_\_\_\_ MUN ID: \_\_\_\_\_

Indicate your answer by crossing out the appropriate letter.

Answer **20** questions only.

- |     |   |   |   |   |   |     |   |   |   |   |   |
|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 1.  | a | b | c | d | e | 13. | a | b | c | d | e |
| 2.  | a | b | c | d | e | 14. | a | b | c | d | e |
| 3.  | a | b | c | d | e | 15. | a | b | c | d | e |
| 4.  | a | b | c | d | e | 16. | a | b | c | d | e |
| 5.  | a | b | c | d | e | 17. | a | b | c | d | e |
| 6.  | a | b | c | d | e | 18. | a | b | c | d | e |
| 7.  | a | b | c | d | e | 19. | a | b | c | d | e |
| 8.  | a | b | c | d | e | 20. | a | b | c | d | e |
| 9.  | a | b | c | d | e | 21. | a | b | c | d | e |
| 10. | a | b | c | d | e | 22. | a | b | c | d | e |
| 11. | a | b | c | d | e | 23. | a | b | c | d | e |
| 12. | a | b | c | d | e |     |   |   |   |   |   |

Psychology 3450 - Midterm Test  
October 20, 2010  
Dr. C. Penney  
Version A

Name: \_\_\_\_\_ MUN ID: \_\_\_\_\_

**Part A. Multiple Choice**

**Value: 20 marks or 50%**

**Answer any 20 of the following 23 questions by crossing out the appropriate letter on the answer sheet.**

1. Baddeley=s Central Executive has been hypothesized to be involved in which of the following activities?
  - a. Inhibiting habitual actions.
  - b. Keeping the goal of a task in mind.
  - c. Resisting distraction from extraneous stimuli.
  - d. a & b
  - e. a, b & c
  
2. In a hypothetical experiment, participants who did not speak Hebrew studied Hebrew letters for a subsequent recognition test. After each letter, participants engaged in one of three tasks. In one condition, participants heard a sentence after each letter and indicated whether the sentence was true or false. In a second condition, participants saw pictures and rated the pictures on pleasantness. In the third condition, participants were free to rehearse the letters silently. According to Baddeley=s model of working memory, what effects would you expect the three interference tasks to have? Relative to the rehearsal condition ...
  - a. sentences should interfere
  - b. sentences should have no effect
  - c. pictures should interfere
  - d. pictures should have no effect
  - e. b & c
  
3. In Roediger and McDermott=s experiment, students studied a list of words such as *dose*, *nap*, *blanket*, *snooze* ... which are all high associates of the word *sleep*. Immediately after studying the list, students recall as many words as they can. Students studied several such lists and were then given a recognition test for the studied words plus some critical words such as *sleep* which had not been studied but were strongly related to the studied words. Roediger and McDermott found ...
  - a. virtually no recall but high recognition of critical words.
  - b. high recall but low recognition of critical words.
  - c. recall of critical words at about the level of primacy items in the lists.
  - d. recall of critical words about the level of mid-list items.

- e. recall of critical words as about the level of recency items in the list.
4. In the visual system, pattern-recognition processing (the *what* system) is located in the \_\_\_\_\_ while spatial processing (the *where* system) is located in the \_\_\_\_\_.
- parietal lobe, temporal lobe
  - temporal lobe, frontal lobe
  - frontal lobe, parietal lobe
  - temporal lobe, parietal lobe
  - Both systems are located in the occipital lobe
5. 5 – 2. Tasks used to measure or investigate the central executive ...
- often involve tachistoscopic presentation of stimuli.
  - often involve dichotic listening.
  - usually include a digit span task.
  - involve alternation between processing and retention
  - All of the above.
6. 7 – 3. Traumatic events are likely to be forgotten if....
- they occurred in early childhood.
  - they are “repressed” as a protective mechanism.
  - the individual concerned has a very positive self image.
  - a & c
  - None of the above. Traumatic memories are almost always remembered.
7. 3 – 2. Which of he following features were included in the McClelland & Rumelhart feature net for letter recognition?
- Both excitatory and inhibitory connections.
  - Both bottom-up and top-down connections.
  - Connections within a specific level as well as connections between different levels.
  - a & b
  - a, b, & c
8. Which of the following is not likely to reflect implicit memory?
- a feeling that you know a person, but can’t recall their name or where you met him or her.
  - Faster performance in a tachistoscopic word recognition task on the second than on the first presentation
  - A higher preference rating for pictures previously seen in the experiment than unseen pictures
  - Higher recall of words in the presence than in the absence of cues associated with words during learning
  - Higher credibility ratings for sentences previously studied in a memory list than for sentences not studied
9. Samuels, LaBerge and Bremer studied developmental changes in word recognition. As

words reading skill improved from second grade to college, which of the following effects was (were) found?

- a. smaller effects of priming in tachistoscopic word identification
- b. smaller effects of word length
- c. smaller effects of word frequency
- d. smaller effects of regularity in spelling
- e. all of the above were found.

10. 6 -1. Which of the following statements are true of maintenance rehearsal?

- a. Recall increases with increasing number of rehearsals.
- b. Maintenance rehearsal increases the feeling of familiarity for the rehearsed item.
- c. Maintenance rehearsal creates connections between words or ideas.
- d. Maintenance rehearsal is disrupted by making judgements about pictures.
- e. a & b

11. Fisher and Craik (1977) varied the nature of a cue word associated during encoding with a word that participants were instructed to remember; they also varied the nature of the retrieval cue given at recall. They found that recall was higher for words encoded with a semantic cue word than a rhyming cue word, and that recall was better if the retrieval cue was the same as the cue word present at encoding. They interpreted their findings as indicating that their findings were consistent with...

- a. the levels of processing view.
- b. the encoding specificity view.
- c. a strength model of memory.
- d. a & b
- e. a b, & c

12. In an immediate free recall task, Glanzer and Cunitz varied the number of times a word was presented (with all presentations occurring together), the rate at which the words were presented, and whether the recall of the words was immediate or delayed. Which of the following effects did they find?

- a. Slower presentation (more time per word) increased recall of early and mid-list items only.
- b. Repeating words (without increasing time per word) increased recall of early and mid-list items only.
- c. Delaying recall decreased recall of early and mid-list items only.
- d. a & c
- e. a, b, & c

13. Mnemonics are useful ...

- a. for rote memorizing relatively meaningless material.
- b. Because they engage the learner in trying to understand the material.
- c. Because they provide a way of encoding and retrieving a certain type of

information.

- d. Because they cause the learner to create a lot of connections with the newly learned material.
  - e. A & c
14. 7 – 1. Which of the following is likely to “undo” the misinformation effect?
- a. Reinstating the original context in which the target episode occurred.
  - b. Having the participants recall the target episode under hypnosis.
  - c. Providing good retrieval cues to assist recall for details of the target episode.
  - d. a & c
  - e. None of the above
15. 2 - 2. Damage to which area of the brain produces receptive aphasia, whereas damage to which part of the brain produces a neglect syndrome?
- a. rearmost part of parietal lobe, frontal lobe
  - b. Broca’s area, temporal lobe
  - c. Wernicke’s area, parietal lobe
  - d. frontal lobe, occipital lobe
  - e. prefrontal area, amygdala
16. 4 - 1. Participants in an experiment were briefly shown two horizontal lines, one above the other, in a background of random black and white dots and asked to indicate which line was longer. On the fourth trial, unknown to the participants, the random pattern of black and white dots changed so that the dots formed two angled lines (fins) radiating from each end of the two horizontal lines. The two horizontal lines were actually of equal length on this trial. What did the researchers find?
- a. The fins masked the ends of the horizontal lines thereby making their length difficult to see.
  - b. The pattern of black and white dots distracted the participants from the judgement task.
  - c. The participants perceived both the horizontal lines and the fins as straight lines.
  - d. The participants failed to perceive the horizontal lines because they were attending to the fins.
  - e. None of the above.
17. 7 – 2. Which of the following are likely reasons why emotional events are well remembered?
- a. Emotional events increase arousal level which promotes memory consolidation.
  - b. People likely pay attention to emotion-arousing stimuli or events.
  - c. People are likely to “mull over” emotional events.
  - d. a & b
  - e. a, b, & c.
18. Over-regularization errors occur in tachistoscopic word recognition tasks. An example of an over-regularization error is ...
- a. reading MJLK and MILK

- b. reading MILK as MILX
- c. reading MILK as DRINK
- d. reading MJLK as DRINK
- e. reading MJLK as MILX

19. **Colflesh and Conway** (2007) used dichotic listening to investigate divided attention. Participants attended to one message and had to indicate by pressing a button when they heard their name in the unattended message. On some trials, participants shadowed the attended message while on other trials they listened without shadowing. Participants with high working memory capacity were \_\_\_\_\_ likely than participants with low working memory capacity to hear their name in the unattended message in the \_\_\_\_\_ condition(s).

- a. more ... both
- b. more ... no shadowing
- c. less ... no shadowing
- d. more ... shadowing
- e. less ... no shadowing

20. 4 - 2. In the Adumbell≅ experiment, people with unilateral neglect syndrome were shown objects in red and blue circles where the circles were connected by a bar (creating a dumbbell). Initially, the participants focused on the red circle (which was in their attended field) and were able to identify object in the circle. The dumbell was rotated 180 degrees so that the blue circle was in the attended field and the red circle in the unattended field. The patients now saw...

- a. objects in the red circle.
- b. only the red circle with no objects in it.
- c. objects in the blue circle.

- d. only the blue circle with no objects in it.
- e. only the red and blue circles

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