Unit 7 Study Guide

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. Your consciously activated but limited-capacity memory is called _______ memory.
   a. short-term
   b. implicit
   c. mood-congruent
   d. explicit
   e. automatic

___ 3. Automatic processing and effortful processing involve two types of
   a. encoding.
   b. retrieval.
   c. interference.
   d. storage.
   e. repression.

___ 4. Automatic processing occurs without
   a. iconic memory.
   b. semantic encoding.
   c. conscious awareness.
   d. long-term potentiation.
   e. sensory memory.

___ 5. 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.

___ 6. 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
   a. chunking.
   b. automatic processing.
   c. mnemonics.
   d. the serial position effect.
   e. rehearsal.
7. Which pioneering researcher made extensive use of nonsense syllables in the study of human memory?
   a. Pavlov  
   b. James  
   c. Loftus  
   d. Freud  
   e. Ebbinghaus

8. The process by which information is encoded by its meaning is called
   a. long-term potentiation.  
   b. automatic processing.  
   c. rehearsal.  
   d. mnemonic encoding.  
   e. semantic encoding.

9. 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.

10. When asked to recall a list of words including, “plump, crook, and child,” people frequently recalled “fat, criminal, and kid.” This best illustrates the impact of
    a. parallel processing.  
    b. peg words.  
    c. semantic encoding.  
    d. echoic memory.  
    e. mood-congruent memory.

11. Tim, a third-grader, learns the sentence “George Eats Old Gray Rats And Paints Houses Yellow” to help him remember the spelling of “geography.” Tim is using
    a. a mnemonic device.  
    b. the peg-word system.  
    c. the spacing effect.  
    d. priming.  
    e. the serial position effect.

12. When Sperling visually displayed three rows of three letters each for only one-twentieth of a second, research participants
    a. recalled only half the letters because they did not have enough time to see all of them.  
    b. recalled only about seven of the letters due to storage limitations.  
    c. had a momentary photographic memory of all nine letters.  
    d. formed a sensory memory of no more than a single letter.  
    e. recognized some of the letters but could not recall any of them.

13. Iconic memory is to echoic memory as ________ is to ________.
a. short-term memory; long-term memory
b. explicit memory; implicit memory
c. visual stimulation; auditory stimulation
d. automatic processing; effortful processing
e. flashbulb memory; implicit memory

14. For a moment after hearing his dog’s high-pitched bark, Mr. Silvers has a vivid auditory impression of the dog’s yelp. His experience most clearly illustrates ________ memory.
   a. short-term
   b. iconic
   c. mood-congruent
   d. implicit
   e. echoic

15. Sounds and words that are not immediately attended to can still be recalled a couple of seconds later because of our ________ memory.
   a. flashbulb
   b. echoic
   c. implicit
   d. state-dependent
   e. iconic

16. Peterson and Peterson demonstrated that unrehearsed short-term memories for three consonants almost completely decay in as short a time as
   a. 1 second.
   b. 12 seconds.
   c. 1 minute.
   d. 12 minutes.
   e. 1 hour.

17. Our immediate short-term memory for new material is limited to roughly ________ bits of information.
   a. 3
   b. 7
   c. 12
   d. 24
   e. 50

18. 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.

19. The prolonged stress of sustained physical abuse may inhibit memory formation by shrinking the
   a. adrenal glands.
b. hippocampus.
c. pituitary gland.
d. sensory cortex.
e. frontal lobe.

20. Remembering how to solve a jigsaw puzzle without any conscious recollection that one can do so best illustrates _______ memory.
   a. semantic
   b. explicit
   c. flashbulb
   d. implicit
   e. sensory

21. An understanding of the distinction between implicit and explicit memories is most helpful for explaining
   a. the serial position effect.
   b. the spacing effect.
   c. repression.
   d. state-dependent memory.
   e. infantile amnesia.

22. Which measure of memory did Hermann Ebbinghaus use to assess the impact of rehearsal on retention?
   a. recall
   b. recognition
   c. relearning
   d. reconstruction
   e. repression

23. 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.

24. Shortly after you see a missing-child poster you are more likely to interpret an ambiguous adult-child interaction as a possible kidnapping. This best illustrates the impact of
   a. priming.
   b. chunking.
   c. source amnesia.
   d. retroactive interference.
   e. state-dependent memory.

25. Déjà vu refers to the
a. emotional arousal produced by events that prime us to recall associated events.
b. tendency to remember experiences that are consistent with our current mood.
c. unconscious activation of particular associations in memory.
d. eerie sense of having previously experienced a situation or event.
e. involuntary activation of the hippocampus.

26. Mood-congruent memory refers to the effect of emotional states on the process of
   a. repression.
   b. encoding.
   c. storage.
   d. retrieval.
   e. relearning.

27. In describing what he calls the seven sins of memory, Daniel Schacter suggests that storage decay contributes to
   a. absent-mindedness.
   b. repression.
   c. transience.
   d. implicit memory.
   e. source amnesia.

28. In describing what he calls the seven sins of memory, Daniel Schacter suggests that encoding failure results from the sin of
   a. absent-mindedness.
   b. transience.
   c. blocking.
   d. repression.
   e. chunking.

29. The inability to remember how Lincoln's head appears on a penny is most likely due to a failure in
   a. encoding.
   b. storage.
   c. retrieval.
   d. implicit memory.
   e. iconic memory.

30. 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 acoustically or visually encoded.
   e. whether proactive interference occurred.

31. Professor Maslova has so many memories of former students that she has difficulty remembering the names of new students. The professor's difficulty best illustrates
   a. retroactive interference.
   b. mood-congruent memory.
32. 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.

33. After studying biology all afternoon, Alonzo is having difficulty remembering details of the organic chemistry material that he memorized that morning. Alonzo's difficulty best illustrates
   a. transience.
   b. retroactive interference.
   c. the spacing effect.
   d. proactive interference.
   e. source amnesia.

34. 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.

35. After reading a newspaper report suggesting that drunken driving might have contributed to a recent auto accident, several people who actually witnessed the accident began to remember the driver involved as traveling more recklessly than was actually the case. This provides an example of
   a. proactive interference.
   b. the serial position effect.
   c. state-dependent memory.
   d. the self-reference effect.
   e. the misinformation effect.

36. After hearing stories of things they both had and had not actually experienced with “Mr. Science,” preschool children spontaneously recalled him doing things that were only mentioned in the stories. This best illustrates
   a. the self-reference effect.
   b. source amnesia.
   c. proactive interference.
   d. implicit memory.
   e. mood-congruent memory.

37. Research on memory construction indicates that
   a. recent events are more vulnerable to memory distortion than events from our more
distant past.
b. false memories often feel as real as true memories.
c. hypnotic suggestion is a particularly effective technique for accurate memory retrieval.
d. it is very difficult to lead people to construct memories of events that never happened.
e. true memories are created by long-term potentiation, and false memories are encoded in the cerebellum.

38. When we fall in love, we tend to overestimate how much we liked our partner when we first began dating. This best illustrates the dynamics of
a. automatic processing.
b. the spacing effect.
c. proactive interference.
d. the serial position effect.
e. memory construction.

39. With respect to the controversy regarding reports of repressed memories of sexual abuse, statements by major psychological and psychiatric associations suggest that
a. the accumulated experiences of our lives are all preserved somewhere in our minds.
b. the more stressful an experience is, the more quickly it will be consciously forgotten.
c. repression is the most common mechanism underlying the failure to recall early childhood abuse.
d. professional therapists can reliably distinguish between their clients' true and false childhood memories.
e. adult memories of experiences happening before age 3 are unreliable.

40. Repeating someone's name several times shortly after being introduced to that person is an effective strategy for
a. chunking.
b. rehearsal.
c. implicit memory.
d. automatic processing.
e. priming.

41. When we use the word “automobile” to refer to a category of transport vehicles, we are using this word as a(n)
a. mental set.
b. heuristic.
c. concept.
d. algorithm.
e. phoneme.

42. By dividing broad concepts into increasingly smaller and detailed subgroupings, we create
a. algorithms.
b. category hierarchies.
c. functional fixedness.
d. overconfidence.
e. prototypes.

43. Christmas is to holiday as ________ is to ________.
a. category; prototype
b. availability heuristic; representativeness heuristic
c. algorithm; heuristic
d. prototype; category
e. intuition; belief perseverance

44. Logical, methodical step-by-step procedures for solving problems are called
a. heuristics.
b. semantics.
c. prototypes.
d. algorithms.
e. fixations.

45. In one experiment, Wolfgang Köhler watched an ape suddenly solve a problem of reaching bananas hanging from the ceiling by stacking and climbing up a number of crates. Which of the following did Köhler conclude the ape used in problem solving?
a. heuristics
b. trial and error
c. algorithms
d. framing
e. insight

46. Injury to certain areas of the ________ lobes can destroy imagination while leaving reading, writing, and arithmetic skills intact.
a. frontal
b. parietal
c. occipital
d. temporal
e. central

47. The components of creativity include
a. impulsivity and empathy.
b. expertise and a venturesome personality.
c. competitiveness and dogmatism.
d. imagination and extrinsic motivation.
e. competitiveness and empathy.

48. The most creative scientists are those who
a. investigate issues about which they have very little previous knowledge.
b. are intrinsically motivated to solve problems.
c. have little tolerance for ambiguity.
d. demonstrate low levels of practical intelligence.
e. use convergent thinking rather than divergent thinking.
49. The confirmation bias refers to the tendency to
   a. search for information that supports our preconceptions.
   b. judge the likelihood of events on the basis of how easily we can remember examples of them.
   c. overestimate the accuracy of our beliefs and judgments.
   d. overestimate the degree to which other people share our beliefs.
   e. use heuristics instead of algorithms to solve problems.

50. Myra has such low self-esteem that she typically expects critical comments about her appearance and behavior. Myra's behavior best illustrates the dangers of
   a. confirmation bias.
   b. the framing effect.
   c. functional fixedness.
   d. algorithms.
   e. the representativeness heuristic.

51. Brainstorming sessions that encourage people to spontaneously suggest new and unusual solutions to a problem are designed to avoid
   a. heuristics.
   b. prototypes.
   c. semantics.
   d. fixations.
   e. framing.

52. Some people are unable to arrange six matches to form four equilateral triangles because they fail to consider a three-dimensional arrangement. This best illustrates the effects of 
   a. fixation
   b. heuristics
   c. algorithms
   d. framing
   e. overconfidence

53. When given a candle, tacks, and a box of matches and asked to mount the candle on a wall, people often fail to think of using the matchbox as a candleholder. This best illustrates
   a. overconfidence.
   b. functional fixedness.
   c. confirmation bias.
   d. the availability heuristic.
   e. the framing effect.

54. Because Ken is 6'4”, people often mistakenly assume that he must be a member of his high school basketball team. This mistaken judgment best illustrates the impact of
   a. confirmation bias.
   b. the belief perseverance phenomenon.
   c. the representativeness heuristic.
   d. the availability heuristic.
   e. framing.
55. Dr. Bloomfield's patient was complaining of feeling worthless, lethargic, and uninterested in typically enjoyable activities. Dr. Bloomfield simply matched those few symptoms with the textbook definition of depression and diagnosed the patient as depressed. However, her diagnosis may be incorrect as she may be ignoring other pertinent information. Dr. Bloomfield's potential misdiagnosis is likely due to which of the following?
   a. the availability heuristic
   b. algorithms
   c. trial and error
   d. overconfidence
   e. the representativeness heuristic

56. Our tendency to judge the likelihood of an event on the basis of how readily we can remember instances of its occurrence is called the
   a. framing effect.
   b. belief perseverance phenomenon.
   c. confirmation bias.
   d. representativeness heuristic.
   e. availability heuristic.

57. Which of the following best accounts for people's greater fear of commercial air flights than of driving an automobile?
   a. perceived control
   b. functional fixedness
   c. the framing effect
   d. category hierarchies
   e. the representativeness heuristic

58. Students routinely underestimate how much time it will take them to complete assigned course projects. This best illustrates the impact of
   a. framing.
   b. functional fixedness.
   c. the availability heuristic.
   d. the representativeness heuristic.
   e. overconfidence.

59. Rochelle is extremely thin but is convinced that she is too fat. Rochelle's certainty is best explained by which of the following concepts?
   a. framing
   b. availability heuristic
   c. belief perseverance
   d. overconfidence
   e. representativeness heuristic

60. Although intuition can at times hinder rationality, it is often valuable because it facilitates
   a. framing.
   b. quick decisions.
   c. belief perseverance.
   d. functional fixedness.
A $100 coat marked down from $150 can seem like a better deal than the same coat priced regularly at $100. This best illustrates the importance of
a. belief perseverance.
b. confirmation bias.
c. framing.
d. the availability heuristic.
e. heuristics.

People are very likely to decide to be organ donors when the default option on their renewable drivers' license forms is yes but they can choose to drop out. They are much less likely to decide to be organ donors if the default option on their license forms is no but they can choose to opt in. This best illustrates the effects of
a. framing.
b. overconfidence.
c. functional fixedness.
d. the representativeness heuristic.
e. algorithms.

Spoken, written, or signed words and the ways they are combined to communicate meaning constitute
a. algorithms.
b. syntax.
c. heuristics.
d. language.
e. phonemes.

In English, adjectives precede nouns. This is a rule of syntax, which is the
a. orderly arrangement of words into grammatically sensible sentences.
b. derivation of meaning from morphemes, words, and sentences.
c. impact of words in context and their relationship to one another.
d. logical, comparative relationship between subjects and action verbs.
e. systematic description of nouns, as modified by verbs or adjectives.

During the earliest stage of speech development, infants
a. speak in single words that may be barely recognizable.
b. begin to imitate adult syntax.
c. make speech sounds only if their hearing is unimpaired.
d. make some speech sounds that do not occur in their parents' native language.
e. use words that reflect the syntax of their parents’ native language.

Having spent his childhood in the Middle East, Parviz did not begin speaking English until he was a teenager. When he pronounces words such as “mother,” native English speakers hear a word that sounds more like “mudder.” Which of the following is the best explanation for this phenomenon?
a. In Parviz' speech, consonant phonemes carry more information than do vowel phonemes.
b. As an infant, Parviz lost the ability to produce sounds he never heard.
c. The rules for English syntax and semantics differ from what Parviz learned as a child.
d. Non-English languages are typically more telegraphic, affecting Parviz’ current speech patterns.
e. Parviz’ language acquisition device did not “switch on,” so he could produce English phonemes correctly.

___ 67. At 17 months of age, Julie says “wada” whenever she wants a drink of water. Julie is most likely in the ________ stage of language development.
   a. semantic
   b. babbling
   c. one-word
   d. telegraphic speech
   e. phonetic

___ 68. Children begin to demonstrate that they know how to put words in a sensible order during the ________ stage.
   a. babbling
   b. syntactic
   c. two-word
   d. three-word
   e. phonetic

___ 69. Telegraphic speech is most closely associated with the ________ stage of language development.
   a. one-word
   b. babbling
   c. two-word
   d. semantic
   e. phonetic

___ 70. Noam Chomsky has emphasized that the acquisition of language by children is facilitated by
   a. an inborn readiness to learn grammatical rules.
   b. their ability to imitate the words and grammar modeled by parents.
   c. the learned association of word sounds with various objects, events, actions, and qualities.
   d. the positive reinforcement that adults give children for speaking correctly.
   e. operant and classical conditioning techniques.

___ 71. Noam Chomsky argues that children’s readiness to learn language is a(n)
   a. algorithm.
   b. heuristic.
   c. universal grammar.
   d. biological predisposition.
   e. example of operant conditioning.

___ 72. Research suggests that humans can most easily master the grammar of a second language during
   a. childhood.
   b. early adolescence.
c. late adolescence.
  d. early adulthood.
  e. late adulthood.

73. Compared with deaf children exposed to sign language from birth, those who first learn sign language as teens are less likely to
   a. correctly imitate the signs they are shown.
   b. use signs to indicate concrete objects.
   c. mentally associate signs with written words.
   d. comprehend the grammatical subtleties of sign language.
   e. make simple grammatical mistakes in sign language.

74. The isolated Piraha tribespeople of Brazil have no words for specific numbers higher than 2. If shown seven nuts in a row they find it difficult to lay out the same number from their own pile of nuts. This best illustrates the impact of
   a. language on thinking.
   b. algorithms on decision making.
   c. prototypes on concept formation.
   d. fixations on problem solving.
   e. heuristics on cognition.

75. Introductory psychology students performed best on a midterm psychology test if they had previously spent five minutes a day visualizing themselves
   a. studying effectively.
   b. physically relaxing.
   c. receiving a high midterm test grade.
   d. feeling proud about receiving a high midterm test grade.
   e. imitating the most successful student in class.
MULTIPLE CHOICE

1. **ANS:** B  
   **PTS:** 1  
   **DIF:** Medium  
   **REF:** Page 257 | Section - Cognition: 7A—Memory  
   **OBJ:** 1  
   **TOP:** Information processing  
   **MSC:** Conceptual

2. **ANS:** A  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 257 | Section - Cognition: 7A—Memory  
   **OBJ:** 1  
   **TOP:** Information processing  
   **MSC:** Factual | Definitional

3. **ANS:** A  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 258 | Section - Cognition: 7A—Memory  
   **OBJ:** 2  
   **TOP:** Encoding: getting information in  
   **MSC:** Factual | Definitional

4. **ANS:** C  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 258 | Section - Cognition: 7A—Memory  
   **OBJ:** 2  
   **TOP:** Automatic processing  
   **MSC:** Factual | Definitional

5. **ANS:** C  
   **PTS:** 1  
   **DIF:** Medium  
   **REF:** Page 259 | Section - Cognition: 7A—Memory  
   **OBJ:** 2  
   **TOP:** Automatic processing  
   **MSC:** Factual | Definitional

6. **ANS:** E  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 259 | Section - Cognition: 7A—Memory  
   **OBJ:** 2  
   **TOP:** Effortful processing  
   **MSC:** Conceptual

7. **ANS:** E  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 259 | Section - Cognition: 7A—Memory  
   **OBJ:** 2  
   **TOP:** Effortful processing  
   **MSC:** Factual | Definitional

8. **ANS:** A  
   **PTS:** 1  
   **DIF:** Medium  
   **REF:** Page 261 | Section - Cognition: 7A—Memory  
   **OBJ:** 3  
   **TOP:** Levels of processing  
   **MSC:** Factual | Definitional

9. **ANS:** E  
   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Page 261 | Section - Cognition: 7A—Memory  
   **OBJ:** 3  
   **TOP:** Levels of processing  
   **MSC:** Factual | Definitional

10. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **REF:** Page 262 | Section - Cognition: 7A—Memory  
    **OBJ:** 3  
    **TOP:** Levels of processing  
    **MSC:** Conceptual | Application

11. **ANS:** A  
    **PTS:** 1  
    **DIF:** Medium  
    **REF:** Page 264 | Section - Cognition: 7A—Memory  
    **OBJ:** 3  
    **TOP:** Organizing information for encoding  
    **MSC:** Conceptual | Application

12. **ANS:** C  
    **PTS:** 1  
    **DIF:** Difficult  
    **REF:** Page 266 | Section - Cognition: 7A—Memory  
    **OBJ:** 4  
    **TOP:** Sensory memory  
    **MSC:** Factual | Definitional

13. **ANS:** A  
    **PTS:** 1  
    **DIF:** Difficult  
    **REF:** Page 266 | Section - Cognition: 7A—Memory  
    **OBJ:** 4  
    **TOP:** Sensory memory  
    **MSC:** Conceptual

14. **ANS:** E  
    **PTS:** 1  
    **DIF:** Medium  
    **REF:** Page 266 | Section - Cognition: 7A—Memory  
    **OBJ:** 4  
    **TOP:** Sensory memory  
    **MSC:** Conceptual | Application

15. **ANS:** B  
    **PTS:** 1  
    **DIF:** Easy
16. Sensory memory

17. Working/short-term memory

18. Storing memories in the brain

19. Stress hormones and memory

20. Storing implicit and explicit memories

21. Retrieval: getting information out

22. Retrieval cues

23. Context effects

24. Moods and memories

25. Forgetting

26. Encoding failure (text and Figure 7.19)

27. Storage decay

28. C

29. A

30. A

31. C
TOP: Interference  MSC: Conceptual | Application
32. ANS: C  PTS: 1  DIF: Medium
REF: Page 282 | Section: Cognition: 7A—Memory  OBJ: 10
TOP: Interference  MSC: Conceptual | Application
33. ANS: B  PTS: 1  DIF: Medium
REF: Page 282 | Section: Cognition: 7A—Memory  OBJ: 10
TOP: Interference  MSC: Conceptual | Application
34. ANS: D  PTS: 1  DIF: Medium
REF: Page 284 | Section: Cognition: 7A—Memory  OBJ: 10
TOP: Motivated forgetting  MSC: Conceptual | Application
35. ANS: E  PTS: 1  DIF: Medium
REF: Page 286 | Section: Cognition: 7A—Memory  OBJ: 11
TOP: Misinformation and imagination effects  MSC: Conceptual | Application
36. ANS: B  PTS: 1  DIF: Medium
REF: Page 287 | Section: Cognition: 7A—Memory  OBJ: 11
TOP: Source amnesia  MSC: Factual | Definitional
37. ANS: B  PTS: 1  DIF: Medium
REF: Page 288 | Section: Cognition: 7A—Memory  OBJ: 11
TOP: Discerning true and false memories  MSC: Factual | Definitional
38. ANS: E  PTS: 1  DIF: Medium
REF: Page 288 | Section: Cognition: 7A—Memory  OBJ: 11
TOP: Discerning true and false memories  MSC: Factual | Definitional
39. ANS: E  PTS: 1  DIF: Medium
REF: Page 291 | Section: Cognition: 7A—Memory  OBJ: 12
TOP: Repressed or constructed memories of abuse?  MSC: Factual | Definitional
40. ANS: B  PTS: 1  DIF: Easy
REF: Page 293 | Section: Cognition: 7A—Memory  OBJ: 13
TOP: Improving memory  MSC: Factual | Definitional
41. ANS: C  PTS: 1  DIF: Medium
REF: Page 299 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 1
TOP: Concepts  MSC: Conceptual | Application
42. ANS: B  PTS: 1  DIF: Easy
REF: Page 299 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 1
TOP: Concepts  MSC: Factual | Definitional
43. ANS: D  PTS: 1  DIF: Difficult
REF: Page 299 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 1
TOP: Concepts  MSC: Conceptual
44. ANS: D  PTS: 1  DIF: Easy
REF: Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 2
TOP: Solving problems  MSC: Factual | Definitional
45. ANS: E  PTS: 1  DIF: Medium
REF: Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 2
TOP: Solving problems  MSC: Conceptual | Application
46. ANS: A  PTS: 1  DIF: Difficult
REF: Page 301 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 2
TOP: Creativity  MSC: Factual | Definitional
47. ANS: B  PTS: 1  DIF: Medium
REF: Page 302 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language  OBJ: 2
TOP: Creativity  MSC: Factual | Definitional
The effects of framing

The perils and powers of intuition

The belief perseverance phenomenon

Overconfidence

The fear factor: Do we fear the right things? (Box)

Fixation (text and Figures 7.4 and 7b. 6)

Fixation (text and Figures 7.3 and 7b. 5)

Confirmation bias

Creativity
63. ANS: D
PTS: 1
DIF: Easy
REF: Page 313 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 6
TOP: Language
MSC: Factual | Definitional

64. ANS: A
PTS: 1
DIF: Medium
REF: Page 314 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 6
TOP: Language structure
MSC: Factual | Definitional

65. ANS: D
PTS: 1
DIF: Medium
REF: Page 315 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 7
TOP: When do we learn language?
MSC: Factual | Definitional

66. ANS: B
PTS: 1
DIF: Medium
REF: Page 315 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 7
TOP: When do we learn language?
MSC: Conceptual | Application

67. ANS: C
PTS: 1
DIF: Medium
REF: Page 316 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 7
TOP: When do we learn language?
MSC: Conceptual | Application

68. ANS: C
PTS: 1
DIF: Difficult
REF: Page 316 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 7
TOP: When do we learn language?
MSC: Factual | Definitional

69. ANS: C
PTS: 1
DIF: Easy
REF: Page 316 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 7
TOP: When do we learn language?
MSC: Factual | Definitional

70. ANS: A
PTS: 1
DIF: Medium
REF: Page 317 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 8
TOP: Explaining language development
MSC: Factual | Definitional

71. ANS: D
PTS: 1
DIF: Difficult
REF: Page 317 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 8
TOP: Explaining language development
MSC: Conceptual

72. ANS: A
PTS: 1
DIF: Easy
REF: Page 318 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 8
TOP: Explaining language development
MSC: Factual | Definitional

73. ANS: D
PTS: 1
DIF: Medium
REF: Page 318 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 8
TOP: Explaining language development
MSC: Factual | Definitional

74. ANS: A
PTS: 1
DIF: Difficult
REF: Page 320 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 9
TOP: Language influences thinking
MSC: Factual | Definitional

75. ANS: A
PTS: 1
DIF: Medium
REF: Page 322 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language
OBJ: 9
TOP: Thinking in images
MSC: Factual | Definitional